



Roundhouse Exhibit Gallery Design for Intergenerational Visitors

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**NORTHWEST
RAILWAY MUSEUM**

Table of Contents

Introduction to the Roundhouse Gallery	2
Visitor Experience Evaluation: Train Shed Exhibit Hall	3
Methodology	3
Visitor Response Data	4
Results: Design for Intergenerational Groups	9
Universal Design	9
Ambiguous Age Coding	13
Socially-Oriented Design	14
Simple Exhibit Interactives	15
Creating Immersive Historical Spaces	17
Diverse Personal Narratives	17
Historic Preservation Education and Engagement	18
Pilot Exhibit: Messenger of Peace Chapel Car	19
Interpretive Themes and Goals	19
Exhibit Copy Text	20
Exhibit Design Mockups	27
Works Cited	30
Appendix	32

Introduction to the Roundhouse Gallery



Roundhouse Gallery Concept Art by J. Craig Thorpe

The Roundhouse Exhibit Gallery is the final part of the Northwest Railway Museum’s “Tracks to the Future” project: a 7-year initiative to expand the museum’s exhibition offerings. Through the construction of a new gallery next to the existing Train Shed Exhibit Hall, the museum will be able to double the amount of rolling stock on display, some of which has never been exhibited before. Fundraising for “Tracks to the Future” began in 2025 and is projected to be completed by 2032 through private donations and public grants. The gallery is estimated to open in 2033, but construction will begin as resources become available.

The Roundhouse Exhibit Gallery and Turntable is an indoor-outdoor exhibition space that highlights the railway’s role in the region’s cultural, economic, and environmental history. The museum plans to exhibit significant examples of rolling stock on the lower level, including 1908 Puget Sound Electric Railway Interurban Car 523, 1950 Spokane, Portland & Seattle Pullman Sleeping Car 701, 1998 Amtrak Cascades Bistro 7304, and many more. On the upper level, an HO scale model railway will reconstruct historic railroads of the Pacific Northwest in miniature. In preparation for the construction of new exhibits in the Roundhouse Gallery, this document provides recommendations for designing engaging exhibitions for intergenerational visitor groups. By designing exhibit spaces while prioritizing accessibility for all age and ability levels, the Northwest Railway Museum can better serve its community and meet its mission of actively engaging the community and inspiring future generations to preserve this transformative heritage.

Visitor Experience Evaluation

To inform the recommendations made in this document, the author conducted a visitor experience evaluation study in the Train Shed Exhibit Hall. The goal of this study was to better understand the preferences of adult and youth visitors when engaging with exhibits at the Northwest Railway Museum. The primary audience for the evaluation was intergenerational visitor groups, like families and large tour groups, with a secondary audience of railway history and heritage beginners. Through implementation of recommendations based on visitor feedback, the museum can better serve its mission by expanding exhibit accessibility across many ages and knowledge levels, and making good on its commitment to “creating a welcoming and accessible culture where the contributions of all community members are valued.”¹

Methodology

To conduct this evaluation study, NRM visitors were surveyed during peak winter visitation season, which overlapped with the Santa Limited program. The primary audience for Santa Limited is family groups, which aligned with the intended audience for this study. Participation in the survey was completed through convenience sampling post-visit on a train ride back to the visitor parking lot. The instruments used for data collection were two printed survey booklets, with differentiated questions for adult and youth visitors. Both booklets included ten questions: three demographic questions, four multiple choice exhibit questions, and three open-response exhibit questions. While adult surveys included written-response prompts, open-response questions on youth surveys were replaced with drawing prompts to make them more fun and accessible for younger participants. The evaluation was driven by four research questions:

- What in the exhibition hall do visitors of different ages find the most fun? Interesting?
- What about the layout, design, or interpretive format of the exhibits made them engaging?
- What do visitors of different ages find most memorable about their time at the museum?
- What does not exist in this exhibition space currently that would improve the visitor experience?

The wording of these questions differed slightly between the youth and adult surveys. Surveys were distributed with small pencils or crayons while visitors rode the train between the Train Shed Exhibit Hall and the North Bend Depot. Participants then returned their completed surveys when exiting the train, before returning to their personal vehicles. (Please note: Due to the concurrent Santa Limited event, survey responses did tend to lean heavily towards Santa-related answers.) While the survey did not specifically mention the Santa exhibit area, participants were not told to omit Santa-related experiences from their responses in the interest of honesty. Copies of both survey booklets and a full table of participant responses can be found in the appendix.

¹ “About.” Northwest Railway Museum, <https://trainmuseum.org/about/>.

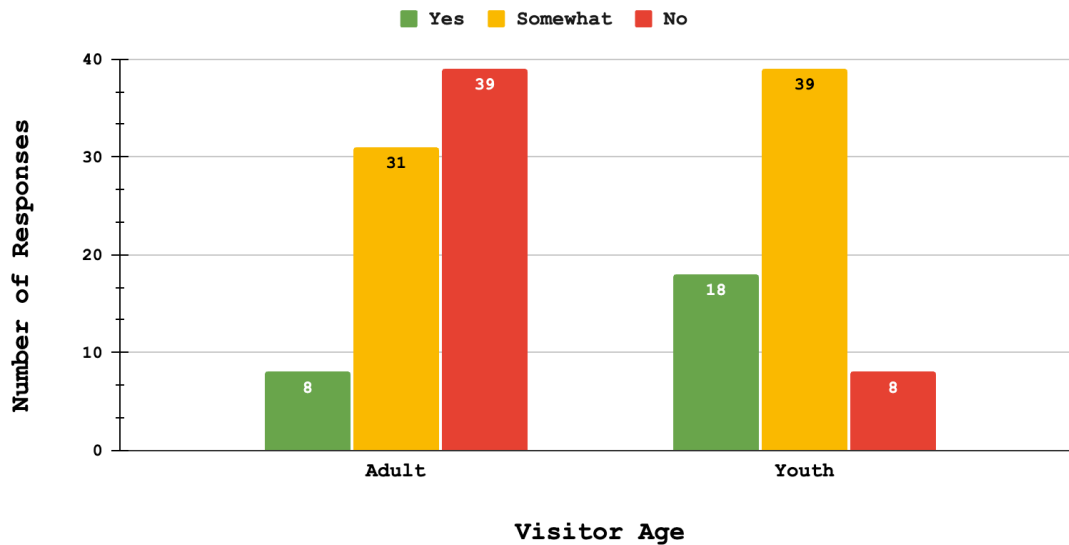
Visitor Response Data

The total number of participants was 153 visitors, with 72 youth and 81 adults. Teenagers were asked to self-sort; they could choose either adult or youth surveys depending on their preference.

Adult Question: Would you consider yourself a train enthusiast, or someone who knows a lot about trains?

Youth Question: How much did you know about trains already? (None, some, a lot)

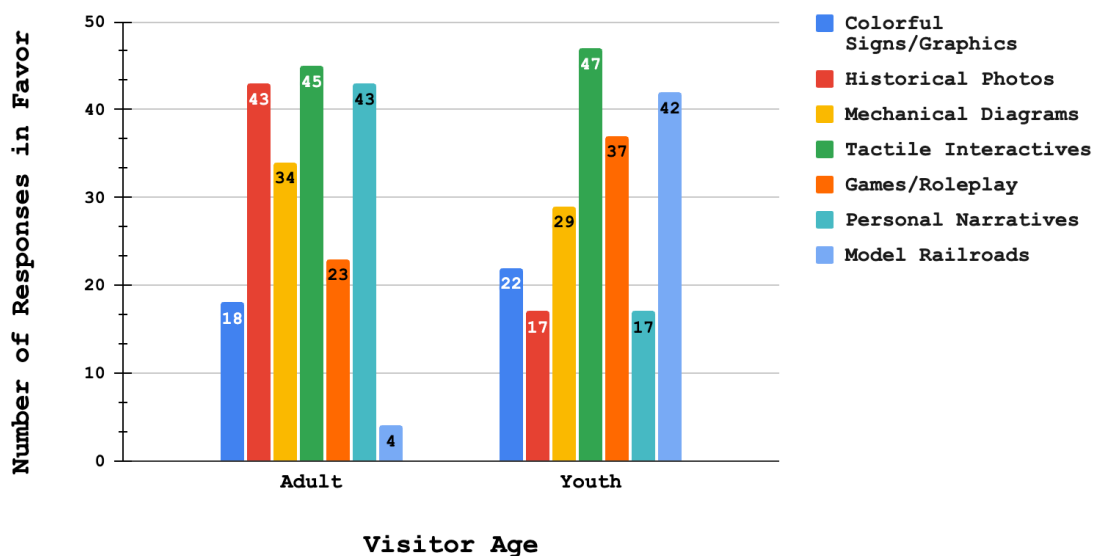
Do NRM visitors self-identify as "train enthusiasts?"



Adult Question: What would you like to see more of in the museum's exhibits? Check all that apply.

Youth Question: What would you like to see more of at this museum? Check all that apply.

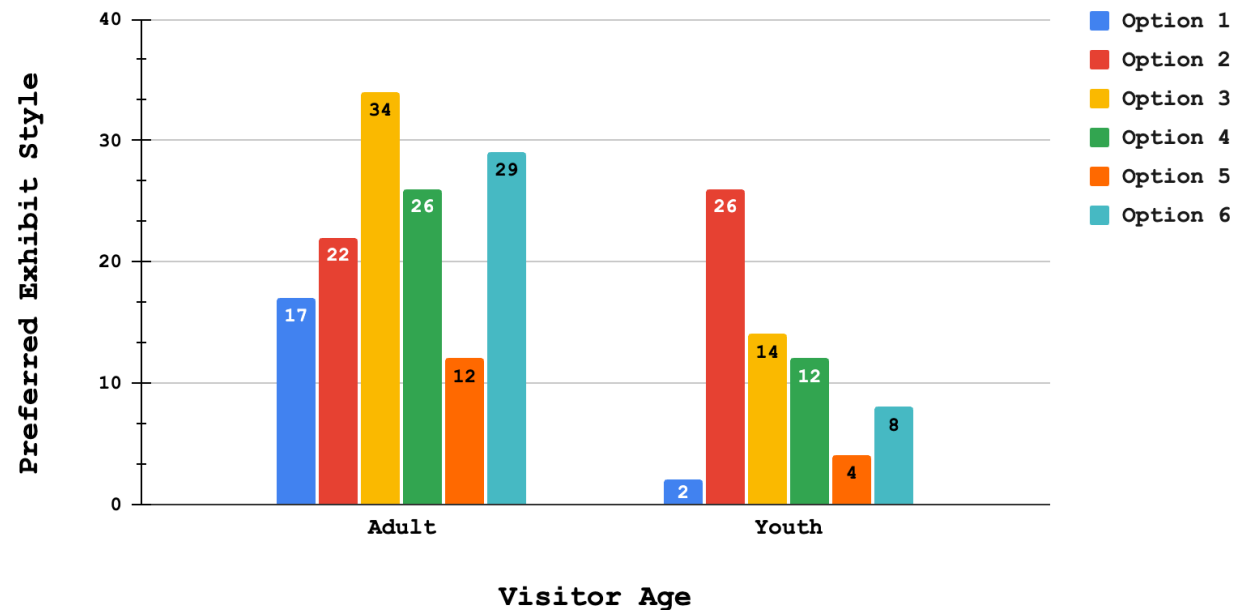
What do visitors want to see more of at the museum?



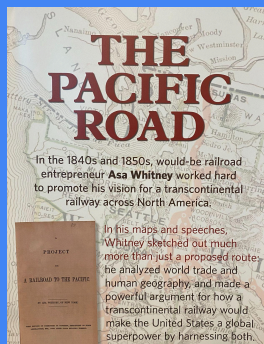
Adult Question: Of these exhibit styles, which are you most drawn to, visually?

Youth Question: Out of these exhibits, which do you like the look of the most?

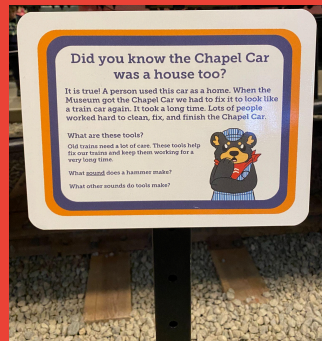
Visitor Visual Preferences for Exhibitions



Option 1: background graphics, sans serif font, colorful titles



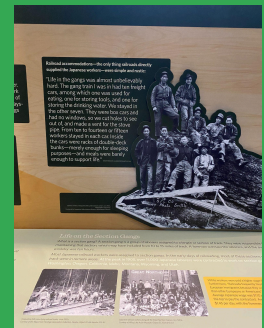
Option 2: Colorful, cartoon mascots, prompting questions



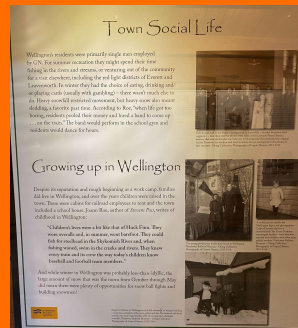
Option 3: Integrated photos, serif font, creative shapes and designs



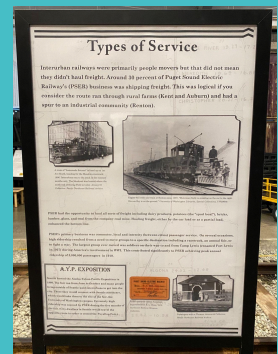
Option 4: Cut-out labels, white text on black/wood background with negative space design feature



