Our aim with this web site is to expose potential interest groups to ideas, projects, goals, successes and failures that were part of our experience in a small museum. Perhaps readers may find one or more ideas that excite and motivate them. If the project information and sample material encourages you to introduce such a project for your community, we will indeed feel satisfied. May you experience the sense of fun, comfort, and accomplishment that will keep us volunteering in the museum long after this project is finished.

An attempt has been made to present the material in a variety of literacy friendly forms which will serve a range of reading levels. Hopefully the diagrams, plain language, “how to” boxes, symbols and pictures will also provide an interesting variety.

None of the material herein may be reproduced for distribution purposes except with the expressed permission of the Literacy Council of Fredericton.
GETTING STARTED

My first job as the Coordinator, was to decide "how" to fulfill the mandate of the proposal which identified the main goal. That goal was to make "on site" improvements and expose the community and museum to each other, while improving the literacy skills of the learners.

An initial meeting with Jean, (the Administrator) and Bruce, (the Curator) of the museum, offered a very cooperative environment which supported my view that the mandate could best be fulfilled through the motivations of the volunteers. The specific activities would thus be decided by the group yet to be identified. After all, if the learners don't experience fulfillment in the project, they just won't come. (They are not a captive audience).

The Student-Tutor Coordinator of the Fredericton Literacy Council identified and contacted perspective participants while I talked with other volunteers who might be free to participate in a project. The response was enthusiastic and energizing. The next step was to respond to a suggestion from Jenifer McVaugh regarding a workshop on oral history. It was a good idea to hold this workshop early in the project since it jumped-started our publicity. (newspaper article, CBC interview, press release). We drew community people as well as those committed to Reading the Museum. For several of the "on site" volunteers the workshop clearly pointed out the direction their efforts would take.

Individual meetings with volunteers went slowly at first. Each person grappled with the museum as a new medium and the way in which they could have an input or be impacted by this task.

While they individually pondered their roles, we met the staff, toured the museum, talked about artifacts and their care, examined the museum reference materials, and brainstormed ideas about possible contributions. Eventually, each person envisioned an activity that would have meaning for them (motivation).

Bronwyn's suggestion bought us to the next step. She proposed that we meet as a group once a week to share our experiences and to support each other. She further offered her services in producing a newsletter to keep us aware of the overall project and to give emphasis and encouragement for individual tasks. The idea worked beautifully in that everyone contributed to the newsletters and we all wanted to share in each others unique ideas. With determination, however, we focused on our own tasks and shared occasionally in other activities.
Frenzied activity followed as we pursued individual or group goals. (Each adult student worked with an adult tutor/educator) Each Wednesday we shared coffee as well as each others' accomplishments in the oral reports and offered critiques and ideas. The projects completed speak for themselves.
GETTING STARTED

OBJECTIVES

Note: The partnership nature of the project produced "twinned" objectives. For each museum goal, there was a corresponding skill development in literacy. (learning)

Objectives of Learners using the Museum as a Resource (As determined by the adult learners, coordinator, administrator and curator):

<table>
<thead>
<tr>
<th>SHORT TERM GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSEUM</strong></td>
</tr>
<tr>
<td>Help with exhibits/projects as needed</td>
</tr>
<tr>
<td>Help set up, dismantle exhibits</td>
</tr>
<tr>
<td>Research and word process labels for artifacts</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
</tr>
<tr>
<td>Accession numbering, handling artifacts, researching techniques and sources in a museum, learning archival research techniques, theme aspect of exhibits, computer use, display techniques, preparing special exhibit brochures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERMEDIATE GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSEUM</strong></td>
</tr>
<tr>
<td>Contribute to a major exhibit called &quot;65 Years of Community&quot; through on site projects and projects collected from focus groups</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
</tr>
<tr>
<td>Interviewing, transcribing, reading, writing, editing, text reduction, presenting the project to focus groups, preparing publicity, taking a workshop on oral history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG TERM GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSEUM</strong></td>
</tr>
<tr>
<td>Advance the user-friendly aspect of the museum which encourages community involvement.</td>
</tr>
</tbody>
</table>
LEARNING

Reading or arranging for newspaper articles, filming by cable channel with student interviews, participating in CBC interview. Reflecting a positive, friendly, exuberant atmosphere as demonstrated by the museum staff.

Preparing hands-on discovery boxes for each museum room

Updating educational kits for use in schools

Preparing an original orientation pamphlet for museum

Preparing an alternate plain language pamphlet

Devising signs/pictures which introduce each exhibit room

Request for material donations and visit invitation letters to retail stores

Observing and being inspired by youth curator displays
GETTING STARTED

SKILLS AND INTERESTS

- Oral Histories, Initial Visits, Interviewing, Transcribing, Editing / Final Approval Labels
- Setting Up / Adding To / Dismantling Displays (e.g., Victorian, Mary Gramian)
- Publicity: Public Service Announcements, Newspapers, Radio, Newsletter, Cable 10 Appearances Church / School Bulletins

Labels for Exhibits

Reading the Museum

Museum Tour Attic Discovery

- Promoting Project Through Public Speaking
- Museum User-Friendly Ideas / Projects
- Hands-On Material Identified and Kits Produced
- Scrapbook / Newsletter
- Writing / Transcribing Editing
- Computer Use

Research Skills

#1 - #7 Archives Tour Oral History Workshop NB Museum Tour
Click on the picture for the full-sized version.
Print it, then follow the directions on the next page.
GETTING STARTED

**HOW TO...Incorporate Adult Learning Principles**

Be Aware that:

- Adults want learning to be meaningful
- Adults prefer to be self-directed in their learning
- Adults bring a rich background of knowledge and experience to a learning situation
- Every adult has a preferred learning style
- Adults want to apply new knowledge to present situations
- Adults have their own personal goals and objectives in any learning situation
- Adults want to be actively involved in the learning process
- Adults are more receptive in learning situations that are physically and psychologically comfortable
- Adults have busy lives where they play many roles (worker, parent, partner, friend, spouse) and any learning situation must be respectful of this.


**HOW TO...Approach a Focus Group**

- brainstorm a list of potential participants
- find contacts for each group
- phone contact people to tell them about the project
- send contact person a publicity package
- follow-up with a phone call
- be available to personally visit their program

**HOW TO ... Make a Student Tutor Organizer**

- do a two-sided copy of the sheets
- cut paper vertically and horizontally through the center
- fold pages together like a booklet
- front page will have a picture of books with the word read
- center will read Yes you can!
- staple the center
- usage: to organize meeting times
LEARNING THE MUSEUM

*NOTE* The following excerpts are taken from the sample worksheets that helped develop research skills.

**RESEARCH #1**

SITUATION: You have the accession number of the artifact and want to find the file on that artifact to learn more about it.

ACCESSION ROOM - FLOOR 3

1969.3.2 means that this artifact was given an accession number in 1969.
.3 means this is the third item or group of items donated that year.
.2 means that in the third group, this is the second item.

WHAT WOULD 1996.834.25 MEAN?

**LOCATE ITEMS**

<table>
<thead>
<tr>
<th>Accession</th>
<th>Item</th>
<th>Location</th>
<th>Picture</th>
<th>Diagram</th>
<th>Made of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969.3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969.13.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH #2**

SITUATION: You do not have an accession number and you want to find an artifact or information about an artifact.

eg. Bayonet 3 sided blade

Try the computer

Lori and Ann check the accession files for information as they prepare the discovery boxes.
RESEARCH # 3

SITUATION: Item (artifact) or material cannot be found in computer and does not have an accession number.

Go to the Nomenclature books for museum cataloguing (red and blue) in library section.

Nomenclature Red before 1990
Blue after 1990
Organize records/

Blue Book

Rocking Chair

Look in
back_____________________________
Look
for______________________________
Under
category_________________________
On page_____ category
#__________________
Go to files.
Search________________________
Rocking chair
found?________________________

RESEARCH # 4

A. Boxes in the Library with information articles and research. The booklet on top of Box A indicates what is found in these boxes.

B. The Fredericton Public Library next door is another source of research.

RESEARCH # 5

PROVINCIAL ARCHIVES VISIT - Fred Farrell, archivist, "walked us through" the route of discovery as we searched for information on a family history of the mid 1800's.

RESEARCH # 6

NEW BRUNSWICK MUSEUM (Saint. John) - This visit enabled us to compare an old, small museum with a large, new museum in terms of display techniques, volunteers, and educational programs.
RESEARCH # 7

Oral History Workshop - This workshop gave us the skills and confidence to attempt oral histories.
Dorothy was drawn to the ship building area in the N. B. Museum because of the research she had done on her project. She shares her enthusiasm and knowledge with Gayle, Yvonne, Betty R., Elizabeth, and Betty C.
LEARNING THE MUSEUM

*NOTE* The following word search was created using words that a class from the multicultural center brainstormed after they had visited the museum. The words were also used to create a crossword puzzle which can also be found on this web site.

York-Sunbury Historical Museum Word Search

Artifact ancestors bunker generations present connections
Museum exhibit Victorian weapons memories legends
Display Sunbury research Coleman Frog trenches soldier
History York curator quilts past uniform
Old anniversary unique historical changes officer
Stories celebration culture regiment community

We hope that you enjoyed the tour of the museum! The words below can all be found in this word search puzzle. Enjoy!
# LEARNING THE MUSEUM

## "YORK SUNBURY MUSEUM" CROSSWORD PUZZLE

<table>
<thead>
<tr>
<th>DOWN</th>
<th>ACROSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Small pioneer wooden toys (in gift shop) (2 words)</td>
<td>02. Numbers on all artifacts that identify the artifact (2 words)</td>
</tr>
<tr>
<td>03. Preferred name of natives (2 words)</td>
<td>04. Name of the street where the museum is located</td>
</tr>
<tr>
<td>05. Name of Fredericton museum</td>
<td>06. The tour guide gives ____ of the various displays</td>
</tr>
<tr>
<td>07. The entrance of the museum (2 words)</td>
<td>08. A tour conducted by someone else</td>
</tr>
<tr>
<td>09. Nov. 11th exhibit was about these</td>
<td>10. A room about a period of history where social rules were very strict</td>
</tr>
<tr>
<td>11. An exhibit that is not replaced by other exhibits</td>
<td>12. An exhibit that is displayed for a specific time period</td>
</tr>
<tr>
<td>13. A group of artifacts is a ____</td>
<td>14. A wooden device used to make yarn or thread</td>
</tr>
<tr>
<td>15. Abbreviation for street</td>
<td>16. Name given to the information explaining the artifacts</td>
</tr>
<tr>
<td>17. Museums reflect the ____ of a community</td>
<td>18. Storage; upper floor in a house or museum</td>
</tr>
<tr>
<td>19. A celebrated amphibian</td>
<td>20. Object of an earlier time or cultural stage</td>
</tr>
<tr>
<td>21. Type of needle work that follows a pattern</td>
<td>22. Last name of a famous Fredericton story teller</td>
</tr>
<tr>
<td>23. The area that leads to the second floor</td>
<td>24. The street that meets Queen Street at City Hall</td>
</tr>
<tr>
<td>25. Sometimes old clothing in museums get__</td>
<td>26. Group of people who came to Canada because they were loyal to the crown</td>
</tr>
<tr>
<td>27. Native groups made their canoes of this light weight material</td>
<td></td>
</tr>
<tr>
<td>29. Person who looks after the financial and organizational business in a museum</td>
<td></td>
</tr>
<tr>
<td>31. Solid unidentified object inside the front</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>28. Girls favorite toy</td>
<td>30. This building used to be the ____barracks</td>
</tr>
<tr>
<td>33. A display which simulates an archaeological experience</td>
<td>34. A person in charge of a museum's collection</td>
</tr>
<tr>
<td>35. A building that houses treasures of our past and present</td>
<td>37. We enrich our____when we learn about our past at museums</td>
</tr>
<tr>
<td>39. Worn to properly handle artifacts</td>
<td>40. Represents a reality of WW I</td>
</tr>
</tbody>
</table>
YORK-SUNBURY MUSEUM PRE TOUR QUESTIONS

What is a museum?
What are the differences between the York-Sunbury Museum and a museum in your country of birth?
Did you feel comfortable in the museum? Why or why not?
What feelings did you have as you toured the museum?
What could the museum do to make you feel more a part of the community?
What did you learn that you didn't know about Fredericton and New Brunswick?
What would you change or add to the museum if you could?

