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The National D-Day Museum Education Internship

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THE NATIONAL D-DAY MUSEUM
EDUCATION INTERNSHIP

Internship Report

Submitted to the Graduate Faculty of the
University of New Orleans
In partial fulfillment of the
Requirements for the degree of

Master of Arts
In
Arts Administration

By

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ABSTRACT

This detailed report of an internship in the Department of Education at The National D-Day Museum includes a profiling of the Museum, description of the internship, an analysis of the Museum's management challenges, recommendation for the resolution of the problems, and a discussion of both the short and long range effects of the internship on the organization.

INTRODUCTION

The following report explains the activities and results of a fulltime three-month internship in the Spring of 2003, beginning on January 2nd and ending on March 31st, in the Department of Education at The National D-Day Museum in New Orleans, Louisiana. The National D-Day Museum is a 501(c) (3) museum. Bruce R. Hopkins explains what the registration as an Educational Organization in the eyes of the Internal Revenue Service means. “Educational organizations include schools, colleges, universities, libraries, museums, and similar institutions...One way to be educational, for federal tax law purposes, is to instruct or train individuals for the purpose of improving their capabilities. Within this category are organizations that provide instruction or training on a particular subject” (40). The Museum focuses on the amphibious invasions of World War II but also explores the role of the American citizen during the World War II era.

The following internship report is organized into five chapters. Chapter 1 is an introduction to The National D-Day Museum, including its history, mission, general management structure, funding and programs. Chapter 2 is a detailed explanation of the internship including tasks and responsibilities, the intern's desired outcomes, and the department to which the intern was assigned throughout the internship. Chapter 3 investigates the major problem that the

Department of Education faces and Chapter 4 presents a recommendation on a resolution of the problem. Chapter 5 discusses the effect that the intern had on the organization.

CHAPTER ONE: INSTITUTION DESCRIPTION

History

The idea for The National D-Day Museum was born out of a conversation that the founder of the institution, the late Dr. Stephen Ambrose, University of New Orleans Boyd Professor of History, had with Former President Dwight D. Eisenhower, while working on his memoirs. President Eisenhower explained that it was Andrew Higgins, who won the war for the Allies in World War II. It had been Andrew Higgins along with his workers, who built the tens of thousands of landing craft used in the amphibious invasions of World War II. With this notion Dr. Stephen Ambrose came up with the concept of a museum that would highlight the amphibious invasions. The Museum would be a celebration of the achievements of these individuals who made the Higgins boat here in New Orleans. Additionally the roles of all who served the country during World War II both in the military and on the homefront would be exhibited.

The National D-Day Museum is a complex of buildings but the current Museum is housed in a renovated, four-story 19th century warehouse and the adjoining four-story glass fronted Louisiana Memorial Pavilion. The Museum is located in the growing arts and warehouse district in Downtown New Orleans. Along with The National D-Day Museum there are also the Contemporary Arts Center, the Confederate

Museum, the soon to open Ogden Museum of Southern Art, and many galleries in the nearby arts district. The site itself measures more than 70,500 square feet.

The National D-Day Museum opened its doors on June 6, 2000; this day was the 56th anniversary of the invasion of Normandy that liberated Europe. The National D-Day Museum is the only museum in the United States that addresses all of the amphibious invasions or "D-days" of World War II. New Orleans was chosen as the site of the Museum because it was here that Andrew Higgins built the landing craft, which President Eisenhower believed won the war for the Allies. The Museum stands as a nation's tribute to the men and women who fought in World War II, interprets their stories for an international audience and preserves this material for research and scholarship. The ultimate goal of the Museum is to inspire current and future generations to apply the lessons learned from the actions of this generation of Americans who worked together to become victorious.

The National D-Day Museum's primary exhibit space was originally constructed in 1856 and is the former home of the Louisiana Brewery. The 16,000-square-foot gallery of The National D-Day Museum is divided into four state-of-the-art, interactive exhibits. These exhibits blend oral histories from veterans worldwide, artifacts, documents, photographs, reproductions and never before seen film footage with hands-on activities. All of the exhibits use cutting-edge technology without

compromising the historical integrity of the artifacts and their stories. This series of exhibits take the visitor through the weeks and days leading up to the many D-Days of World War II. Everything from the morning of June 6 when the Allied soldiers landed on the beaches of Normandy to the many other air and sea battles that led to the Allied victory in both Europe and the Pacific are on exhibit.

The museum opened with 11,000 square feet of gallery space, which included the Louisiana Pavilion and the European Gallery. The Pacific Gallery opened on December 7, 2001 adding another 5,000 square feet of exhibit space. The museum has additional plans to continue their growth with the construction of the Center for the Study of the American Spirit. The proposed 23,000-square foot construction will be housed at 1005 Magazine Street, which is across the street from the museum. The Center will have meeting spaces and will house the archives, oral histories, library holdings, and new exhibits of the Museum. The new galleries will explore the campaigns of Italy, Sicily, and North Africa as well as the battles that took place in the China-Burma-India Theater.

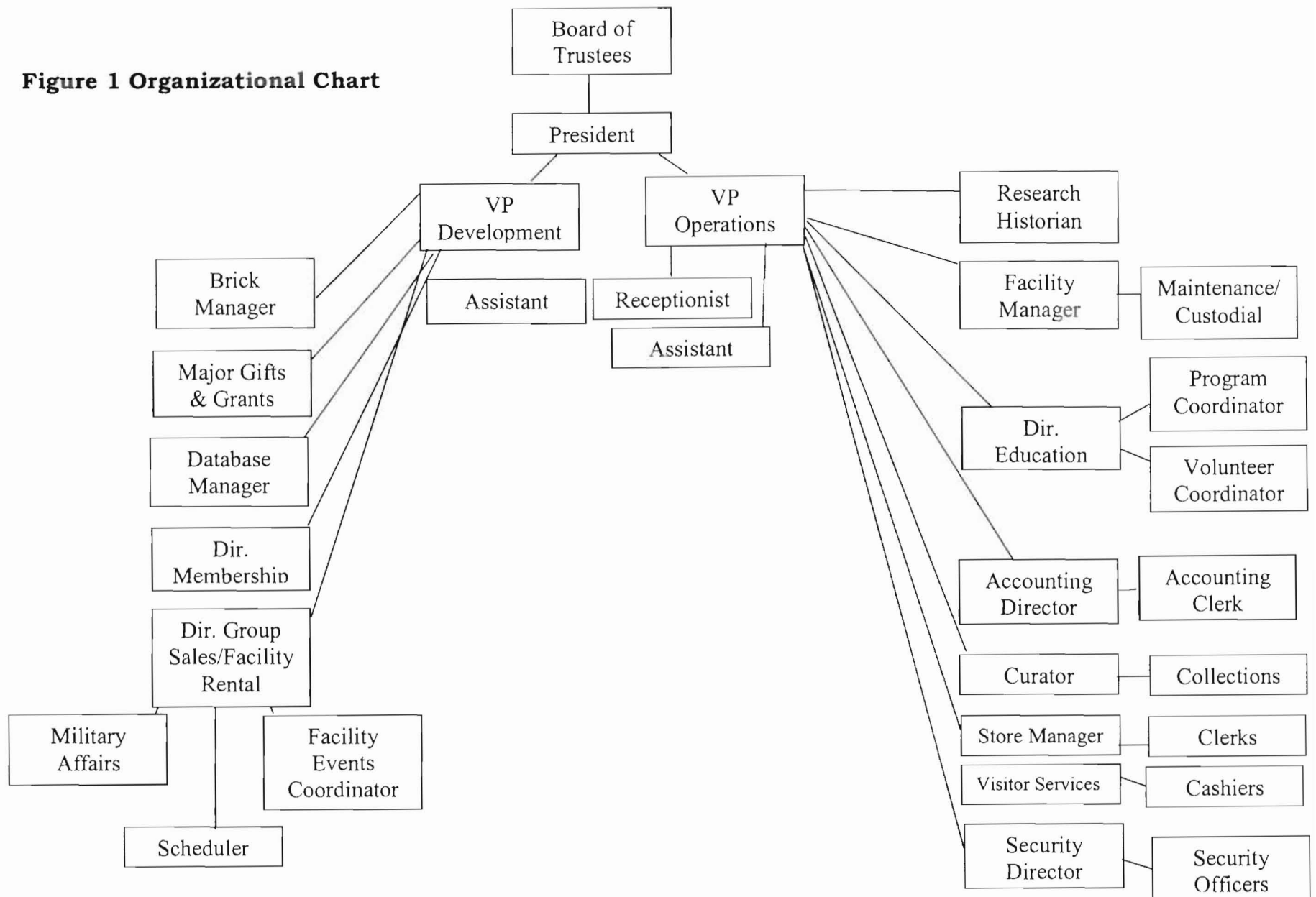
Soon after The National D-Day Museum opened, it became obvious that it was going to be more successful than anyone could have ever imagined. With the booming success, the members of the board and staff that had wanted a narrow focus realized that the museum would have to be broader than just the amphibious invasions. There had