Option 5: Indented quotes, Papyrus font, side photos unframed

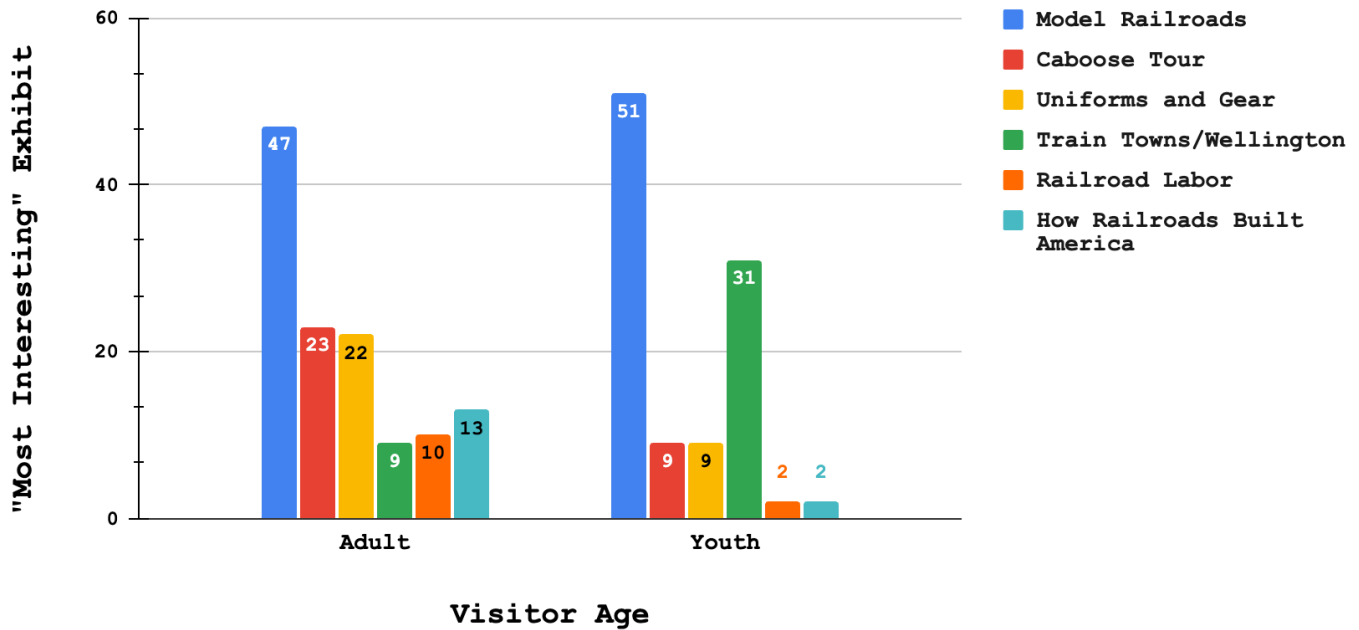


Option 6: Framed photos, light background graphic, Serif font



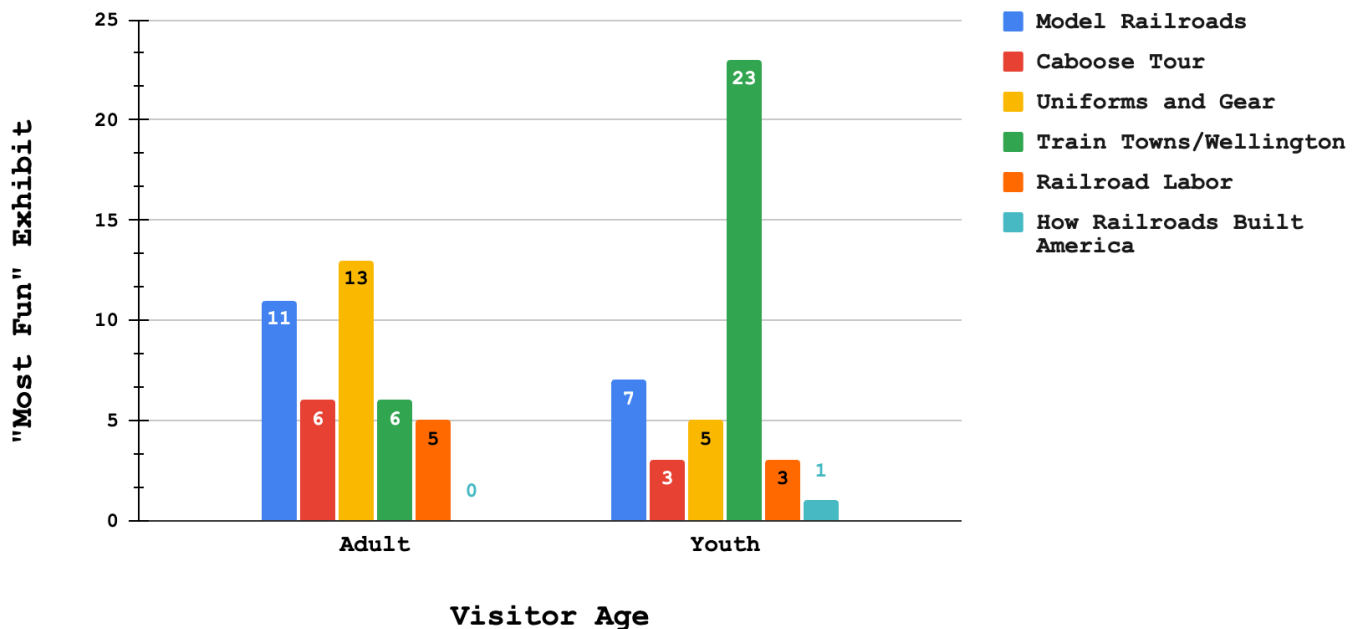
Adult Question: Of the exhibits you saw today, which was the most interesting? Circle your choice.
 Youth Question: Of the exhibits you saw today, which was the most interesting? Circle your choice.

Most Interesting Exhibits According to Visitor Age



Adult Question: Of the exhibits you saw today, which was the most fun? Circle your choice.
 Youth Question: Of the exhibits you saw today, which was the most fun? Circle your choice.

Most Fun Exhibits According to Visitor Age



Adult Question: What topics, if any, would you be interested in learning more about?

Youth Question: What would you like to see more of at this museum? Write it here!

Beginner-friendly explanation of interior train mechanics	Explanation of Historic Preservation Processes	Local History and Impact
How different engines work	exactly how old trains are restored	local history for sure, very excited for new food display in back!
especially showing how trains work and stories about train people	how trains were built, time, labor, etc.	More impact in the PNW
How train engines work	Diorama Construction and Design	Local history
how the engine of the train works	the construction of different cars	How railroads shaped towns in King County, how railroad history is still shaping the region today
How the different mechanical parts work	the history of each train and cost	local history, love the trolley
how trains work	why the last train car doesn't have cushions	local history and photos
More of the mechanical and engineering aspects of trains	Historical slideshows & cost to restore trains & pictures and process of restorations	interesting local history
How trains work	How the trains were built. How long?	culture and history of the town people/ways of living
Most exhibits focused on history, but what about technology? How did these trains work? How were they built? How has that evolved? What about geography? How do they get up a mountain?	Would like to see more active model railroad displays of the NW; what it takes to restore equipment, who does the restoration, the future vision for the museum	train fashion; history of the train system's participation in historical events. Saw this a bit today with the videos/players about Japanese incarceration; class system-- were there luxury trains for higher classes and how did that operate?
how the locomotive actually works	making train models	
Also how steam trains work and add Video pieces		

Continued Results

Adult Question: What topics, if any, would you be interested in learning more about?

Youth Question: What would you like to see more of at this museum? Write it here!

Train Routes & Infrastructure	Personal Narratives	Indigenous History
visual map of the rail road routes throughout the Northwest; do different years, show growth and decline	Stories about children and how them and their families used the train, adventures, their journey with a fun twist	The effects of trains on indigenous populations
geology and geography of routes through the mountains	the history of the different cars we ride in, passengers who sat there and their stories	I love the info regarding Native people. It would be cool to hear about modern Indigenous people-- like what happened AFTER the Snoqualmie lost their land. Could be a cool partnership.
the artifacts (ads, luggage tags, uniforms), info on life on and off the train (Wellington), a <u>route map and schedule</u> (maybe I just missed them)	Lives of people who worked on and with the railroad	
train architecture	early pioneers/developers experiences; energy transition	
How rail could be brought back to the valley	Peoples lives etc, how geography impacts it	
	The workers and their lives	
	history on trains and life the way it was and learning about founding people	
	stories about train people	

Visitor-Suggested Interpretive Elements
Tour guide to answer questions
crafts!
crafts, photo boofs
Talking about the exhibits with family
trains that you can go in
even more crafts! and more! don't forget more!
Would like music on the train; food service on the train, show us a fake meal. Also living quarters

Results: Design for Intergenerational Groups

When re-designing museum exhibitions for a specific audience, it is crucial to incorporate consultation and feedback from that audience into the planning process. Intergenerational groups are one of the primary audiences at the Northwest Railway Museum and therefore deserve to have a say in recommendations made on their behalf. Museums are learning communities, just like family and classroom units, and should therefore provide opportunities for group members to talk to one another, learn through observation, or have a novel experience as a group.² Research by the American Association for State and Local History shows that the likelihood of families visiting history museums increases when school-age children begin to learn about history, an opportunity on which the Northwest Railway Museum can capitalize by creating engaging exhibits for visitors of all ages.³ By visiting museum exhibits together and conversing with each other about the objects and their stories, visitors can build a shared memory that will encourage them to learn more about railroad heritage and return to the museum in the future.

Universal Design Principles

Accessibility is key to designing engaging exhibits for people of all ages and abilities. When proposing new exhibitions displays, it is important to intentionally consider and accommodate for how different people and their bodies will interact with the space. Universal Design (UD) is a useful framework for museums to guide their design process with accessibility in mind—not just to be inclusive of people with disabilities, but also to intergenerational visitor groups who may view displays together. The Seven Principles of Universal Design were originally developed by architects and environmental design researchers at North Carolina State University (NCSU), but have since been adopted by professionals across a variety of disciplines, including in public education and museology.⁴ The American Alliance of Museums describes UD as **“the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design,”** following the same principles.⁵ UD principles include: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and effective size and space for approach and use.⁶ By asking questions about exhibit design from the perspective of visitor accessibility, the museum can evaluate whether it has accounted for a wide variety of preferences, abilities, and background knowledge, or if it needs to expand its audience inclusivity efforts through exhibition design.

² Rand, Anne Grimes, Robert Kiihne, and Sarah Watkins. “Families First! Rethinking Exhibits to Engage All Ages.” *History News* 64, no. 1 (2009): 2.

³ Rand, Kiihne, and Watkins. “Families First!” 1.

⁴ “The 7 Principles.” Centre for Excellence in Universal Design, 2026.

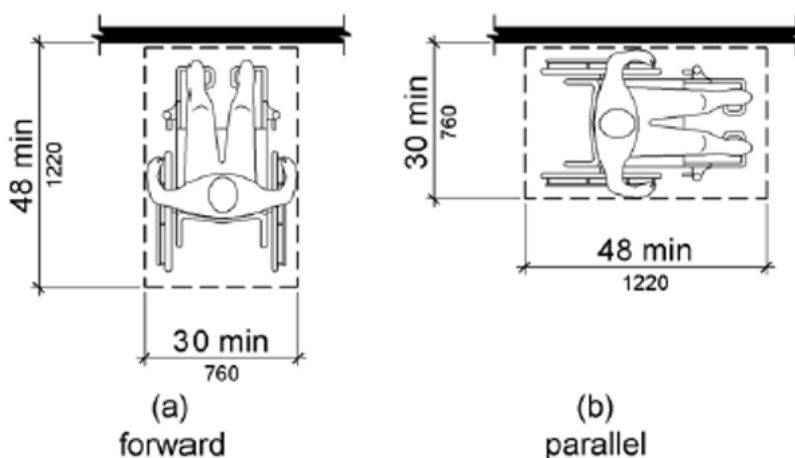
⁵ Violet Rose Arma. “Tips for Creating Accessible Museums: Universal Design and Universal Design for Learning.” (American Alliance of Museums, 2023).

⁶ “The 7 Principles.” Centre for Excellence in Universal Design, 2026.

The National Park Service (NPS) has also published numerous handbooks through the Harpers Ferry Center (HFC) that outline best practices for ensuring accessibility throughout the exhibition design process. The HFC Accessibility Committee last updated their “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” in 2019, although they plan to release an updated version in 2026. Key recommendations outlined in this document include standards for: accessible routes and circulation space, reader rails/angled interpretive panels, seating for interactive work stations, tactile interactives, and textual and graphic design.

Accessible Routes and Circulation Space

To ensure all visitors are able to explore the exhibits at their own pace, clear floor and ground space should be available for wheelchair users to approach exhibit installations either forward or oriented parallel to the display. The size of the wheelchair used in design planning should be at least **30 inches wide and 48 inches long** to accommodate for varying sizes among mobility devices. Additional maneuvering space should be provided if the visitor is expected to enter an alcove or confined space.⁷



ABAAS Figure 305.5, Position of Clear Floor or Ground Space⁸

Reader Rails/Angled Interpretive Panels

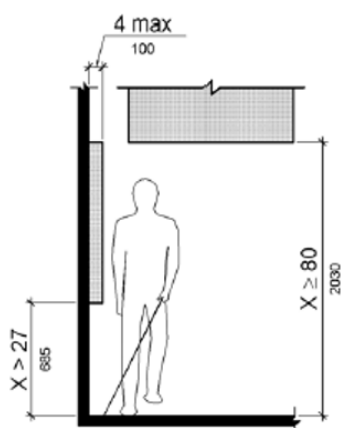
Reader rails are angled railings or barriers that also act as structural support for interpretive panels within an exhibit space. These panels can include didactic text, images, tactile interactives, and audiovisual elements, all of which should be visible and within reach of any given visitor. NPS recommends that reader rail panels sit at a **maximum height of 30 inches** between the bottom edge of the panel and the floor, with a **30 degree angle that slants downward toward the visitor**.⁹ Another consideration for reading rails or interpretive panels that protrude out from the wall and are

⁷ Harper's Ferry Center Accessibility Committee, “Programmatic Accessibility Guidelines for National Park Service Interpretive Media.” (National Park Service, 2017), 24.

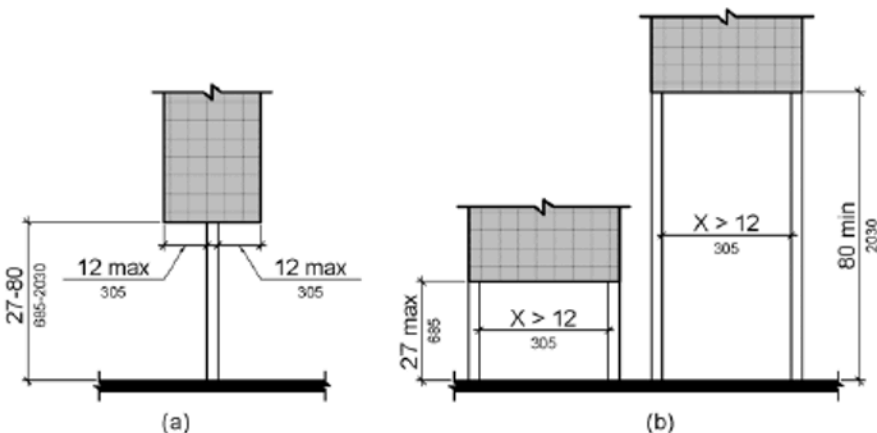
⁸ Harpers Ferry Center Accessibility Committee, “Programmatic Accessibility,” 24.

⁹ Harpers Ferry Center Accessibility Committee, “Programmatic Accessibility,” 31.

mounted over 27 inches above the floor is walkability for people with limited vision who use white canes to navigate the exhibit space. To prevent visitors from walking into protruding panels, any panel that extends out from a vertical surface should come **no more than 4 inches away from the wall.**¹⁰



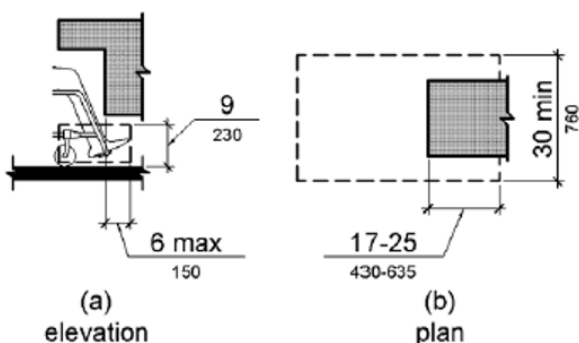
ABAAS Figure 307.2, Limits of Protruding Objects



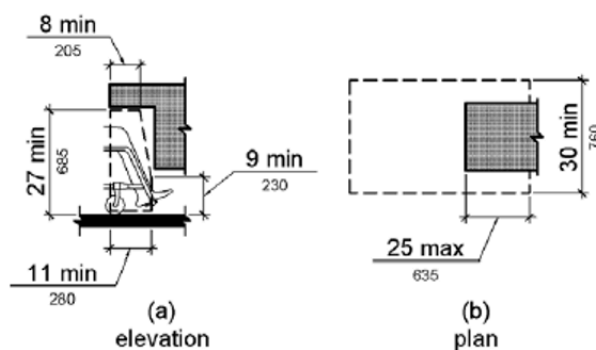
ABASS Figure 307.3, Post-Mounted Protruding Objects¹¹

Seating for Interactive Stations and Work Areas

For exhibit installations that intentionally protrude from the wall to provide space for an interactive display or work surface, the structures should be designed to accommodate people of different heights as well as wheelchair users. The Harper's Ferry Center recommends that work **surfaces be installed 28-30 inches above the floor**, with an **open area underneath** to allow wheelchair users to pull up to the display comfortably, with their knees underneath.¹² Any floor treatments should extend under the work surface and potential abrasives on the underside of the desk should be minimized.