*NOTE* The above questions to stimulate writing, brainstorming museum terms, the crossword puzzle and the word search were devices used to address the special needs of this adult class of immigrants (third level English).
SPREADING THE WORD

These were the various sources we used to publicize our project. Use this list as a checklist for your project.

- Press Releases
- Phone Calls (i.e. re: workshops)
- *Daily Gleaner* Coverage
- CBC Radio Interview
- School Publicity Material
- General Publicity Material
- *Reading the Museum* National Newsletter
- Fredericton Literacy Council's Newsletter
- Faxes to other Literacy Councils
- *Literacy Network News*
- National Adult Learning Database's (NALD) Internet Site
- Cable Television Coverage
- This Handbook

HOW TO....Publicize your Project

- prepare an information packet
- issue a press release (radio, newspapers, organizations)
- contact your local community cable and radio stations; arrange an interview
- place posters in high traffic areas (malls, schools, grocery stores, churches, nursing homes, seniors' apartments)
- contact local groups interested in literacy (GED, CASP, literacy networks, schools, universities...)
- submit information and pictures to local literacy and museum newsletters
- talk and share the project with people you meet!!
SPREADING THE WORD

PUBLIC SERVICE ANNOUNCEMENTS
Two samples of Public Service Announcements are presented. Usually the preferred
format is short and to the point. However, the second sample which targets specific
questions and answers has merit as well.

ORAL HISTORY WORKSHOP

An "Oral History Workshop" will be held at the Fredericton Public Library on
Wednesday, October 9th.

This is a workshop for any person who wishes to learn the techniques for interviewing
and sharing the past experiences of others. This is a free workshop sponsored by the
Canadian Museum Association and the local York-Sunbury Museum.

To register or for further information call:

ORAL HISTORY WORKSHOP

What: Hands-on tool for literacy learners, literacy teachers, and interested citizens
who want to keep in touch with history which is often neglected. It is a way to
preserve our and other people's living history.

Who: Jenifer McVaugh will facilitate this workshop on behalf of CMA and the
Reading the Museum project.

Where: Fredericton Public Library.

When: Wednesday, October 9th.
         9:00 a.m. - 12:00
         or
         6:00 p.m. - 9:00 p.m.

How: Jenifer will impart information and participants will have the opportunity to
learn the technique
through role playing.

Why: This process of doing oral histories is a personally enriching process for both
the teller and the listener.
The trust and respect which develop from this activity is often reason enough to
acquire this skill.

To register or for further information call:
SPREADING THE WORD

Oral History Highlighted

By LISA GREGOIRE
Staff Writer

History is alive.

About 20 people gathered at the Fredericton Public Library yesterday morning and another dozen or so last night to learn about the kind of history not taught in schools.

Jennifer McVaugh was contracted by the Canadian Museum Association to travel across the country and teach people about oral history: how to obtain it, how to record it and what to look for in the stories that are told.

The workshops were held for two reasons, explained Betty Robertson yesterday. The first is to provide meaningful instruction in literacy and research for adult learners and the second is to introduce people to the museum.

The York-Sunbury Museum in Fredericton is celebrating its sixty-fifth anniversary next year with five different exhibits, one of which will be an exhibit created by the community.

Most of that exhibit will feature oral histories of local people recorded by adult literacy students. In making the connection between literacy and history, the museum is hoping to remind people that the museum is a tremendous community resource and relevant to people's lives.

Ms. McVaugh said she tried to give workshop participants a sense of what it's like to research living history.
The exercise involved telling a story to a person and then having that person tell the story back. That helped to illustrate what it would be like for the person telling the story to hear the story rebroadeast, so to speak, to remind those gathering the stories to pay attention to the details.

But it's not so much the facts that make oral histories relevant but what the story-teller felt and learned from the experience, she said.

"Oral history is a process more than just a product," she said. "It has to do with a relationship between people, a sharing of wisdom gained through experience. It's very personal. It's not just head. It's quite heart-centred."

Adult learners were also encouraged to come up with their own projects if they so desired. For instance, one student said that the museum could be more visitor friendly by having plain language signs and summaries of exhibits outside exhibit rooms to explain to visitors just what they were about to see.

So that student is designing the signs and drafting the summaries on computer and when completed, they will be incorporated into the museum's permanent displays.

Research, computer training, writing and reading are all important tools for improving literacy, Ms. Robertson. And the historical museum projects make the exercise all that more worthwhile and rewarding for students.

"It says look, we're not just a dusty old building with a bunch of dead things inside," Ms. Robertson said. "It is part of living history and I don't think the average person sees that."

Through a broader program called Reading the Museum, Ms. Robertson, as program co-ordinator, is trying to reach out to schools as well as local immigrant populations to contribute to the museum's collection so they too can feel part of local history.
* NOTE * The following is an excerpt from the CBC radio interview. The radio host, Barb Roberts, spoke with Betty Robertson, Coordinator of the Reading the Museum project.

**Host:** Betty, tell me a little bit more about the interviewing techniques. I would think that it would be very difficult to interview a relative. It would almost be easier to interview a stranger.

**Betty:** I guess we are down to learning in this workshop how to ask the right questions to elicit the information we want. For example, you could say, tell me what Christmas was like 65 years ago or longer, and the person might generally talk about it. Unless you zone in on it by asking what you had for dinner or did they use the good cutlery and that kind of thing, you will not really get any detailed information. Questions that do not put people on their guard but allow them to speak very freely and bring out their feelings about their stories tend to validate that the information is all important either to record or at least to share with someone of this generation.
SPREADING THE WORD

Sixty-Five years of Community

At York Sunbury Museum we are getting ready to celebrate our sixty-fifth anniversary. We need your help. After all, the museum is yours. It tells the story of your community. We need to pass on and preserve our local history. Now is the time to get at those long put-off projects. Will you share yours with us?

Project Ideas

Find something interesting to write about - a story-starter. Storystarters are all around you. They are in Mom's old photo album or framed on Great Aunty's wall. They are in the china cupboard, the back shed, or the basement. They are in the old box in the attic or hanging on a spike in the tool shed. Story-starters may be staring right at you from the top shelf, but you have forgotten to use them. You know that Grampa told you how he fell through the ice wearing those rusted skates that hang by knotted laces on a hook in the basement. There is a story-starter. Look around.

OR

Interview someone interesting in your family or community. A collection of interviews on tape would be a wonderful project. (ie: interview the same person on several different occasions each time about a different subject ... or...interview different people on the same subject.) Be sure to get permission to tape.

OR

Write down a legend or a story that has been passed down orally but hasn't been recorded. This can be a family story, or a community story. It can be humorous, sad, informative, even mysterious such as the spooky spot on the road where the headless horseman is said to appear.

OR

Research your community to a particular date then draw a map including only buildings and streets present then,

OR

Trace the history of an older house or building in your community. Find out all the information you can about it ... When was it built? Who was the original owner? Who was the carpenter? Did it change owners? What structural changes were made?
BE CREATIVE - THINK UP YOUR OWN PROJECT.

You might want to work alone or, share a project with your family. It would be wonderful to see parents, children and grandparents working together.

NEED HELP? CALL US:

The York-Sunbury Historical Society Museum
CELEBRATES ITS 65th ANNIVERSARY
With an exhibition entitled
“Sixty-five Years of Community”
to be displayed
June - September 1997

HELP US CELEBRATE!

See project ideas in envelope below.
If you are interested, call one of the following:
Betty
Bronwyn / Gayle
Quiet confidence.

This is the impression received upon meeting Yvonne Westall. She is quiet, but gives off an air of assurance.

It was not always so. A Grade 7 dropout who married at age 15, Yvonne used to fade into the background. "I used to agree with what someone said right off, but now I investigate for myself and form my own opinion."

The difference is literacy. "I could read before, but I didn't always understand what I was reading." Yvonne knew that she needed to improve her reading; she wanted to get information first hand.

Three years ago she contacted the Literacy Council of Fredericton and was matched with a tutor by the student/tutor coordinator. This started her on a process of learning which has not only brought her nearer her goal of a high school equivalency diploma, but has given her confidence in herself. "I can read better now so I can really understand things."

Yvonne's new-found confidence shows itself in many ways. Second Chance Learners is an organization for students past and present. She is an active member, the group's secretary, and is heavily involved in their entry in the Canada Day parade, their annual barbecue, and their Christmas party. She is the student representative for the Literacy Council of Fredericton and attends their executive meetings to give the student's point of view.

She spends several hours each week volunteering for the "Read the Museum" project currently in operation at the York-Sunbury Museum.

Yvonne is a firm believer in education. In January she plans to attend an evening CASP program for her own benefit. Next fall she hopes her third daughter will be joining the other two in university. Education is now a big part of the Westall family's lifestyle.
HOW TO ... Get Started on a Personal Literacy Project

- list your reasons for getting involved
- determine your personal goals
- tour the museum, see what catches your interest
- talk to the museum curator and education officer
- tour other museums to compare and contrast displays etc.
- make a list of what interests you in the museum
- share this list with someone
- decide on a project
- write down the tasks you want to complete
- determine the research skills you will need
- practice the research skills
- begin your project
- ask others for input
- have fun and enjoy yourself
- be proud of what you complete!
SPREADING THE WORD

CABLE 10 INTERVIEW

Fredericton's community channel visited the museum to find out more about the project. They spoke with various individuals involved in the project, focusing on the different areas within the museum that have been impacted by the project. The questions were prepared by the coordinator and curator to highlight the major thrust of the program.