always been opponents to the narrow focus of the institution. The main argument against the narrow focus was that it did not agree with the mission statement. Prior to opening, it was evident to some that either the focus of the museum or the mission would have to be changed. Today, the focus has shifted to encompass a broader scope and this created a stronger future of The National D-Day Museum.

Management Structure

The National D-Day Museum is a 501(c) (3) not-for-profit organization, governed by a forty member self-perpetuating board of directors. The Board of Directors is made up of retired military, educators, politicians and businessmen in addition to other people from the community. The Executive Director, Gordon H. Mueller is the head of the organization and carries out the Board's desires. The vice president of operations, Sam Wagner, handles the day-to-day running of the Museum. The major departments within the organization include development, facility rental, curatorial, education, facilities and museum store.

Figure 1 Organizational Chart



Funding

The National D-Day Museum is a private not-for-profit institution. The Museum sustains itself on revenue generated from admissions, Museum Store sales, the commemorative brick program, program fees, facility rental, donations, government funding, and grant monies. A major source of funding is through memberships, which can be seen in Appendix A.

The National D-Day Museum has received significant funding from the government: 8.4 million in federal funding and 7.6 in state funding in addition to approximately 18 million in private donations. Grant monies are not yet a significant source of funding for the Museum. The Museum is planning an expansion for the Center for the Study of the American Spirit and has started a capital campaign to fund the expansion. The funding will be used for the construction of the facility as well as the employment of additional staff needed to run the new facility.

Programs

The Museum has a variety of programming all either being regularly scheduled or special events. The programming of the Museum comes entirely out of the Department of Education. The Director of Education, the Program Coordinator, or the Volunteer Coordinator develop and execute the programming. The Museum's ongoing programs are listed in Appendix B.

Mission and Goals

The mission of the institution is "The National D-Day Museum, a museum of the American Experience during the WWII years, celebrates the American spirit, the teamwork, optimism, courage and sacrifice of the men and women who won World War II and promotes the exploration and expression of these values by future generations." The mission statement, written by Kenneth Hoffmann the Director of the Department of Education, is purposefully broad. The Museum having prospered beyond any expectation was allowed to grow in part due to its broad mission. Initially those involved with the development of the Museum were opposed to collecting and exhibiting artifacts from all of the D-Days of World War II. With the success of the Museum, the Board of Directors and the Staff came to realize that in order to meet the demand of the public and to fulfill the mission, an expansion of the scope of the Museum would have to take place. This was accepted due to the Museum's broad mission.

The goal of the Museum is to celebrate the American spirit. This celebration of the American spirit is done by showcasing the teamwork, optimism, courage and sacrifice of the men and women who won World War II both with their efforts in the war's military campaigns and on the home front. The fundamental goal of the Museum is to promote the examination of the actions and values of the exhibited individuals in an effort to encourage this behavior by future generations.

CHAPTER TWO: INTERNSHIP DESCRIPTION

Desired Outcomes

In a phone conversation between the future intern and the Director of the Department of Education, Kenneth Hoffmann, goals were set for the intern, the Department of Education and the institution as a whole. These goals included aiding the Director of Education in developing and implementing new educational programming and assisting the Programs Coordinator with developing and producing the Museum's public programming. I would additionally be available to other members of the staff of The National D-Day Museum assisting them in projects where the intern's aid would be beneficial. The following pages will show the many responsibilities that I had during the internship and how they were achieved.

Responsibilities

The responsibilities of the internship changed dramatically from the initial desired outcomes, which had been discussed between me and the Director of Education. Upon the beginning of the internship it was brought to my attention that the Program Coordinator would be resigning as of January 31. I would be entrusted with much of the responsibilities of the position until a new individual was hired to fill the position. In addition to the projects developed by Kenneth Hoffman, the intern would additionally take on most of the job responsibilities of the Programs Coordinator, a fulltime position in the Education Department.

- **Untitled Achievement Program**

The Untitled Achievement Program is a concept that was the invention of the Director of Education. The program seeks to recognize the positive achievements of youth by the institution. The program had not been developed beyond the desire to create a program. I developed the program by looking at similar programs at other institutions and incorporating the fundamental ideas that Kenneth Hoffman had expressed. Appendix B.

- **Hero Certificate Program**

The Hero Certificate Program is a program that is the brainchild of Kenneth Hoffmann. This program was in its embryonic stage only being an idea. Initially it was my role to develop the program. The program was designed so that the young people could nominate individuals that they knew personally for recognition as a hero by the institution. The program was a way of appreciating the actions of individuals that the youth come into direct contact with instead of celebrities and sports stars. The individuals that are nominated receive a certificate designating them as an everyday hero and the nominator receives a letter of thanks from the institution for their recognizing of their everyday hero. I evaluated the potential for such a program and then to develop the program. Appendix C.

- **War in the Pacific Trivia Flip Board**

I was given the job of creating a new flip board for the Museum's Louisiana Memorial Pavilion. There are two flip boards in the Pavilion already but they have been in place since the Museum's opening. It was the desire of the Director of the Department of Education to create a new flip board that dealt with the new wing of the Museum, the War in the Pacific. I was given many books and resources to find questions for the flip board, the actual exhibit proving to be the greatest resource. The flip boards in the Pavilion have proved to be extremely popular with all visitors especially children. The Museum was not designed specifically for children and the few things that are physically interactive gain large responses from children. The flip board is such an activity. It was my responsibility to come up with the questions, print them onto cardstock, cut them to the correct shape, laminate them, punch holes in them, put a comb through them and attach them to the board. Kenneth Hoffmann edited the questions and the completed board was placed in the Louisiana Memorial Pavilion of the Museum. The flip board has been a great success.

- **Leave Your Legacy**

The Leave Your Legacy program is a way for veterans of World War II or their friends or family to preserve their stories. The program allows individuals to submit their stories, which can then be accessed through a database linked to the institution's website. Most individuals submit their story through the website; however, some submit their story via mail. I typed the Leave Your Legacies and saved them to floppy disks so that they could be upload into the database and therefore accessible to the public via the website.

- **Lunchbox Lectures**

Lunchbox Lectures is the most frequent and most well received of all of the public programming of The National D-Day Museum. The lectures held twice a month are located in the large third floor meeting room in the Museum. Staff as well as outside individuals lecture for approximately forty-five minutes on a topic surrounding World War II. It became my responsibility to conduct these lectures. The lectures are publicized throughout the city and region and I made sure that press releases were sent to the correct organizations in the right amount of time in order for proper publication. I also filled out the Event Forms, which notify the security and engineers in the Museum that the event is taking place. Additionally I, made the flyers and announcements that were used the day of the events in the Museum.