ABAAS Figure 306.2, Toe Clearance



ABAAS Figure 306.3, Knee Clearance¹³

¹⁰ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 26.

¹¹ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 27.

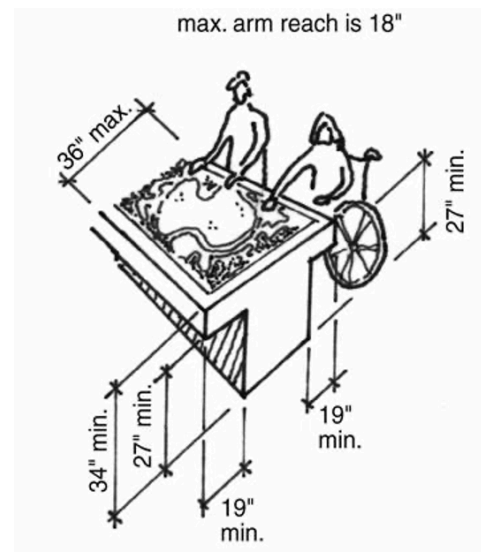
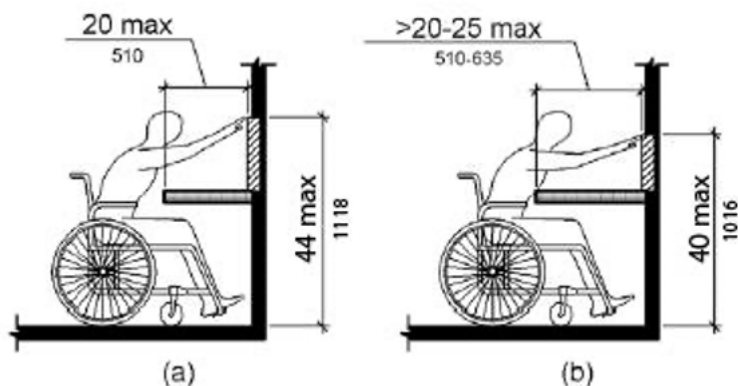
¹² Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 32.

¹³ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 33.

Tactile Interactives, To be Manipulated with One or Two Hands

Exhibit installations that are able to be touched, moved, and manipulated by visitors can expand learning opportunities for all visitors by incorporating multi-sensory experiences into museum interpretation. Some examples of tactile interactives include reproduction objects, educational collections objects, relief maps and raised graphics, and buttons or switches that reveal additional information. The **details of these interactives should be discernable by touch**—that is, not too small or highly detailed. Objects that are able to be touched should be clearly identified as such, with **universal symbols in addition to text-based prompts or instructions**.¹⁴ Tactile interactives should be located within the average reach ranges of the museum’s audience, which in this case includes both children and adults. The Architectural Barriers Act Accessibility Standards, Section 308, defines the reach ranges for children in wheelchairs ages 3-12:

- For children ages 3-4, reach range is from 20 to 36 inches above the ground.
- For children ages 5-8, reach range is from 18 to 40 inches above the ground.
- For children ages 9-12, reach range is from 16 to 44 inches above the ground.¹⁵



(Left) NPS Modified ABASS Figure 308.2.2, Unobstructed High Forward Reach¹⁶
(Right) California State Parks Accessibility Guidelines Figure 18-1, Flat mounted Tactile Exhibit¹⁷

¹⁴ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 35.

¹⁵ "Section 308: Reach Ranges," in *Architectural Barriers Act Accessibility Standards*. U.S. Access Board, 2004.
<https://www.access-board.gov/aba/#aba-308>.

¹⁶ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 29.

¹⁷ Harpers Ferry Center Accessibility Committee, "Programmatic Accessibility," 31.

Typography, Color, and Contrast

An informed choice of typeface and color can enhance exhibit accessibility for people learning English and those with disabilities like dyslexia or low vision. The Americans with Disabilities Act standards for signage recommend the use of **sans serif fonts**, since italic, script, and highly decorative text can be more difficult to read.¹⁸ For text elements like titles and subtitles where more creative design is warranted, **slab serif fonts are more decorative but still relatively easy to read** with low vision. Capitalization can also be used strategically to visually identify exhibit titles and important information. Text colors should be **printed in high-contrast to the background**, ideally at least 70% contrast as calculated by a color contrast calculator. Color contrast calculator tools can be found for free online. Another strategy to increase readability is to use matte paper stock or vinyl for print materials, which will reduce surface glare.¹⁹

When choosing color palettes for exhibit design, pull from existing marketing materials used by the museum or collections objects as inspiration. Color can be used as an accent to create contrast, but it should not be the only element to communicate important information. For example, color-coded labels that indicate what can be touched in the museum should also include a text- or symbol-based differentiator.²⁰ By **using color to accentuate written information** instead of as a replacement for it, exhibitions can be visually interesting while staying accessible to visitors with color-blindness and low vision.

Accessible Sans Serif Fonts		Accessible Slab Serif Fonts
Atkinson Hyperlegible (font used in this doc)		Arvo
Arial	Calibri	Museo Slab
Helvetica	Verdana	Rockwell

Ambiguous Age-Coding

When choosing color and material palettes for exhibits catered to intergenerational visitors, **avoid alienating any given demographic through stereotypical design choices**. People of different ages are drawn towards different aesthetic choices, but teenagers and older adults may feel undignified and uncomfortable interacting with exhibit installations that are visually designed for children.²¹ Bright primary colors, cartoon illustrations, and animal themes are typically used in

¹⁸ “Section 703: Signs,” in *Americans with Disabilities Act Accessibility Standards*. (U.S. Access Board, 2014) <https://www.access-board.gov/aba/#aba-308>.
¹⁹ Danielle Linzer and Madison Zalopany. “Accessible Communications Guidelines.” (American Alliance of Museums, 2021).
²⁰ Linzer and Zalopany. “Accessible Communications Guidelines.”
²¹ <https://goric.com/designing-inter-generational-playgrounds-for-an-aging-population/>

children's media and can be an easy way to create visual interest for younger visitors. However, these same design elements can make adults feel alienated, causing them to resist interacting with a specific section of the gallery because of its design even if the information or interactive elements are equally beneficial to children and adult visitors.

Distinct age-coding is currently visible throughout the Train Shed Exhibit Hall, particularly through the integration of low-height play tables, brightly-colored toys, and animal mascot illustrations between standard-height text panels. In the Train Shed Exhibit Hall evaluation study young visitors consistently preferred these youth-friendly displays, with Option 2 receiving the highest number of votes (26) for favorite visual design. Although 22 adults also voted for Option 2, it was only the fourth-highest response. When asked what they wanted to see more of at the museum, **“colorful signs and graphics” was the second-lowest choice for adult visitors (18 votes) and third-lowest choice for youth (22 votes).** The current set-up of alternating child- and adult-coded sections allows parents and guardians to peruse the panels while keeping an eye on their child nearby, but does not encourage children and adults to interact with the exhibits together. More ambiguous age-coding throughout can encourage socialization and enhance learning for children and adults alike.

Socially-Oriented Design

When asked why specific exhibits were fun or interesting, many visitors expressed appreciation for being able to talk to and play with other people during their museum visit. Some youth visitors responded that they enjoyed a model marketplace installation because of “all the kids” and another liked that “someone was playing there.” Many adult visitors who came with younger kids also enjoyed being able to engage with the museum alongside others, mainly their own children. One adult visitor responded that the most memorable part of their trip was “seeing how happy my child was and how much he enjoyed it,” while another described “a family adventure with young kids (3-6 yrs), [and] their reaction to it all.” While some visitors might enjoy just watching the little ones engage with the exhibits, **increased social interaction, especially intergenerational social interaction, contributes to higher quality learning experiences.**²²

An exhibit designed to encourage social interaction should utilize the properties of “social objects,” as defined by Nina Simon in *The Participatory Museum*. According to Simon, “Social objects allow people to focus their attention on a third thing rather than on each other, making interpersonal engagement more comfortable.”²³ Most collections items can become social objects, so long as the exhibit is designed to enhance simultaneous visitor interactions. Exhibits need to be **accessible to multiple users at a time** to properly support social interaction.²⁴ This can be accomplished through

²² De Felice, Sara, Antonia F. de C. Hamilton, Marta Ponari, and Gabriella Vigliocco. “Learning from Others Is Good, with Others Is Better: The Role of Social Interaction in Human Acquisition of New Knowledge.” *Philosophical Transactions of the Royal Society B: Biological Sciences* 378, no. 1870 (n.d.): 20210357. <https://doi.org/10.1098/rstb.2021.0357>.

²³ Simon, Nina. “Chapter 4: Social Objects,” in *The Participatory Museum*. Santa Cruz: Museum 2.0, 2010.

²⁴ Rand, Kiihne, and Watkins. “Families First!” 3.

arranging objects so that visitors have space to face each other while exploring the museum, keeping sightlines clear.²⁵ Another option is to design exhibit displays meant to be accessed from multiple sides, rather than just the front. By placing interpretive text, interactive elements, and object displays to be **accessible from different heights or sides**, NRM can also facilitate simultaneous exhibit use by intergenerational visitor groups. In addition to multi-access exhibition displays, **gathering spaces integrated throughout** the exhibition hall can provide more opportunities for visitor groups to pause and talk to one another.²⁶ Flexible gathering spaces like alcoves and benches between exhibit spaces can help visitor groups find places to stop and talk without interrupting the flow of traffic.

Another means for activating social objects is through written interpretive prompts. Exhibit panels and interactive installations can **prompt visitors to do something active with the object**, whether that is to comment on it, play with it, add to it, examine it, or something else. Conversation prompts can be integrated into exhibit copy text, something NRM has already integrated into their youth-focused interpretive panels but could expand to all of their exhibits. In addition to asking visitors questions for personal reflection, prompts can provide opportunities for visitors to share their museum experience with others, either physically or virtually.²⁷ To integrate interpretive storytelling into social prompting, exhibits can be designed using **role-based or cooperative gaming mechanics**.²⁸ Text panels can instruct visitors on how to engage with each other, under the guise of engaging with the exhibit. Role-playing games where visitors take on complementary roles (ex. train conductor, mechanic, and passenger) **encourage visitors to talk and strategize with each other to work towards a common goal**.²⁹ When the goal is achieved, visitors can celebrate not only their accomplishment, but also their time spent together.

Simple Exhibit Interactives

Interactive exhibits are not only exciting and engaging, but highly requested by visitors of all ages. In the evaluation study, when asked why an exhibit was interesting or fun, 17 people responded that it was because the exhibit was “interactive.” Similarly, 13 people responded that they enjoyed the incorporation of “movement” into the exhibit experience. The model railroad, an exhibit where visitors can press a foot pedal to activate a miniature train, was the highest voted “most interesting exhibit” with 98 total votes split evenly between adult and youth respondents. While adding electronic components to exhibits may be enticing, they can be difficult and costly to maintain. Additionally, studies of Gen Z museum visitors indicate that younger visitors experience screen fatigue in their day-to-day lives, and therefore look to museums as a chance to disconnect from tech and focus on the

²⁵ Shreckengast, Rebecca. “Exhibit Design that Sparks Social Connection.” Ideum, December 17, 2025.

<https://ideum.com/news/exhibit-design-that-sparks-social-connection>

²⁶ Shreckengast, “Exhibit Design.”

²⁷ Nina Simon. “Chapter 4: Social Objects,” in *The Participatory Museum*. Santa Cruz: Museum 2.0, 2010.

²⁸ Shreckengast, “Exhibit Design.”

²⁹ Shreckengast, “Exhibit Design.”

real world.³⁰ In many cases, **simple replicas and non-electronic interactives can be very effective** interpretive elements that appeal to all ages and will last for many years.

When designing new exhibits, interactive elements that will assist with the communication of interpretive themes are the best choice [note: avoid imperative voice]. Some concepts are difficult for visitors to visualize and understand without a physical representation that they can examine. These concepts are prime opportunities to introduce interactive installations like replica objects.³¹ Other **interactives can help activate social objects** by prompting visitors to do something with the exhibit, which was described in more detail in a previous section. The table below shows a variety of non-electronic interactive ideas.

Simple Interactive Examples			
Laminated Replica Documents  (connected in a binder or flipbook)	Slide-to-Reveal Panels  (to hide and then reveal text or images)	Lift-to-Reveal Panels  (to hide and then reveal text or images)	Rotate-to-Reveal Panels  (to hide and then reveal text or images)
Replica Artifact Models  (ex: train engine, telegraph keys, railroad switches, etc)	Visitor Voting Station  (to share visitor opinions from a predetermined set of choices)	Sliding Track Objects  (moveable object in carved pathway to demonstrate movement on a predetermined path)	Randomizer Wheel  (to demonstrate chance and probability)
Corkboard Comments	Embossing and Rubbing Stations	Crafts with Art Supplies	Dress-Up and Standee Photo Ops

³⁰ Shayna Huberman. "We Don't Need More Screens in Museums." *Public Humanities* 1 (2025): e158. Cambridge Core. <https://doi.org/10.1017/pub.2025.10064>.

³¹ Rand, Kiihne, and Watkins. "Families First!" 3.

Simple Interactive Examples



(to share visitor opinions through free-response notes and drawings)



(to take something home)



(to take something home)



(to step in someone else's shoes)

Creating Immersive Historical Spaces

The museum's historic artifact collection is what makes it such an important and exciting place for families to visit. From the Train Shed Exhibit Hall evaluation, it was clear that visitors appreciated seeing historic objects, many of which were new to them. Visitors enjoyed "seeing real historic train car interiors," **"going through a historical artifact"** and "climbing up on the caboose" in the Train Shed Exhibit Hall. One visitor specifically mentioned that the "Caboose Tour" exhibit was their favorite because being able to climb up inside of a historic train car made them feel "immersion." Since the primary artifacts on display in the lower level of the Roundhouse Gallery will be rolling stock, they provide the perfect opportunity to increase immersive exhibit experiences for visitors who aren't able to catch train tours.

Museums are notoriously restrictive spaces for visitors. Historic house museums often share less than half of the available space with the public.³² Although some spaces are in worse condition, visitors can benefit from seeing the different stages of preservation. In the case of NRM rolling stock, some cars are not physically stable enough to withstand the wear and tear of regular visitation. With these constraints, it is important to **increase public access to those cars that are well-preserved and stabilized.** Damage can be contained with protective floor coverings and stanchioned pathways that limit visitor touch while still creating an immersive experience by stepping fully inside. **Visitors of all ages like to see and do things that feel "off-limits"** at museums, so providing varying degrees of access to previously inaccessible spaces can increase engagement and memory-making within the exhibit space.

Diverse Personal Narratives

The objects in museum collections would mean little without the stories of the people behind them. Visitors of all ages use personal narratives to compare their own experiences to the lives of people in the past. In the Train Shed Exhibit Hall evaluation, 43 adults and 17 children responded that

³² Vagnone, Franklin D., and Deborah E. Ryan. *Anarchist's Guide to Historic House Museums*. Routledge, 2016, pg. 121.

they would like to see **more stories about people who lived by, worked on, and rode on the railroads** across the museum's exhibits. This was the second-highest choice for adults, a preference corroborated by their written responses. Personal narrative was the lowest-voted option for youth respondents, although it is possible they would be more interested if the narratives reflected their own identities as children. One written response specifically requested **"stories about children** and how they and their families used the train," which could help increase youth engagement with social history. Two other respondents wrote that they would be interested to learn more about the personal experiences of **Snoqualmie tribe members**. Visitor responses showcased a broad interest in shining a light on diverse personal histories through exhibit interpretation.