PART A

The first part of the interview began with Betty Robertson, Coordinator of the project, and Lori Scott, Student Tutor Coordinator of the Literacy Council of Fredericton. The questions they answered:

(1) Today there seems to be many literacy organizations and initiatives in New Brunswick. What exactly is the Laubach Literacy Council of Fredericton all about?

(2) How is functional literacy defined?

(3) How is the Fredericton Literacy Council funded?

(4) How is this funding used?

(5) If I am an adult who wants to learn to read or read better, how do I get help?

(6) How would you match an adult learner with a tutor?

(7) How many students do you usually have in the Fredericton area?

(8) We are not at the literacy office right now. Can you explain what you and others are doing at the York Sunbury Museum?

In the museum, Betty, Carmen Kilburn (Cable 10) and Lori prepare for the filmed interview about literacy.
PART B

The second part of the interview took place in the Acadian Room at the York-Sunbury Museum. The interviewer spoke with Bruce Lynch, the museum's curator.

(1) Bruce, what is the goal of the museum in relation to this project?

(2) How is this accessibility promoted?

(3) Bruce, can we see a specific example of the way this accessibility is visible in the Acadian Room where we are now? What other examples could we see?

PART C

The third part of the interview took place in the Victorian Room at the York-Sunbury Museum. The interviewer spoke with Yvonne Westall, an adult learner.

(1) Yvonne, can you tell me what your goal was when you started with the Reading the Museum project?

(2) Can you explain to me the first steps you took to get the Victorian project started?

(3) Would you point out to us exactly what you've added to this room?

(4) Now what about the walls, did you make any changes there?

(5) Can you describe the special Victorian decorations you made for Christmas?

(6) What were the last steps you had to complete?

(7) What did you learn from this exciting project and how did you feel about your volunteer work at the museum?

Steve Cooper checks the lighting before the filming in the Victorian room with Carmen and Yvonne begins.
PART D

The final part was a wrap up; the interviewer again spoke with Bruce.

(1) Is this a new trend, to make the community feel that the museum is a resource?

(2) Why is this attitude being promoted?

(3) How can the public participate this year?
SPREADING THE WORD

MORE DAILY GLEANER COVERAGE

During the York-Sunbury Museum's Annual Christmas Party certificates were awarded to individuals who had volunteered their time at the museum during the year. All members of Fredericton's Reading the Museum group were awarded a certificate for their work. The following photo, which appeared in Fredericton's newspaper, the Daily Gleaner, shows some of the volunteers. Gayle, second from the right, was one of the participants in the Reading the Museum project.

Society Thanks Helpers

The Daily Gleaner, Friday, December 13, 1996
GETTING IT DONE
( On Site Group )

GAYLE

Gayle came as a museum volunteer hoping to help but also to enhance skills which would make her more employable. A natural with preschool children, Gayle developed a plan and executed that plan through school visits. She did an orientation to the museum with labels exactly like those introducing each exhibit, talked about old-modern/new-antique, discussed museum terms like curator, accession numbers and special exhibits like the Acadian one that invited them to simulate an archaeological dig.

Mrs. Gullison's grade 3 and 4 class from Stanley celebrated their tour of the Mary Grannan exhibit by wearing hats and listening to Mary's stories. Mary Grannan, prolific story writer and CBC celebrity was almost as famous for her hats as for her stories. The children's thank you letters spoke of fun and hats and Mary Grannan and the friendly museum staff. Gayle's follow up was a teacher-directed exercise which could be displayed at the "65th Exhibit". Each class orientation was designed differently in a way to reflect the school community, curriculum, or other interests researched by Gayle. Gayle also tested her patience and creativity, and learned computer skills when she produced a much needed "Self Guided Tour" brochure for the museum.

Gayle, sporting her "Mary Grannan" hat, critiques the "Self Guided Tour" brochure with her friend Wanda.
GETTING IT DONE

PROJECT PROPOSAL FOCUSING ON THE MARY GRANNAN EXHIBIT

PURPOSE:

To use Mary Grannan Exhibit as a vehicle to:
A.) Promote literacy.
B.) Stimulate interest in the museum.
C.) Obtain feedback and needed information to enable the museum to become a friendly and useful tool for schools to enhance their curriculum.
D.) Promote a positive impression of the museum in the community.
E.) Encourage participation in celebrating the museum's 65th anniversary by way of obtaining written contributions of local oral history, or other projects, to be displayed during the upcoming community exhibit.

ACTION:

Make teacher contact.
A.) Explain project. Plan classroom visit and museum field trip.
Visit classrooms to provoke interest in the museum and the exhibit.
A.) Prepare kit if possible and/or get permission to take books to read to students.
B.) Stimulate discussion on words such as: artifact, old, accession numbers, oral history.
C.) Suggest projects class can take part in to contribute to our community exhibit.
D.) Send home an informative newsletter to stimulate interest in the students' class project and to encourage parents to participate in projects of their own.

Prepare hands-on activity related to exhibit.
Have class visit museum specifically to view designated exhibit.
Divide class during museum visit
To avoid congestion and to enable a more productive and interesting session with input from students. (i.e. One group views the video while the other experiments with a "hands on" display, or preferably, the second group views another exhibit such as the Armament or Trench Exhibit.)
*NOTE* The grade 3/4 group interviewed relatives about their memories and especially about family treasures. They also wrote thank you notes, excerpts of which follow. Each sentence is taken from a separate letter:

Dear Museum People,

I had a really fun time. The people that work at the museum are very nice. Thank you for inviting us to the museum. I liked Mary Grannans jewellery the best. I liked the museum a lot and I hope to come back soon! My mum liked Maggie Muggins when she was little. I liked the artifacts a lot. I thank Mrs. Moore for coming to our class to talk with us. My grandmother knew about Maggie Muggins. She said that she would take me back to the museum sometime. Our teacher is reading Maggie Muggins. Mr. Roberts was very interesting. After we left the museum we went to see Mary Grannans house. I think her clothes are awesome. It was the best trip I ever had. I hope I can come again.

These letters reflect the following important aspects of museum visits: user friendly, fun element, appreciation of previous orientations in classroom, possible follow up visit, story reading in class, parent/grandparent connection, hats concentrate on Mary Grannans custom made clothes and her flamboyant hats.
Mary Grannan's prolific writing career included the following 30 books, each with its first publication date. Over the years, there were multiple printings and subsequent editions for many of these books:

- Just Mary (1941)
- Just Mary Again (1941)
- Just Mary Stories (1942)
- Maggie Muggins (1944)
- New Just Mary Stories (1946)
- New Maggie Muggins Stories (1947)
- Happy Playtime (1948)
- Maggie Muggins Again (1949)
- Just Mary: Blue Stories (1950)
- Maggie Muggins Stories (1950)
- Just Mary: Green stories (1951)
- Maggie Muggins and Mr. McGarrity (1952)
- Just Mary: Red Stories (1953)
- Maggie Muggins and Her Friends (1954)
- Just Mary: Yellow Stories (1955)
- More Just Mary Stories (1955)
- Kim and Katy: Circus Days (1956)
- Maggie Muggins in the Meadow (1956)
- Kim and Katy: Their Summer Holiday (1956)
- Just Mary: Brown Stories (1957)
- Maggie Muggins Tee-Vee Tales (1958)
- Kim and Katy: Schooldays (1958)
- More Maggie Muggins (1959)
- Maggie Muggins and the Fieldmouse (1959)
- Annie Apple's Gift (1959)
- This is Maggie Muggins (1959)
- Maggie Muggins and Her Animal Friends (1959)
- Maggie Muggins and the Cottontail (1960)
- Maggie Muggins Gives a Party (1961)
- Maggie Muggins and Benny Bear (1962)
Don Roberts was a friend and neighbor of Mary Grannan. He is the foremost expert on Ms. Grannan and as such loaned most of the artifacts for this display. The CBC loaned several videos of her t.v. program as well.

Mr. Roberts freely gave his time to talk to grade three about Mary Grannan. This personal touch impressed the children and brought history alive for them. Probably the most important effect on the children resulted from a question he posed. He asked how many liked to write stories. As several hands went up, he quietly said, "Maybe you could be a writer just like Mary Grannan. She started writing as a child just like you." It was a magical moment which just may have inspired another famous story teller!
GETTING IT DONE

SELF GUIDED TOUR

WELCOME

As the heavy wooden door of this old, Officers' Quarters closes behind you and the monilatch fastens our today's Fredericton, we invite you to take a stroll with us through history.

For a chronologically correct tour, please go up the stairs to the third floor.

First Nations Display - A

In this room, thousand-year-old arrowheads, bone tools and birch bark baskets, along with other interesting articles, tell us something of how our First Nations people lived before the coming of the white man.

Loyalist Display

About 170 years after the Acadians once trickled into this area, another important group arrived. This room speaks of the hardships of the United Empire Loyalists - a determined people who fled the American colonies during the American Revolution in 1783.

Catching a glimpse of the impiousness of those fatalistic British subjects who began the back-breaking job of starting again from scratch to clear and cultivate the wilderness - to build homes for their families. Because of this influx of settlers the province of New Brunswick was formed.

Please move to the adjacent room.

Victorian Display

As a time went on the Loyalists became well established here in Canada, but never did they forget their loyalty to England. This sitting room represents a successful family whose lifestyle is strongly influenced by the British reign of Queen Victoria. (1837-1901).

Please go back down to the first floor. You are now in the hall where you came in.

Building's History

This building was one of 70 that make up a British military compound on this site beginning in 1792. About 150 years ago this Officers' Quarters was rebuilt of stone and wood in response to the many fires the original building endured.

First Nation Display - B

The Europeans have arrived bringing many changes in native life and culture - the days of tellingly carving out stone tools by hand. Gone are the days of killing only enough for basic needs.

Follow stairs to the second floor. Begin in the room on the right at the foot of the stairs.

Acadian Display

Take a peek into this simple pioneer home as it represents the simple story of the French-speaking Acadians - a hard working, ingenious people who settled peacefully here beside the natives with one intent - to make a new home for their families.

Please move to the next exhibit to the right and on up to the room at the top of the stairs on your left.

Military Display

Take your time browse through the various displays depicting our military history from the first French fort - Fort Sunbury, through to the end of World War II. You may be interested in the brass plate commemorating the 104th Regiment of Foot. Imagine a 52-day mid-winter trek from this site to Kingston, Ontario!

Room straight - top of stairs.

World War I Trench

Although this is a good reproduction of a typical WWI trench, it is minus the wet and the cold, the mud and the rats. It is without the pain, the fatigue, the blood and the fear.

Please go back down the stairs. You are once again in the hall where you came in.

---

York Sunbury Historical Society

Self Guided Tour

Excavated created by Sheryl Moreau, a "Reading The Museum", participant
Think of the cold. Think of the mud and the rats. These were a part of a soldier's life in this trench.