- **Activity File**

With the various programming for students and the younger visitors to the museum, activities must be either developed or acquired. The department as a whole had a limited number of activities that they used for their varying programming and it became the intern's responsibility to find new activities and games. These games would be used for icebreakers, for fun at the institution's events, and to teach the lessons of World War II. Searching the internet produced the vast majority of games. Finding games on the internet on web-sites specifically for teachers and parents who home school their children proved to be most successful. The other way that I acquired the new games and activities was through looking through the many educational books that were the property of the department. The file was categorized by the type of activity and became a long overdue resource from which the department frequently utilized.

- **Oral History Family Workshop**

The Department of Education produces a program called Family Workshops and this is a day when families come to the Museum, work on activities and learn about a particular subject. It was the desire of the Director of Education to develop a family workshop on Oral History. It would be the goal of the workshop to inform the attendants about the value of oral history and encourage them to record oral histories of their own families. Techniques and methods would be taught and resources would be provided to help families in their recording of oral histories. I developed the entire workshop. The Education Department library, the internet, and previous family workshop materials were used in the development of the workshop, which is to be scheduled in late spring or early summer of 2003. Appendix E.

- **Updating Press Release Contacts**

With the resignation of the Programs Coordinator, which is a position that resides in the Department of Education, an overhaul of the position was undertaken. As a result of this review, an overhaul of the press contacts was deemed necessary. This project was undertaken by the intern and broken down into three phases. Phase number one was contacting all existing press and finding out if e-mail press releases would be accepted or only the customary faxes. E-mailing the contacts would be much easier and less time consuming for staff. It was the role of the intern to contact all of the existing press and evaluate the possibility of changing press release submissions. Some processes were altered though most asked that they continue receiving faxed press releases.

The second phase was to add the local universities and colleges as press contacts. All of the Universities, Colleges, and Community Colleges in the Greater New Orleans Area have student newspapers that publish local calendars and/or things going in the city that may interest the student body. I contacted the student newspapers in the area to evaluate their interest in being sent press releases. Once it was established that the institution would be interested in receiving the press releases the best means of submission, contact person, and deadlines were established. With these new contacts the museum is now able to target a demographic that it had previously ignored. This was mainly in

part to an uncertainty of how to authentically reach this particular audience.

The third phase was to gain press contacts outside of the Greater New Orleans Area. The desire to acquire press contacts in the South Eastern Louisiana region came about because of a lecture and book signing that is taking place in the Museum in May. Jamie Thibodaux, a local author wrote of the experience of the Acadians in World War II, mainly focusing on the role of the Cajun soldier. The Department of Education, which was developing the event, wished to publicize the event throughout the region. Targeting the areas where the soldiers discussed in the book came from was important. I found out the daily, weekly, and monthly publications in the region. Identifying the publications, making a contact, finding the best source of submission and deadline information allowed the department to publicize an event that had special interest to the people in these areas.

- **Kids Corner**

The National D-Day Museum is notoriously text heavy and quite an overwhelming museum experience. Most visitors find that it is impossible to see the Museum in one day. Usually multiple visits are required. Being that it is such a long process, it is easy to understand why the Museum is not known as a place that is "kid friendly." It is difficult to find ways to engage the younger visitor on a trip to the Museum. During the summer there is an event called "Homefront Days", which is for kids and their families. The event is a series of activities all pertaining to the role that the American citizen had during World War II at home. Kenneth Hoffmann choose to alter these activities so that they could be available to the young visitors to the Museum on the weekend. It became the role of the intern to alter the activities so that they can be simple and unsupervised. I developed the instructions, created the space in the Louisiana Memorial Pavilion, wrote the instructions for the volunteers who would be loosely monitoring and prepared the supplies.

- **Public Programming**

On the first day of the internship the I was informed that the Programs Coordinator, who is responsible for the development, realization, and publication of the Museum's many programs, would be leaving at the end of that month. With the resignation of that staff member, it was made known that I would be handling many of the departed staff member's responsibilities. The month preceding the staff member's departure was filled with my learning the responsibilities of the position as to make the transition as smooth as possible. Upon the resignation of the Programs Coordinator, I moved into the staff member's office and took over the majority of the responsibilities of the position. These responsibilities included the development and implementation of new programming as well as promoting the existing programming. Promoting the existing programming through contacting the press, making visitors and members of the Museum aware of the offerings, promoting the Lunchbox Lectures, Movie Nights, Concerts, Living History Corps, and other performances became the intern's responsibility. The creation of the monthly calendar was my sole responsibilities.

- **Education Library Access Database**

The Department of Education at The National D-Day Museum has an extensive collection of books, VHS cassettes, compact disks, and cassette tapes. The collection is used for research purposes and for public programming. The library of the department had become so vast that it was unclear as to what the department had and did not have. I created an Access database using Microsoft Office. The database provided an easily understandable method of organizing the library. The database allowed for easy searching of the library due to the ability of being able to search only books, video documentaries, video feature films, press footage, etc. The database was additionally put into the public file of the Museum allowing all employees of the Museum to search the library as needed.

- **Fact Sheets**

The goal of the Department of Education is to communicate with each visitor to the Museum. Not every visitor will take a docent lead tour or participating in one of the Museum's public programs. A way to reach the more independent visitor is with fact sheets. Fact sheets are developed in the Department of Education and are both distributed and left for visitors to take from the ticket desk and visitor services. I developed two fact sheets on VE Day (Victory in Europe) and VJ Day (Victory in Japan). Using the internet and selections from the Education library, the intern compiled fact sheets that are to be made available to visitors to the Museum on the anniversary of these events. Appendix F.

- **Preliminary Research**

With the many programs undertaken by the Department of Education, a large amount of research must be done. The Director of the Department of Education assigned the intern with the researching of two topics. The first was for a Teacher Workshop on Japanese Internment and the second was for a Lunchbox Lecture on the Nuremberg Trials. For each of these topics I researched and found reliable sources and provided Kenneth Hoffman with lists of important facts, timelines, glossaries, and sources pertaining to the topics. The preliminary research was in both cases the bones for the development of lectures to be given by the Director of Education.

Assigned Departments

I was assigned to the Department of Education for the duration of the internship. I worked directly with the Director of Education, Kenneth Hoffman and the Programs Coordinator, Gerrish Lopez before her resignation. The Department of Education was where I was assigned but due to the geographical setup of the Museum's offices, the intern had significant access to other departments and worked with them as well. The members of the Curatorial Department and the Coordinator of Volunteers asked for my assistance on occasion, though not significantly on a large project. The mission of the Department of Education can be seen in Appendix G.

CHAPTER THREE: Analysis of Management Problem

At the time of the internship The National D-Day Museum was extremely well funded and staffed with approximately fifty members who are highly dedicated to their jobs. This is not to say the Museum is without management problems. There are two significant problems that the intern came into direct contact with: the lack of staff in the Department of Education and the independent nature of staff.

In the book Successful Fundraising For Arts and Cultural Organizations, Karen Brooks Hopkins and Carolyn Stopler Friedman discuss what makes a successful organization. “An organization with creative leadership, a clear statement of mission, and a sound long-range plan is in a good position to deliver programs of consistently high quality. Such an organization can be relied upon to use funds contributed by outside sources in a responsible and professional way. Donors will be more willing to invest in such an organization than without a fully thought-out purpose and direction” (6-7). The authors fail to mention that it takes a professional and cohesive staff to manage a successful organization.