In addition to being highly requested, narrative-based education can be more engaging and effective for children and teens. Games and storytelling are two popular strategies employed by museums to connect with young adult visitors, since they can serve the learning goals of an exhibit while creating a playful and positive experience.³³ **Storytelling can facilitate self-reflection and promote emotional connections** between museum visitors and history. Learning about diverse personal narratives can also expand empathy and consideration for values other than one's own.³⁴ When narratives are woven well throughout an exhibit, the panels feel cohesive without being repetitive. NRM is already committed to telling the stories of the diverse men and women who worked on the railroad in the Train Shed Exhibit Hall, but can always continue to improve its offerings.

Historic Preservation Education and Engagement

Many everyday museum visitors are likely unaware of the historic preservation projects ongoing in their city. The purpose and policies behind historic preservation can easily feel obscure to those who don't work in the heritage field. However, the success of preservation hinges upon the written and financial support of the general public. **Policy protections are not enough to protect historic resources from destruction without the respect and support of the local community.**³⁵ In recent decades, preservation has become more inclusive for the participation of non-academics. In the Train Shed Exhibit Hall evaluation, both adult and youth visitors were interested in learning more about the work that occurs behind the scenes at NRM, with 12 written comments in this regard. As a public history institution, the Northwest Railway Museum has the responsibility to educate visitors about the importance of preservation and the roles everyday people can play in historic preservation projects.

One way to increase public awareness about preservation at the museum is by showcasing past and current preservation projects with **detailed, but jargon-free explanations of the processes** behind each project. Visitors during the evaluation study commented that they were curious about

³³ Vanessa Cesário and Valentina Nisi. "Lessons Learned on Engaging Teenage Visitors in Museums with Story-Based and Game-Based Strategies." (*J. Comput. Cult. Herit.* 2023), <https://doi.org/10.1145/3575867>.

³⁴ Erica Avrami. "Making Historic Preservation Sustainable." (*Journal of the American Planning Association* 82, n.2 2016).

³⁵ Nur Belkayalı and Yavuz Güloğlu. "The Effect of Education on the Preservation of Historical Urban Environment: The Sample of Kastamonu Urban Protected Area." (*International Journal of Modern Education Studies* 2, no. 2, 2019): 2.

“exactly how old trains are restored.” By naming some of the steps taken to restore an old train car, visitors can better appreciate the work that goes into maintaining a collection like that at NRM. If possible, exhibits should **note how visitor admissions funding was used**, especially if that funding is directed to historic preservation projects specifically. This empowers the visitor by bringing them into the narrative and promotes transparency about the role funding plays in preserving artifacts. Unfortunately, not all historic resources can become museum collections. To show how preservation can benefit visitors outside of a museum context, exhibitions can **showcase local building restorations or reuse projects**. Historic property owners can be easily frustrated by the restrictions imposed upon them by local preservation policies, since preservation boards can appear overly strict without clear explanations for their reasoning. To encourage public support of historic preservation, visitors need to be shown how it can improve their lives in economic, environmental, and social realms.³⁶

Pilot Exhibit: Messenger of Peace Chapel Car

To demonstrate how some of the recommendations made in this document can be put into practice, the Messenger of Peace chapel car has been considered as a pilot exhibit. These designs can be used for reference and adapted as museum staff see fit.

Interpretive Themes and Goals

Big Idea: How did you get here? By riding the train here today you followed in the footsteps of many of the people who came to the Pacific Northwest in the second half of the 19th century.

Main theme: The railway changed everything...

Relevant key themes from 2025-2029 Educational Interpretive Plan

- Settlement: The arrival of railroads in the PNW meant people could easily move to the region. Settlement in the area, both urban and rural, increased exponentially (pg 25)
 - ◆ iii. Backgrounds and cultures from different areas creating new communities
 - ◆ iv. How did the railway impact the lives of those living here?
 - ◆ v. How did the railway impact the lives of those who came here?

Evaluation-Driven Themes

- Travel Routes: Tracing the pathways of people and railcars throughout their history in the U.S.
 - ◆ Where did the Chapel Car travel, relative to extant landmarks?
 - ◆ How can an understanding of train routes relate to local placemaking?
- Personal Narratives: Exploring the stories of historical people from different ages, cultures, and beliefs as they are intertwined with railway history and heritage.

³⁶ Avrami, “Making Historic Preservation Sustainable.”

- ◆ Who lived in the Messenger of Peace while it was a Chapel Car?
- ◆ What kind of people attended services in the car and why?
- ◆ Who was responsible for maintenance and repair of the Chapel Car?

→ Historic Preservation Education: Demystifying the people and processes behind the restoration of historic railcars, empowering visitors to support preservation projects in the future.

- ◆ What happened between the retirement of the Messenger of Peace as a chapel car and it being put on display in the museum?
- ◆ What resources are required to restore a deteriorating historic train car?

Visitor Take-Home Messages from 2025-2029 Educational Interpretive Plan

→ Take-home messages outline the big ideas that resonate with visitors to the Northwest Railway Museum. These ideas include:

- ◆ Railways impacted the lives of everyone through influencing how they accessed nearly everything in their lives.
- ◆ Railways are a part of our heritage.
- ◆ There may be many other connections that visitors leave the Museum with—feelings of awe, curiosity, amazement, anger, and so on. Ultimately, visitors will find their own meanings and significance in interpretation—some may be intensely personal, while others may be more general connections to stories of place and people.

Evaluation-Driven Visitor Experience Goals

- Visitors will have ample opportunities for social interaction, both between and inside of visitor groups.
- Visitors will feel empowered to support future historic preservation projects, both at the Museum and in their local communities.
- Visitors will draw connections between the everyday lives of people in the Pacific Northwest in the late 19th to early 20th centuries and their lives today.

Exhibit Copy Text

Panel 1A: Chapel Car Communities Upper Text

CREATING COMMUNITY

Bringing God to the Wild West

Messenger of Peace was one of seven chapel cars built to expand the influence of the American Baptist Society across the country. This car traveled throughout the American West in the early 1900s to small settlements of mostly single, male residents who worked in the mines or on the railroad.

Racial discrimination was common in these towns, but the Baptist pastors on Messenger of Peace hoped to bring their church to anyone who could use spiritual guidance, regardless of ethnicity. In 1942, Reverend Charles Cutler recalled hosting an "inter-racial" service for a mixed group of white and African American men against the advice of the town sheriff, who warned about the possibility of violent conflict. Although Cutler was frightened, the service reached over 200 people, many of whom left fulfilled and promised to return the next week.

Church Building

Baptist chapel cars were intentionally routed to towns without established church communities. If enough interest was shown in attending Baptist services in the chapel car, the Reverend would request funding for the construction of a new church building.

Messenger of Peace helped bring members to many local churches, including the North Bend Community Church.

North Bend Community Church

c. 1940

PO.977.0027

Courtesy of Snoqualmie Valley Historical Museum

Railroad workers on chapel car "Glad Tidings" (Above)

c. 1905

Charles Rust, *A Church on Wheels*

Children's service on chapel car "Emmanuel" (Left)

November 1896

Courtesy of the Tisch Library

Panel 1B: Chapel Car Communities Reader Rail

Chapel Car Stops

Built in Dayton, OH

Retired in Everett, WA

What do you notice about the chapel car's travel route?

"Well I swam! I've seen a cattle car, a hog car, a sleeping car, a smoking car, a baggage car, and a passenger car; but I'll be blessed if I ever saw a car like that. Now, if that don't beat the devil!"

— Young man overheard by Rev. Neil in 1898

Baby on Board!

When visiting a new town, the Reverend and his wife would host Sunday School classes on the chapel car to help prepare the next generation of Baptist believers. Chapel cars were not a common

sight, so children often lined up along the railroad to excitedly witness the arrival of the Messenger of Peace.

George Barrat, age 11, on the rear platform of the Messenger of Peace
Cyrus Truitt, Photographer
Novinger, Missouri (c. 1902)
Courtesy of Adair County Historical Society

Panel 1C: 1904 World's Fair Upper Text

1904 WORLD'S FAIR

Also called the Louisiana Purchase Exposition, this global exhibition in St. Louis celebrated American imperialism and invention. It featured exhibits from the U.S. and 50 different countries, many of which are now controversial because of their use of humans as display objects. The fair attracted around 19 million visitors over six months.

The Palace of Transportation was the main exhibit hall for innovations in transportation, including the Messenger of Peace.

Architectural Drawing of the Palace of Transportation
c. 1902
Courtesy of St. Louis Public Library

Panel 1D: 1904 World's Fair Reader Rail

Divine Inspiration

Messenger of Peace was displayed in the Palace of Transportation for the full run of the World's Fair. It drew the attention of many visitors, including over 10,000 fairgoers each day. One notable visitor was Father Francis Kelley, a priest and president of the Catholic Extension Society. Father Kelly left the fair so inspired by the Baptist church on wheels that he requested the construction of three Catholic chapel cars, which were built between 1907 and 1915.

"If the Baptists can do it, why not the Catholics?"
– Father Francis Kelley (1906)

Newspaper Clippings

Please Touch!

Panel 2A: Samuel and Millie Neil Upper Text

SAMUEL AND MILLIE NEIL (1898-1901)

Panel 2B: Samuel and Millie Neil Reader Rail

Early Days on the Messenger of Peace

May 1898

Rev Neil presents the Messenger of Peace at its dedication ceremony in Rochester, NY.

1898-1899

The Messenger of Peace goes on a visibility tour, stopping at major cities like Cleveland and St. Louis.

1900

The Neils travel around Missouri to host services in the chapel, teach Sunday School, and build churches.

While stopped in Argentine, Kansas, Millie left her milk can on the rear platform of the chapel car.

When the milkman arrived in the morning, he said that her payment tickets were still there but the milk can was missing! Over breakfast that morning, Rev. Neil asked Millie to help plan his sermon for the day. Millie advised him, "You better preach from the text, 'Thou shalt not steal!'"

Would you be willing to live on a train car for work?

After retiring from missionary work, Rev. Neil became the Director of the chapel car program. This position allowed him to stay involved with the Messenger of Peace from the luxury of an office.

Milk Can

Courtesy of Snoqualmie Valley Historical Society

Advertisement Brochure

1899

NRM 2009.024.001

Samuel G. Neil, Linda Dearmond, Margaret Gray, and Varena Hill (left to right)

c. 1918

Panel 2C: Life on the Chapel Car Tabletop Text

LIFE ON THE CHAPEL CAR

What parts of the chapel car can you still see today?

Messenger of Peace featured many amenities that made life on the railroad more tolerable. Rev. Neil described it as the "largest, the loveliest, brightest" of all the Baptist chapel cars, thanks to the donations of Baptist women who funded its construction.

The car had golden light fixtures, a Baker heating unit, and even a toilet on board. Despite not being a Baptist member himself, Thomas Edison donated Victrola phonographs to every chapel car, including Messenger of Peace. Can you spot this musical machine in the photograph above?

PLAY CARROM!

Use the elastic bands to fling a carrom chip into the other pieces. Try to bump all of the chips into the corner holes to win!

Interior view of Messenger of Peace Sanctuary

c. 1902

Courtesy of Adair County Historical Society

Panel 2E: Charles and Nona Cutler Upper Text

CHARLES AND NONA CUTLER (1929-1947)

Panel 2F: Charles and Nona Cutler Reader Rail

Women's Work

Nona Cutler was an ordained minister, just like her husband. She attended Kansas Bible Seminary and offered spiritual direction services on the chapel car. Chapel car missionaries were often granted passes by railroad companies to travel for free due to their charitable mission. However, when the American Baptist Publication Society requested a pass for Nona from the Great Northern Railroad, the request was promptly denied. The company replied that they would not provide passes to women.

Rev. Cutler Sunday Service Advertisement

First Baptist Church of Elma, WA

1937

NRM Collections

Rev. Cutler Sunday Service Advertisement

First Baptist Church of Elma, WA

c. 1935

Courtesy of The American Baptist Historical Society

Cakes and Carroms Nights

To attract soldiers to the chapel car, the Cutlers would advertise special events while stationed in port cities. Around twice per week, church service was followed up by eating homemade, Southern-style cakes. They also introduced the soldiers to Carroms, a board game where one flicks small wooden disks into corner pockets. The game was a hit! Would you want to play?

Living Quarters / Chapel Space

After moving in, the Cutlers hosted many visitors in the chapel space and returned to the living quarters for privacy at nighttime. While stopped in Sequim, WA, Rev. Cutler wrote about his desire to order new carpets and furniture, in hopes that a beautiful chapel would encourage tourists to return for services more regularly.

Panel 3A: Restoring the Chapel Car Upper Text

RESTORING THE CHAPEL CAR

The Messenger of Peace didn't always look this way.

The beautiful train car you see today is the result of the dedication of museum staff and volunteers who worked to restore the car to its appearance in 1917, when the chapel car passed through Snoqualmie. Over its first 100 years of history, the Messenger of Peace changed in appearance, ownership, and use. Regular wear and tear, accidental kitchen fires, and neglect all damaged the car's core structure by the time it arrived at the Northwest Railway Museum. The Messenger of Peace was designated on the Washington Heritage Register of Historic Places in 2008, a state-wide list of sites with recognized historical significance. One year later, it was also listed on the National Register of Historic Places. This recognition has made it possible to apply for grants to restore the chapel car and continue to preserve it today.

1898

The Messenger of Peace was built by Barney and Smith Coach Works in Dayton, Ohio.

Closing Time at Barney and Smith Postcard

c. 1912

NRM 2013.031.248

1949

The car was retired from its use as a church on wheels and left on a highway in Everett, WA, where it became a roadside diner.

Ritz Limited Cafe Interior

c. 1949

NRM 2007.026.009

1971

Railway history enthusiast Arthur Hodgins paid to have the car moved to his backyard in Snohomish to preserve it.

Chapel car interior, diner tiles visible

c. 2007

NRM Collections

2007

Hodgins' wife and son donated the chapel car to the Northwest Railway Museum, where staff and volunteers began a large-scale restoration project.

Chapel car rear platform

c. 2007

NRM Collections

Santa Limited

This calendar scrap featuring a Santa Claus design was found in the roof of the chapel car during the restoration process. Staff needed to remove many parts of the car to be repaired or replaced when it first arrived at the museum, including the rear platform, exterior siding, and full roof. Santa returns to the chapel car each winter to meet visitors and hand out toys as part of the Northwest Railway Museum's "Santa Limited" event series!

Santa design calendar

c. 1907

NRM 2007.026.002

Panel 3B: Restoring the Chapel Car Reader Rail

What does that mean? Test your knowledge!

Preservation

Maintaining and supporting the existing materials with the goal of keeping them stable as long as possible. This method does not prioritize one period of history over another, and is referred to as the least "invasive" way of protecting historic buildings and objects.

Restoration

Recovering the building or object to match what it looked like during a particularly significant period of history, which can include removing recent changes to replace them with a historic version. This method chooses one time period as the most significant. This was the method chosen for the Messenger of Peace chapel car!

Rehabilitation

Giving an old building or object a new purpose so that it can continue to stay relevant. This can include making big changes to make historic buildings more comfortable for day-to-day use for people today, like replacing structural components or adding new roof tiles.

What are the benefits of each method?



Who helps with historic preservation at this museum?