*Please go back down the stairs. You are back in the hall. This is where you came in.*

We hope this guide helped you. The stories are of New Brunswick's past. You can see other rooms too. These rooms are special rooms. They are set up for a short time; then the room is changed. Please visit the gift shop.

Thank-you for coming.

---

**How to ... Write in Plain and Clear Language**

- Think before you write
  - Who is going to read this?
  - What do you want to tell them?
  - What is the most important part?
  - Leave out anything you do not need.

- Organize your writing
  - At the beginning say why you are writing.
  - At the beginning say what you want the reader to do.

- Use short or medium-long sentences.
- Use one idea in each sentence.
- Use big enough type
- Use lots of space around your sentences
- Use ordinary punctuation like commas, periods, and question marks.
- Use pictures, lists or diagrams to show what you mean.
- Break up what you write into small sections. They are easier to read.
- Go back over your work the next day. Try to make it clearer.

Qing, an adult student, with strong writing and spelling skills, joined us to improve her pronunciation. She came five days a week for three hours a day. Sometimes she practiced Laubach Phonics, other times she read from the intermediate the Historic Community series from the museum's library. She got to practice everyday English through the friendliness of the museum's staff and volunteers. She has helped with labels, typed, and learned about Canadian history as she dismantled temporary exhibits. She then decided to help us with the "65 Year" exhibition doing an oral history of a Chinese business woman who established a small business here years ago. To accommodate Qing's student needs and volunteer efforts, we were fortunate to acquire the skills of Ann, who teaches English second language; Betty Craig and Helen, experienced Laubach tutors; and Kathy, a new volunteer looking for a challenge. Now these volunteers are motivated to start research on their own family histories. Betty's oral histories of relatives (6 siblings 79-94 years old) have proven to be a treasured experience for all of them.

Qing made a wonderful discovery as she was dismantling an exhibit. She found a newspaper article about Chinese leaders which could never have been published in China. As she took part in our preparation for Christmas she realized that many of our values are connected with religion which is not the case in China where religion is not permitted.

Betty C. and Qing use the Fredericton Literacy Council's tape recorder as they try an auditory learning style.
Granny was the doctor, pretty well. One thing I remember was an onion poultice. You cooked the onions and put them in cloth and wrap them around your neck. Another thing was goose grease. They would put that on you; you would just smell like a goose.

You would rub it all over your throat and chest. It would loosen your cold up.

For heavy coughs they would take molasses, ginger and pepper and mix it all up and make a cough syrup, and it worked. It didn't taste that good!

Another remedy was a sock. You would take a dirty sock, a home knit woolen sock, and wrap that around your neck. That was for sore throats, colds, or whatever.

There was no hospital in Fredericton at that time in the 1920's. The first hospital was Fraser Memorial where the Victoria Public hospital was later.

When the men worked in the woods in the spring, their hands would get sore, cracked and sore. Granny would make something out of the bamagillia tree (we would have to gather the buds) and Granny would mix up some hen manure and the buds and boil them up on the stove. They would put it on their sore hands and it would fix them right up.
GETTING IT DONE

FUN

We had dances; that was about the only entertainment we had. In the spring we would go from one house to another. We'd have great times. We'd go in the kitchens and have our square dances. They would play mouth organs and fiddles. And oh, we'd have fun.

We'd go sliding in the winter on hand sleds. I remember one time, some of the older ones, they got the big sled, the one used with the horses. There was a good hill to go down, and the whole crowd got on. There was quite a long field we went down. The man, see, the head one, he had a big chain and he would throw it in the front and it would stop the sled. We was pretty near down and he threw the chain to stop it and it didn't take hold. We went clear down to the woods and struck a big tree, broke the tree right off. It come right back over the sleigh. Everyone of us got threwed half a mile it seemed. None of us were hurt too bad. I tore my sock, tore it right off. We might have been killed. There were about 15 of us and none of us got off, you see, because we were going too fast. We knowed we was aimin' for that tree, but we couldn't get off. We all looked at each other to see if we was livin' or dead. We were all layin' in the snow everywhere. Some of the men brought the sled back up some way. It was broken up pretty bad. That ended our sleigh riding.

My dad was going away to the woods early the next morning and he wanted the sled to go and here it was all broke and we felt so bad about that. We had to tell him. He didn't scold us too much. Somebody else, I think it was Leslie Schwartz, gave him his sled until he got his fixed.
SCHOOL STORIES

On the 24th of May everyone in the school went fishing after dinner. We had to clean the yard all morning; then we went fishing - all the school went fishing at the Seymour. It was only about half a mile away. That was always about the time we used to plant our potatoes.

We had a week off at Christmas and our summers off.

We used to dance at school, up over head, up in the attic when the teacher would go home for dinner. We had a ladder and away we went up. Someone would be on the lookout for when the teacher come. She never knew; she'd be gone for pretty near a whole hour. Someone would play the mouth organ and the rest of us would dance, even all the wee ones, just the size of nothin', dancing. That's where we all learned to dance. It was a lovely floor, but it's a wonder we didn't come on down through. It was all just tongue and groove boards. We'd have the best fun up there, with one watching out the window! When they'd see her coming, we'd all hurry down the ladder and be settin' there when she come. They never told her either. We all stuck together. If she'd of found out, we'd have got a beaten likely; she was that ugly!

I don't ever remember school being cancelled. We'd just put on our snowshoes and away we'd go. The school was nearly a mile away. We'd go on paths through the fields, maybe one would snowshoe to make a hard path, the rest would walk. We wouldn't have enough snowshoes for everyone.

The Saunders family survivors are: Bertha 79, Jimmy 85, Blanche 88, Eldon 91, Pearl 93, Hildred 94. Hopefully they will all be able to attend the opening of "65 Years of Community" where their oral histories will be on display.
Marie, a Job Corps volunteer at the Literacy Council of Fredericton Office/Library, immediately saw an omission at the Museum. From a literacy viewpoint, she felt that signs should pre-announce the contents of the rooms and that these signs could be done on the computer in a basic reader-friendly way. She also researched pictures which could accompany the signs for non or low level readers. The brochure for the arms and Weapons display was done by Marie in a painstaking manner as she read her way through the computer instructions. She was always available for word processing and challenges such as the crossword puzzle and final computer work on this handbook.

Marie looks ready for action as she waits for the Literacy Council's computer to warm up.
GETTING IT DONE

**THE YORK SUNBURY HISTORICAL SOCIETY MUSEUM**
OFFICERS' SQUARE
DOWNTOWN FREDERICTON

YORK-SUNBURY MUSEUM
(506) 455-6041

**DISPLAYS**
From the First and Second World Wars. See the World War 1 Trench on the second floor.

**RIFLES**
Featuring rifles from the 1750's: "Brown Bess", "Winchester, the gun that won the west", to the WW 1 "Bolt Action 303".

**EVOLUTION OF RIFLES**
See muskets evolving through various firing systems including breech loading, matchlock, wheellock, flintlock, percussion, rimfire, and center fire rifles.

**PISTOLS**
From 1860 to the early part of the 20th century, see pistols from Fredericton's last duel.

**EDGED WEAPONS**
Swords, sabres and bayonets.

**ANTIQUE FIREARMS**
Antique firearms are firearms manufactured before 1898 that do not discharge rim or center fire ammunition. Many firearms in this exhibit are considered antique.

**RELATED ARTIFACTS**
Tunics, helmets, grenades, trophies, musketry and drill manuals.

**HISTORY OF RIFLES**
From the early development of gunpowder through new and innovative rifle firing systems.

**ARMS AND WEAPONS**
Exhibit features rifles, swords, and related military artifacts.

---

COORDINATOR: Ross Clapham  
PAMPHLET: Marie McCarthy  
TRANSLATION: Terry Ouellette

**GUIDED TOURS**
Can be arranged by calling (506) 455-6041.
Musée
Société historique
York Sunbury

Cour des Officiers
Centre ville, Fredericton

Présent
Armes à feu et Armes
tranchantes
Exposé de fusils, épées et
autres artefacts militaires

Historique des fusils
Débutant avec le développement
de la poudre à fusil jusqu'au
nouveau système de tir pour
fusil

Exposé
De la première et deuxième
guerre mondiale. Voire aussi
les tranchées de la première
guerre au deuxième plancher.

Fusils
En évidence sont les fusils des
années 1750: "Brown Bess" -
Winchester, le fusil qui a
gagné l'ouest", et le WML
"Bolt Action .303"

Evolution des fusils
Voire musquet avec une
variété de systèmes de tir
incluant chargé par la culasse
et balles explosive.

Pistolets
De l'année 1840 jusqu'au début
de 20ème siècle: voir pistolets
du dernier duel de Fredericton.

Armes tranchantes
Épées, sabres et balonnettes

Armes à feu antiques
Les armes à feu antiques sont
des armes fabriquées avant 1898
qui ne décharge pas les
cartouches au bord où au centre
du fusil. Plusieurs armes à
feu dans cette section sont
considérées des antiquités.

Artefacts reliés
Tunikas, casques, grenades,
troupes et manuels d'exercices

Tours guidées
Pu être organisé en
composant (506) 433-6041.
LORI and ANN

Lori, adult student and Student Tutor Coordinator of our literacy council, came to see what it was all about. After all she had been promoting the project with adult learners! She stayed because of the social comradery, the positive attitude of the participants (WE HAVE FUN) and because she was motivated to make the museum more user-friendly for her daughter and other children. So she and Ann scoured the museum's attic (what treasures!) to assemble kits or trunks full of items that are hands-on. The principle being that if children know there are items they can handle they will more readily honor the artifacts signs which read "DO NOT TOUCH". The articles gathered consisted of duplicates in storage that the museum does not have room to display. The educational value of hands-on learning has long ago been established for children and adults alike.

---

**How To ... Create a Hands-on Discovery Box**

- Check out the artifacts that are in storage
- Determine whether there are more than one of any of the artifacts
- Submit your 'wish' list to the museum's curator
- Gather up the items; be certain to pick the artifact that is of poorer quality if there is more than one.
- Create descriptive write-ups for your display
GETTING IT DONE

A WINDOW ON CHRISTMAS PAST

"Oh, for an old fashioned Christmas again
With sleigh bells tinkling on the frosted air"
-- Earle J. Grant

DISCOVERY BOX

In this box you will find items that evoke memories of Christmas dinners, holiday activities, and even some old fashioned decorations. Can you find these articles and identify which category they were used in?