The National D-Day Museum is growing faster than anyone involved in its development could have ever thought possible. With the unforeseen growth of the Museum, the necessity of hiring additional employees has been felt since the opening. Diane J. Duca explores the

roles of those responsible for running a nonprofit organization. “In many nonprofits, the responsibilities for running the organization evolve into a three-part, interactive system – a tripartite system – comprised of a board of directors, an executive, and a staff” (4). The importance of the staff of a nonprofit is obvious using The National D-Day Museum as a case study. Kotler and Scheff explore the need to educate the audience and though they speak of the performing arts the connection to The National D-Day Museum is quite simple. “For other patrons, arts attendance may be in response to social pressures, status striving, the excitement of glamorous people, the bargain of membership, and the promise of a richer life. But in the absence of real love and appreciation of the arts, continual patronage cannot be guaranteed, for the attenders’ needs’ to be met, and probably better satisfied, elsewhere” (515). Drawing upon this idea, it seems obvious that education is the most important thing in the museum context. Since the grand opening of the Museum a great many additional employees have been hired in all of the departments of the Museum except the Department of Education. The Director of Education and the Programs Coordinator have had to handle the growth of the Museum without the benefit of an enlarged staff. Gary J. Stern explains “Meeting needs and getting results – both present and future – is the crux of your unique role and the driving role behind positioning. Because conditions aren’t static, every successful organization’s role changes over time” (38) With the organization’s changes obviously the

staff of the organization would do so too. With the growth in members and visitor attendance, educational and public programs have multiplied. But there has been no portion of the Museum's budget allocated for salaries of new members of the Department of Education.

The National D-Day Museum has failed to recognize Education as a vital component of the institution. Education is the means by which the Museum must sustain its audience. Without actively educating the public the next generation will be apathetic towards the history of this period and this could affect visitor attendance. Education is the means of insuring the Museum has an audience in the forthcoming decades. This seems go against the current theory regarding the role of the museum. Kevin Moore states in his book Museum Management "Despite the confusion over goals, there seems to be some agreement that they fall into four main categories – acquisition, conservation, research, and education – and that education has eclipsed the others as the museums' primary goal" (32). This is not the case at The National D-Day Museum. Education and Public Programs are not the focus of the Museum. The focus of the Museum is gaining more funds through admission, membership, donations etc... to expand the Museum. With the dramatic success of the Museum it has become the focus of all involved both staff and board to make the Museum bigger and better. In order to do this the Museum has hired new staff only in the areas where new monies can

be generated, therefore leaving out the addition of a new staff of the Department of Education.

In a 1989 study William Gramp points out a theory about Museums that is comparable to a cost-benefit analysis in accounting principles. Gramp explains “This...means an organization – in order to do the best it can with what it has, that is, in order to operate efficiently - should engage in an amount of activity such that if it did more the additional cost would be greater than the additional activity was worth. This never can be done literally, but an organization can compare the cost and the income from different amounts of activity and choose the amount which yields the highest return” (Moore 112). When you apply the theory of William Gramp to The National D-Day Museum, it is easy to see where the Museum feels it can get the most use of its money. The Museum chooses to allocate its resources in hiring additional staff in the Department of Development. The Museum does not clearly see the return on its investment in hiring additional staff in Education rather it sees the greatest dividend in the building up of the Department of Development.

The National D-Day Museum sees the Department of Education as an important element of the mix but not the main ingredient. The foremost goal of The National D-Day Museum is to become bigger and better and this is not seen as possible through education. Francois Colbert points out the often overlooked role of education. “Education:

Give consumers the tools and codes they need to evaluate the specific features of the product. This activity helps to expand the clientele for a particular discipline, since consumers are better informed, and thus prepared to consume the product...educational programs in museum's exemplify this objective" (174). The National D-Day Museum should realize that by educating the visitor, they are creating an informed visitor who is then more eager and more often desiring to consume product. With additional staff, The National D-Day Museum could become heavily involved with authentically educating the public, thus priming them to become return visitors. The National D-Day Museum must understand that in order to grow in the way that it wants, it must dedicate additional resources to the Department of Education as it does to the rest of the Museum. Education is a major component of the Museum's mission statement: educating future generations on the courage, sacrifice, teamwork, and bravery of the men and women who won World War II. This mission cannot be achieved without proper resources.

An additional problem from the lack of staff in the Department of Education is the lack of time for staff members to develop and implement educational and public programs. Staff members are unable to do this because so much of their time is spent tending to the administrative role of their positions and seeking funding for their department on their own. The first addition to the Department of Education since the opening of the Museum came in March of 2003 and was funded mainly through a

grant. The Director of the Department of Education wrote the grant that secured the funding for an Educational Outreach Coordinator. The new addition to the Museum will include an Education wing. Though monies are being raised and budget allocated for the development of this portion of the project there has been no monies set aside for the hiring of additional employees in the Department of Education.

The second aspect of the problem faced by the Museum in the Department of Education is the independent nature of its staff. The Education Department encompasses Education, Public Programs, and Volunteer Coordination. Though the Director of Education does not oversee the operations of the Curatorial and Collections Management Departments, the geographical set up of the office space places them together into one wing. William Sukel explores the Museum as an organization and states “museums accomplish their goals with an organizational structure. This implies that most goal-directed activity requires others working in a co-operative spirit to accomplish the goal. Work is divided among departments and people, and the evolving patterns of co-ordination form the structure” (Moore 262). In any work environment the way in which that environment functions most efficiently is when it works cohesively. This most important trait is often left out when hiring employees and is not often stressed in a functioning organization. Thomas Wolf explores what he thinks are the best traits to look for in potential employees.

1. "Management skills related to the job to be performed
2. Character traits that reflect creativity, flexibility, and enthusiasm, for solving problems, and an ability to work with others
3. An understanding of the need for authority in an organizational structure
4. A knowledge, sensitivity, and enjoyment of the nonprofit field in which they will be employed" (90).

The ability to work with others is not emphasized and seems to be almost a side note. The problem within the Department of Education is not the ability of the employees to get along with each other. The problem is the lack of recognition of the benefits in working more closely together.

It is not an uncommon sight in the Department of Education to see one employee swamped with work and another playing computer Scrabble. With such a small number of employees the Department has segregated itself into tasks held by individuals. There is not the team aspect to the Department that there should be. All of the employees have serious educational backgrounds and could be utilized not only as sounding boards but in the development and implementation of projects. The lines of communications need to be open to where one employee can go to another and offer or request assistance. In the museum field, there tends to be peaks and valleys in the work load. Greater cooperation and communication could relieve some of the problems created by this irregular flow in work load.

These peaks and valleys do not equally coincide among all employees of the Department of Education. When there is one individual with a heavy work load there is likely an employee who has a lighter one. It seems that there would be the lines of communication in place that one employee could go to another employee, in their department, and ask for help on a project if the other employee has the time to help. This is not the case at The National D-Day Museum employees within the Department of Education work very independently. There are no problems with co-workers getting along, rather there is not the system or rather the office culture in place where employees feel that they can delegate work to other employees laterally. There is not an assistant or a secretary in the department, everyone has a specific position with responsibilities, and the only additional help is that of volunteers and the occasional intern.

Kevin Moore states "The museum's resources are its collection and its building. It is also its staff" (241). It is easy to complain that administrative heads within a museum do not utilize employees but that should not be the case within departments of the museum. The National D-Day Museum's Education Department does not utilize its employees and is therefore not working at its full potential.

CHAPTER FOUR: PROBLEM RESOLUTION RECOMENDATION

The resolution of the problems expressed in the previous chapter will be addressed individually. The first problem being addressed being the lack of staff in the Education Department. I recommend that the Education Department to hire additional employees but to earn the revenue to pay them on their own. The Department has not produced any significant programming that produces major revenue. Museums around the country have been very successful with what is loosely known as travel programming. This is when visits are arranged to historical sites, other museums, festivals, etc...essentially anything that would be interesting to individuals involved with the museum. These are visits to locations that are interesting to volunteers, members, and even employees. What the museum does is arrange the entire trip from transportation, food, lodging, and admission, anything that is needed for the trip. Individual's purchase packages which could be a regional day trip to another museum with a similar focus to an international trip. These trips are lead by the museum's curators, educators, and researchers. The large volunteer force of The National D-Day Museum and their large amounts of expendable income, travel programming appears to be a perfect fit. Members and volunteers would be eager to visit the Normandy beaches or the top ten sites of the China-Burma theater with Martin Morgan, the Museum's Research Historian, or other

like programming. Museum's sell these all-inclusive programming trips for varying amounts with international trips running in the thousands of dollars. *The Manual of Museum Management* states "Travel programmes for members, with museum staff as expert guides, can also be profitable. The imagination and energy of management and staff are the only limitations to well-marketed educational activities" (Lord 174). The Museum could utilize its Education staff to develop these programs and with the revenue made it could be funneled back into the department paying the salaries of new Education employees.