Kevin, Lead Rehab Specialist

[Volunteer/Staff Member], Role

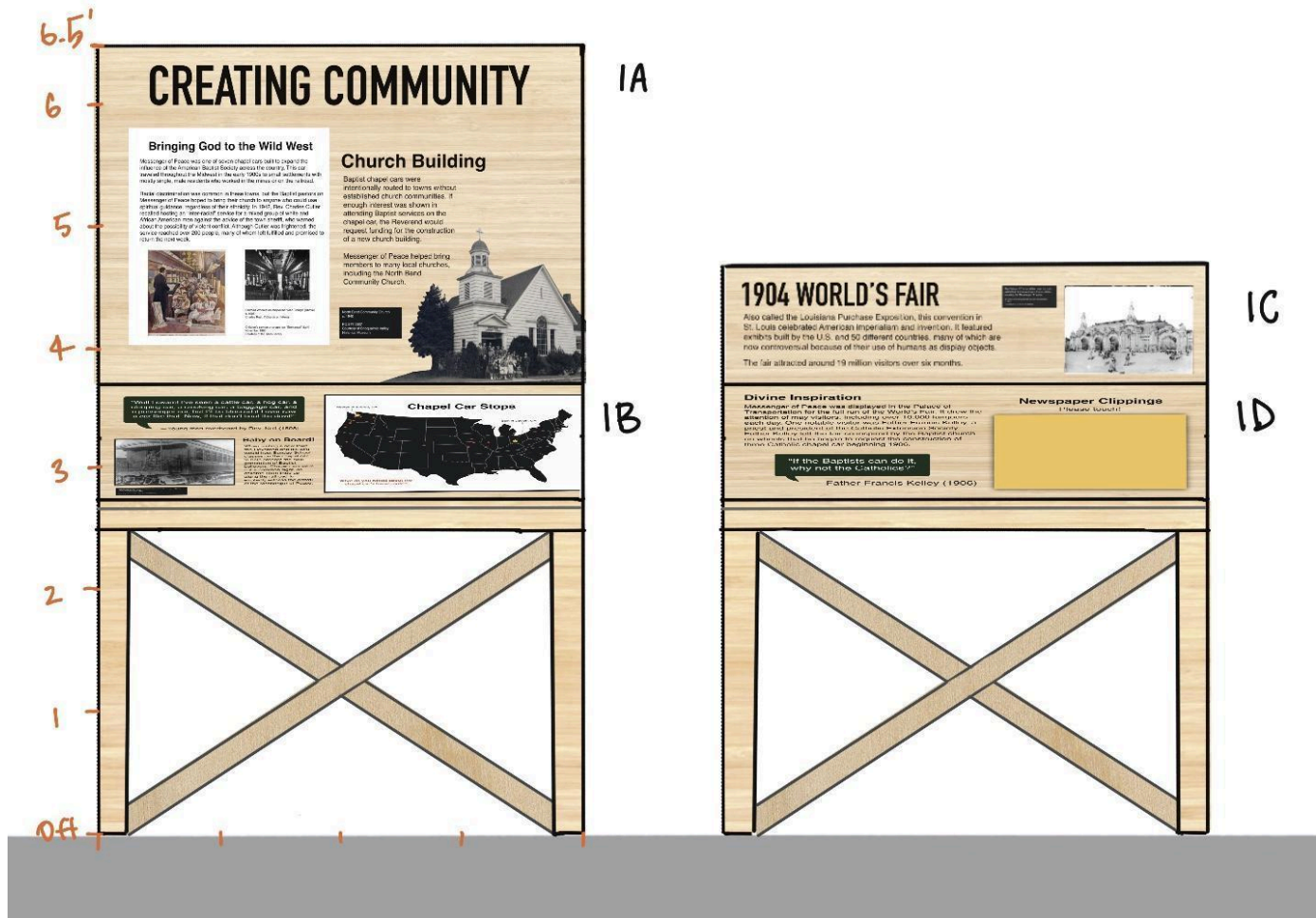
[Volunteer/Staff Member], Role

You, Museum Visitor!

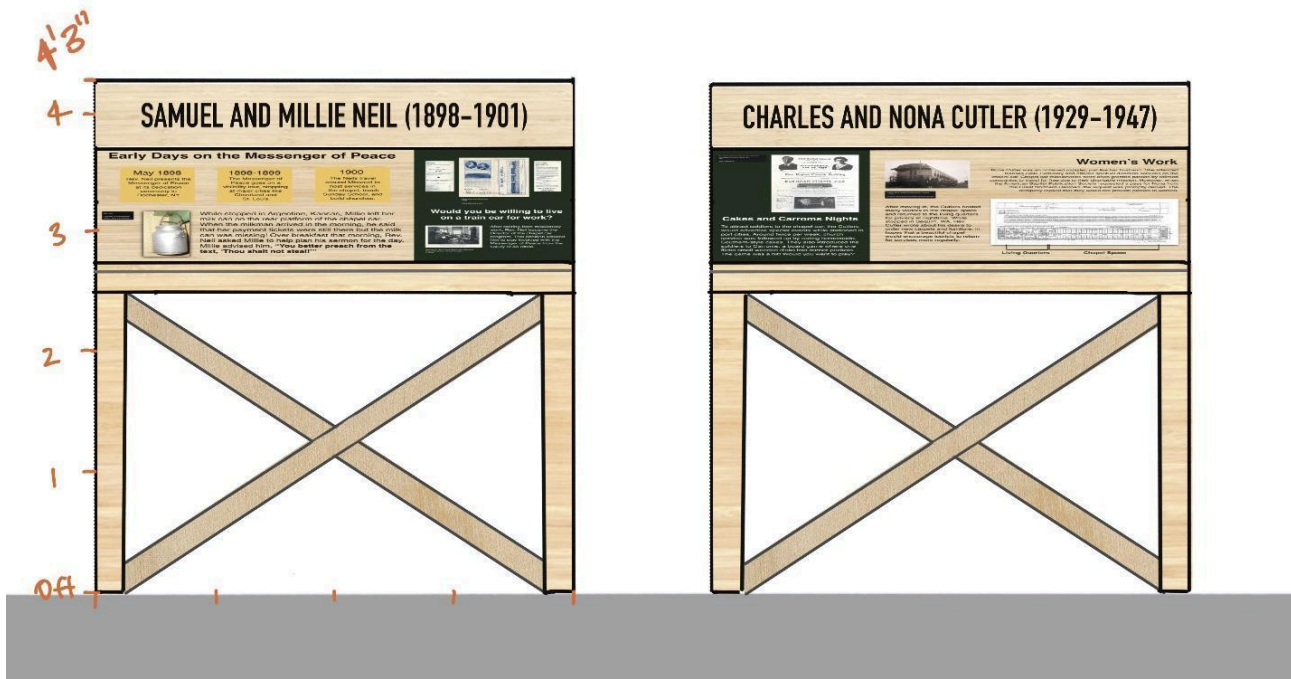
Exhibit Design Mockups

Panel Set 1

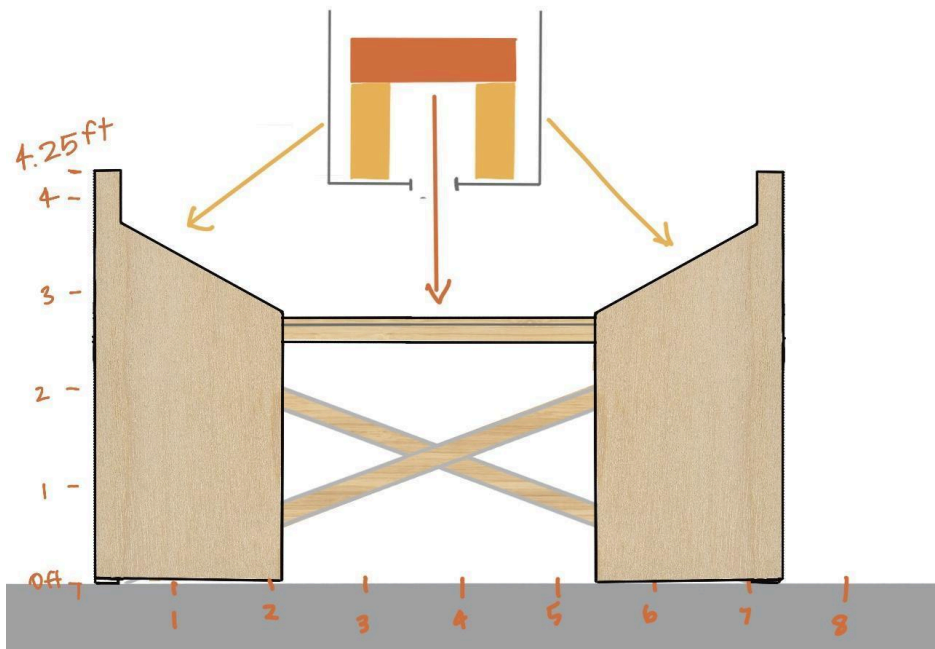
MOCKUP: PANEL SET 1



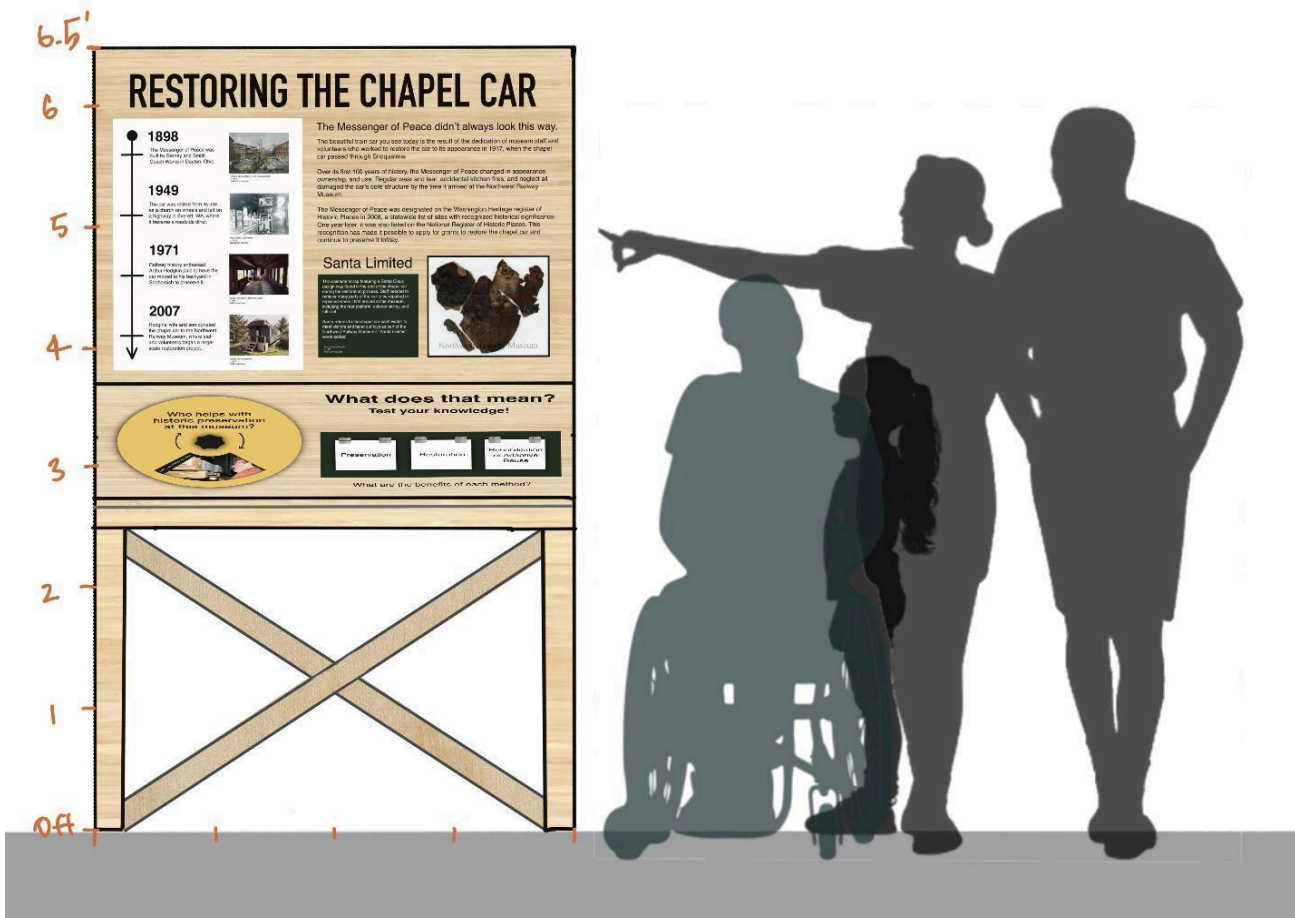
Panel set 2



MOCKUP: PANEL SET 2 (FRONT VIEW)



