

# **Long Range Interpretive Plan**

**Jamestown  
Colonial National Historical Park**

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# Long Range Interpretive Plan Jamestown Colonial National Historical Park

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# Introduction

## What is a Long Range Interpretive Plan?

A Long Range Interpretive Plan (LRIP) provides a 5-10 year vision for a park's interpretive program.

A facilitator skilled in interpretive planning works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and desired experiences. It offers a brief history of interpretive planning to date and, within the context of Government Performance and Results Act (GPRA) requirements, it lists results-oriented strategic goals and poses management questions that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management goals and interpretive mission. It identifies promising partnerships and includes an implementation plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

When appropriate, Appendices provide more detailed discussions of specific topics.

The completed LRIP forms a critical part of the more inclusive Comprehensive Interpretive Plan (CIP).

Detailed explanations of both the LRIP and CIP are found in NPS-6, Chapter III, the National Park Service's Interpretation and Visitor Services Guidelines.

## **The Specific Need at Jamestown: Discovery, Commemoration, & Planning**

From 1992-1997, the National Park Service (NPS), in cooperation with the Colonial Williamsburg Foundation and the College of William and Mary, undertook a five-year archeological assessment that provided a wealth of new information on the history of Jamestown from prehistoric times to the 20<sup>th</sup> century. Excavations, environmental studies, and historical research, using the latest science and technology, shed new light on the identity of Jamestown, the vibrancy of this small community, and its impact on Virginia and the entire nation. Concurrently, the Association for the Preservation of Virginia Antiquities (APVA) began the Jamestown Rediscovery Project that located the site of the original Jamestown Fort and uncovered a multitude of artifacts from the very early days of the settlement.

As a result, although new programs were initiated and changes were made in the overall interpretive program at Jamestown, the challenge that still remains lies in looking at Jamestown holistically and applying the new findings to all areas of interpretive operations in a systematic way to create a seamless experience for visitors.

Of course, the year 2007 marks the 400<sup>th</sup> anniversary of settlement at Jamestown. Like every previous celebration of Jamestown, 2007 promises renewed attention to the significance of the settlement and an influx of visitors. Also like past anniversaries, planning for this commemoration will place a contemporary imprint on how the park's story is remembered and a "Master Plan" for the properties administered by the NPS and the APVA is well underway. It is hoped that this "Master Plan" will provide a practical blueprint for implementation of the recommendations contained in the park's approved General Management Plan (1993) and that the planning for 2007 will encourage expanded and new partnerships with the APVA and Jamestown-Yorktown Foundation

A major aspect of the 2007 planning is the Interpretation and Exhibit rehabilitation that will result in new interpretive media, program areas, and expanded messages for 2007 and beyond. A major concept to be developed is One Jamestown that will promote the two Jamestown entities – the Original Site and Jamestown Settlement resulting in a seamless experience for the visitors through joint programming by the APVA, NPS and Jamestown-Yorktown Foundation.

Some issues discussed in this LRIP are relevant to the current planning for 2007, but this document will focus on the goals and objectives for the next five years that will assist the park in reaching the greater goal. The discussions of themes, audiences, and desired experiences included in Part 1, particularly since they involved a large group of interpreters and archeologists with considerable and varied experience, should be considered seriously by those involved in the "Master Plan's" longer-term recommendations. As many Park Service planners now understand, interpretation should play a critical role in overall facility planning and design and can increase the likelihood of successful results.

To fully achieve the goals set forward in this document, park staff will seek the involvement of its partners and other interested groups, such as the Virginia tribes and African American communities.

# **Part 1**

## **Background for the Interpretive Program**

# Park Purpose, Significance, & Mission

As required by the Government Performance & Results Act (GPRA), park staff prepared the following purpose, significance, and mission statements.

## Purpose

A statement of purpose emerges from legislative language and existing planning documents. It states the reasons a park was established.

Colonial National Historical Park exists to preserve and interpret historic resources, landscapes and artifacts associated with the American colonial period from 1607 to 1781, at Jamestown, Yorktown and related sites, and to provide for a scenic highway connecting those sites for the benefit and enjoyment of the people.

The House Report that accompanied legislation creating the park said that Colonial National Monument (the initial designation for the park) “is intended to preserve for all time these great historic shrines, and through them to extend to this and succeeding generations of Americans a greater knowledge and appreciation of the sacrifices and achievements of heroic figures of the colonial days.”

## Significance

Significance statements explain why the park and its component resources are important. They provide broad historic and national context.

Colonial National Historical Park preserves two sites of cardinal importance to the history of the United States. Jamestown was the first permanent English settlement in North America (1607), the site of the first representative assembly (1619), and the capital of Virginia throughout the 17<sup>th</sup> century. People at Jamestown established a legacy of laws, customs, and language which continues as a common heritage for Americans and an inspiration for others throughout the world. The colonial story further unfolded at 18<sup>th</sup> century Williamsburg and Yorktown with the coming of the American Revolution. Yorktown was the site of the last major battle of the American Revolution (1781) where General George Washington’s successful siege against the British attained American independence. The twenty-three mile Colonial Parkway provides a physical link to our nation’s past as a scenic corridor with views and vistas that connect Jamestown, Williamsburg and Yorktown into an entity known as the “historic triangle.”

## Mission Statement

A park mission statement identifies what the park must do.

Colonial National Historical Park will preserve the cultural, scenic and natural resources of Jamestown, Yorktown and related areas, interpret the colonial era from 1607 to 1781, and maintain the Colonial Parkway and its surrounding resources for the benefit and enjoyment of the people.

# Goals

## GPRA Goals

The GPRA process involves preparation of goals at both the servicewide and parkwide levels. For each servicewide goal, the park prepared more specific goals that can be used to evaluate success at the local level.

### Service Mission Goals

#### Goal Ia.

Natural and cultural resources and associated values are protected, restored and maintained in good condition and managed within the broadest ecosystem and cultural context.

#### Goal Ib.

The National Park Service contributes to knowledge about natural and cultural resources and associated values; management decisions about resources and visitors are based on adequate scholarly and scientific information.

#### Goal IIa.

Visitors safely enjoy and are satisfied with the availability, accessibility, diversity and quality of park facilities, services, and appropriate recreational resources.

#### Goal IIb.

Park visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

#### Goal IIIa.

Natural and cultural resources are conserved through formal partnership programs.

#### Goal IIIb.

Through partnerships with state and local agencies and nonprofit organizations, a nationwide system of parks, open spaces, rivers and trails provides educational, recreational, and conservation benefits for the American people.

#### Goal IVa.

The National Park Service uses current management practices, systems and technologies to accomplish its mission.

#### Goal IVb.

The National Park Service increases its managerial resources through initiatives and support from other agencies, organizations and individuals.

## Park Mission Goals, directly related to Jamestown

Significant cultural resources and cultural landscapes of Jamestown, Yorktown, the Colonial Parkway and related areas are protected, maintained and restored as appropriate. The cultural resources are protected and managed based on adequate scholarly and scientific information.

Appropriate celebration, commemoration, and educational activities and events will be available to all Americans and people around the world during 2007 and the years leading up to 2007. By 2007, Jamestown's resources will be preserved, studied and interpreted more effectively and accurately in accordance with plans in the 1993 General Management Plan and the Jamestown Master Plan being jointly prepared with the Association for the Preservation of Virginia Antiquities.

Park visitors and the general public learn, understand and support the significance and purposes of the park.

The park's natural resources are protected and managed based on adequate scholarly and scientific information and in a manner consistent with applicable policies and regulations, while supporting cultural resource objectives.

Visitors safely enjoy and are satisfied with the availability, accessibility, diversity and quality of park facilities, services and appropriate recreational opportunities.

Colonial National Historical Park is a responsive, efficient and accountable organization, with all systems integrated to enhance productivity. Employees are competent, trained, motivated, outcome-oriented and representative of the national workforce.

## **The Road Ahead**

Released in 1997 by the Northeast Region of the NPS, "The Road Ahead" is a strategy for achieving excellence in interpretation and education. It identifies six goals:

Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.

Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and life-long learners recognize and use parks to enhance learning.

Invest in Children, i.e., every park will have a curriculum-based education program so that children have quality educational "park experience" during their elementary and high school years.

Develop America's Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.

Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

# Issues & Influences Affecting Interpretation

The primary influences on interpretation during the life of this LRIP are related to the application of the Archeological Assessment findings, achieving the goals set forward in GPRA and “The Road Ahead,” and preparing for Jamestown 2007.

In addition, during any planning process, park staff correctly turn to their own experiences in dealing with the visiting public and ask whether there are ways to improve. Framed as questions to be addressed in LRIP discussions, the following issues surfaced during an early LRIP planning workshop.

## **Program Administration**

Is the current fee structure adequate and is it equitable?

Are there ways to use technology to improve the delivery of interpretation?

Do staff assignments currently reflect interpretive priorities? Does the park need an education specialist? Is clerical assistance needed to enable interpreters to devote more of their time to interpretive programs?

What opportunities exist for new partnerships?

## **Program Effectiveness**

How can interpretation stress the distinctiveness of the park’s resources?

In the short-term, does the visitor center and do the visitor center exhibits provide adequate and effective orientation to story and facilities? If new visitor facilities are recommended by the draft “Master Plan,” how can they be designed to meet visitor needs? Would interim changes be cost effective?

Are there ways to enhance the overall interpretive program through a stronger partnership with APVA?

Is there a need for a new audiovisual program and can a single program meet the park’s interpretive needs?

Do existing interpretive media provide adequate historical context?

Is there a role for changing exhibits in the overall park mix of interpretive programming?

What role should educational programming play in the future? Living history? Special events?

How can interpretation of African Americans and First Americans be improved?

How can the untold stories of the many diverse cultural groups that immigrated to Jamestown be interpreted?

Are driving tours effective and will the loop be overwhelmed by increased traffic in 2007 and beyond?

How can New Towne be made more interesting to visitors?

Are there ways to integrate Cape Henry and Green Spring into Jamestown's interpretive programming?

Is there a need for additional/different space to conduct educational programs?

Is there a need for space to deliver interpretive programs in the evening?

What sort of interpretive outreach is appropriate? How would outreach be staffed?

Are the existing audio stations effective?

What interpretive objectives does the glasshouse interpretive program achieve? Which themes and untold stories does it address? Is the experience offered at the glasshouse appropriate?

Is there value in experimenting with or adopting a year-long theme approach to interpretive programming? What additional staffing would this require?

Is there a need for (audiences for) programs on specialized topics, perhaps offered in the evenings? Would these programs appeal to local residents and tour companies and increase repeat visitation?

## **Interpretation of Cultural Resources**

Is the park collection adequately integrated into interpretation?

What is the appropriate role for interpretation of archeology? How much emphasis should be placed on the process of archeology (vs. the findings made by archeologists)?

How can on-going research be integrated into interpretation? What additional research is needed?

## **Interpretation of Natural Resources**

How should Jamestown's natural resources be integrated into interpretation?

Should the river play an expanded (or any) role in the park's interpretive program?

How can on-going research be integrated into interpretation?

## **Recreation**

Should there be visitor amenities, particularly some sort of food service available at Jamestown?

Are there appropriate ways to integrate recreation and interpretation?

## **2007**

Some issues under this heading are being addressed by NPS and APVA staff in the draft Jamestown "Master Plan."

How will the LRIP and the draft "Master Plan" be coordinated?

Relative to interpretive programming, what specific actions are needed to prepare for 2007? How will the park manage anticipated crowds?

Are new or different staff positions needed to meet the needs of 2007? Does the park need a 2007 coordinator?

What roles exist for partners, particularly in preparing for 2007 and providing quality interpretive programming? Are there specific ways that Jamestown-related sites (NPS, APVA, and Jamestown Settlement) can increase cooperation and coordination of interpretation? What will be the continuing role of Eastern National in support of Jamestown at the Glasshouse and the Visitor Center. See Appendix 2 for the mission statements of existing partners.

Are there new interpretive and commemorative sales items that should be developed before 2007?

# Parkwide Interpretive Themes

## What are Interpretive Themes?

The NPS Guideline on “Interpretation and Visitor Services, NPS-6, Chapter III” defines themes as

key statements defining the park’s significance and resource values. Themes should be stated as single sentences, may be divided into primary and secondary, and should be prioritized. These statements connect park resources to the larger processes, systems, ideas, values of which they are a part.

While interpretation could touch upon any number of stories related to Jamestown, focused themes increase effectiveness. Themes are the most important stories, in this case the essence of the history and legacy of Jamestown. They often relate to some universal human yearning, satisfy a common need to know or understand, or illuminate traits that are widely admired.

## Theme Development Process

Interpretive themes for Jamestown have been discussed many times. In fact, the interpretive themes that follow rely upon the wisdom of the past. They are a blend of existing language and ideas, modified to address the very real and practical needs of contemporary visitors. These themes combine what we want to tell visitors about Jamestown with what visitors want (and need) to know.

Two themes for Colonial National Historical Park were written recently for Yorktown’s Long Range Interpretive Plan. Since Jamestown is one of the park’s primary units, these themes apply.

## Primary Themes

### Parkwide (PW) Theme #1

*The history and resources of Jamestown, Green Spring, Williamsburg, and Yorktown represent the cultural, military, political, social, economic, and diplomatic forces that changed English, other Europeans, Africans, and First Americans, in the thirteen colonies, into citizens of an independent United States.*

This theme is about change on a variety of societal stages. It provides context, and because it approaches the park’s stories from the broadest possible perspectives, it offers a historical panorama. It asks the visitor to stand back and notice the global scale of Jamestown’s history. It encourages the visitor to look at the past from multiple perspectives. And it connects “then” with “now,” searching for ways that Jamestown remains relevant several centuries after the first settlers struggled ashore.

This parkwide theme closely parallels a more specific Jamestown theme (see below).

#### PW Theme #2

*The resources of Jamestown, Williamsburg, and Yorktown were the subject of some of the earliest national preservation efforts.*

This theme will introduce visitors to the scholarly search for the past, to discoveries that help us envision the settlement, and to preservation efforts designed to recreate or at least interpret the colony's appearance. It opens the door to interpretation of the role that archeology has and continues to play in the site's 20<sup>th</sup> century history. The history of memorialization and commemoration as applied to Jamestown, also fits into this theme.

#### Jamestown (J) Theme #1

*As the first permanent English settlement in North America, Jamestown and its people experienced many changes and adaptations often through experimentation that left a legacy of laws, language, and customs that were beneficial as well as tragic depending upon one's race.*

This theme focuses on how new circumstances, new experiences, and initial contacts among diverse peoples and cultures can challenge long-held beliefs and practices, threaten complacency and even survival, shape attitudes, and destroy old and create new institutions. It is the interpretive expression of Jamestown's significance. It embraces many of the ideas contained in the "technical memorandum," exploring the interface of the "known" and "unknown," of challenges to expectations and assumptions. Under this theme, interpretation will explore the transfer as well as the clash of cultures, the creation and survival of a New World definition of communities, economies, and governments, and even the transformation of the landscapes and the exploitation of natural resources.

In short, this theme leads to interpretation of the "foundations" laid at Jamestown. When visitors ask what happened here, this theme offers answers. It leads to discussion of specific landmark events and precedent-setting developments. For example, Jamestown is the American hothouse for representative government, the concept of a bicameral legislature, and even political unrest (Bacon's Rebellion). Economically, Jamestown set a pattern for private land ownership in America. The colonial corporation and its settlers embraced tobacco as a cash crop, demonstrated that industry could succeed on American soil, and began to alter the natural landscape in the name of personal gain. The Protestant church found an important role in the emerging society. But Jamestown also reflects the institutionalization of slavery, particularly as practiced on Blacks, and the creation of harsh policies toward the First Americans.

#### J Theme #2

*Jamestown's people, native, immigrant, and enslaved, reflected diverse national and cultural traditions that influenced the emerging New World society.*

It was unmistakable. Most residents of Jamestown, the long-term as well as the transient, were English. Life there substantially, although imperfectly, reflected English society and the broad range of motivating factors that fueled the colony's founders and their fellows in empire-building. It reflected the English system of class and English value systems, including attitudes on gender roles. Settlers immigrated for a variety of reasons and residents of Jamestown made their living performing many of the same tasks as their English counterparts. They were Anglican. They cited English law books and court precedents. They functioned as an outpost of the English economy.