The steps that would be necessary to develop a travel program would be as follows:

1. Contact other museums that have similar programs to use as models
2. Select destinations and research offerings
3. Recruit staff to run tours
4. Contact travel companies who specialize in tours of this nature
5. Publicize tours to staff, volunteers, members, and other potential interested parties

My second recommendation is that the Museum travels part of its collection this additional revenue could be used to hire additional employees in the Department of Education. The practice of payment for exhibitions and objects is not new and is done by many museums including the Smithsonian. Payment would be made to the Museum for

use of pieces of the collection. The Museum exhibits less than ten percent of the collection in the galleries. Traveling portions of the collection in storage would be an excellent way for these objects to be seen while also generating needed revenue. This would allow for there to be more development of exhibitions thereby allowing for more creativity of staff and a way to more greatly fulfill the mission of the museum. The mission being to educate the people on what won World War II both on the homefront and in battle. Marie C. Malaro comments on the practice of museums traveling their collection for a few in her book *Museum Governance*. “While we struggle with this dilemma in an effort to answer our current critics, we now enter another market-oriented moneymaker, “lending for profit.” It might be a tour of spectacular works for a fee as high as the traffic will bear or it could be assembling an exhibit “on order” for another organization for a profit motive...We hasten to point out, however, that these are “win-win” situations. Museums get badly needed money, and their works get greater exposure. Who could complain” (114). The steps that would be necessary to develop a program of this nature are as follows:

1. Contact other Museums who offer similar offerings to use as models
2. Contact shipping companies
3. Publicize exhibits, exhibitions, and object lending
4. Hire Traveling Exhibitions Coordinator

The second problem encountered by the intern was the lack of authentic communication among the employees of the Department. This lack of communication created a great unevenness in the amount of work being done by employees at given periods of time. What could balance out the workload of the Department are open lines of communication. This would allow employees to discuss what each were doing and what each person could use help with. The simplest way to achieve interdepartmental communication is with a department meeting. A weekly meeting would allow for the department to know what everyone was working on and allow for input to be given and tasks to be delegated. A weekly meeting among the members of the Department would also allow for a sense of collectiveness allowing for greater productivity.

The recommendations for The National D-Day Museum are obviously more than the intern could carry out, but all present realistic opportunities for the Department of Education to grow, produce additional programming, and become more efficient.

CHAPTER FIVE: SHORT AND LONG RANGE EFFECTS OF THE INTERNSHIP

The short range effects of my contribution to The National D-Day Museum have been expressed in the previous chapters, these being the day-to-day support of the running of the Department of Education and the development and implementation of special projects. While working within the Department of Education the intern made suggestions to staff, which were well received.

I was encouraged to apply for the position of Public Programs Coordinator, the position that she assumed many of the responsibilities. As of the submission of the internship report the intern had been offered the position and accepted.

The internship at The National D-Day Museum was a great experience for the intern personally and proved to be a great opportunity both academically and professionally.

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Appendix A: MEMBERSHIP CATEGORIES

\$20 Student / Teacher

- Visit the Museum free of charge for one year.
Receive the Museum's quarterly newsletter.
- Choice of a selection from an exclusive collection of the Museum's logo items.

\$35 Friend

- Full membership privileges for one person.
- Choice of one of the following items:
 - Two one-time guest passes
 - National D-Day Museum Dog Tag

\$60 Friend Plus One

- Full Membership privileges for one adult plus one guest
- Choice of two of the following items:
 - National D-Day Museum Dog Tag
 - National D-Day Museum Victory Pin
 - National D-Day Museum Golf Cap
 - Two one-time guest passes

\$75 Family

- Full Membership privileges for entire family (children & grandchildren under 18)

Choice of two of the following items:

- Two one-time guest passes
- National D-Day Museum Dog Tag
- National D-Day Museum Victory Pin
- National D-Day Museum Golf Cap

\$100 Partner

- Full Membership privileges for entire family (children & grandchildren under 18)

Choice of three of the following items:

- Two one-time guest passes
- National D-Day Museum Dog Tag
- National D-Day Museum Victory Pin
- National D-Day Museum Golf Cap
- National D-Day Museum Medallion

\$150 Advocate

- Full Membership privileges for entire family (children & grandchildren under 18)

- Invitations to special evening hours and events throughout the year.

Choice of four of the following items:

- Two one-time guest passes
- National D-Day Museum Dog Tag
- National D-Day Museum Victory Pin
- National D-Day Museum Golf Cap
- National D-Day Museum Medallion

\$250 Benefactor

- All membership privileges at \$150 level plus:
- All five logo items.

\$500 Sponsor

- All membership privileges at \$250 level plus:
- A copy of The Crusade, the annual newsletter of the Eisenhower Center for American Studies

\$1000 Patron

- All membership privileges at \$500 level plus:
- Invitation to annual patron event

TRIBUTE GIFT

A gift to the National D-Day Museum is a way to honor someone while offering an enduring tribute to the heroes who served in World War II. Gifts are given to the National D-Day Museum for any number of the following reasons:

Recognition of Service in the Military

Personal Memorial

Graduation Celebration

Anniversary

Retirement

Birthday

Holiday

Congratulations

Gifts are recognized are listed in D-Days the quarterly newsletter.

ROAD TO VICTORY

The Road to Victory Campaign began in late 1998 as a way to honor heroes and raise funds to complete construction of The National D-Day Museum. Today bricks fill the Museum's Hall of Heroes and Louisiana Memorial Pavilion and they line the sidewalks at the museum entrance and outdoors around the Museum as well. The bricks honor WWII Veterans as well as other personal heroes. Bricks are \$100 each.

FOUNDERS SOCIETY

The National D-Day Museum's Founders Society is comprised of individuals, corporations, and foundations that supported the Museum in its earliest stages. As initial supporters of the Museum, members of the Founders Society helped to build the Museum and realize a vision. As a result of the generosity of the Founders, The National D-Day Museum will stand in trust and in recognition of those whose bravery, courage and sacrifice on the battlefield and homefront made victory in World War II possible. The Founders Society Wall will be permanently engraved with the names of those generous founders.

SOCIETY FOR AMERICAN SPIRIT

One of the newest initiatives of The National D-Day Museum's expansion plan is The Center for the Study of the American Spirit. The Center will lead a national effort to advance education and research on the World War II years. The center will house major archival collections of oral histories, documents, maps, photographs, films, and other materials that relate to individual experiences of men and women who lived those experiences both on the battlefields and on the home front. Similar to the Founders Society, charter membership in the Society of the American Spirit will permanently be displayed and acknowledged in the new Center upon its completion.

PLANNED GIVING

Every element of support is vital for the future of the D-Day Museum and the chapters of history we keep alive. Planned giving provides options for people from all walks of life to offer the museum an assurance of support in years to come and possibly further personal financial goals.

Prospective donors work with our development office and an estate planning professional to establish a charitable bequest.

Planned gifts include:

Bequest:

Naming the National D-Day Museum as a beneficiary in their wills.

Life Income:

A permanent transfer of funds to the National D-Day Museum can guarantee an income for life for the individual and a survivor if chosen.

Gift of Life Insurance:

Life insurance policies purchased can be donated to the Museum.

Pooled Income Fund:

Investing your gift of money, marketable securities or both in an income fund with similar gifts from other donors.

Charitable Lead Trust:

For individuals with larger estates, a charitable lead trust can benefit the D-Day Museum while passing principal with little or no tax penalty to donor family members.

Gifts of Retirement Plans:

This retirement option involves transferring one's IRA assets to a charitable remainder trust, which then provides income for life to the beneficiary and a gift to the D-Day Museum.