<table>
<thead>
<tr>
<th>CHRISTMAS DINNER</th>
<th>HOLIDAY ACTIVITIES</th>
<th>CHRISTMAS DECORATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastry cutter</td>
<td>Skates</td>
<td>Pewter ornament</td>
</tr>
<tr>
<td>Rolling pin</td>
<td>Snowshoes</td>
<td>Card ornament</td>
</tr>
<tr>
<td>Spice grater</td>
<td>Doll and Sled</td>
<td>Garland</td>
</tr>
<tr>
<td>Cookie Cutter</td>
<td>Toboggan</td>
<td>Candle holder</td>
</tr>
<tr>
<td>Candle</td>
<td>Sleigh bells</td>
<td>Candle snuffer</td>
</tr>
<tr>
<td></td>
<td>Puppet</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE* This discovery box invites museum visitors to pick up, examine, and categorize the items. Similar boxes were prepared for all the exhibit rooms.
Bronwyn became involved with the Reading the Museum project through a practicum in adult education and thus was able to spread the good news about this kind of partnership project. The enthusiasm she felt at the Oral History Workshop led her to spearhead the oral history section of this project. She spoke with adult groups and individuals about their histories and possible contributions to the museum's display of "65 Years." The adult groups she was involved with included local CASP and GED groups, seniors' residences and a quilting group. Bronwyn developed a newsletter to keep us up to date on all our endeavors and to enhance team work. In addition to promotion ventures, Bronwyn also played a large part in the production of this handbook. As part of her practicum Bronwyn developed a learning contract which outlined her involvement in the project. The introduction to the learning contract follows.

Learning Contract

This learning contract details my involvement with the Reading the Museum Project, as part of the practicum component of my Master of Education. Included are my learning objectives, the learning strategies and resources I will employ, the anticipated evidence of my accomplishments, and, finally, the expected time frame for the completion of the objectives. I understand that the evaluation of my learning, in relation to this contract, will be based upon the completion of my objectives, the submission of my portfolio, as well as the written evaluation of the Reading the Museum program coordinator, Mrs. Betty Robertson.

I am extremely interested in this innovative program as it involves a partnership between the York-Sunbury Historical Museum and the Literacy Council of Fredericton. The purpose of the program is to connect literacy and history and to encourage all members of the community to contribute to the museum. The contribution may involve an individual adding to the museum's collection or through their participation in a project designed to increase the museum's accessibility. By encouraging the participation of community members it is hoped that the museum will become more accessible to the community as a whole.

My intervention, as detailed in this contract, will focus on adult literacy students. Each student will identify and complete a particular project related to making the museum more user-friendly and accessible. My role will be to assist the learners, along with the volunteer tutors, with the integration of the components of their project with their personal literacy needs. Due to the flexible nature of the program it is impossible to anticipate all the needs of the participants, therefore I expect my role to change and evolve throughout the program. This learning contract will then be modified to respond to such changes.

The culmination of the Reading the Museum project, as well as my involvement, will be the collection and compilation of the completed projects, currently expected to occur in early March. The projects will be displayed as part of the Community Exhibit, beginning in June 1997, during the York-Sunbury Museum's 65th Anniversary Celebration.
GETTING IT DONE

HOW TO...Complete an Oral History Project

- make a list of the people you want to interview
- phone or visit these people
- explain to the person why they have been chosen & what the interviews will be used for
- think of some specific, open-ended questions
- do the taped interview
- get a release form
- label and summarize tapes
- transcribe and edit tapes
- share your completed transcript with the interviewee for accuracy
- take a photo of the two of you!

Gayle, Anne C. and Bronwyn visiting Windsor Court Retirement Residence.

My Thoughts on Oral History Taking....

Oral history taking proved to be an exciting and challenging activity. I learned many things through my discussions with others, including the importance of community and family in all of our lives. Mostly, my listening to people's memories reinforced my belief in the important role that the past has in all of our lives. Everyone has a story to share and recording such memories is an excellent way to preserve the past.

I also learned that despite careful planning, problems can, and indeed do, arise! One evening we arrived at a seniors' residence to record some memories only to discover the group had anticipated some storytelling from us! Despite such surprises oral history taking is a wonderful and ultimately rewarding way to reach back and hold onto the past.
GETTING IT DONE

**HOW TO...Run a Weekly Meeting**

- have one main meeting time each week
- provide refreshments
- provide each participant with the opportunity to update the group
- produce a biweekly newsletter, review at the meeting
- solicit group input on direction of the project
- review upcoming events
- recognize that everyone makes a difference

Ladies from St. Dunstan's Quilting group work on their latest project.

**HOW TO ... Create a Newsletter**

- discuss with the group members what information they want in a newsletter
- keep the newsletter brief and to the point
- contact all participants before completing each newsletter to determine whether they have any information to include
- include any upcoming events; review past events
- write a brief update on all the projects in the newsletter
- add graphics if possible
Many projects have been finished over the last couple of weeks. Others are getting their final finishing touches. A lot of work has been put into the projects and it really shows. There have been many compliments about what our group has done! Congratulations to everyone!

The Victorian room is quite beautiful. Yvonne and Sharon have decorated the room for the holidays. The stencilling is getting a lot of attention!

Dorothy is editing her oral history project. Many people will be interested in reading this interesting history of scow building in the Gagetown area.

Lori and Ann have completed their discovery box called "A Window on Christmas Past." Now visitors to the museum will be able to have a hands-on experience when they visit the museum. Bruce has suggested that they do a discovery box for the Victorian room. Work will begin on that soon.

Marie has been doing a lot of work at the literacy library. She has certainly put in many hours helping out with the museum project. Her skills with the computer have been a great help!

Qing decorated her first Christmas tree at the museum. We can see this beautiful tree in the room where the Mary Grannan exhibit was. In the new year she will be doing an oral history. She continues to work with Betty C., Betty R. and Helen.

Gayle has been busy completing a computer course. The schools that she visited earlier are now getting their work in. They will really add to the display.

Betty has been busy gathering work from groups that have been in the museum. Students form the Multicultural Center have given Betty some of their writings. The GED group from Charlotte Street produced a pamphlet on their poems and thoughts of the museum. Yesterday a group of CASP students had a museum tour and really enjoyed it.

Bronwyn has visited a quilting group a couple of times, and is finishing up a story on their history.
Special Events at the Museum

Last Tuesday was Volunteer Recognition Night at the museum. All people who have volunteered at the museum over the past year received a special certificate. Everyone in our project received one of these awards. There were many people at this event. Food and drinks were enjoyed, and some Christmas songs were sung. Check the Daily Gleaner on December 13 to see Gayle's picture!

The annual Literacy Christmas Party took place last Wednesday evening at the museum. Thirty people had a really wonderful time. Betty created a 'treasure hunt' that had everyone looking through the museum for a special prize. Everyone had fun playing the 'Yankee Christmas Swap', and the 'letter game'. Delicious food was enjoyed by the group. A special thanks to Yvonne for meeting and greeting the guests and for helping with the food.

Betty has received a letter of thanks from Bruce and Jean for our help in decorating the museum.

It looks quite festive! Many thanks to everyone!

Merry Christmas! A Happy Holiday to all!
GETTING IT DONE

Qing and Yuming used their knowledge of oral history taking to interview Betty Lee.

Paulie, from Ottawa, takes time from her practicum to repair old china with Yvonne.
GETTING IT DONE

SHARON and YVONNE

Sharon, an adult educator, came as a volunteer to tutor literacy skills. Yvonne, an adult learner, joined to be challenged and discovered her house was filled with real antiques. Together Sharon and Yvonne realized their mutual interest in the Victorian period. Joint motivation led them to the attic to search out stored artifacts that could be added to the display to give it a more "cluttered" Victorian look. From accession numbers to corresponding files and then to the Fredericton Public Library, they followed the research trail. Finally after consultations with the curator, they added 80 items with corresponding information labels laboriously edited and prepared on the computer. At Christmas time they made a special Victorian mantle decoration from nature. Victorian stencilling on key wall and door areas added a very finished look. Finally the plexiglas barriers came down and the display had suddenly become more accessible, user-friendly, and informative. Yvonne and Sharon's work was included in a Cable 10 seven minute segment as Yvonne explained the process of the last eighteen weeks. She even managed to sneak in a plea for other volunteers and a donation for lace curtains for the windows. Yvonne's latest task is repairing antique broken china.

The Victorian Room BEFORE as Sharon and Yvonne access what changes or additions should be made.
Sharon and Yvonne created a beautiful Christmas mantle decoration.

This is the Victorian Room AFTER Sharon and Yvonne added 80 + items with labels.
GETTING IT DONE

DOROTHY

Dorothy, an adult learner, took the "Oral History Workshop" and emerged inspired. Dorothy conducted interviews about scow building in Gagetown and discovered a gentleman who knew her deceased father, also a boat builder. Dorothy made numerous visits to Mr. McMulkin and this association led her to other interviews in Gagetown. All of the gifts predicted by Jenifer McVaugh in the "Oral History Workshop" came to fruition.

Both Dorothy and her interviewees reaped great joy and sense of purpose from this project. Mr. McMulkin allowed the museum to photocopy from his wonderful scrapbook and accepted a copy of the finished history with thanks. He is thrilled that his story will be part of the "65 Years of Community" display at the museum in the summer.

Excerpt

Men left their tools and materials where they finished their work each day. They were ready to start the next day right off. There were no locks or security staff but not so much as a nail was missing.

The scows were huge structures, 110' x 34' x 8.5' and made an impressive sight. They were mostly constructed of British Columbia fir which was transported by rail to the Upper Gagetown station. Some lumber was cut locally. To get the greatest possible length some trees were dug up and part of the main root was used. Many local men were very knowledgeable about "lumbering". "Jimmy" Briggs was one who had a keen eye for selecting suitable trees for harvesting. The scow construction began with the "laying of the keel", an important step in the building process. They were built to exacting government specifications and always met with approval when formally inspected by government officials.

Dorothy: "This was a wonderful experience. We became friends. I felt history for the first time in my life."
GETTING IT DONE
( Off Site Projects )

GED / COMMUNITY COLLEGE

In November of 1996, the GED class at NBCC, Fredericton Extension, heard about the Reading the Museum project at the York-Sunbury Museum and were invited to participate. The GED class was working on topics such as The Peopling of Canada, The World Wars, Government, Loyalists etc. The instructor felt this was a good opportunity for the class to see some artifacts which would make this information seem more real to the participants in the class. Students were invited to tour the museum with a very well informed guide who added a great deal to the displays by sharing folktales and local colour. As the woman spoke to the class the students gathered impressions of past times. When they returned to the classroom the instructor asked what they remembered about the tour. The instructor wrote as the students recalled all that was experienced.

The instructor wrote that all was said in two inch letters on pieces of paper which could be moved around to form a thought. Each word was written individually like a puzzle. The next day when students arrived there was a pile of words on the instructor's desk. The pile was divided into four parts. Each part was given to a group of students. Students were asked to look at the pile and see what themes were present and then choose a theme to write about.

As students looked at the piles they began to realize that some of the words they had, really belonged to a theme some other group was working on. The class discussed the words which were in each pile and which theme had been chosen and gave the extra words to the group was dealing with that theme. Students then placed the words in front of them and arranged them into a poem or went to the computer to write about an idea which had been gleaned from the experience. As a class project this was a memorable event. One woman said when leaving the museum, "I never liked history, but, I think you got me hooked." The class ranged in age from 18 to 50.