That said, Jamestown was certainly not England. The English were not alone. Other Europeans soon followed. The presence of the First Americans with their own well-established society was initially pervasive. This was their homeland. Their way of life, at least until 1607, conformed comfortably to the Virginia environment. Then it all began to fall apart as contact with the Europeans led to conflict, disease, decline, displacement, or confinement to reservations. Conversely, African Americans played ever more significant, although certainly not equitable, roles in Jamestown's white, male-dominated economy and society. Even as Blacks struggled to preserve vestiges of their non-Western world, their lives were brutally changed by the evolving plantation economy that resulted in their enslavement.

This theme addresses the questions of who lived in Jamestown, where did they come from, what motivated them to immigrate, and where did they go. It also insists on multiple answers to these questions. Chances are, many visitors can find something of themselves in the stories of Jamestown's populace.

### J Theme #3

*Jamestown experienced significant periods of development and decline as it physically and functionally evolved.*

Founded on a little used natural landscape visited only seasonally by First Americans, Jamestown, during the 17<sup>th</sup> century, changed from an easily defended military outpost with deep water port into a frontier settlement, a commercial port, and a governmental center. It experienced natural disaster and warfare as well as occasional prosperity. In good times and bad it served as a port of entry for new immigrants, a hub, and sometimes as a bastion, of expanding settlement. After the capital moved to Williamsburg, the land occupied by Jamestown continued to have some strategic importance in time of war but primarily supported agricultural plantations until the 19<sup>th</sup> century rediscovered, memorialized, protected, and finally interpreted the site as a shrine to the founding of a nation.

This theme addresses the question of how Jamestown looked during its first 92 years. It will help visitors understand that Jamestown's appearance, as well as its function and its economic well-being changed, and not always for the better. Jamestown's history was not a steady upward or downward spiral of progress or decline.

It also explains what happened to Jamestown after the capital moved to Williamsburg and why the site looks at it does today.

## **Secondary Themes**

### Secondary J Theme #1

*The history of Jamestown reflects the many different ways that humans have interacted with the natural world.*

Certainly Europeans and Natives looked at Nature through different lenses. But even within these groups, circumstance personalized how individuals interacted with their environment. Some lived according to natural cycles while others tried to control or subjugate nature. Climate affected health and medicinal remedies included long lists of herbal and natural prescriptions. Water and river navigation remained important. Agriculture and crops dominated the lives of many Europeans and African Americans. Even tradesmen depended heavily upon local natural resources like clay for pottery and sand for glass.

One of the values of Jamestown Island today is the extent to which visitors can gain some understanding of the vast natural world that surrounded this tiny enclave of humanity.

### Secondary J Theme #2

*Jamestown, located on the James River, possessed strategic value during military conflicts from the 17<sup>th</sup> to the 19<sup>th</sup> centuries.*

The original location of Jamestown reflected the need to find protection from the Spanish. Built to overlook the river, Jamestown's Fort imparted a military tenor to the settlement. Troops during both the American Revolution and the Civil War occupied Jamestown Island because of its strategic importance.

### Secondary J Theme #3

*During the 20<sup>th</sup> century, some of the most innovative methods and applications of the science of historical archeology were developed and applied in the exploring and rediscovery of 17<sup>th</sup> century Jamestown.*

Throughout much of the 20<sup>th</sup> century, Jamestown has offered fertile ground for the development and advancement of archeological techniques by some of the best known American archeologists.

## **Green Spring**

It is also useful to note that planning for the Green Spring unit of Colonial National Historical Park also is underway. Owned by Governor William Berkeley, Green Spring was a thriving 17<sup>th</sup> century plantation with one of the finest manors of its time. It offers an opportunity to explore the evolution of the plantation system and agricultural

experimentation as well as the rise and fall of a powerful but controversial governor during a formative period of Virginia politics that ended in Bacon's Rebellion (1640-1677).

Themes have been developed for Green Spring as well and, since the site is directly linked to Jamestown's years as capital, those themes need to be referenced in this LRIP.

#### Parkwide Theme #1

*The history and resources of Jamestown, Green Spring, Williamsburg, and Yorktown represent the military, political, social, economic, and diplomatic forces that changed English, other Europeans, Africans, and First Americans, in the thirteen colonies, into citizens of an independent United States.*

This theme is a parkwide theme that applies to all units in Colonial National Historical Park.

#### Green Spring (GS) Theme #1

*During the European colonization period in the 16<sup>th</sup> and 17<sup>th</sup> centuries, England established its foothold in North America at Jamestown, where English culture, traditions, and political structure were transplanted and altered to define the character of a new nation.*

As the longest serving royal governor in Virginia, Sir William Berkeley was a pivotal figure in the evolution of representative government, First American policies, and American law. The stately Green Spring manor house reflected the power and majesty of his position as royal governor.

#### GS Theme #2

*Securing a foothold in the wilderness, the settling of Virginia saw the establishment of the plantation system that would typify the Southern colonies in the centuries that follow.*

Berkeley's Green Spring, modeled after the English tenant farming system, illustrates one of the earliest forms of Southern plantations but was a forerunner in the diversification of crops and manufacturing necessary to secure financial independence for Berkeley and the colony.

Two secondary themes also explore the Green Spring story.

#### Secondary GS Theme #1

*During the 18<sup>th</sup> century, Green Spring remained a place of political influence under the ownership of the Ludwell-Lee family who had strong ties to the new capital.*

As Williamsburg grew into the new capital of Virginia, the Ludwells and the Lees entertained many of the royal governors and were influential in the political scene. William Lee's demolition of the original Green Spring manor and his emancipation of the

Green Spring slaves resulting in one of the first free Black communities in the country were major events in the evolution of Green Spring.

Secondary GS Theme #2

*On July 6, 1781, at the Green Spring manor, the Marquis de Lafayette organized and directed his troops against Lord Charles Cornwallis at the Battle of Green Spring two miles away, the last open field battle and the largest infantry engagement in Virginia during the American Revolution.*

Three months later the American victory at Yorktown brought to an end the eight-year conflict and the British colonial period in the current United States.

# Desired Visitor Experiences

In addition to the stories communicated during the visit and the issues addressed by interpretation, it is important to think about the nature of the visit itself. What do we want visitors to do? How do we hope visitors will feel and what impressions will emerge? What can we do to provide an enjoyable AND a meaningful visit?

LRIP participants felt that the distinctiveness of a visit to the park revolved around authenticity.

Interpretive programming must help visitors understand that this is the actual location of the settlement. Via first hand experience, it will link actual locations to evidence of the past (artifacts and written records) to people of the past. Visitors will discover “real” things about real people at real sites.

In addition, interpretive programming should:

Provide pre-visit information that explains the difference between Jamestown Settlement and Colonial National Historical Park and offers basic visiting information.

Provide an appropriate, welcoming sense of arrival. \*

Help visitors feel that they are seeing Jamestown in a special way, on a special day, etc.

Provide effective and efficient on-site orientation to park facilities, park stories, and visiting options.

Offer visitors the opportunity to see the park in a logical way and offer suggestions for continuing the visit beyond Jamestown. Proceed from the entrance station to the visitor center, the townsites, the loop drive, the glasshouse, Williamsburg and Yorktown via Colonial Parkway, and finally other 17<sup>th</sup> and 18<sup>th</sup> century sites in the area.

Provide a “seamless” visit that helps visitors understand the full extent of Jamestown’s historical and societal complexity--town and plantation, domestic and commercial (industrial). Provide experiences that reinforce the agricultural, commercial (including the river), political, social, multi-cultural, and industrial aspects of Jamestown.

Offer visitors topical tour opportunities to encourage return visits and more in-depth presentations.

Provide experiences that help visitors understand that our knowledge of the past is evolving and involve them in, or at a minimum, allow them to observe some sort of historical discovery process.

Help visitors recognize that Jamestown presented numerable and sometimes deadly hardships to settlers and that events associated with Jamestown did not always lead to a better life.

Reveal new things about Jamestown and perhaps clear up misconceptions. Visitors should leave with a feeling that Jamestown was more than they expected.

Provide visitors with an opportunity to continue learning about Jamestown and to leave with an appropriate physical memory of their visit.

Provide a variety of experiences, using different techniques, in different settings, to appeal to diverse audiences.

Help visitors to protect and encourage stewardship of fragile cultural and natural resources.