Appendix B:

Educational and Public Programming

- **Lunchbox Lecture Series**

The Lunchbox Lecture series offers visitors the opportunity to hear a World War II scholar discuss a particular subject. These subjects range from different facets of World War II history to themes i.e. Africans Americans in World War II for Black History Month. These lectures are held twice a month on a Wednesday and are free and open to the public. The lectures are held in the Museum at 12:00 – 1:00 p.m. and visitors are encouraged to bring lunches to eat during the lectures. This time allows individuals who work in the Central Business District the opportunity to come to the lecture on their lunch break. Members attend the lectures, which are posted in the newsletter and on the Museum's website. Visitors to the Museum attend the lectures, which are announced over the intercom and have flyers posted through the Museum the day of the event. The Museum attracts approximately one hundred visitors to each of the lectures making it the most successful of the Museum's programs.

- **Living History Corps**

One Saturday each month and on selected holidays, a group of

World War II re-enactors come to the Museum dressed in authentic World War II military uniforms and speak to visitors. They inform the visitors about the uniforms, weapons, equipment, and daily life of soldiers who fought in World War II. Located in the Museum's Louisiana Memorial Pavilion, the re-enactors bring the history displayed in the Museum to life by interaction with visitors.

- **Evening Programs**

Evening programming varies from lectures, slide presentations, to panel discussions and encompasses a wide variety of World War II topics. These Evening Programs directly relate to special events and happenings at the Museum. Temporary exhibits, book signings, theme months, and World War II anniversaries are typically the catalyst for Evening Programs.

- **Home Front Days**

Home Front Days is a three-day event in July, which teaches visitors what it was like to live through World War II in the United States. Both for adults and children, it includes many hands on activities from teaching the use of ration books for shopping to learning to swing dance. Additionally there are a series of informal lectures on what life was like on the Home Front for Louisianans.

- **Holiday activities**

The Museum provides both educational and entertaining programs including musical performances for holidays throughout the year both World War II related and not.

- **Band performances and concerts**

The National D-Day Museum tries to provide the total visitor experience and this includes audio stimulation. With the Museum exploring the World War II years both in battle and on the homefront it is important for the Museum to show the culture of the time. This is done through concerts at the Museum that exhibit the music of the 1940s. The Museum hosts performances by area bands and vocal groups as well as traveling groups from around the country. These performances both entertain and enlighten visitors about the music and emotions of World War II America.

- **WWII Film Festival & Movie Nights**

The Museum offers an annual two-to-three day evening film festival that includes both commercial and documentary films about World War II. Additionally, on selected dates there are singular movie nights. Both of these offerings allow the Museum to present movies, which it feels to be important and relevant in

relation to the Museum's World War II focus but due to visitor time constraints and lack of theater space are unable to be shown daily.

- **Distinguished Lecture Series**

Paralleling with the Museum's two grand opening anniversaries, June 6 and December 7, the opening of the European and Pacific galleries, there are distinguished lectures. The Museum offers special lectures by national or international figures on these anniversaries. The June lecture focuses on the war in Europe while the December lecture focuses on the war in the Pacific.

- **Fact Sheets**

Handouts are provided to visitors upon their arrival to the Museum. The fact sheets address a variety of topics and are provided for visitors to read and take home. The fact sheets provide information on anniversaries and theme months i.e. March Women's History month.

- **Family Workshops**

Workshops are held on the weekend where families come as a group to learn about a particular facet of World War II history. The workshops are designed to encourage parents and grandparents to

bring children to the Museum and the workshops focus on life during WWII. Hands-on activities, games, crafts, and singing get families involved in learning about World War II together.

- **Book Signings**

Working with the Museum Store, the Education Department coordinates book signings by authors of books being sold at the Museum. Often these book signings follow a special evening program.

- **The Volunteer Program**

The Education Department offers an opportunity to serve the Museum by volunteering in a number of ways. *Gallery Attendants* welcome visitors to the Museum and assist them with information about membership, exhibits, and the Museum in general. They also assist, when required, with clerical duties and at Museum rental functions. *Docents* are trained to give tours of the Museum to schoolchildren. *Curatorial Assistants* support the collections department in organizing and maintaining the Museum's artifacts and archives. *Speakers Bureau* members are trained to give informative slide presentations about the Museum to adult and student groups. *Museum Store* volunteers help out in the store. All volunteers are given Museum orientations, periodic retraining,

and their hours of service are recorded and publicized in the monthly volunteer newsletter.

- **Teacher Workshops**

The Education Department conducts 2-3 teacher workshops a year. These workshops focus on different aspects of World War II history and are free to all teachers in grades 5-12. At each workshop teachers explore a subject along with the Museum educators and receive lesson plans.

- **Classroom Curriculum Guide**

The Education Department has produced a 140-page curriculum guide, titled *Learning the Lessons of D-Day*. The guide contains D-Day history reviews, a timeline, glossary, and bibliography, and 17 classroom-ready lesson plans. The Museums initially supplied copies of the curriculum guide to every middle and high school in the five-parish area. Now copies are available for sale in the Museum Store and through the Museum's website.

- **Field Trips**

Students in grades 5-12 have the option of two types of field trips: a docent-guided tour and a self-guided tour. The Education Department sends packets of pre- and post-visit material to

teachers who have booked a school tour. This material prepares students for their visit to the Museum and reinforces the lessons learned once they are back in the classroom. Volunteer docents lead student groups through the Museum. Students visiting the Museum on self-guided tours are provided with an “artifact hunt,” complete with questions to answer about what they find.

- **Speakers Bureau**

The Education Department trains volunteers to make slide presentations about the Museum and D-Day. The Speakers Bureau offers two different presentations: for adult groups they provide a 20-30 minute virtual tour of the Museum; for student groups they provide an hour-long lesson about the history and lessons of D-Day.

- **Student Information Packets**

The Education Department supplies educational packets about the Museum, D-Day, and WWII to students and teachers who call or write the Museum requesting information. These packets include history reviews of D-Day and the war in the Pacific, a timeline, glossary, bibliography, and Museum brochures.

- **Boy Scout/Girl Scout Overnights**

The Education Department offers an overnight program for Scout groups. Participants tour the Museum, play teamwork and leadership games, and perform activities designed to fulfill merit badge requirements. Girl and Boy Scouts camp out in the Museum's Louisiana Pavilion.

- **Student Internships**

The Education Department recruits and supervises college students for semester-long internships. Interns work either with the Education, Development, and Curatorial Department. The interns fulfill academic requirements and receive valuable Museum experience and the Museum gets unpaid help.

Appendix C:

Untitled Achievement Program Documents

Untitled Achievement Program

I. Objectives

- A. Encourage the youth to explore the ideals presented in the institution's mission that of teamwork, optimism, courage, and sacrifice.
- B. Encourage volunteerism and working towards societal change and social improvement
- C. Recognize and reward positive behavior

II. Parameters

- A. Determine start date and end date for nominees' volunteer hours and/or programs
- B. Determine the qualifying number of service hours or the impact of the program to be awarded the certificate of achievement.
- C. Determine the age group to be targeted, middle through high school
- D. Determine the scope of the program: local, regional, and/or national.
- E. Determine categories:
 - 1. Individual

2. Class

3. Top school; most nominees

III. Process to Submit

A. Establish a nomination deadline

B. Develop nominating procedures

1. online form

2. letter authentication requirements

IV. Rewards and Recognition

A. Determine who will be responsible for reviewing applications and selecting the winning nominees.

B. Select a nomination process

C. Select a reception date

D. Determine a reward system

1. Level One

Awarded by mail

Certificate of Achievement

Complimentary Tickets

2. Level Two

<Top Achievers>

Reception invitation

Certificate of Exemplary Achievement

3. Level Three

<Top Achiever>

Reception invitation

Certificate or Plaque of Honor

Savings bind, gift shop credit, or cash for the support of further programming

V. Budget

A. Determination of costs

1. creation of link for website
2. publicity
3. certificates and postage
4. reception
5. reception awards

VI. Implementation

A. Create link on website

B. Publicize

1. Media
2. Schools

3. Newsletter
4. Website
5. Teacher Workshops
6. Area Nonprofits

VII. Evaluation

- A. Chart growth by variations in applicant numbers

The Untitled Achievement Program

The Untitled Achievement program is an endeavor by the National D-Day Museum to ultimately recognize and reward positive behavior by the youth. This behavior should mirror the ideals presented in the mission of the institution that of teamwork, optimism, courage, and sacrifice. Volunteerism and working towards societal change and social improvement will be the expression of the youth's commitment to the principles presented by the National D-Day Museum. Youth must be nominated by an individual who can authenticate the nature of their volunteering and/or self-developed programming.