Jean, the administrator / education coordinator, prepares to give a tour to the GED class.
GETTING IT DONE

One of the students wrote the following:

When we walked through the trenches reviewing WWI, the thought came to my mind: letters. I thought of the young men and women who wrote home during their war experience. You could almost picture the soldiers huddled under their wool blankets, writing home to parents, sisters and sweethearts.

Now I thought what would they be writing? Could they tell their loved ones the awful scenes they witnessed every day, or did they try to sound as cheerful and upbeat as possible? I can see, as any good soldier would, they tried not to worry their families. I think they hit the trail and thought of their loved ones, and tried to ease their worries.

Maybe this is why many soldiers came home with deep emotional wounds. Could it be that not being able to talk about their pain, the trauma they experienced, still had such emotional hardships? I feel it is very important for our former soldiers to tell their story, not only for their own emotional welfare, but also so that we will never forget their sacrifices, and the horrible price we have to pay when mankind goes to war.

Dean

The following are poems created by the class after our visit:

**FOOT SOLDIERS**

Small men the size of children
Walked for days in red jackets
Carrying what they could
A plate
A spoon
A blanket
A little metal cup
A gun.
They protected our country,
Returned victorious,
cold
And malnourished.

Class

Peggy Holt & Marie Jeanne Larkin

**Soldier**

He marched through the country side
Losing to be home
Hearing in the trenches
Waiting to kill or be killed
Never knowing
What would happen next
Dying from starvation
Wishing he was home
His uniform quite tattered
Shot against his bones
A gun and a club as he slept with at night
A sleeping bag that still keeps him cold
Hoping to get home
Marching through the nights
Surviving the cold.

Janie

On Friday, November 22, 1996, the GED Class at NBCC—Woodstock, Fredericton Extension, visited the “Read the Museum Program” at the York Sunbury Museum.

The students enjoyed the tour and had a lively discussion afterward.

One of the students said on the way out of the building, “I have never liked history, but I think you’ve got me hooked.”
GETTING IT DONE

*NOTE* The items on this page are excerpts from larger works loaned by individuals for the summer museum exhibit.

THE CANE
by Terry Whalen 3F

This cane belonged to my great-grandfather. His name was James (Jim) Whalen. He was born in 1894. He fought in World War I.

In 1963 his hips began to get bad and he needed to use a cane. Because he was a war veteran the Department of Veterans' Affairs helped him to get things he needed. This is where he got his cane. The cane was made of ash. It was created by a craftsman in Saint John. After it was molded, the cane was varnished with a dark varnish to give it the color.

Then my great-grandfather started to lose his eyesight. The doctor told him he had tunnel vision. Today this is known as glaucoma. This got worse as he got older.

And for the last five years of his life my great-grandfather was blind. He used his cane all the time. It was very important to him then.

My dad's greatest memory of his grandfather is of him with his cane. His grandfather worked in the woods his whole life and that love for the woods and the outdoors was passed down to my father.

My great-grandfather always had his cane and it became very much a part of him. So when he died in 1979, my dad wanted nothing more than the cane. To him, this was a sign of strength and support, and it means a lot to my dad.

The cane now hangs on the wall in our house for me to see.

A picture of Terry's great grandfather and his cane accompanied this information.

EXCERPTS:

MEMORIES - ELSIE (FOREMAN) HICKEY

Today Charlotte is helping me house clean and I can't help thinking how things have changed. On the farm we girls did most of the house cleaning under mother's supervision. As I pressed the curtains today, I thought of the difficult time we had with the curtains. If they were frilly and starched it was a job to get them wrinkle free and no electric iron. The heavy irons were heated on the stove and the lace or straight curtains were always crooked even though we pinned them on the stretchers.
We papered and later painted the walls after latex paint became available. We scrubbed with suds and disinfectant. The rugs we hung on the clothes line and beat the dust out of them with a stick. We had to carry tons of water to wash the quilts and use a lot of muscle to turn the wringer and hang them on the line on a bright windy day. What a satisfying sight.

When we had gone over the house thoroughly, we started out of doors and the privy. It was scrubbed well with soap and disinfectant and then papered with all the pieces left from the house. A generous amount of lime was used after the box had been hauled away. Our toilet paper was mostly the Eaton and Simpson catalogues and any newspaper we could round up.

Then we attacked the hen house. After it was cleared of all hen dung, we did our best to paint or spray the walls and the perches with lime, or white wash as it was called, to rid the hens of lice. Sometimes we got hen lice (mites) on us but fortunately they wouldn't live on humans; they preferred hens. One time we were using a spray gun and father was in the line of spray and got it full in the face. He was some mad as his eyes were full of it and he retired for the remainder of the day.

Of course we thought he might be blind, but he was all right before bedtime. We sure stirred things up when we house cleaned!

In the fall of 1921, we started to school in Ward Settlement, Johnny, six, in Grade one, Arthur, nine, in Grade three, and myself, ten, in Grade four. We found it quite different from the Grade School in Stanley where there were only three grades in each classroom and each pupil had a single desk and seat. Here in Ward Settlement, the desks and seats accommodated two pupils and sometimes a small child was seated between the two older ones. Another thing that was different was that a desk and seat might be shared with a boy or girl. In the school that we came from it was considered a disgrace for a girl to be seated with a boy. The first day we went to school we didn't know what to do, so we just stood. Beth MacMillan asked me to sit with her. She had the back seat in the row on the upper side, her brother and York Morton sat in front. Imagine my surprise when the teacher said "exchange places with Angus", so as no one laughed or tittered, I shyly moved up to sit beside York. We soon became friends.

We were in school about six weeks when one of us Foremans took the whooping cough and we were not allowed back to school until we all had it and were better. That took us up handy to Christmas.
That Christmas at school was very exciting. We had never experienced anything like it before. The tree seemed as large as the one now in the swamp. The younger pupils were allowed to go home early in the afternoon so that the teacher and the older pupils could prepare the room for the Christmas Program. When we returned in the evening carrying our lantern, we found the school room transformed. A curtain of sheets was strung across the front part of the room where there were desks and the tree was also covered with sheets. The entrance porch, which was the cloakroom, became the "backstage" for the evening, pupils and parents and guests entered at the rear. When the lanterns were hung along the sides and back and all were in their places, the curtain was drawn aside and the tree was unveiled and oh! What a revelation! We had never beheld such a sight as that tree, trimmed from top to bottom, it reached to the ceiling! At the end of the recitations, songs and dialogues, Santa’s bells were heard and he appeared! There was a treat for all, even us Foremans who had only been a few months in the Settlement. Papa was not one for socializing and Mama was expecting Jessie any time (born Jan. 2). Papa had to be at home should Mama need him to go for Grandma and the Doctor, so we were attended by Eva Fullarton.

EXCERPTS:

REFLECTIONS OF CHRISTMAS PAST - MARGARET KELLY-GRANT

At Christmas we didn't hang our stockings; we set our plate. It was so exciting. We had to go to bed early or Santa wouldn't come and we didn't take any chances on that happening. One year I remember having a bad cough. Onion syrup was prepared and how I hated onions but the syrup was medicine and you aren't supposed to like medicine. I couldn't get to sleep. Papa came upstairs and I told him how scared I was that Santa would come and know I was awake and he'd leave without coming into our house. Papa reassured me if he came he'd ask him to come and see me because I was sick. That did it - I'm sure I was asleep immediately.

FROSTY WINDOWS

I remember how the windows would frost in the winter. Most of the frost used to be on the inside because we had no storm windows. We had fun breathing holes in the frost so we could see out. My mother would put an iron on the wood stove to heat and then put it on the thick frost to make a spot to see out. We also used to take a comb and combed the frost to make wavy patterns on the glass.
Fred came home from school the first half year
As learned as learned could be
And wished to show to all around
What a smart little boy was he.
So at dinner he began, "Papa, you think you see
Two roasted chicken on that dish?
Now I'll prove it's three
First this is one and that is two
And two and one make three."
"Just so", then answered his papa
"If what you say is true
I'll take one and your momma can have one
And the third one we'll leave for you."
GETTING IT DONE

*NOTE* Grade eight immersion from Devon Middle School and grade three from garden Creek School visited the museum in the fall. Each student chose to do a project about community for the "65th" anniversary exhibit. Some of the topics they chose were: Floods in Fredericton; Government House; Carriage House Inn; Fredericton Fire Department; Marysville United Church; About War and My Great Grandfather; Our Old Clock; Our Family Bible; The Ceildh; The Cane; Born on a Raft.

Grade eight immersion class listens to the story of early Acadians in Fredericton.

As Samia tells about the 42 pound Coleman frog, the grade three children wonder if it is fact or fiction.
*NOTE* Our project group was impressed by a museum undertaking that invited grades 6, 7, 8 from Harold Peterson school to prepare and curate their own display. With their permission, we selected several excellent projects to be displayed at the "65th Anniversary". The following quotes are taken from letters written to the curator:

"I've learned much from your museum and all the projects and artifacts."

"I would like to thank you for having a gala opening. It was the first one I've ever been to and enjoyed it very much."

"Thank you for everything. Your help did not go unnoticed."

"I don't think any of us has had a chance like the one you gave us in our whole lives!"

"This year I was worried about school and how hard it would be, but you and Mrs. McKinnon gave us all a year I know I'll never forget. When I went to the museum, I was so amazed that something I did was going to be in a museum as wonderful as this one. I will never forget it!"

"I found your idea to give students time to exhibit their projects really cool. It shows that you have an interest in what N.B.'s future does! I'm glad that you gave us time in your museum. Thumbs up for the York/Sunbury Museum!"

"Thank you, Mr. Lynch for opening a "door" of opportunity for all grade 8 students."

"Your help in understanding the war and all the help you gave us was greatly appreciated."

"I am sure my family and I will be returning some time in the near future to finish looking around."

"The project let me work with my family and also I learned more about the war."

"I think that you have been totally generous and willing to have our project on display for the time that was given (1 mo.) I must also thank you for the wonderful speech at the gala opening."

"Everybody was so excited about this because it made us feel grown up. To have something that we made go in a museum was a big deal."

"I couldn't make it to the gala opening, but I am planning to go to the museum to see the projects on display. I heard that you called us young curators and said we should be treated like adults. I feel honored. "
"I felt you did something very special by presenting our projects at your wonderful museum."

"I enjoyed being one of the guides and who knows maybe someday I'll work at a museum."

"I think that the experience was valuable to my academic career."

"I feel that during the project I learned a lot, but mostly that in history you can find a whole different world with which to explore all the boundaries with your mind."
KEEPING IT SOCIAL

*NOTE*  The importance of the social aspect of a project like this cannot be overemphasized. It relaxed, informed, and supported us as we covered topics ranging from child rearing to current events.

Dorothy concentrates on the Victorian decorations she prepared for the Christmas tree.

Planning and work sessions started with chit chat often livened up by Bronwyn's three year old son Jacob.
KEEPING IT SOCIAL

*NOTE*  This poem was composed to provide fun at the FLC's Christmas party. The idea was to explore the museum while searching for a prize.