Offer experiences that connect the natural environment to settlement history and development. Allow visitors to experience the natural resources of Jamestown in the context of the pre-settlement environment and settlement use of as well as closeness to nature. Help visitors sense the pervasiveness of the natural world in the lives of 17<sup>th</sup> century colonists and relate to their own natural environment.

Provide visitors an opportunity to experience some portion(s) of the landscape without modern intrusions.

Offer visitors an opportunity to contemplate the Jamestown story and the contemporary environment. Help them to reflect on the past and ponder the future.

Provide some basic level of visitor amenities (food, for example) appropriate to the park's location.

Offer quality personal and non-personal interpretive services as well as attractive, appropriately designed, and well-maintained visitor facilities. \*

\* Although all of these items will be addressed in the draft Master Plan and its components, items with an asterisk are experiences that require specific attention in 2007 planning.

## Visitor Profile

## **Existing**

The last scientific attempt to gather information about visitors to Jamestown occurred when the Cooperative Park Studies Unit at the University of Idaho conducted visitors surveys in July and October of 1987. A new visitor survey for Jamestown is scheduled in FY 2001 to be conducted by the University of Idaho. Data collected then suggested the following significant characteristics of summer and autumn visitors:

The predominant group size was 2-4 persons.

In summer, 19% of visitors were over 51 years of age. That increased to 52% in the autumn.

A significant percentage of those surveyed were first time visitors (69% in summer and 63% in autumn).

Most summer visitors lived in Virginia, Maryland, and Pennsylvania. Three percent lived in foreign countries (primarily European countries, Canada, and Australia). In autumn, foreign visitation doubled, primarily because of increased visitation from Canadians.

## **Targeted**

Planning also should ask whether the park wants to encourage other specific groups to visit in larger numbers and, if so, develop programming that will accomplish new visitation goals even while continuing to appeal to those already coming to the park.

Workshop participants felt that the LRIP should explore new efforts to increase visitation particularly among the following groups:

1. "Visitors" who use the Internet to gather information and increase knowledge.
2. Local residents
3. First Americans
4. African Americans
5. Teachers and students, both on- and off-site, including home school students and life long learners.

# **Part 2**

## **Future Interpretive Program Actions**

# Interpretive Program Description

## Organization

Interpretation at Jamestown will occur in a variety of venues. At times it will be linked to specific physical spaces--the glasshouse, for example or along the Loop Road. Other interpretation, however, is not as dependent upon location. Increasingly visitors will use the Internet and the park's website for information. Materials are sent to visitors in response to telephone and mail inquiries. Educational programming can occur in a number of places, both on- and off-site.

A satisfactory site visit, however, will follow a certain logical progression. The interpretive recommendations suggested in this LRIP will work best, although not exclusively, if visitors receive information before they arrive, proceed from the entrance station to the visitor center, see the townsites, drive the Loop Road, stop at the glasshouse and then continue, via Colonial Parkway to Williamsburg and Yorktown. That sequence of visitation provides a structure for organizing this section of the LRIP, supplemented by proposals related to several additional types of less site-specific interpretation—educational programming, special events, publications, and sales. Topical tours will provide visitors with additional opportunities.

For easy reference, look for bullets to find each recommendation. Each bulleted item also is listed in the Implementation Plan toward the end of this document.

The text that accompanies the recommendations summarizes the nature of each idea and, when there is a strong connection, will refer the reader to Part 1 for justification.

## Future Interpretive Program Actions

### Experimentation

One of the hallmarks of this LRIP will be its emphasis on experimentation. Many of the recommendations that follow purposefully explore innovative ways to interpret and cooperate. They use the years leading up to 2007 to discover what works best. They intensify the search for coordinated activities that will improve efficiency and reduce visitor confusion. As experiments, they heighten the need for well conceived assessment mechanisms that will indicate success or failure. Finally, because experimentation demands thoughtful planning, time to learn tasks anew, and regular monitoring, it will consume hours of staff time that will need to be factored into scheduling.

Throughout the remainder of this plan, these **Experiments** will be highlighted with an **E**. **Cooperative activities** will be highlighted with a **C**.

## Pre-arrival & Off-site Orientation

Proposals designed to communicate to audiences off-site should be linked to the groups targeted in the “Visitor Profile” in Part 1.

Certainly, technology can be applied here. An array of electronic tools has the potential, if used well, to increase off-site communication effectiveness and efficiency. In order to make the most of these new possibilities, park staff will...

- Develop procedures for receiving and responding to email inquiries. If necessary, considering increased demand as 2007 approaches, park administration will be asked to provide additional support to respond to inquiries.
- Re-evaluate the materials currently used to respond to mail inquiries and revise them to take advantage of technological efficiencies and the increase in product quality that technology can provide.
- Given the parkwide demand for professional-looking graphic materials (website design, publications, temporary exhibits, etc.), the park will create a shared visual information specialist position.

Since it is now difficult to access information about the Jamestown (or the Yorktown) unit of the park directly via keyword “Jamestown,” those who use the Internet often receive their information from the web pages of others. Park staff will...

- Devise a path of direct access to park information for cyber-visitors.
- Improve access among the websites of others in the area, particularly APVA, Colonial Williamsburg, and the Jamestown-Yorktown Foundation. **C**
- Evaluate the content of the park’s website and recommend specific additional information and services, including the results of recent research (the Jamestown Archeological Assessment undertaken by the NPS and Jamestown Rediscovery Project sponsored by APVA). **C**

Multiple organizations, working in the same area and interpreting similar stories can be blessing or a curse. Competition can emerge. Visitors become confused.

In order to reduce the disadvantages and discover advantages associated with so many historical sites in the Jamestown, Williamsburg, Yorktown area, park staff will...

- Take the lead in re-establishing the Foundation, APVA, and NPS (or FAN) committee, employees from the NPS, APVA, and Jamestown Settlement who regularly meet to discuss mutual concerns and share information. **C**

- Take the lead in creating a “community committee,” representatives from Jamestown area organizations (both public and private sector) who will focus on cooperative ways to promote Jamestown and manage visitation. **C**

- Play active roles in regional and state tourism promotion organizations.

The Public Affairs Officer (PAO) will attend meetings of the Hampton Roads Regional Commission and other organizations as appropriate. **C**

The PAO will track the activities of the Virginia State Tourism Board and ensure that the park point of view is represented. **C**

- Systematically evaluate the ways that other agencies and organizations refer to and promote Jamestown (both the park and the settlement). After this evaluation, staff will develop an informational campaign to reinforce the park’s distinctiveness (see Themes and Desired Visitor Experiences) and eliminate misconceptions.
- Evaluate the types of visiting information distributed at Jamestown Settlement, in Williamsburg, and at area motels, restaurants, tourist centers, area airports, etc. and determine if the current park promotional publications are adequate.
- Actively continue to provide feedback to authors and publishers who include inaccurate information in books and publications.
- Evaluate previous efforts to provide FAM tours and, if appropriate, increase the number of tours offered to targeted groups of tourism professionals.
- In order to help all visitors receive accurate information, develop a procedure for offering and providing orientation to tour leaders who regularly bring groups on-site.
- Prepare and distribute a regular Calendar of Events making sure to target those audiences listed in the Visitor Profile. To reduce visitor confusion, this calendar will include all events on the island regardless of sponsor. **C**
- Make special efforts to communicate with schools to make sure that they understand the experience that is available at the park and how it differs from the settlement.
- Since many local residents are associated with the U.S. military, include local military news outlets in media contacts.
- Contact community access television to explore increased programming about the park.
- Ask to be included in training for both employees of Colonial Williamsburg and Jamestown Settlement so the distinctiveness of the park can be explained. **C**

- Encourage preparation of a regional sign plan so visitors more clearly understand their options and arrive at their intended destination. **C**

### Approaches and Entry

Some visitors approach the park via the James River Ferry.

- Staff will evaluate possibilities for wayside exhibit panels on the ferry and at the launch area. Staff also will explore the possibility of assigning a ranger or volunteer to the ferry to answer questions and offer interpretation. This would be one way to stress the importance of the river to Jamestown. **C**

Some visitors approach the park via routes 31 or 614. Both pass Jamestown Settlement first.