Nomination Process

Middle school and high school students must be nominated by an adult who can verify the authenticity of their volunteer work and/or self-developed programming that works toward societal change and social improvement.

- Nominators must print out a form that is found on the institution's website and complete it with the appropriate information.
- Along with the completed form a letter must be written that makes reference to the nature of the nominees' actions and an explanation as to why they should be recognized by the institution.
- The form and the letter of authentication must be mailed to
THE NATIONAL D-DAY MUSEUM
945 Magazine Street
New Orleans, LA 70130
Attn: Untitled Achievement Program

Nominee Requirements:

- Must be a fulltime middle or high school student
- Must amass significant volunteer hours or developed a program that works toward societal improvement and social change

Selection Process

- Qualifying nominees will be awarded a certificate of achievement and complimentary passes, by mail, to visit the museum as to have an opportunity to further explore the ideals displayed by the men and women who won World War II.
- Additionally, there will be a group of youth who will be selected as exemplary achievers and be invited to the museum for a reception and awarded certificates of exemplary achievement.
- A top achiever will be selected from the nominees who will be given the Untitled Achievement program's award of honor at the reception and will be awarded a savings bond or money to further fund their programming.

The nomination process is open-ended, submissions are accepted year round.

Appendix D: Hero Certificate Program

Hero Certificate Program Outline

I. Objectives

- A. Encourage the youth to recognize the ideals presented in the institution's **mission** that of teamwork, optimism, courage, and sacrifice.
- B. Reward the accomplishments of hero's that live among us.
- C. Make the works of everyday heroes available to the public through postings on the institution's website.

II. Parameters

- A. Determine what qualifies heroic action.

III. Process to Submit

- A. Develop nominating procedures
 - 1. Online form
 - 2. Essay requirements

IV. Rewards and Recognition

- A. Determine who will be responsible for reviewing applications and selecting the winning nominees.
- B. Determine a reward system
 - 1. Certificate of Heroism
 - 2. Thank you letter to the nominator
 - 3. Postings of Exceptional nominees on the Museum's website

V. Budget

- A. Determination of costs
 - 1. creation of link for website
 - 2. publicity
 - 3. certificates and postage

VI. Implementation

- A. Create link on website
- B. Publicize
 - 1. Media
 - 2. Schools
 - 3. Newsletter
 - 4. Website
 - 5. Teacher Workshops
 - 6. Area Nonprofits

VII. Evaluation

- A. Chart growth by variations in applicant numbers

Hero Certificate Program Outline

I. Objectives

- A. Encourage the youth to recognize the ideals presented in the institution's mission that of teamwork, optimism, courage, and sacrifice.
- B. Reward the accomplishments of hero's that live among us.
- C. Make the works of everyday heroes available to the public through postings on the institution's website.

II. Parameters

- A. Determine what qualifies heroic action.

III. Process to Submit

- A. Develop nominating procedures
 - 1. Online form
 - 2. Essay requirements

IV. Rewards and Recognition

- A. Determine who will be responsible for reviewing applications and selecting the winning nominees.
- B. Determine a reward system
 - 1. Certificate of Heroism
 - 2. Thank you letter to the nominator
 - 3. Postings of Exceptional nominees on the Museum's website

IV. Budget

- A. Determination of costs
 - 1. creation of link for website
 - 2. publicity
 - 3. certificates and postage

V. Implementation

- A. Create link on website
- B. Publicize
 - 1. Media
 - 2. Schools
 - 3. Newsletter
 - 4. Website
 - 5. Teacher Workshops
 - 6. Area Nonprofits

VIII. Evaluation

- A. Chart growth by variations in applicant numbers

Appendix E: Oral History Family Workshop

By attending this workshop families should gain a deeper understanding of their heritage and the children will gain an understanding of the contributions that their family members have made in many respects. The Oral History Family Workshop will encourage individuals to become an active participant in researching and interpreting history.

INTRODUCTION (10 minutes)

- Introduction to Genealogy and its importance
- Ask questions to kids
- Explain the importance of active listening

CREATE A COAT OF ARMS FOR YOUR FAMILY (10-15 Minutes)

- Explain what a coat of arms is, show one, and ask each family to create one. Drawing from their history and present state each family should create a coat of arms that is representative of their family.
- Compare your coat of arms to the ones that the other families have created.

ORAL HISTORY (30 Minutes)

- Introduction to Oral History
- Explanation of how Oral Histories began as a tradition. Additionally an explanation of how Oral Histories are used in the Museum can be given.
- Read an example of an Oral History.
- Hand out fact sheets that explore strategies of recording an Oral History. Briefly go over the fact sheets.
- Explain the different methodologies of Oral Histories and then allow the children to take the Oral Histories of the adults with them. Have them when finished present a portion to the group.

Sample Interview Questions:

<http://www.familyeducation.com/printables/piece/0,2357,67-9917-305,00.html>

MAKING A FAMILY TREE (25 Minutes)

- Introduction to what a family tree is, show an actual family tree.
- Have families fill out the Family Group Sheet:

<http://familyeducation.com/printables/piece/0,2357,67-7891-59,00.html>

- With the information realized in the Family Group sheet a family tree will be constructed:
<http://www.EnchantedLearning.com/crafts/familytree/paper/index.shtml>
- The completed family trees will be presented to the group upon completion.

SNACK BREAK (10-15 Minutes)

GENEALOGY GAME (15-20 Minutes)

Idea #1

- Game will consist of families competing as groups. They will have a word scramble, which they will have to decode in order to find the answer the first group that finds the answer wins.

Idea #2

- Game will consist of groups being given bags filled with clues. The clues will all make reference to a famous family. The group that comes up with the right family first will be the winner.

WRAP UP (5 Minutes)

- The Coat of Arms will be the cover of a booklet, which contains the family tree and oral history. Holes will be punched through the inserts and they will be fastened together with clasps.

Appendix F: Fact Sheets



Remembering V-E Day



V-E Day Fact Sheet



The Blitz was over; the last V1 bomb hit a farm in Herfordshire on 27th March 1945. On 30th April, the German capital of Berlin was overrun by the Soviet Army. In the face of defeat Adolph Hitler killed himself in his bunker and four days later Germany surrendered. The date of the surrender was announced May 7, 1945, officially ending the European phase of World War II. Soon after hearing the surrender United States President, Harry Truman, and British Prime Minister, Winston Churchill, agreed that the 8th May should be celebrated as Victory in Europe Day (VE Day). Though Victory in Europe Day was celebrated on May 8, several other nations and territories remained occupied by German forces. It was not until May 8th that Norway was liberated, with the remaining areas under German occupation coming to final peace on May 11th.

The news of Germany's defeat set off mass celebrations around the world. Many of people gathered dance in the streets. Overjoyed Russians jammed Red Square in Moscow to celebrate. The London crowds mobbed British Prime Minister Winston Churchill as he was traveling to Parliament to deliver his victory address. In France, Corporal William S. Dyer, U.S. Air Force, wrote to his fiancé, "The people went mad. Mad with laughter and mad with happiness, mad with anything and everything. All up and down the streets the cheering populace let it be known that Hitler was KAPUT..." There was celebrating throughout the United States with the gathering of thousands in New York City's Times Square after hearing the news. In Louisiana Anne Relph recalled being on a train with her Grandmother "and hearing bells ring as we went through little towns...I didn't know what was going on until the train stopped, and someone told us that the war in Europe had ended. There was rejoicing, sort of dancing in the street and church bells ringing in every little town we went through. In New Orleans people were literally dancing in the streets. They were singing, dancing, jumping in and out of fountains...It was like Mardi Gras, and just this incredible sense of relief that part of our war, anyway, was finished..."