TREASURE HUNT

Step over the threshold and read your first task
As you get to discover a lot of your past.
Marie made the signs over the doors
Go directly to the treasure trunk on the first floor.

Lori and Ann gathered items from the attic upstairs
"A Window On Christmas Past" - a good title they declared.
In a trunk where they placed the "hands on" collection
Look inside the skates for further directions.

To the Military Room follow the red "D"
Near the door a black hand will certainly be.
Take eight steps in then pivot right
By the lower left corner just in your sight.
If you can read in the dim light you'll find a clue
As well as a candy that you're welcome to chew.

Retrace your steps to the tunnel in line
And look at a door marked "G" that you'll find.
People on ships that arrived long ago
Interested Dorothy who did research she'll show.
But back to the quest - now look for a plow
And near it you'll read where to go now.

Yvonne and Sharon chose a room needing lace
They stencilled and cleaned at a terrible pace.
Peek over the top of the invisible glass
And you'll learn where to head in a rush and a dash.

Head for the cross and the Acadian dig
You'll see a kitchen with artifacts that's not very big.
Near the pointed hackle on the left wall
See a clue on the scales - you don't have to be tall!
17 steps upward and at the end of the hall
Big green eyes await you next to the wall.
Turn back to the tapestries along the side
That Dr. Crowell has woven with pride.
Find the wolf hidden in the Riding Hood one
Under the tapestry we'll continue the fun.

Go to Gallery 3 a few steps or so
Note the project of grade eight - it's quite a show.
Look for the diary in a note there
Discover the next stage and take off in a tear.
(rhymes with wear)

Imagine paddling your way in the canoe on the desk
To the large room that beckons you - continue your quest.
See the teepee and baskets but when you reach the bead work
Look behind the door where the next clue lurks.

Head for the Christmas tree, for Qing the first time
She's decorated a tree in this wintry clime.
She's received English help from Helen and Betty.
Move to the next spot - I hope you are ready.

Bronwyn and Gayle have helped with the plans
For "Reading the Museum", and in their skillful hands
We've been able to invite the young and the old
To visit the museum to see literacy projects unfold.
Now is the time to end the suspense
So head for the room that's next to the gents.
Find something soft, as soft as your hair
Lift up the item and the prize is right there.

Please replace the top so others may complete the hunt.
KEEPING IT SOCIAL

The clues in the poem are scrutinized by two groups at the literacy Christmas party.
Rushing from one clue to the next, Kathleen and Patrick found the prize! Families are always invited to our literacy Christmas party.

Yvonne and Sharon explain their part in *Reading the Museum* to Mary, member of the Literacy Council of Fredericton.
KEEPING IT SOCIAL

A Christmas brunch hosted by the coordinator, was not all play. As we gathered round the fireplace, everyone had to contribute to the "What I Learned" list.

"A small group can accomplish as much if not more than a larger group.

"I have learned a lot about the working of the museum."

"Each exhibit tells a story and gives more meaning if looked at in that way. When we set up exhibits we needed to first decide what story we were trying to tell."

"I got so excited about the Oral History project. I learned there are a lot of "older" people out there who have fascinating stories to tell and we can learn a lot from them."

"It is wonderful to see the great success of this project, it is only possible through the hard work of so many people."

"I found this learning experience to be comfortable and safe."

"I have learned to communicate my ideas and to listen to the ideas of others. I have learned to release the museum to a band of excited dedicated volunteers and to allow everyone a say and a place in our building - with fantastic results!"

"I had a wonderful time - new friends - thoroughly enjoyed decorating the Victorian room."

"I have learned a lot of English and a lot of Canadian customs. I also have been learning the history of Fredericton. I have met many Canadian friends; they are very friendly and nice. I love them. I find my life becoming more interesting than before."

"I have relearned the joy of working with other adults and the fun of going back in time to see how others lived."
"I was able to connect with people that I had not been in touch with for many years. I feel wonderful knowing that my project will live on."

"There is a special way to handle artifacts. Gloves should be used in most cases."

"Small museums operate on a very tight budget and paid staff are very busy, but they are still patient and flexible with volunteers."

"I was never interested in museums before but I found out that there's a lot of work behind the scenes that people don't know about."
KEEPING IT SOCIAL

Qing and Kathy hang Christmas ceiling decorations while practicing conversational English.

Ann, Qing, and Helen take a break beside the first Christmas tree Qing had ever decorated.
Elizabeth, Betty, and all Volunteers:

On behalf of the York-Sunbury Museum staff, we thank you all so much for your wonderful support of the Reading the Museum project. We enjoy having so many people around the Museum, and we certainly have benefitted from all the projects you've been working on. Your hard work is much appreciated.

Happy Holidays to All!!

Jean

Bruce

The curator and administrator's sense of humor made us all feel at home. Here Bruce and Jean show off Yvonne's officer creations.
Oral History Interview Questions

* NOTE * The following is a list of potential questions to consider when planning an oral history taking. One question may be all that is needed to get the interviewee talking!

Questions about a Childhood Home

1. Where was your parents house?
2. Was your parents house built before or after you were born?
3. What do you remember most about the house?
4. Do you remember any additions that were built on the house?
5. What was your favorite room in the house?
6. What was your bedroom (or living room, or bathroom, or kitchen, or cellar, or parlor) like?
7. Did you have to share your room with anyone?
8. Did you have a summer kitchen?
9. Were there closets or storage rooms in your house?
10. Did your family have a well, or how did they get their water?
11. Were there any sheds or barns near your house?
12. Was there anything special that had to be done to your home in the wintertime?
13. What was the daily routine in your home?
14. Were there any special evening activities that your family enjoyed?
15. Was there a piece of furniture that you have special memories of?
16. What were some of the old remedies your parents used to cure illness?
17. What was the discipline at your home?
18. What is the favorite memory you have of your parents? grandparents? brothers? sisters? etc.
19. What were the values your parents taught you?
20. Did you have a family pet?
21. What are some of the special stories your mother/father told you about your family?
22. What were the expectations your parents had for you and your life?
23. What are some words/expressions that your parents used that you can't forget?
24. Were there some things that you learned from the example set by your parents?
25. What are some of the special talks or special times that you had with your parents?

Questions about Childhood Food

1. What was your favorite meal when you were a child?
2. What was your least favorite meal when you were a child?
3. Can you tell me about any special meals that your mother made?
4. How did you help out with the meals?
5. Were there some favorite recipes made by your mother that you made as an adult?
6. What were some of your family's favorite foods?
7. When was the large meal at your house?
8. What were Sunday meals like at your home?
9. Did your mother make different foods during the different seasons?
10. What was Christmas (Easter, Thanksgiving, or other holidays) dinner like?
11. Did men and boys help out in the kitchen when you were a child?
12. Were there any special nicknames for your family dishes?
13. Do you remember if there were times when it was hard to get certain types of food?
14. What foods were really special treats?
15. What were some of the comfort foods in your home?
16. What is the visual picture you have of your family kitchen?

Questions about Childhood Life

1. What is your earliest memory?
2. What were the games you played as a child?
3. Were there special games that you played in the winter (or spring, or summer, or fall)?
4. Did you like to play any sports when you were a child?
5. Were there many children living close to you?
6. Were there any special crafts that you learned as a child? (such as needlework, or woodwork, etc.)
7. Was your family musical?
8. Were there special events planned for the children in your neighborhood?
9. Who was your best friend when you were a child?
10. What types of things did you enjoy doing with your best friend?
11. What were some of the shops in your area?
12. Do you remember any particular storms, or fires, or floods that happened when you were growing up?
13. What were the toys you loved as a child?
14. What were some of your favorite songs?
15. How did people dress?
16. How did people behave at parties and at church? Was it different than how people behave today?
Questions about Schooling

1. Were did you go to school?
2. What was the building like where you went to school?
3. What was your favorite teacher like?
4. Was your favorite subject in school?
5. Were there any subjects that you did not like in school?
6. Do you have any special memories from school?
7. How many children went to the school?
8. Were there any special school rules?
9. Do you remember school ever being canceled?
10. What was the discipline at the school?

Questions about Holidays

1. What was your favorite holiday?
2. What special things were done to celebrate Christmas? (or Easter, or Thanksgiving, or any other holiday)
3. How did you celebrate your birthday?
4. What was the best present you ever received?

Questions about Adult Life

1. What types of jobs have you had?
2. What was your favorite job?
3. What was dating like?
4. When were you married?
5. Where were you married?
6. Where was your first home?
7. What are some memories you have of those first few years of marriage?
8. Who were your neighbors?
9. Was there any common land in your area?
10. Where did you go to church?
11. Were there any community or church socials in your area?
12. Did you have a favorite season?
13. Where did you buy things?
14. Do you remember some of the prices of groceries?
15. What type of transportation did you use?
16. Did you learn to drive a car? When? Where?
17. What were your favorite books?
18. What were some of your favorite songs?
19. What are some of the inventions that you remember?
20. What did you do for entertainment?
Other things you may want to ask about:

1. What changes have you seen (in Fredericton or elsewhere) over your lifetime?
2. What is your greatest victory?
3. What is better about life today than in the past?
4. What was better about life in the past than today?
PREPARING FORMS AND LETTERS

Reading the Museum

Oral History Release Form

Name of Interviewee (Teller) _________________________

Name of Interviewer _______________________________

Date of Interview _________________________________

Place of Interview ________________________________

I, _______________________________________________ give the York-Sunbury Historical Museum permission to do the following: ( Please check )

_____ 1. Take Photographs

_____ 2. Record my voice

_____ 3. Use these photos, images and sounds

_____ 4. Transcribe my words from tape

_____ 5. Distribute the material for education purposes.

_____ 6. Display the material at the York-Sunbury Historical Museum.

_____ 7. Provide copies of the materials to the New Brunswick Archives.

Signed: _____________________________________________

Address: ______________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
PREPARING FORMS AND LETTERS

*NOTE* Often small museums and perhaps larger museums need to appeal to the public for contributions of some kind. This is a sample letter. For our project it especially addressed the need for lace curtains for the Victorian Room and materials useful for decorating the museum for special seasons.

Richard Robinson
Walmart
Regent Mall
Fredericton, NB
E3C 1A3

Dear Richard Robinson:

Please allow me to introduce myself. My name is Bruce Lynch. I am the Curator of the York-Sunbury Historical Society Museum, Queen Street, Fredericton.

As a representative of a not-for-profit organization I must turn periodically to the corporate sector for assistance. In this case that need translates into a request for material especially lace but any material, scraps, ribbon or cord would be a help. This will be used for curtains for the Victorian Room, lining cases, back drops, decorating for various seasons and holidays, and children's crafts. Whether it's end bolts, seconds, damaged or stained material - it doesn't matter. I also have a need for textile display mannequins full or partial. I was hoping that your company might have a surplus expendable stock during inventory.

I close with thanks for your consideration and with an invitation for a complimentary tour of the Museum to see how such a donation might be of use. Acknowledgment of any donation will be made during the next major exhibit entitled "65 Years of Community".