MOCKUP: PANEL SET 3



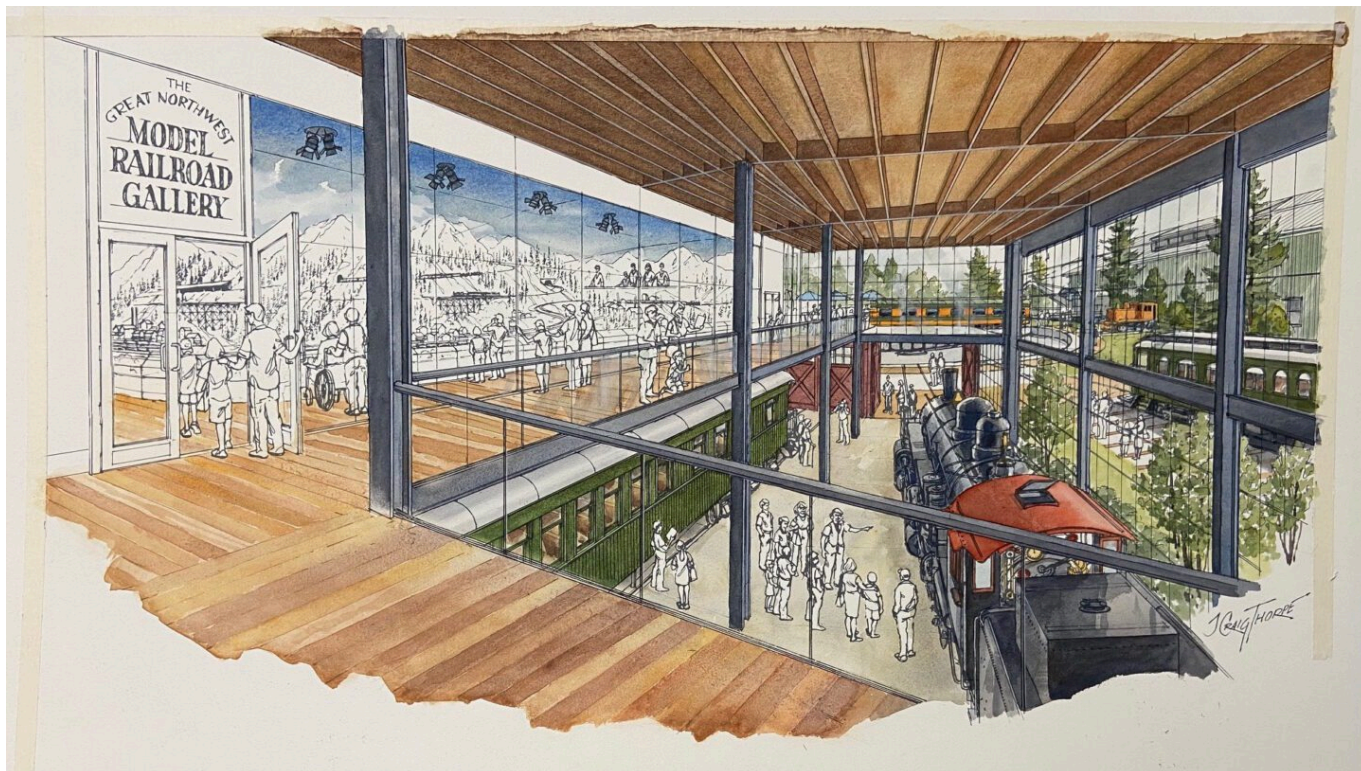
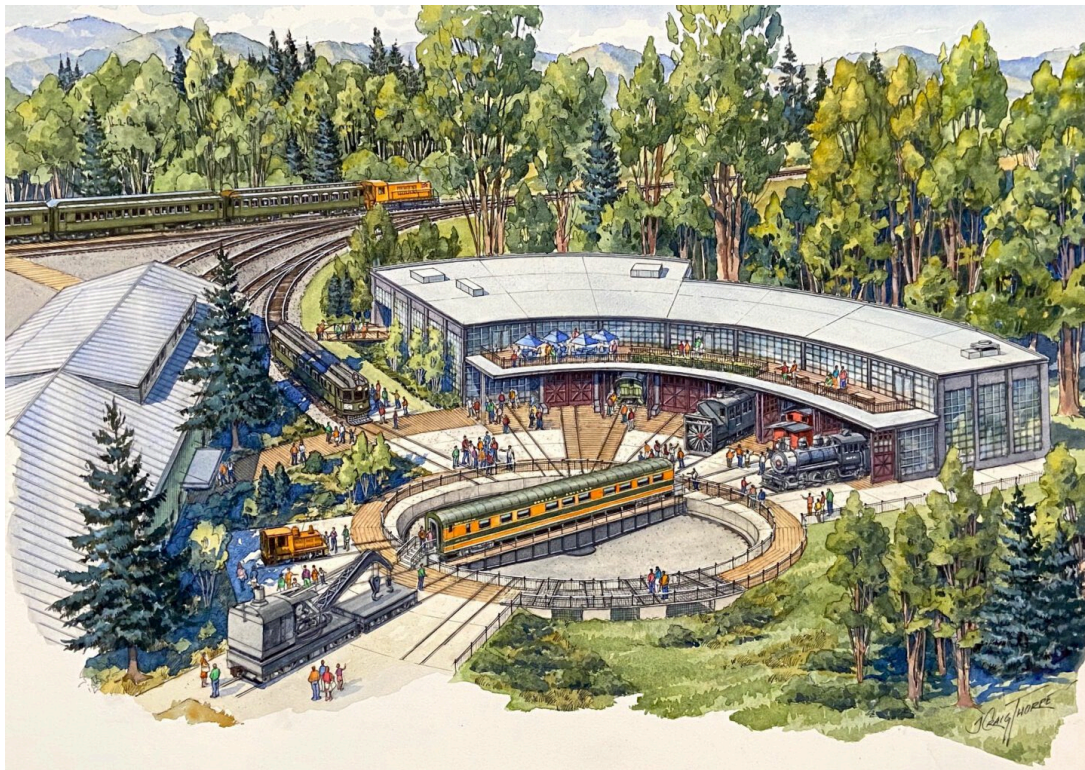
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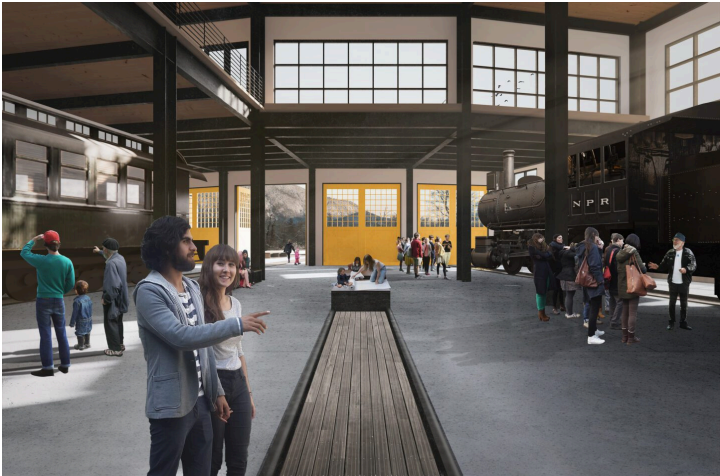
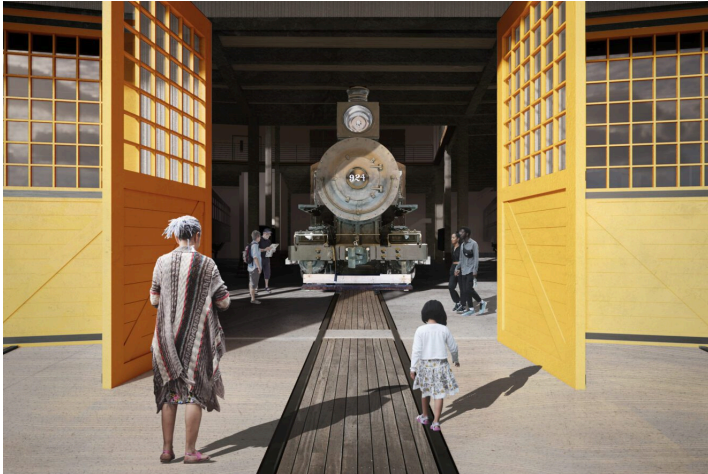
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Appendix

Roundhouse Gallery Concept Art, J. Craig Thorpe



Roundhouse Gallery Concept Models, SIGNAL Architecture + Research



Train Shed Exhibit Hall Evaluation Surveys

Youth Survey Version

THANK YOU!

We appreciate your input!

Please give this book to a staff member or put it in the marked bins.

This survey is part of a school project by Annie Hicks at the University of Washington.

By helping out with this project, you are helping to design future exhibits at this museum!



VISITOR

EXHIBIT SURVEY

Young Visitors



ASK AN ADULT TO HELP YOU, OR ANSWER BY YOURSELF!

TELL US ABOUT YOURSELF!

You don't need to write your name.

Who are you visiting with today?

- ☐ By myself
- ☐ With my family or friends
- ☐ With _____

How old are you?

How much do you know about trains already? Circle your answer.

Nothing A little Some A lot!

1

What would you like to see more of at this museum?

Check all that apply.

- ☐ Colorful Signs
- ☐ Games and Dress-Up
- ☐ Tiny Train Models
- ☐ Old Photos
- ☐ Showing how trains work
- ☐ Stories about Train People
- ☐ Things you can touch

Anything else? Write it here!

6

Of the exhibits you saw today, which was the most interesting?

Circle any image on these two pages to mark your choice.



How Trains Built America



Model Trains



Inside of a Caboose

What made it interesting?

Of the exhibits you saw today, which was the most fun?

Draw a check mark on any image on these two pages to mark your choice.



Train Towns



Train Workers



Train Clothes

What made it fun?

3

4

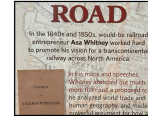
Draw a picture of your favorite thing that you saw or did today!



5

Out of these exhibits, which do you like the look of the most?

Circle all of your choices.



2

Adult Survey Version

THANK YOU!

We appreciate your input!

Please leave this booklet with a staff member or in the marked bins.

This survey is part of a thesis project by Annie Hicks at the University of Washington.

Your participation in this project will inform exhibit design planning at the Northwest Railway Museum moving forward!



VISITOR EXHIBIT SURVEY

Adult Visitors



UNIVERSITY OF WASHINGTON, INFORMATION SCHOOL
STUDENT THESIS PROJECT 2024

TELL US ABOUT YOURSELF!

All answers will be anonymous.

Who are you visiting with today?

- ☐ Solo visit
- ☐ With family and/or friends
- ☐ With _____

What is your age?

Would you consider yourself a train enthusiast, or a person who knows a lot about trains?

Yes Somewhat No

1

What will you remember the most from your visit today?

What would you like to see more of in the museum's exhibits?

Check all that apply.

- ☐ Colorful Signs and Graphics
- ☐ Games and Roleplay
- ☐ Historic Images/Photos
- ☐ Mechanical diagrams
- ☐ Stories about People
- ☐ Tactile/Physical Interactives
- ☐ Other:

6

Of the exhibits you saw today, which was the most interesting?

Circle any image on these two pages to mark your choice.



How Railroads Built America



Model Railroad



Caboose Tour

What made it interesting?

3

Of the exhibits you saw today, which was the most fun?

Draw a check mark on any image on these two pages to mark your choice.



Wellington



Railroad Labor



Uniforms and Train Gear

What made it fun?

4

What topics, if any, would you be interested in learning more about?

5

Of these exhibit styles, which do you feel most drawn to visually?

Circle all that apply.



2



Train Shed Exhibit Hall Evaluation Data

ID#	Adult or Youth?	Age	Do you have a lot of prior knowledge about trains?	Exhibit Visual Preferences	Most interesting exhibit	Why was it interesting?	Most fun exhibit	Why was it fun?
001	Adult	46	No	1, 3	Model Railroads	So much detail to see and the plaques offered interesting historical context	N/A	Didn't see any of these
002	Adult	50	No	2, 3, 4	N/A	We had small kids so we didn't see many exhibits	N/A	
003	Adult	45	Somewhat	3, 4, 6	Model Railroads, Caboose Tour		N/A	
004	Adult	43	No		Caboose Tour, Uniforms and Gear		N/A	
005	Adult	41	No	2, 4	Model Railroads	wondering if the models were time period accurate	Train Towns (Wellington)	Good historical info
006	Adult	35	No		Model Railroads	Seeing the whole town	Model Railroads	interactive
007	Youth	8	Yes	2, 6	Model Railroads	(it moved around)	N/A	
008	Youth		Somewhat	2	Model Railroads	the moving trains	Railroad Labor	wages chart
009	Youth	5	Somewhat		Model Railroads, Train Towns (Wellington)	beautiful	N/A	I liked it
010	Youth	8			N/A		N/A	
011	Youth	8	Somewhat	2	Model Railroads	Watching the trains	Train Towns (Wellington)	Got to touch things
012	Youth	11	Somewhat	4	Model Railroads	Because you could watch them move	Train Towns (Wellington)	that you could move, play, and touch it
013	Youth	6	Somewhat	2	Model Railroads	that they would move	Train Towns (Wellington)	that you could move it and play with
014	Youth	4	Yes		Model Railroads, Caboose Tour		N/A	
015	Youth	8		4	Model Railroads	"a dig trains" (a big train? I dig trains?)	N/A	
016	Youth	7	No	2	Model Railroads, Train Towns (Wellington)		N/A	

017	Youth	9	Somewhat	2, 6	Model Railroads, Train Towns (Wellington)	I see movement	N/A	Engaging
018	Youth		Yes	6	Uniforms and Gear, Model Railroads		N/A	
019	Youth	3.5	Somewhat	2	Train Towns (Wellington)			
020	Youth	3	Somewhat		Train Towns (Wellington), Model Railroads			
021	Youth	7	Somewhat	3	Caboose Tour	everything looked fancy	N/A	it was very cool!
022	Youth				Model Railroads	You could watch the trains go around	Train Towns (Wellington)	You could move the food and play with it
023	Youth	5	Somewhat		Model Railroads, Train Towns (Wellington)			
024	Youth	12	Somewhat		Model Railroads, Train Towns (Wellington), Caboose Tour	There was a lot to look at and I did not have to read anything	Train Towns (Wellington)	I could to [do] stuff with it
025	Youth	13	Somewhat	2	Caboose Tour	seeing old stuff	Uniforms and Gear	intresting
026	Youth	5	Somewhat	3	Model Railroads		Train Towns (Wellington)	
027	Youth	8	Somewhat		Model Railroads, Uniforms and Gear			
028	Youth	8	Yes	4	Model Railroads	looking at them	Model Railroads	they were really cool
029	Adult	33-57	Somewhat	3, 4, 5, 6	How Railroads Built America, Uniforms and Gear	informative		visually appealing
030	Youth	9	Somewhat	4	Model Railroads, Uniforms and Gear	I liked that you could really see what was happening	Model Railroads, Train Towns (Wellington), Uniforms and Gear	that you could examine things and know what they are like
031	Youth	7	Somewhat	4	Model Railroads, Uniforms and Gear			
032	Youth	9	Somewhat	3, 6	Model Railroads	I liked watching them move	Uniforms and Gear	it shows a picture of a double-decker train

033	Youth	2	Yes	2, 4	Model Railroads	movement, lots of details and vehicles	Model Railroads	met my sons main interests
034	Youth	4	Yes	3	Model Railroads, Uniforms and Gear			
035	Youth	2.5	Somewhat	2	Model Railroads, Train Towns (Wellington)			
036	Youth	10	Somewhat	3	Model Railroads	cool trains		we did not look at them
037	Youth	3	Yes	2, 3	Train Towns (Wellington)		Train Towns (Wellington)	little house market
038	Youth	4	Somewhat	2, 3, 6	Model Railroads, Train Towns (Wellington)		Caboose Tour, Train Towns (Wellington)	
039	Youth	9	Yes	2	Model Railroads, Train Towns (Wellington)		Model Railroads, Train Towns (Wellington)	
040	Youth	6	Somewhat		Caboose Tour		Model Railroads	
041	Youth	3	Somewhat	3	Model Railroads		Train Towns (Wellington)	
042	Youth	5	Somewhat	5, 6	Train Towns (Wellington)	Santa	Caboose Tour	See my family
043	Youth	6	Yes	1, 2	Model Railroads		Railroad Labor	
044	Youth	5	Somewhat	4	Model Railroads	the motion	Train Towns (Wellington)	could play at it
045	Adult	31	Somewhat	3, 6	Model Railroads, Train Towns (Wellington), Railroad Labor			
046	Youth	5	Somewhat	3	Train Towns (Wellington), Model Railroads			
047	Youth	6.5	Somewhat		Model Railroads, Caboose Tour		Train Towns (Wellington)	stuff to play with
048	Youth		No		Train Towns (Wellington)	trains		Santa
049	Youth	13	Somewhat	2	Model Railroads	the art	Train Towns (Wellington)	the fruit
050	Youth				Caboose Tour	don't now	Caboose Tour	looking at them
051	Youth	6						
052	Youth	8	Somewhat		Train Towns (Wellington)		Train Towns (Wellington)	

053	Youth	7	Yes		Train Towns (Wellington)	train town, tiny town		hot coco
054	Youth	5	Somewhat	2	Train Towns (Wellington)	toys	Train Towns (Wellington)	hot coco
055	Youth	7	Somewhat					
056	Youth	9	Somewhat	2	Model Railroads, Train Towns (Wellington)			
057	Youth	7	Yes	3	Model Railroads	the trains	Uniforms and Gear	
058								
059	Youth		Somewhat	3	Train Towns (Wellington)			
060	Adult							
061	Youth	7	Somewhat	2	Model Railroads	the town	Railroad Labor	All the kids
062	Youth	3	Somewhat		Train Towns (Wellington), Model Railroads			
063	Adult	young adult with down syndrome	Yes	2	Model Railroads	love trains		
064	Youth	7	Yes	2	How Railroads Built America		Train Towns (Wellington)	
065	Youth	4	Somewhat	2	Model Railroads, Train Towns (Wellington)	Really enjoyed the train tables. Thank you for setting them up :)	Train Towns (Wellington)	
066	Youth	4	Yes	2	Train Towns (Wellington)		Train Towns (Wellington)	someone was playing there
067	Youth	4	Somewhat					
068	Youth	6	Yes	3	Railroad Labor, Train Towns (Wellington), Caboose Tour, Model Railroads			
069	Youth	7	Yes					
070	Youth	5.5	Somewhat		Train Towns (Wellington), Model Railroads			