- Staff will assess signs along these approaches and at the Route 31-Colonial Parkway intersection to make sure that visitors understand their options. They will take the lead in suggesting that all signs for Jamestown attractions reduce confusion not increase it. Competition will be replaced with cooperation. This might be done initially by reinforcing the fact that there are two primary options for visiting—the island and the settlement. Signs for both could be installed side by side. **C**

Many visitors approach the park via Colonial Parkway and all visitors must pass through the entrance gate located at the end of the parkway.

The park's entrance station can be an extremely busy place. Ideally, staff there provide important orientation to the park. They offer a friendly greeting. Often they must sort out visitor confusion and sometimes frustration. Visitors need to decide which signs to read, which road to take, which attraction is the one they really want. They must pay fees and absorb visiting advice from the ranger. They may be hot, tired, and perhaps irritated by the line of cars that preceded them through the gate. In short, during busy times, there may be too many demands on staff and visitors—just too much going on at the entrance.

While 2007 planning will solve some of these problems, several changes can be made in the interim and staff can experiment to determine which long-term solutions might work best. Specifically...

- NPS and APVA staff will use consistent language when referring to the townsite and, whenever appropriate, include the dates 1607-1699 (on signs, brochures, etc.). **C**
- Staff will re-evaluate the usefulness of a Traveler's Information Station (TIS) along the parkway (previous generations of equipment have not been reliable). TIS messages would help to clarify options before visitors reached decision points.

- Staff will select an existing pull-out(s) along the parkway and experiment with ways to help visitors sort out their destination ahead of time. **E**

New signs along the parkway will indicate that information is available.

At the pull-out(s), a map exhibit will provide an overview of what lies at the end of the parkway. Visitors who look at this map will understand the difference between the townsite and settlement and will be able to proceed to each site without confusion. If, based on the information provided, they choose to visit the townsite first, they will be directed to begin at the visitor center.

- Staff will evaluate whether similar orientation areas would be valuable on other approach routes as well, perhaps along Route 31. **E**
- During busy days, staff will be recruited to walk along the line of waiting cars to answer questions and provide information.
- Staff will re-evaluate the signs at the entrance station with an eye toward reducing confusion. Recommendations might include reducing the number of signs or reducing the size of some (the glasshouse sign currently is so large that it encourages visitors to stop there first rather than later in the visit).
- Interpretation on the isthmus will be changed to interpret changing access to the island, including the ferry across the river and the Great Road to Williamsburg.

### Arrival

After visitors pass through the gate, many proceed to the parking lot near the visitor center. The road over the isthmus offers vistas of both river and island. A sign welcomes them to “Jamestown Island.” But then the atmosphere shifts back to modern facilities—a parking lot. Although this arrival experience will be addressed thoroughly in the planning for 2007, in the interim park staff will...

- Re-evaluate signs in the parking area. Do they provide clear direction? Can they be simplified?
- Experiment with having a ranger or a NPS or APVA volunteer duty stationed at the footbridge during busy times. This roving position will offer informal, friendly contact with visitors as they prepare to begin their townsite visit. **E**
- Adjust the contents of bulletin boards throughout the park (the glasshouse, the rest rooms near the parking, outside the visitor center) to include basic visiting information, a calendar of special events, safety or emergency information, and, when appropriate, resource management issues.

The footbridge over the swamp could be an effective entry into the town. This short walk fills the senses with the island's natural environment—there is vegetation, often more than a few insects, brackish water, and the smell of tar. The wooden bridge has the feel of another era.

- As visitors approach the footbridge, a bulletin board will be installed that focuses visitor attention on the natural environment and explains the nature of the landscapes that they will see. It will encourage visitors to use their senses throughout their stay.
- Although the footbridge bulletin board may be added in advance, a unitwide wayside plan is needed and should be prepared concurrent with planning for 2007.

### The Visitor Center Experience

As visitors cross the footbridge, they arrive at the visitor center.

Jamestown shares a basic problem with nearly every other historical site—most visitors struggle with context and relevance. They do not understand how a particular historical event or place fits into the bigger picture. Significance is fuzzy. Relevance to contemporary life is little considered or worse, dismissed as non-existent. Who cares? So what?

Interpretation bears the responsibility for filling these crucial gaps—for providing both context and relevance. Not an easy obligation to fulfill, the introduction to context and the exploration of relevance must begin with first contact and continue even after the visitor leaves the park. But the interpretive media often associated with visitor centers (audiovisual programs and exhibits) lend themselves exactly to this type of task.

For that reason, a quality museum experience must be offered to Jamestown's visitors soon after their arrival. The general nature of this visitor center experience can be discovered by a careful re-reading of the desired visitor experiences described above. Any new facilities created for 2007 should take these needs into account.

In the meantime, the existing visitor center will be adapted in the following ways:

- As in the past, visitors will be able to talk to a staff person in the visitor center whenever the building is open. Personal services are one of the most effective ways to match site programming to individual visitor needs and interests. Staff contact can increase visitor satisfaction and help craft a memorable experience.

Staff will undertake reorganization of the exhibits inside the visitor center and experiment with ways to link themes with artifacts with people (see Themes and Desired Visitor Experiences).

- In the building's lobby, staff will plan and install temporary exhibits that will introduce the idea of a seamless, complete visit. Via attractive visuals with minimal

text, these exhibits will tell visitors what there is see in the visitor center and throughout the townsite, along the Loop Road, at the glasshouse, at the settlement, along the parkway, and at Yorktown.

- The bulletin board inside the visitor center will highlight recent research and encourage visitors to see related sites.

The visitor center is an excellent place to inform visitors that Jamestown functioned as the capital for nearly 100 years.

- To reinforce that fact, staff will plan and install a timeline in an appropriate place in the visitor center. The contents of this timeline will reinforce park themes and help to humanize the Jamestown story.
- Staff also will prepare a new exhibit plan for the museum section of the visitor center. New exhibits, based on park themes, will address recent research and findings, including archeology, African Americans, and First Americans. Developed in partnership with APVA, and using artifacts from their collection, these new exhibits will function as a catalyst to encourage informed exploration of the townsite. Visitors will be reminded that objects were found on-site and they will be invited to go find the locations of these archeological discoveries. Wherever possible, artifacts also will be linked to the real people who used or owned them. One case might highlight recent discoveries to reinforce the idea that our knowledge of Jamestown continues to expand (see Desired Visitor Experiences).

Clearly, the visitor's experience with the townsite will be affected by this new approach. Visitors will be encouraged to explore topics introduced by the exhibits. For example, they might seek out sites related to government or religion or manufacturing or women or interracial relations, etc. These topics will provide an alternative to chronology as an organizing principle of a visit, even as chronology is reinforced by other interpretive media (the park's brochure, the park's film, the timeline proposed for the visitor center lobby, timelines added to wayside exhibits, etc.). Visitation will be dispersed; "Old Towne" and "New Towne" will receive appropriate attention (the substantial resources of "New Towne" are currently underused by visitors who lose the chronological thread or simply become hot and tired). Sites along the Loop Road as well as the glasshouse will be linked to themes and integrated into the stories being introduced in the visitor center.

Since there is no single way to reorganize these exhibits, in preparation for 2007, staff will experiment to find the most effective mix of exhibit content and supplemental programming and will work with APVA to explain this approach and cooperatively produce an up-dated version of the joint site brochure. **C**

- Staff also will explore interim and cost effective solutions to improve lighting in the exhibit area.

- As other visitor center exhibits change, the donation “box” inside the visitor center will be re-evaluated and perhaps redesigned.
- Staff will create a plan for modest exhibits in or near the visitor center rest rooms that interpret sanitation. The storyline will explain the difference between Old and New World practices or show how sanitation changed during the Jamestown era. It might even interpret the role that privies played in archeology.
- Staff will create interpretive panels on Jamestown’s 17<sup>th</sup> century water and install them near water fountains, sinks, etc.
- Staff will explore preparation of joint exhibits with the APVA and Jamestown Settlement. **C**

Personal services (walks, living history, seminars, educational programming, etc.) and audio programming will supplement this new exhibit plan; some tours, for example, will begin in the visitor center exhibit area and then proceed to on-site locations. Also...

- Staff will develop a process for evaluating the number and nature of personal services programs offered each year. This process will use the criteria in Part 1 of this plan (themes, experiences, audiences, goals) as criteria.
- Park staff will take the initiative in developing joint personal services with APVA, and possibly Jamestown Settlement share training techniques and materials, etc. **C**
- Staff will upgrade the audio stations currently in New Towne and the walking tour tape.