Please get back to us on this even if your company can't help us at this time. Maybe you would have a suggestion, or the name of someone who could possibly help us.

Sincerely,

Bruce Lynch
Curator
PRESENTING FINAL THOUGHTS AND THANK YOU'S

<table>
<thead>
<tr>
<th>Entry</th>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>As volunteer</td>
<td>Reading the Museum</td>
<td>Volunteer / Adult learner</td>
</tr>
<tr>
<td>As Adult learner</td>
<td>Reading the Museum</td>
<td>Adult learner / Volunteer</td>
</tr>
</tbody>
</table>

COORDINATOR'S FINAL THOUGHTS

As the reader is now probably aware, Reading the Museum became a very multifaceted project for us. At the point where we introduced community involvement, the project took on a life of its own. The scope of the endeavor at this stage was only limited by the energy of the participants. It seemed that we all fed on each other's energy and felt like going that extra mile.

As far as we're concerned, museums and literacy together form a very good partnership. In this section of the handbook, the Wednesday Network chart demonstrates the extent to which we all got involved in many ways and in each other's projects (Each One Teach One). The ABC's page brought our focus back to the basics of literacy and our learning. The Tasks Completed pages motivated and allowed us to share a tremendous sense of accomplishment. The Special Certificate reminds us that this was an experiential undertaking that we will always remember. The Thank You page demonstrates that many others were drawn to Reading the Museum for the same reasons we were. Finally, and perhaps most important is the Entry Input Output chart that represents what happened to us when we ceased to be tutors and students but all became adult learners and mentors to each other.

Although the project is officially finished, the concept continues through: a video made and broadcast by Community Cable, the internet, workshops or information sessions offered by our team, this handbook and the four month long "65 Years of Community" exhibit in the York-Sunbury Museum.

What becomes most obvious to me is that partnerships with literacy carry great potential for expansion. Reading the Museum can enlarge to Reading the Art Gallery, the Library, the Archives, etc. This formula being pioneered by the C.M.A. and the National Literacy Secretariat works like magic.
PRESENTING FINAL THOUGHTS AND THANK YOU’S

THE WEDNESDAY NETWORK

This diagram depicts the cooperative energy that evolved during our time together with the Reading the Museum project. It is evident that everyone was a learner, and that everyone was interested in many things!
PRESENTING FINAL THOUGHTS AND THANK YOU'S

OUR ABC'S of READING THE MUSEUM

A. Always put fun and laughter into what you do.

B. Before you begin, understand that you are in for an exciting, positive, satisfying experience.

C. Can't wasn't in our vocabulary.

D. Dare to try something you've never tried before.

E. Enlarge the project if you have "the horses".

F. Familiarize yourself with the museum and artifact care.

G. Get pumped by other's enthusiasm.

H. History is an insatiable interest when you connect it to your life.

I. Initiate your own project and you learn without realizing it.

J. Just relax and be yourself.

K. Keep focusing on your own project but help someone else if you want to indulge other interests.

L. Lunches and coffee add to the comfort level.

M. Motivation comes from deep down inside us.

N. Newsletters and bulletin boards kept us connected.

O. Open the mind to all possibilities.

P. Plain language is something we became aware of.

Q. Queries about other's welfare often enable us to support and help.

R. Read the manual when the computer has a mind of its own.

S. Stress was absent from our project.
T. Teamwork produced friendships that allowed us to share much about our lives.

U. Utilize all resources including the helpful tutors.

V. Values of the past and of our family stories were entrenched.

W. Wear "wooly" garments when you work in an old, cold museum!!

X. Xeroxing taught patience on a machine with lots of quirks.

Y. Yes was the answer on any request.

Z. Zenith (highest point) for us was realizing that we all became adult learners and had gained so much from each other and the project.
PRESENTING FINAL THOUGHTS AND THANK YOU'S

TASKS AND GOALS COMPLETED

01. Signs made naming the exhibit rooms (picture research, photo copy reduction, computer use, patching and posting).

02. Pamphlet prepared for "Arms and Weapons" exhibit (French and English, computer skills).

03. Oral History Workshop attended.

04. Tour and hands-on activities at Provincial Archives, learning steps for researching individuals.

05. Tour of York-Sunbury Museum (second tour - view with a difference).

06. Photocopied material provided by Mr. McMulkin re scow building as loaned from his scrapbook of pictures and newspaper articles to add to the museum's files.

07. Prepared materials to complement the "Arms and Weapons" exhibit - Eg. idioms which reflect gun and gun-part names, Canadian place names. Prepared an article from "Canadian Geographic" on the history of guns in Canada.

08. Labels from the Military Exhibit were retyped on the computer to make them clearer and easier to read than the calligraphy ones replaced.

09. Visited, orientated, hosted, 4 elementary classes, 3 middle school classes, and 1 high school class for tours and follow up projects for the "65th Anniversary" display in the summer.


11. Victorian display: 80 artifacts added from the attic and photo storage, computer labels made, stencils made and painted on walls, room decorated for Christmas.

12. Discovery trunks/boxes of hands-on materials gathered and researched to add a user-friendly aspect to the individual displays. "The Window on Christmas" trunk was converted to "The Window on Winter", and trunks for the other rooms were being prepared. (Victorian, First Nations)
13. Visited the New Brunswick Museum in Saint John to study the differences between small and large museums in terms of funding, display practices, volunteer accommodations, and education programs.

14. Helped dismantle "Mary Grannan" exhibit (4 hours) and the Christmas display (1 hour).

15. Prepared notices on computer and placed in public areas to advertise the "65 Years".

16. Prepared a kit of printed materials for teachers, seniors, and other groups interested in the project, a tour, and possibility a contribution to the display for the "65th".

17. Interviews conducted, pictures taken, material gathered, transcribing and typing done, and booklets prepared to display at the 65th on: Betty Lee, seniors at nursing homes, Community College, individuals in the community, siblings over 90, immigrants, etc.

18. 30 minute Cable 10 interviews of Betty, Lori, Bruce, and Yvonne re literacy, museum, and this project. (According with Carmen)

19. 7 minute interview on this project done on CBC radio.

20. 10 minute public service film prepared on the merits of Reading the Museum for a new cable 10 program called "Magazine".

21. Prepared a poem of clues for a scavenger hunt at the literacy Christmas party, held at the museum. It can also be used in the future as an orientation to the museum and its history.

22. Compiled and computer prepared a chronological "Self-Guided Tour" brochure for the museum. A plain language and a French brochure were also prepared.

23. Compiled information about progress of the project weekly in a newsletter which was distributed and discussed by participants and museum personnel.

24. Helped with museum tours especially during the "Mary Grannan" exhibit and hands-on activities.

25. Wrote an original poem about Christmas that can be added to the "Once Upon a Christmas Camp" organized by the museum staff.
26. Helped prepare a letter to retail stores soliciting items needed in the museum such as curtain material, craft supplies for workshops, etc.

27. Attended gala openings of Harold Peterson Middle School exhibits.

28. Generated a plain language oral history permission form for use in this project.

29. Prepared additional questions (brain storming session) to be added to those used for oral history interviews.

30. Kept bulletin board in the kitchen area updated with publicity items from the newspaper re the museum in general and the project in particular.

31. Visited the Nursing History Resource Centre on Regent Street to consider how it could also be used as a resource.

32. Learned the various ways to do research in the museum by means of five written exercises that "walked us through" the procedures.

33. Learned the techniques of proper care and handling of artifacts.

34. Glued together broken pieces of china and then displayed them. Especially interesting was a large tray used by the 76th Regiment in the days when this museum was an officers' barracks. 35. Learned to use computers for: labels, brochures, crosswords, diagrams, and general word processing.

36. Taught, learned English pronunciation and reading.

37. Prepared and distributed small literacy booklets that helped with organizing.

38. Arranged for 184 individuals to visit the museum, 95% of whom had never visited the museum before.

39. Received and recorded projects to supplement the "65th".

40. Prepared and produced an 80 page handbook about Reading the Museum. This handbook will be distributed in New Brunswick and 50 will be sent to other museums in Canada.
AFTER THE PROJECT

The official end of the project will not mark the end of the participants' involvement in the museum or literacy. The group has indicated their wish to continue to contribute their time in the following ways:

(1) Help prepare, set up and dismantle the items included in the "65th Anniversary" display at the museum that runs for four months. This includes all the projects done by the focus groups contacted during the Reading the Museum project.

(2) Prepare an exhibit which will include the booklet to advertise this program which is innovative, exciting and really works!

(3) Offer our services as a team to do workshops for literacy and museums which show an interest in this kind of undertaking.

(4) Come into the museum to help decorate for special occasions e.g. Christmas.

(5) Serve as volunteers throughout the year at regular intervals.

(6) Have handbook put on the internet
Certificate of Achievement

awarded to:

Reading the Museum Participant

York - Sunbury Historical Museum
Literacy Council of Fredericton
PRESENTING FINAL THOUGHTS AND THANK YOU'S

Thank-you for Your Participation...

Lori Scott
Yvonne Westall
Dorothy Silver
Qing Shao
Gayle Moore
Sharon Watson
Marie McCarthy
Bronwyn Tanner
Ann Brennan
Betty Craig
Helen Randall
Kathy Vincent
Anne Castonguay
Yuming Ye
Don Roberts
Samia Eljawary
Marguerite Holder
Terry Ouellette
Wanda Shriver
Ross Cleghorn
Betty Lee
Elsie Reid
Arlee Hoyt McGee
Mr. McMullen
Margaret (Kelly) Grant
Susie (Dunphy) Kelly
Elsie (Foreman) Hickey
Mrs. Doherty/
St. Dunstan's Quilting Group
Kara Wisted
Tom Robertson
* The Daily Gleaner
CBC Radio
NB Committee on Literacy
John Tanner
Pauley Das
Kathleen Drysdale/Windsor
Court Retirement Residence
Gail Carlisle/Pine Grove
Nursing Home

Susan Bartlett/Grade 3/4 Stanley Elementary
Carolyn Howroyd and Barbara Frame/Grade 3 Garden
Creek Elementary
Mary McKean/Grade 8 Devon Middle School
Helen McKinnon/Harold Peterson Elementary Middle
School
Peggy Holt and Marie-Jean Larkin/GED
class/Community College, Charlotte St. Center
Pat Dickinson/CASP class
Linda Lewis/CASP class
Carolyn Lennox/LINK class

Special Thanks

Bruce Lynch, curator
Jean MacDonald, administrator
Elizabeth Earl, president of Fredericton Literacy Council
Jennifer McVaugh, oral history workshop
Charles Ramsey/NALD
NB Community College, Smythe St.
Center/photocopying Cable 10 Community
Channel/video production
Gary Hughes/NB Museum
Fred Farrell/Provincial Archives

* NOTE * Approximately two hundred visitors toured the museum within the scope of this project. For about 95% of them, this was a first visit.