071	Youth	8	Somewhat		Model Railroads		Train Towns (Wellington)	
072	Adult	71	No	1, 3, 4, 5, 6	How Railroads Built America, Model Railroads, Caboose Tour	History of RR and how they changed WA/ grandkids loved the models! Have a 1957 Lionel!	Uniforms and Gear	Have not seen this type of uniforms and never considered attendants on passenger trains
073	Youth	12	Yes	4	Model Railroads	trains	Uniforms and Gear	clothes and a hat
074	Youth	13	No		Model Railroads	the model was very detailed	Train Towns (Wellington)	We go to Wellington almost every year
075	Adult	32	Somewhat		Caboose Tour	The caboose tour. I loved being able to go on it. Loved seeing where workers slept!		
076	Adult	32	No	3, 6	How Railroads Built America	I enjoy learning about history	Railroad Labor	Contained the most history
077	Youth	16	No	2, 4	Train Towns (Wellington), Model Railroads	I like model trains!	Model Railroads	
078	Adult	old	No					
079	Adult	53	Somewhat	3, 4	Railroad Labor	I'm fascinated by the intersectionality of labor and immigration in the US	Railroad Labor	very interesting
080	Adult	21	Somewhat	4	Model Railroads, Uniforms and Gear	I liked the aerial view		
081	Adult	20	No	3	Caboose Tour	I loved being able to walk through it!	Uniforms and Gear	It was easy to visualize train experiences of the past
082	Adult	19	No	2, 4	Caboose Tour	it was interactive and caboose was interesting	Uniforms and Gear	it was cool
083	Adult	30	Somewhat	1, 2	How Railroads Built America, Uniforms and Gear	I love the history aspect, my kids love the models and they bring us together	Uniforms and Gear, Model Railroads	living history, easy to recreate history with kids
084	Adult	32	Somewhat		Caboose Tour, Railroad Labor, Uniforms and Gear			

085	Adult	61	No	3, 6	Uniforms and Gear, Model Railroads	watching the trains, learning about the uniforms		
086	Adult		No	1	Uniforms and Gear			
087	Adult	42	Somewhat	1	Caboose Tour		Uniforms and Gear	
088	Adult	38	Yes	4	Model Railroads	scaled model appealed to my child (+ me!)	Uniforms and Gear	
089	Adult	43	No	4	Uniforms and Gear	variety of exhibits		I liked looking at all the trains
090	Adult	42	No	2, 3, 6	How Railroads Built America, Model Railroads, Caboose Tour	Seeing real historic train car interiors. learning about the history of the nations railroads. interactive! especially for kids		
091	Youth	16	Somewhat	1, 5, 6	Model Railroads, Train Towns (Wellington)	I love models		very detailed info
092	Adult	35	No		Model Railroads	This was hard, we liked the caboose but the model railroad held our attention. seeing all the models was cool	Caboose Tour	Going through a historical artifact was very cool
093	Adult		No	2, 3	Uniforms and Gear, Model Railroads	all of the facts/quotes projected were really interesting		
094	Adult	36	Somewhat	2, 3	Train Towns (Wellington), Caboose Tour, Model Railroads	the looks, the display, the style		they were interactive
095	Adult	49	Somewhat	3, 4	How Railroads Built America, Uniforms and Gear	information about history		the period is interesting
096	Adult	45	No	4, 5, 6	Model Railroads	nostalgia	Train Towns (Wellington)	exhibit immersion
097	Adult	41	No	1, 2, 3	Model Railroads, How Railroads Built America, Caboose Tour		Uniforms and Gear, Train Towns (Wellington)	

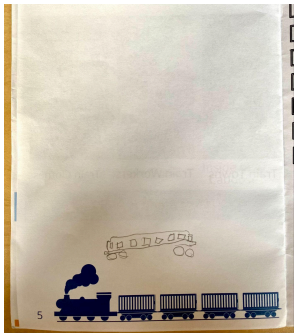
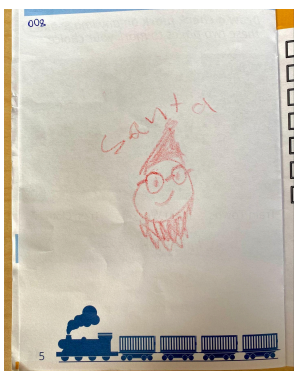
098	Adult	36	No		Model Railroads	historical, the landscape	Railroad Labor	interesting history
099	Adult	40	No	4	Model Railroads	3D	Model Railroads	Scale
100	Adult	61	Somewhat	1, 3, 6	How Railroads Built America, Caboose Tour, Train Towns (Wellington)	Info about history of trains and their impact	Caboose Tour, Uniforms and Gear	seeing actual artifact
101	Adult	37	Somewhat	3, 6	Railroad Labor, Uniforms and Gear, Model Railroads			
102	Adult	33	No	1, 3, 4, 5, 6	Train Towns (Wellington), Model Railroads	the kids loved it		
103	Adult	35	No	4	Model Railroads	I like models	Uniforms and Gear	It was fun to see actual artifacts
104	Adult	37	Somewhat	3, 5, 6	Caboose Tour, Model Railroads, Uniforms and Gear			
105	Adult	70	Yes	1, 2, 3, 4	Model Railroads, Train Towns (Wellington)		Model Railroads	Visually stimulating and fun!
106	Adult	40	Somewhat	1, 3, 4, 5, 6				
107	Adult	59	Somewhat		Model Railroads, Caboose Tour		Model Railroads, Caboose Tour	interactive
108	Adult	80	No			Visual		Santa
109	Adult	31	Somewhat	4	How Railroads Built America		Model Railroads	
110	Adult	48	Somewhat	4	Model Railroads	the details	Uniforms and Gear	the history
111	Adult	37	Somewhat	2, 6	Model Railroads	Lots of details and fun to look at with my son	Model Railroads	My son loving it
112	Adult	31	No	2	Caboose Tour		Train Towns (Wellington)	
113	Adult	36	No	3, 4	Model Railroads	lots to notice and look at	Model Railroads	the motion made it feel interactive, as well as the "I Spy" aspect
114	Adult	34	No	2, 3	Caboose Tour	to see inside	Train Towns (Wellington)	interesting visually
115	Adult	40	No	2, 3	Model Railroads, Uniforms and Gear	history of clothes and changing styles	Model Railroads	Interactive

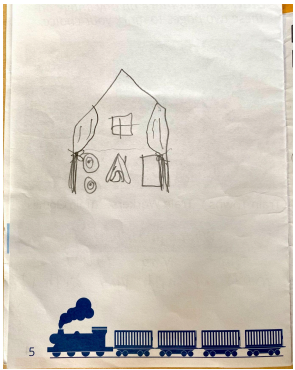
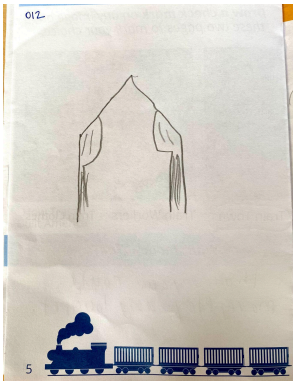
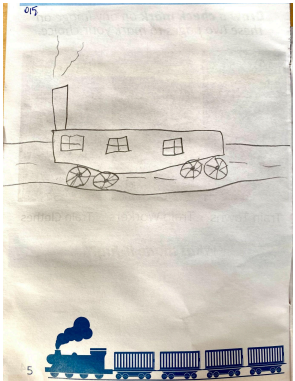
116	Adult	37	Somewhat	1, 6	Caboose Tour, Uniforms and Gear			
117	Adult	35	Somewhat	6	Model Railroads, Railroad Labor			
118	Adult	58	Yes	3, 6	Model Railroads, Uniforms and Gear			
119	Adult	39	No	1	Model Railroads	How small everything was and how detailed		N/A
120	Adult	20	No		Model Railroads	very realistic, gives perspective	Train Towns (Wellington)	Shows history
121	Adult	65	Somewhat	4	Uniforms and Gear, Model Railroads			
122	Adult	50	No	2, 4	Model Railroads, Railroad Labor, Uniforms and Gear	movement, art, especially liked incomplete sets; history; learning they had uniforms?		
123	Adult	41	No	3, 5, 6	Model Railroads	fine details on the scale model	Caboose Tour	climbing up on the caboose and seeing where people sat and possibly slept
124	Adult	68	No	2, 3	Uniforms and Gear, Caboose Tour	true life experience for those working in the past	Caboose Tour	comparing them to now
125	Adult	72	Yes		Model Railroads, Railroad Labor	I'm a model railroading enthusiast and a kid at heart. Loved the others as well but the model train is definitely the fave; it is so important to understand the sacrifices made, especially by those from the Asia-Pacific region		
126	Adult	17	No	4, 5, 6	Model Railroads	"don't tap the glass-- it scares the train"	Uniforms and Gear	the lifesize model feels more interactive
127	Adult	18	Yes	2	Model Railroads	very cool	Railroad Labor	was cool
128	Adult	58	Somewhat		Model Railroads			

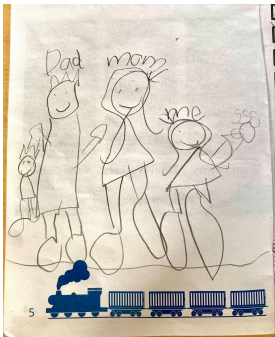
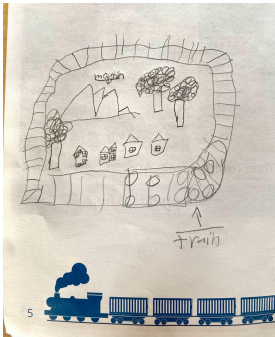
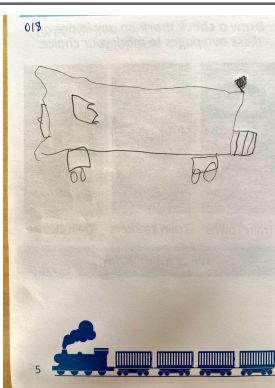
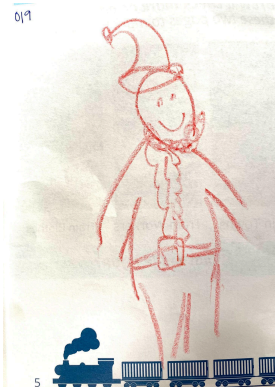
129	Adult	34	Somewhat	1, 4, 6	How Railroads Built America	I liked the history	Uniforms and Gear	Seeing real artifacts
130	Adult	37	No	1, 6	Uniforms and Gear, Model Railroads	Loved the clothing of the time; love seeing an entire mine town		
131	Adult	39	No	1, 3, 6	How Railroads Built America, Train Towns (Wellington), Railroad Labor			
132	Adult	46	No	5	Train Towns (Wellington)	It told a very interesting story	Model Railroads	scavenger hunt-- would have liked more detail about the creation of it
133	Adult	36	No	1, 2, 3	Model Railroads, Caboose Tour	entertaining and interactive	Model Railroads, Caboose Tour	kids loved them
134	Adult	41	Yes	3, 6	Model Railroads	How much detail there was in the models and the man explaining it was very interesting	Uniforms and Gear	Just seeing different styles of clothing
135	Adult	40	No	3	Caboose Tour	going inside the car		
136	Adult	39	Somewhat	3, 5, 6	How Railroads Built America, Model Railroads, Caboose Tour			
137	Adult		Yes	2	How Railroads Built America, Uniforms and Gear	helped me understand the importance of railways in connecting America		
138	Adult	50	Somewhat			everything was great, great job		
139	Adult	47	Somewhat	2, 4, 6	Railroad Labor	cute model train and town		
140	Adult	41	No	3, 5, 6	Caboose Tour, Model Railroads			
141	Adult	20	No	6	Model Railroads, Railroad Labor	the visualization of how current/past railroads operate and how important they are to local industries; learning the importance of why railroad labor was needed during the 1960s		

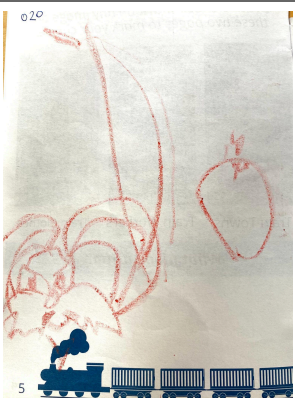
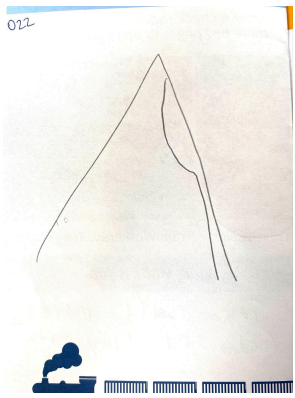
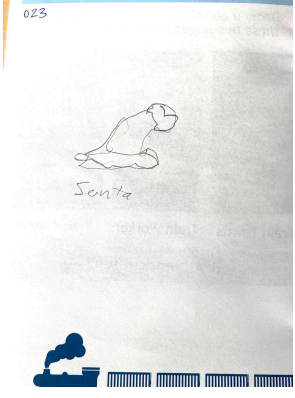
142	Adult	47	No	3, 5, 6	Uniforms and Gear, Train Towns (Wellington), Model Railroads	local history, cool train ride		staff
143	Adult	65	Somewhat	2, 4	Model Railroads, Uniforms and Gear			
144	Adult	55	Somewhat	2			Railroad Labor	
145	Youth				Model Railroads, Train Towns (Wellington)		Model Railroads	
146	Adult	52	Yes	6	Caboose Tour, Train Towns (Wellington)			
147	Youth	5	No	3, 4, 5	Model Railroads, Train Towns (Wellington), Uniforms and Gear			
148	Youth	15	Somewhat	2	Model Railroads, Uniforms and Gear	seeing all of the trains a lot smaller; seeing what they would wear		
149	Youth		No	2	Model Railroads, Train Towns (Wellington)			
150	Youth	6	Somewhat	2	Model Railroads		Train Towns (Wellington)	
151	Youth	3	Yes	4	Train Towns (Wellington)			
152	Youth	10	Yes		How Railroads Built America, Model Railroads, Caboose Tour, Uniforms and Gear, Railroad Labor			
153	Youth	6	Somewhat	1, 2, 3, 4, 5, 6	Train Towns (Wellington), Uniforms and Gear	I learned	How Railroads Built America, Train Towns (Wellington)	Fruit Stand

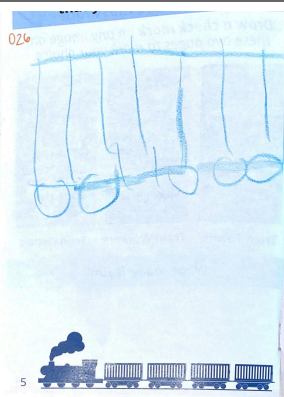
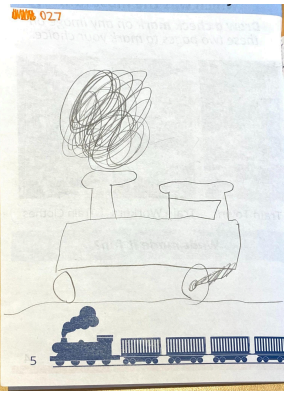
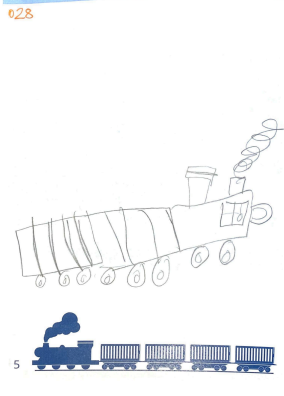
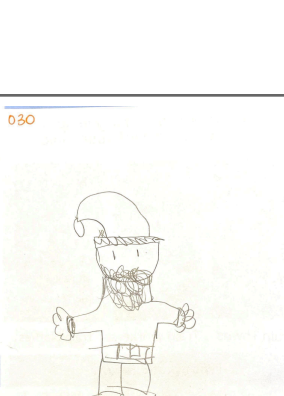
Train Shed Exhibit Hall Evaluation Data, continued.