Though the War in the Pacific was still being fought and the Japanese surrender did not come for almost another four months there was no dampening of the spirits of the American people who celebrated in the streets with the knowledge that with the defeat in Europe the war was finally coming to an end.

VJ DAY (Victory in Japan Day)

Japan knew that the only surrender that the allies would accept was an unconditional one and with the loss of 2.7% of the country's pre-war population 2,000,000 a surrender was looming. On July 26, 1945 the Japanese government began studying the Potsdam Declaration issued by United States President Harry Truman, Soviet Union leader Joseph Stalin, and British Prime Minister Winston Churchill. The document stated "that Japan shall be given an opportunity to end this war." The Japanese government announced that an offer of peace had been made but that they would withhold comment and in their official statement used the Japanese word *mokusatsu*, which could also mean ignore. On July 28 American newspapers declared that Japan had ignored the offer of peace and on August 6 Truman announced that the offer of peace had been rejected. With that the atomic bomb was dropped on Hiroshima that very day. Now the Japanese government was desperately seeking a way to end the war, the Soviet Union declared war on Japan and the US dropped the second atomic bomb on Nagasaki on August 9. President Truman announced the unconditional surrender of Japan on August 14 and the next morning of August 15 Emperor Hirohito announced via Radio Tokyo to the people of Japan "We have ordered our government to communicate with the governments of the United States, Great Britain, China, and the Soviet Union that our empire accepts the provisions of their joint declaration." Nowhere in the statement did the words defeat or surrender appear.

The celebrations on V-E Day (Victory in Europe), May 8, 1945, was spontaneous and joyful, yet everyone knew the victory over Hitler and the end of the War in Europe gave the world only partial peace: the War in the Pacific waged on with increased savagery. On 14 August 1945, the Japanese government accepted defeat. The day was proclaimed Victory Japan (VJ) Day, but the signing of the official document was not to occur until 2 September 1945. The signing of the surrender took place aboard the USS Missouri in Tokyo Bay. One government official and one military leader represented the Japanese side, and representatives of nine Allied nations were present to accept the surrender.

Anticipation mounted as people listened to the radio or called their local newspaper for the latest word. *The New York Times* announced that the revolving news sign on the Times Tower at the crossroads of Broadway and 42nd Street would remain on continuously during the wait. Many people lingered below the sign; knowing the biggest celebration of all would be right where they stood in Times Square. A sailor from Rutland, Vermont, deliberately missed his train home, "To hell with the train. I want to see victory day in Times Square." The waiting gave cities throughout the country time to announce their plans. Every town and city expected crowds larger than those for V-E Day.



Monday morning people went back to another day of war. The day had barely ended when, at 1:49 a.m., August 14, the flash came in Japan accepted the terms. Although official acceptance took at least twelve hours to pass through neutral nations, many people awoke at that hour and people in earlier time zones began to celebrate. By early Tuesday morning the entire nation had the feel of a giant New Year's Eve party: everyone awaited the stroke of midnight and the President's official announcement. Back in Times Square expectant crowds gathered. In between the laughter and smiles apprehension grew. Why was it taking so long? Was this another false alarm? The party started prematurely, kept restarting on every rumor, and finally exploded joyfully on August 14, 1945, V-J Day. All eyes darted nervously toward the Times Tower news sign. Then at 7:03 p.m. the ball finally dropped: OFFICIAL - TRUMAN ANNOUNCES JAPANESE SURRENDER. It was the largest and longest party in history. The crowd in the Times Square exploded with a roar that rolled across the city like a wave. In Times Square, the crowd of 750,000 at 7:30 p.m. swelled to 2 million by 10 p.m. Victory and peace arrived with less celebration but with just as much passion across the nation and the world: In San Francisco thousands of extra police and shore patrolmen were deployed within minutes of the President's announcement with the orders to "let the people do anything within reason, and keep property damage down." Unfortunately the effort failed; the celebration proved one of the rowdiest with overturned street cars, defaced statues, and thousands injured. Pittsburgh's mayor urged people to celebrate in thanksgiving not in rioting. Across the Pacific, a soldier on Guam knew the end had come when he heard that the officer's club would be open until one o'clock. "Nothing but the end of the war would make our officer's club open up after hours." A G.I. in Paris told a Navy nurse that the war's end made him want to kiss all American girls. She said, "Well, what are you waiting for, soldier?" In London, Winston Churchill, lit a new cigar and said, "At last the job is finished." In Washington, soldiers formed a human ring around the White House gates as the crowd shouted, "We want Harry." President Truman finally came out and acknowledged them, saying, "This is a great day for democracy."

From the millions in Times Square to the hundreds in main streets everywhere, people celebrated the moment. Friends, relatives, and total strangers sang, danced, and embraced. They had worked, fought, sacrificed, and suffered together and now the end had come. The next day there was a ticker tape parade in New York City it was five inches deep. That evening another crowd of over a million attempted to restart the party, but the moment could not be recaptured. Only the end of one of history's greatest tragedies could set off one of the greatest celebrations ever seen.

APPENDIX G: Department of Education Mission Document

Education at The National D-Day Museum

The National D-Day Museum is a dynamic educational resource serving the needs of students from grade school through the post-graduate level. At the Museum students from all backgrounds explore the values and beliefs—*the universal concepts*—that Americans and their Allies embraced during World War II. Through Museum tours, workshops, special on-site and outreach programming, film and lecture series, and a summer leadership institute, young visitors experience the lessons of teamwork, optimism, courage, decision-making, and problem-solving that led to the Allied victory.

The Museum is dedicated to the premise that these lessons are just as valuable today as they were over fifty years ago.

Employing an object-based learning experience, the Museum uses its rich collection of artifacts and archives to take history beyond the pages of textbooks and into the hands of curious students.

The Museum has developed programs to complement and expand schools' regular classroom curricula. The following programs are under development by the education staff:

- ❖ Pre- and post **learning guides** will prepare students for their tour of the Museum and re-enforce the lessons of the exhibits after they return to the classroom.
- ❖ Volunteers from a **Speakers Bureau** will visit classrooms to engage students in discussions before or after their D-Day field trip.
- ❖ ***D-Day Remembered***—a video produced by the Museum and directed by Academy Award winner Charles Guggenheim—will be available on loan to schools prior to their visit to the Museum.
- ❖ This **Internet site** will allow teachers and students to take virtual tours of the Museum, offer in-class lesson plans, and afford students the opportunity to communicate directly with the Museum's education staff.
- ❖ Visiting students will soon have on-line access via computer terminal to the **Museum's vast collection of artifacts and archives** in our behind-the-scenes conservation laboratory.

- ❖ **Traveling exhibits and hands-on “suitcase” exhibits** will travel the region reaching populations that cannot visit the Museum in New Orleans.
- ❖ At on-site **workshops** teachers and students will learn the art of creating oral histories. In family workshops children and their parents will explore the lessons of D-Day while learning something about each other. Problem-solving and decision-making exercises will require cooperation, communication, imagination, and trust between generations.
- ❖ The **Summer Leadership Institute** will bring together a cross section of young adults from at-risk youth to straight-A students. Based upon the universal concepts that make up the themes of the Museum, students will engage in discussions and exercises about leadership, activities that foster teamwork, and projects that lead to both individual and group achievement. Guest speakers and field trips will broaden and enhance the learning experience.
- ❖ A **Summer Teacher Institute** will offer exceptional teachers an opportunity to study selected D-Day and World War II topics in an intensive week-long seminar.

The National D-Day Museum is a living museum.
It honors the generation the won the war by enlightening today's
generation about its own potential.

VITA

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