The film currently shown in the visitor center is out-dated. It contains images and language that is considered offensive today. A new film or multi-media program is needed for 2007. Until that program is completed...

- Staff will work with APVA to develop an acceptable interim film. **C**
- Staff will review the current script, edit offensive language, and produce a new sound track.
- Staff also will review the images used in the film and, if possible, stereotypically negative depictions of the First Americans will be deleted.

#### Experiences in the Town and on the Island

Despite the fact that town and island have been divided into segments in the past (“Old Towne,” “New Towne,” “Loop Drive,” glasshouse), future programming will move in the direction of a “seamless” experience (see Desired Visitor Experiences). This can be

achieved by more holistic thinking that leads to coordinated and cooperative activities. In the future, Old Towne vs. New Towne distinctions will be used as historical terms not descriptions of contemporary landscapes. Interpretation of areas beyond the townsite, (the glasshouse and sites along the Loop Road) will be viewed as extensions of a walk around the town.

Living history has played a critical role in interpretation at Jamestown. It has been an important component of the interpretive services offered to visitors since the 1970s. The Interpretive Prospectus (NPS.1973) was the principle interpretive planning document, which guided the creation and selection of various living history characters. This document highlighted commemorative themes on the topics of early settlement, religion, political and socio-cultural, as well as economic motives for industry and agriculture.

The cultural landscape of the townsite was barren, without benefit of “reconstructed buildings”, or other concrete means of visualizing the 17<sup>th</sup> century scene, using footpaths and brick outlines of various structures as visual aids for the visitors. Consequently, Chief Historian James N. Haskett decided to use the medium of first person living history interpretation programs as a method of “peopling” the townsite with “living characters” from Jamestown’s 17<sup>th</sup> century history. This medium helped visitors to hear stories from actual or composite characters regarding their daily lives (the untold stories) and become “witnesses” to the past on crucial events in Jamestown’s history (the told stories). Various characters over the years have enhanced the visitor’s understanding on Bacon’s Rebellion, early settlers, First Americans, and African American contributions. This has enabled the park to present programs on the untold stories of these various groups. It has remained one of the most popular and well-received programs offered to the public.

Since its inception, Eastern National donation grants funded the living history programs. In 1989 the park contracted for living history interpretive services on specific weekends as an experiment with a newly formed company in Richmond, VA, called Living History Associates, LTD. The quality, professionalism, and cost-effectiveness of the company’s living history services made the decision to contract solely with the company an easy one. Consequently, in 1991 Living History Associates, LTD was used solely as the contracting agency for living history services for weekends in the spring and fall and full-time in the summer months. The number of contracted days depended on the yearly funding available from Eastern National.

At the start of every year, discussions are held with the park staff and the contractor concerning the program periods/characters that would help augment the interpretive services provided by park rangers. Due to the increase in scholarly research from the Jamestown Archeological Assessment (1992-1997), living history characters were expanded from the early years of the settlement (1607-1625) into the era when Jamestown served as the first capital of Virginia (1607-1699). In addition, recruitment by the contractor ensured that both the male and female untold stories of unknown versus “famous” characters were explored in depth. The characters also incorporate reproductions of artifacts discovered at Jamestown in their presentations to assist visitors make connections to the archeological findings.

Over the years, the public commented frequently on how much this program added to its visit and understanding of Jamestown. It ranks second only to the park ranger tours in programs most commented on and enjoyed. It allows the visitor to catch a glimpse of 17<sup>th</sup> century life and those who made Jamestown their home. It effectively provides many of the experiences identified in Part 1.

Specific changes will include...

- Discussions with the living history contractor to use new scholarly research regarding Africans and African American at Jamestown and Green Spring 1619-1803 to explore and enhance interpretation of minority cultures.

- Experiments that use different exits from the visitor center to enter the town. **E**

The current exit via the sales area directs visitors past the Tercentennial Monument and to the right. This made sense if visitors were expected to visit the oldest sites first. However, a topical approach to the townsite disperses visitors and does not depend on a single sequence of sites.

As indicated above, Jamestown needs a new wayside plan. In order to prepare, park staff will experiment with a variety of ideas...

- Staff will work with APVA to develop uniformity in sign design and consensus in content. **C**
- As visitors leave the visitor center, they will find orientation panels that provide guidance on how to see the town. Initially, these panels will be a temporary experiment designed to fine tune town orientation for 2007. They will take into consideration the new approach to exhibits inside the visitor center and will be supported by markers installed at town sites. **E**
- The Tercentennial Monument Plaza is an ideal location for interpreting the preservation efforts of APVA, the NPS, and others and should be the location for a wayside exhibit.
- The existing audio stations throughout the town will be upgraded to improve their technical quality. Currently they allow visitors to hear 17<sup>th</sup> English, but they are hard to hear and understand. Once the quality is acceptable, this interpretive technique will be evaluated for continued interpretive value.
- Staff will devise a family of markers or symbols, perhaps with accompanying interpretive text or discussion in a brochure, that relate townsites to artifacts on display in the museum. These markers will be temporary in order to mitigate

permanent intrusions on site and to introduce flexibility into interpretive programming (sites and artifacts can be changed for variety of story). **E**

- Staff will identify a series of “destinations” for the town. Some already exist, i.e., monuments, the church, etc. Others, however, will require careful planning. Possibilities include...

Commemorative sites where visitors will be encouraged to pause and reflect on the meaning(s) of Jamestown and its residents (the Memorial Cross, for example, or Black Point).

Overlooks, located outside of the town grid, that encourage visitors to survey the entire townsite and consider how much change occurred during the 17<sup>th</sup> century or that call attention to natural features that played important roles in the town’s development (the river, swamp, or forest, for example). Since the river approach to the town was historically important (many caught their first glimpse of Jamestown from the river), an overlook from the river is important and innovative strategies for offering that perspective will be considered.

Personal points of view, located to call attention to the different experiences of Jamestown’s diverse residents and visitors, will be identified using the Jamestown Archeological Assessment reports now being finalized, the African American Study currently underway, and the First American Study that will be undertaken.

Each of these special places will help reorient and refocus visitors on park themes. Supplemental media (signs or brochures) will help convey chronology, perhaps by including a Jamestown time line.

- Existing wayside exhibits that interpret manufacturing sites may be re-located from the Loop Road to townsites where early industry actually occurred. Several of these waysides cause confusion because visitors incorrectly assume that they mark the actual sites rather than simply interpret area activity.

In addition to wayside exhibits, other landscape features will be considered.

- Since tobacco played a critical role in the economic history of Jamestown, park staff will brainstorm ways to grow a limited number of tobacco plants that visitors will be able to see. These plants will be integrated into the interpretive program.

Personal services will supplement other townsite media.

- As indicated above, the nature of walks, talks, roving assignments, and living history will be determined by a process that uses themes, desired experiences, and audiences as criteria. However, past experience indicates that personal services, including living history, contribute in substantive ways to visitor understanding of townsites

- Staff schedules will allow the greatest number of programs during periods of peak visitation. However, the exact frequency of personal services will require experimentation as visitation patterns evolve with the approach of 2007. Attendance will be carefully monitored. If the quality of personal services is threatened by significant increases in demand or the availability of programs is inadequate for anticipated visitation, additional staffing (or funding for living history) will be requested.
- Given the park's interest in encouraging more residents to visit and also considering the number of overnight tourists in the general area on any given summer or autumn day, park staff will investigate the feasibility of evening programming linked to themes or special events (see Special Events below). **E**

Since the APVA is a critical partner in interpreting the townsite, coordinated activity will be encouraged. In order to further the concept of a seamless visit, they will be encouraged to...

- Consider a new sign plan that will result in wayside exhibits that contain more interpretation and less text and reflect recent scholarship. **C**
- Consider removing "stay off" signs from the Confederate fortifications. Social trails indicate that these signs are not effective and may actually call attention to the earthworks. Additional landscaping should be considered as an alternative. **C**
- Consider adding interpretation to the wells and the three houses located on APVA property. Since it causes unnecessary confusion to continue to refer to these 20<sup>th</sup> century (?) houses by the names of historic Jamestown residents, APVA should consider an alternative naming policy. **C**

### Loop Road

Interpretation along the Loop Road is critical to understanding the scope and development of settlement at Jamestown. In order to integrate these additional sites into the park experience, staff will...