ID#	Adult or Youth?	What would you like to see more of?	What topics would you be interested in learning more about?	What will you remember most from your visit today?	Draw a picture of your favorite thing you did today
001	Adult	Games/Roleplay/Dress-up, Personal narratives, Tactile Interactives	The effects of trains on indigenous populations	the model train and produce facts	
002	Adult	Historical Photos, Personal narratives, Tactile Interactives		the historic trains; the train ride; some of the exhibits	
003	Adult	Historical Photos, Mechanical Diagrams	How different engines work	Going in the train cars	
004	Adult	Historical Photos, Personal narratives, Tactile Interactives			
005	Adult	Games/Roleplay/Dress-up, Mechanical Diagrams, Tactile Interactives			
006	Adult	Historical Photos, Personal narratives		my nephews with train whistles from the gift shop	
007	Youth	Model RR, Mechanical Diagrams			
008	Youth	Tactile Interactives			

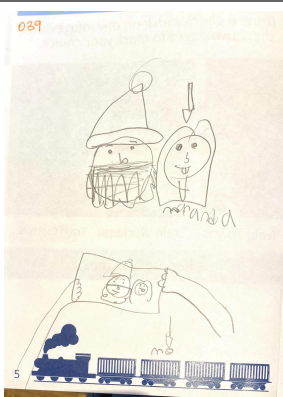
009	Youth	Colorful Signs/Graphics, Games/Roleplay/Dress-up, Model RR, Mechanical Diagrams, Personal narratives, Tactile Interactives	Dear Santa, I love you!		
010	Youth	Colorful Signs/Graphics, Mechanical Diagrams, Tactile Interactives, Personal narratives, Games/Roleplay/Dress-up	I want ice cream		
011	Youth	Model RR, Tactile Interactives			
012	Youth	Games/Roleplay/Dress-up, Model RR, Historical Photos, Tactile Interactives			
013	Youth	Games/Roleplay/Dress-up, Model RR, Personal narratives, Tactile Interactives			
014	Youth	Colorful Signs/Graphics, Model RR, Mechanical Diagrams, Tactile Interactives			
015	Youth				

016	Youth	Games/Roleplay/Dress-up			
017	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR	Tour guide to answer questions		
018	Youth	Mechanical Diagrams			
019	Youth	Games/Roleplay/Dress-up			

020	Youth				
021	Youth	Colorful Signs/Graphics, Tactile Interactives, Games/Roleplay/Dress-up, Model RR	crafts!		
022	Youth				
023	Youth	Colorful Signs/Graphics, Model RR, Mechanical Diagrams, Tactile Interactives			
024	Youth	Games/Roleplay/Dress-up, Model RR, Tactile Interactives			
025	Youth	Personal narratives, Tactile Interactives		Santa	

026	Youth	Colorful Signs/Graphics, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
027	Youth	Colorful Signs/Graphics, Model RR, Tactile Interactives			
028	Youth	Colorful Signs/Graphics, Model RR, Tactile Interactives	everything here		
029	Adult	Historical Photos, Mechanical Diagrams, Personal narratives		very well laid out + good mix exhibits for young + older people	
030	Youth	Games/Roleplay/Dress-up, Model RR, Tactile Interactives	crafts, photo boofs		

031	Youth	Games/Roleplay/Dress-up, Historical Photos, Mechanical Diagrams, Personal narratives			
032	Youth	Model RR, Historical Photos, Mechanical Diagrams			
033	Youth	Colorful Signs/Graphics, Model RR, Mechanical Diagrams, Tactile Interactives			
034	Youth	Model RR			
035	Youth	Colorful Signs/Graphics, Model RR, Tactile Interactives			
036	Youth				
037	Youth	Tactile Interactives, Model RR, Games/Roleplay/Dress-up			
038	Youth	Games/Roleplay/Dress-up, Model RR, Tactile Interactives			

039	Youth	Tactile Interactives, Historical Photos, Model RR, Colorful Signs/Graphics, Games/Roleplay/Dress-up			
040	Youth	Games/Roleplay/Dress-up, Model RR, Mechanical Diagrams, Tactile Interactives			
041	Youth	Model RR, Tactile Interactives			
042	Youth	Games/Roleplay/Dress-up, Tactile Interactives	Mrs. Claus		
043	Youth	Colorful Signs/Graphics, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
044	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
045	Adult	Colorful Signs/Graphics, Mechanical Diagrams, Tactile Interactives, Model RR, Games/Roleplay/Dress-up, Personal narratives	not dress up, especially showing how trains work and stories about train people		
046	Youth	Games/Roleplay/Dress-up, Model RR			
047	Youth	Colorful Signs/Graphics, Games/Roleplay/Dress-up, Tactile Interactives			
048	Youth	Games/Roleplay/Dress-up			
049	Youth	Model RR			
050	Youth	Tactile Interactives, Model RR	souveneirs		

051	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR	trains that you can go in		
052	Youth	Tactile Interactives			
053	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives			
054	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
055	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR	even more crafts! and more! don't forget more!		
056	Youth	Tactile Interactives, Model RR			
057	Youth	Historical Photos			
058		Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
059	Youth	Mechanical Diagrams, Tactile Interactives, Model RR			
060	Adult		Most exhibits focused on history, but what about technology? how did these trains work? how were they built? How has that evolved? What about geography? How do they get up a mountain?		

061	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
062	Youth	Tactile Interactives, Games/Roleplay/Dress-up, Model RR			
063	Adult	Model RR	Need conductor hats in the gift shop		
064	Youth	Games/Roleplay/Dress-up, Tactile Interactives			
065	Youth	Mechanical Diagrams, Tactile Interactives	Stories about children and how them and their families used the train, adventures, their journey with a fun twist		
066	Youth	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR			
067	Youth	Colorful Signs/Graphics, Tactile Interactives			
068	Youth	Model RR, Tactile Interactives, Mechanical Diagrams			
069	Youth	Games/Roleplay/Dress-up, Mechanical Diagrams, Tactile Interactives, Personal narratives			
070	Youth	Model RR			
071	Youth	Games/Roleplay/Dress-up, Model RR			
072	Adult	Colorful Signs/Graphics, Historical Photos, Personal narratives	looking forward to roundhouse exhibit. train robbers in old west	realization that trains built America!	
073	Youth	Games/Roleplay/Dress-up, Personal narratives, Historical Photos, Model RR			

074	Youth	Games/Roleplay/Dress-up	how the engine of the train works	model railroads/Santa	
075	Adult	Historical Photos, Personal narratives	visual map of the rail road routes throughout the Northwest; do different years, show growth and decline	Going on caboose and meeting Santa	
076	Adult	Historical Photos, Personal narratives	More impact in the PNW	seeing my niece and nephew meet Santa	
077	Youth	Mechanical Diagrams, Tactile Interactives	Talking about the exhibits with family		
078	Adult	Historical Photos, Personal narratives	Hot chocolate, santa's workshop	the total experience of train and museum is awesome! Santa takes time with each family--thank you	
079	Adult	Mechanical Diagrams, Personal narratives	I love the info regarding Native people. It would be cool to hear about modern Indigenous people--like what happened AFTER the Snoqualmie lost their land. Could be a cool partnership. Also how steam trains work and add Video pieces	Actually, the part about the Snoqualmie people losing their land. I didn't know that part of the story	
080	Adult	Games/Roleplay/Dress-up, Historical Photos, Tactile Interactives, Personal narratives			
081	Adult	Historical Photos, Personal narratives, Tactile Interactives		I loved the more intimate exhibits, and ones that provoked emotion, like the avalanche/landslide one	
082	Adult	Historical Photos, Tactile Interactives	trains and cabooses	the caboose, santa	
083	Adult	Historical Photos, Personal narratives, Tactile Interactives	local history for sure, very excited for new food display in back!	family, fun, and history	
084	Adult	Historical Photos	how trains were built, time, labor, etc.	artifacts	
085	Adult	Tactile Interactives, Colorful Signs/Graphics, Model RR			

086	Adult	Games/Roleplay/Dress-up, Tactile Interactives	How rail could be brought back to the valley	how hard working and enthusiastic the volunteers were	
087	Adult	Mechanical Diagrams, Personal narratives, Tactile Interactives	How the different mechanical parts work	the ride in!	
088	Adult	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Personal narratives		Santa!	
089	Adult	Tactile Interactives	making train models	the train cars; more accommodations for ADA would be appreciated. Have a kid with Autism Spectrum Disorder	
090	Adult	Historical Photos, Mechanical Diagrams, Tactile Interactives, Personal narratives	history of the industry	we came for santa visit, so that :) But we were pleasantly surprised to see the amazing real historic train cars! so neat!	
091	Youth	Historical Photos, Mechanical Diagrams	how trains work	model railroads	
092	Adult	Personal narratives, Tactile Interactives	the history of the different cars we ride in, passengers who sat there and their stories	Santa!	
093	Adult	Colorful Signs/Graphics, Historical Photos, Tactile Interactives, Personal narratives		the antique train cars	
094	Adult	Colorful Signs/Graphics, Games/Roleplay/Dress-up, Personal narratives		the craft, the toys, Santa, the cookies, the gift	
095	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	Lives of people who worked on and with the railroad	the model trains and the antiques	
096	Adult	Historical Photos, Tactile Interactives, Personal narratives	early pioneers/developers experiences; energy transition	the careful restoration, models, photos, Japanese influence	
097	Adult	Colorful Signs/Graphics, Tactile Interactives, Personal narratives	Train ride, watching the model trains with little ones		

098	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	why the last train car doesn't have cushions	kids had fun	
099	Adult	Games/Roleplay/Dress-up, Tactile Interactives, Personal narratives	History	Santa	
100	Adult	Historical Photos	the artifacts (ads, luggage tags, uniforms), info on life on and off the train (Wellington), a route map and schedule (maybe I just missed them)	being able to envision some aspects of life in the height of train travel	
101	Adult	Colorful Signs/Graphics	doing the santa train didn't leave much time to see the actual exhibits		
102	Adult	Historical Photos, Mechanical Diagrams		my kid crying about Santa	
103	Adult	Games/Roleplay/Dress-up, Tactile Interactives	Would like music on the train; food service on the train, show us a fake meal. Also living quarters	Santa	
104	Adult	Games/Roleplay/Dress-up, Historical Photos, Mechanical Diagrams, Personal narratives			
105	Adult	Colorful Signs/Graphics, Tactile Interactives, Personal narratives		Actually riding on the train. Beautifully refurbished!	
106	Adult	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives		a family adventure with young kids (3-6 yrs). so their reaction to it all	
107	Adult	Historical Photos, Mechanical Diagrams, Tactile Interactives	British trains	Santa!!	
108	Adult		Didn't see exhibits. First Santa _ grandkids play wood trains	Santa and grandkids	
109	Adult				
110	Adult	Games/Roleplay/Dress-up, Tactile Interactives		santa	

111	Adult	Mechanical Diagrams, Tactile Interactives	More of the mechanical and engineering aspects of trains	My son being happy	
112	Adult	Tactile Interactives	train architecture	seeing how happy my child was and how much he enjoyed it	
113	Adult	Colorful Signs/Graphics, Tactile Interactives		Meeting santa, riding the train, watching the bigger model train	
114	Adult	Games/Roleplay/Dress-up, Tactile Interactives		Looking at cool trains!	
115	Adult	Games/Roleplay/Dress-up, Personal narratives, Tactile Interactives	The workers and their lives	Santa	
116	Adult	Historical Photos, Mechanical Diagrams		connecting the large model train to the history of areas of WA	
117	Adult	Historical Photos, Personal narratives	history on trains and life the way it was and learning about founding people	trains the history	
118	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	How trains work	the beautiful mission car and the oldest steam engine	
119	Adult	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives	history of the trains	Visiting Santa and looking at the model train set	
120	Adult	Colorful Signs/Graphics, Historical Photos, Tactile Interactives, Personal narratives	Peoples lives etc, how geography impacts it	learning history with family	
121	Adult	Mechanical Diagrams, Tactile Interactives	how train engines work	being with the family	
122	Adult	Mechanical Diagrams, Tactile Interactives	diorama construction and design	wooden train shock absorbers	
123	Adult	Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up	exactly how old trains are restored	old train cars	
124	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	how the locomotive actually works	train cars and locomotive	

125	Adult	Historical Photos, Mechanical Diagrams, Tactile Interactives	Would like to see more active model railroad displays of the NW; what it takes to restore equipment, who does the restoration, the future vision for the museum	Visitng Santa with my grandchildren	
126	Adult	Historical Photos, Personal narratives, Tactile Interactives	train fashion; history of the train system's participation in historical events. Saw this a bit today with the videos/players about Japanese incarceration; class system-- were there luxury trains for higher classes and how did that operate?	train model railroad	
127	Adult	Colorful Signs/Graphics		I like the old place better	
128	Adult				
129	Adult	Games/Roleplay/Dress-up, Personal narratives, Tactile Interactives	Local history	the train ride	
130	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	culture and history of the town people/ways of living	Pretty old train cars	
131	Adult	Games/Roleplay/Dress-up, Historical Photos	history of railroad trains		
132	Adult	Mechanical Diagrams, Games/Roleplay/Dress-up, Personal narratives	How railroads shaped towns in King County, how railroad history is still shaping the region today	The smoke in the Cascade tunnel killing passengers	
133	Adult	Games/Roleplay/Dress-up, Mechanical Diagrams, Tactile Interactives	interesting local history	kids loving the visit	
134	Adult	Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives	How the trains were built. How long?	How beautiful the trains were	
135	Adult	Historical Photos, Tactile Interactives	the construction of different cars	the train ride	
136	Adult	Historical Photos, Mechanical Diagrams, Personal narratives	local history and photos	santa train	

137	Adult	Mechanical Diagrams, Historical Photos	Historical slideshows & cost to restore trains & pictures and process of restorations	santa train	
138	Adult	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives	Kids having fun	santa	
139	Adult	Colorful Signs/Graphics, Games/Roleplay/Dress-up, Mechanical Diagrams	Remind families the meaning of celebrating christmas	Santa	
140	Adult				
141	Adult				
142	Adult	Historical Photos, Mechanical Diagrams, Tactile Interactives, Personal narratives, Colorful Signs/Graphics	geology and geography of routes through the mountains	stained glass windows on the train	
143	Adult	Colorful Signs/Graphics, Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Personal narratives, Model RR	local history, love the trolley	santa train experience	
144	Adult	Historical Photos	the history of each train and cost	santa	
145	Youth	Model RR, Tactile Interactives			
146	Adult	Mechanical Diagrams, Tactile Interactives			
147	Youth				
148	Youth	Historical Photos			
149	Youth	Tactile Interactives			
150	Youth	Games/Roleplay/Dress-up			
151	Youth	Mechanical Diagrams			

152	Youth	Historical Photos, Mechanical Diagrams, Tactile Interactives, Games/Roleplay/Dress-up, Model RR			
153	Youth	Games/Roleplay/Dress-up, Mechanical Diagrams			