- Experiment with new names for the Loop Road; Loop Road suggests no interpretive meaning. It offers no enticement. **E**
- Updated wayside exhibits located along the Loop Road will be included in the proposed wayside plan.

These new exhibits will relate to the landscape in which they are placed. They will connect humans to the environment and will incorporate the research completed by Dennis Blanton. Topics could include: First American use of the island; the Ancient Planters; expansion of the colony; and the strategic importance of the island. Some

exhibits may link past environmental conditions to the present. For example, waysides could interpret river erosion, agricultural experimentation, water quality, native and exotic species, the evolving landscape including human impacts over the years, the uses humans made of natural resources, different cultural views of nature (European, First American, African), etc.

- Existing signs that interpret manufacturing elsewhere will be relocated to more appropriate settings.
- Revise the audiotape program and provide a supplemental publication that integrates the themes into interpretation along the Loop Road.

As 2007 approaches, traffic on the Loop Road may become congested, a foreseeable problem that should be addressed by the draft "Master Plan." If alternative forms of transportation are considered, they should be assessed for their interpretive potential.

### The River

The river served as a major transportation conduit. Park staff will recognize its historic importance by...

- Taking the initiative and contacting those who operate the ferry and the island boat tour to explore ways of increasing interpretation of Jamestown from the river. Possibilities include on-board signs, more information in brochures, taped messages, and occasion ranger programs.

### Food

Visitors often cut their stay short because there is no food available. When they leave to eat, they do not return. While this problem needs a long-term solution, park staff could experiment with several interim solutions...

- Offer more vending options at the Dale House where there already are drink machines.
- Improve vending services at the glasshouse.
- Investigate the possibility of food vendors, located in the parking lot area and perhaps linked thematically (serving appropriate foods and drink).

### The Glasshouse

Since demonstrations of historic activity can be extremely memorable, the limited, albeit pioneering history of the glasshouse, must be linked to park themes. A popular attraction, the glasshouse will be viewed as a way to initiate interpretation of Jamestown's multi-

faceted manufacturing and commercial stories. To prepare for 2007, park staff will work closely with Eastern National to...

- Upgrade parking and rest rooms at the glasshouse as soon as possible.
- Improve signs adjacent to the glasshouse parking.

Since it is important for visitors to see the ruins first, signs must provide clear direction and landscaping should discourage alternate routes through the site. The damaged “Woodland Trail” sign will be removed and replaced by a new prominent sign that points to the glasshouse and indicates the length of the walk. The term “woodland trail” is confusing and will not be used in the future. A sign, perhaps with only an arrow, is needed at the end of the walkway from the demonstration glasshouse.

- Assess and improve accessibility as needed.
- Mark, interpret, and perhaps recreate the path of the Great Road through the glasshouse area.
- Create a historic vignette between the foundations of the glasshouse and the glass demonstration (making potash, for example). Here, visitors will be able to see the raw materials used to make glass—wood, oyster shells, sand, potash.
- Experiment with a ranger or volunteer possibly dressed in period clothing assigned to the glasshouse area. The primary interpretive purpose will be to make the connection to other industries that occurred at Jamestown. Because staff assigned to this duty will not assume a “first person” character, they also can answer visitors’ questions.

## **E**

- Ensure that all interpretive media available (including interpretation at the original site, talks by Eastern National employees, trail side exhibits, etc.) explain to visitors that the glasshouse is only a segment of the Jamestown experience and encourage them to see more.
- Ensure that interpretive talks at the glasshouse provide context and links to park themes as well as explanations of ingredients, process, and product. **C**
- Pursue plans to relocate the sales area nearby but away from the demonstrations. **C**
- Help visitors understand, perhaps with improved labeling and new product inserts, which sales items are reproductions of period glass, glass found at Jamestown, or glass produced by the original Jamestown glasshouse. **C**

- Install an exhibit near the end of the loop trail that provides visitors with options on what else to see. Options will explain the park and AVPA facilities, Jamestown Settlement, area attractions including Yorktown, and other industrial sites like the Poor Potter. **C**
- Reassess the existing educational programs that include a glasshouse visit to ensure that they meet Virginia's Standards of Learning, address the park's interpretive themes, and provide the desired experiences (see Themes and Desired Visitor Experiences).

### Special Events

Special events can play an important role in offering visitors the kinds of experiences described in Part 1 (see Desired Visitor Experiences). They can enliven and humanize the Jamestown story and provide visitors with vivid memories. And they can attract members of targeted groups (see Visitor Profile) particularly local residents, African Americans, and First Americans. Whenever possible, park programs will be offered or promoted cooperatively with APVA and Jamestown Settlement.

- Because they are so memorable, existing special events will be evaluated to see how well they communicate park themes.
- A variety of new programs is possible. Each new idea also will be evaluated against Part 1 criteria. Types of programming include...

Programs that highlight recent and on going research. These programs could be linked to more widely celebrated events like Earth Day, African American Month (Feb.), Archeology Month (October), and Native American Month (Nov.).

Other new programs could focus on events celebrated by Jamestown's settlers. Examples include the King's birthday, the Restoration of the monarchy, or the more mundane court, market, or harvest days. Market days could involve locals who might be invited to town as they were in the 17<sup>th</sup> century.

Celebrations that include the visual and performing arts. Music, dance, and art from appropriate cultural backgrounds might be represented.

Legislative or governmental milestones could be noted to help interpret the role that Jamestown played as capital and that Virginia played in pioneering representative government. Specific legislation might be noted—the Port Act, for example led to the creation of other ports like Yorktown—or legislation related to race relations.

Several events might revolve around the relationship between church and state—days of fasting or thanksgiving, religious holidays—and explore notions of Divine retribution and even superstition and folklore. Other religions could be interpreted,

perhaps with programs that compare and contrast belief systems or that focus on “spirits” of the past.

The day that Lord Delaware’s ships arrived in the bay saving the colony might be worthy of notice via special programming as well as the more contemporary anniversary of Colonial National Historical Park.

Not all events, however, will be celebratory.

Events related to First American-colonist interaction might include First American uprisings (1622 and 1644), various treaties, and ceremonies surrounding payment of tribute to the governor.

The arrival of the first Africans might be noted via a special event.

### Educational Programs

Teachers and students (broadly defined) are identified as targeted audiences by this LRIP (see Visitor Profile) and by regional NPS goals (see “The Road Ahead”). However, educational programming offers many opportunities for partnerships and the park must consider carefully what services it can provide efficiently.

- At a minimum, park staff will send a consistent message to schools, educational organizations, and partners. The core of that message is that the park is the original site. Jamestown can be interpreted elsewhere and via other media, but if groups want to visit the place where it happened and see “real” things used by real people, a visit to the park is essential.

To reach out to a broad spectrum of educational groups, park staff will...

- Evaluate existing programs for school groups and make sure that they adhere to the state’s Standards of Learning.
- Add new resources to the park’s website, i.e., a virtual tour of the park or of recent discoveries perhaps supplemented with suggested activities for teachers.
- Establish a process that will involve regular review of all educational materials with teacher input.
- Work with the APVA to ensure that school programming is complementary not redundant or competitive. **C**
- Meet with the staff of Jamestown Settlement to develop a cooperative approach to educational visits. For example, such an approach might mean that settlement staff take the lead in developing (with park and APVA involvement) and presenting

educational programs to school groups but ensure that a visit to the original townsite is integrated where appropriate. Such an on-site visit, even if brief, could provide a valuable capstone experience for the students, i.e., after groups learn about Jamestown via exhibits, AV, reconstructions, etc. they conduct a mini-pilgrimage to the place where it all actually happened and see how the past is being rediscovered. Fees could be adjusted to make such combined visits affordable. **C**

- Develop new materials designed to be used before an on-site visit. Focus these materials on how to make the most effective use of Jamestown's resources (not just NPS but APVA and settlement resources, too).
- Plan additional programs for organized groups of adult learners (elder hostels, for example). Ideally, these programs would integrate the park into existing courses rather than involve park staff in shepherding groups for extended periods of time.

### Sales

Despite the fact that Eastern National already offers an excellent selection of publication and commemorative items, there are additional possibilities to consider. These new ideas emerge from recent research or help to fill thematic gaps. Park staff will work with Eastern National to assess the following ideas...

- Up-to-date materials (publications or a CD-ROM) on recent research (Jamestown Rediscovery and the Archeological Assessment). **C**
- Additional reproduction items based on the reorganized theme exhibits in the visitor center. Additional items that humanize Jamestown's residents would be particularly welcome. For example, reproductions that can be linked to a person or profession could be produced or published items that provide human interest stories of both famous (the governors?) and common folk. **C**
- Interest in the natural environment indicates that a sales brochure that links Jamestown's natural setting with history would be a sustainable item. Staff should explore how such a brochure would be organized and produced. **C**
- Postcards that offer views unavailable to visitors (a view from the river or an aerial view, for example). **C**
- A poster of the original art contained in the new park brochure. **C**
- As 2007 approaches, interest in previous celebrations will grow. Park staff will explore reproduction items (postcards, souvenirs, publications, etc.) from Jamestown's history as a tourist destination. **C**

### Publications

Visitors find publications appealing. They are often self-service and can be used by visitors at their own pace. Of all the interpretive media, publications are the most portable, they have important souvenir value, yet can be relatively inexpensive to produce and often can be designed to meet very specific visitor needs. Given all these advantages, park staff will...

- Review existing foreign language publications for accuracy and continued relevance.
- Explore the usefulness of braille publications (or offer alternative solutions for sight impaired visitors).
- Evaluate the need for an up-to-date brochure that offers visitors with disabilities advice on how to get the most from their visit.
- Consider visitor interest in descriptive materials that facilitate research at Jamestown, particularly information that explains how to pursue research on genealogy, research on the park's collection (what is included, how it's used, and how to use it), and background on pioneering archeological efforts at Jamestown.
- Seek funding to develop a Jamestown Handbook.

# Library & Collection Needs

## The Library

The Jamestown library contains over 1,000 books and assorted periodicals with a vertical file on research topics. Prior to 1976 library space did not exist in the 1957 Jamestown Visitor Center building, as originally designed. All research had to be conducted at the Yorktown Visitor Center where the official park library was located.

With the expansion of the Jamestown Visitor Center for the 1976 Bicentennial, a small room was designated for use as an auxiliary library and research by the park staff. Since the park does not have funding or a library staff position, operation and care of the library is included in the duties of the Cultural Resource Management Specialist and has been delegated to the Jamestown District Historian.

With a decrease in park funding, there has been a limited amount of money to purchase books. However, because of liberal donations from the museum book store and the use of Eastern National donation funds and other means available, the library now needs a larger room.

Unfortunately, with lack of space and funding, the library collection has not kept pace with current academic research and new releases. The library needs...

- An assessment of scholarly acquisitions and the funding to acquire appropriate research materials, including doctoral dissertations and masters theses relevant to Jamestown.
- A larger facility.
- A library support assistant to maintain the library in good working order.

## The Collection

In regards to the Jamestown collection, the park is fortunate to have a close working relationship with the NPS curator who provides assistance with special projects/temporary exhibits when needed.

Because many of the staff do not have an opportunity to work closely with the Jamestown curator concerning the artifact and archival collection, the following recommendations may apply...

- Staff will continue on-going coordination with the site curator on the effective use of artifacts and archival materials for special projects.

- As part of the Jamestown Archeological Assessment, the collection was re-evaluated and, in doing so, discoveries of untold/forgotten/misinterpreted aspects of the Jamestown story emerged. This re-evaluation will continue.

# Research Needs

Effective implementation of the interpretive proposals contained in this LRIP depends upon additional research.

## **17<sup>th</sup> century European/Atlantic Basin context:**

- Establishment of early European settlements in the West Indies/Caribbean and their potential influence on the Virginia colony.
- Establishment and operation of stockholding companies in England and their impact on the early years of the colony.
- Explore prime events in African countries and their ties to European trade.
- Comparative study of agricultural practices in Europe/Africa/Caribbean and their impact on Virginia.
- Dutch influence in 17<sup>th</sup> century Virginia.
- Comparative study of Irish settlements and their influences on Jamestown.
- Social History [to be determined]

## **Jamestown, the first capital of Virginia from 1607-1699:**

- Immigration and emigration patterns by Europeans/Africans – where did they come from and where did the settlers go?
- Jamestown forts and military events during the 17<sup>th</sup> century.
- Urban development from fort to capital.
- Waterfront development in New Towne.
- History of Statehouses in Jamestown
- Jamestown's relationship to the development of Virginia and British North America
- Land useage by ancient settlers in hinterlands, such as the Kingsmill site.
- Jamestown's labor system and its evolution from indenture to slavery.

- Natural environment and its impact on manufacturing/industrial efforts and agriculture.
- Role and significance of women and children in 17<sup>th</sup> century Virginia.
- Impact of extended family relationships in social issues during 17<sup>th</sup> century Virginia (marriage, raising children, wills, etc.).
- Virginian Native Americans from pre-contact to the current time.
- Anglo/Powhatan relations.
- Cultural identity and the impacts of one cultural group upon another.
- Impact/development of class structure in 17<sup>th</sup> century Virginia.
- Comparative study of religion and significance for Europeans/Africans/ Native Americans.
- Racial attitudes in 17<sup>th</sup> century England--how they shaped the nature and complex issue of racism as well as their impact on economics/politics/social practices.
- Diseases and their impacts on Native American/African/Europeans in the Virginia colony.
- Expanded biographical studies of key figures at Jamestown during the 17<sup>th</sup> century (critical as a resource base for future living history programs).

**Post 1699, Jamestown:**

- Key figures living on the island after 1699 to the 1930s.
- Preservation activities from the late 19<sup>th</sup> century to the present.
- Interpretation and archeology at Jamestown from the 1930s to the present.
- Commemorative events at the site and their impact on American society today.
- Analyze the museum collection for new 2007 exhibits.

**Green Spring as it relates to Jamestown:**

- Biographical studies of major landowners from the 1640s to 1804.
- 17<sup>th</sup> century gardens, agricultural, and horticultural practices in Virginia.



# Staffing Needs & Costs

<u>Program/Area of Operation</u>	<u>Total FTE</u>	<u>Cost</u>
Visitor Center 364 days/year 9:00 a.m.-5:00p.m. Includes open and closing time (9 1/2)	3.31	\$112,168.87
Interpretive Programs 4 programs/day fall/winter/spring 15 programs/day summer 1-hour presentations plus 1/2 preparation	1.69	\$53,990.18
Living History Programs Supervision Includes dealing with contractor Auditing programs by supervisor	.06	\$ 2,860.00
Educational Programs 6 programs/weekdays (Oct-May) 1-hour presentations plus 1/2 preparation	.65	\$24,205.80
Roving At Glasshouse and parking lot	.32	\$ 6,932.16
Special Interpretive Programs Includes specialized programs, VIP groups, elder hostels, off-site	.10	\$ 3,586.00
Special Events Includes: May event, FAD, Bacon's Rebellion, Archeology Event, support for Yorktown Day	.51	\$ 20,829.32
Non-Personal Interpretation Includes rewrite old film Script, development new film Script, temporary exhibits and bulletin boards, website development	.60	\$ 23,474.55

and maintenance, 2007 support		
Research	.25	\$ 11,983.42
Training	.17	\$ 6,600.15
Supervision, Management and Interpretive Support	3.00	\$ 120,325.79
Working with Partners	.30	\$ 14,398.00
<b>Total</b>	<b>10.96</b>	<b>\$401,354.24</b>

# Annual Implementation Plan (Updated

11/27/01)

The projects below are described more fully in Part 2 of this plan. Each is a bulleted item. They are listed in the order in which they appear in the narrative.

C = Cooperative Activities  
E = Experiment

\* = Completed

## Pre-arrival & Off-site Orientation

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Develop procedures for handling email inquiries	Kehrberg		Dec	Pending approval – AO		
	Create shared visual information specialist position	Rehm Kostelny					<b>X</b>
C	Devise direct access from the Internet & improve links	Kehrberg Litterst	On-going				
C	Evaluate website content	Kehrberg Fraas Litterst APVA	On-going				
	Recruit for website preparation	Kehrberg					
C	Re-establish “FAN committee”	Gaul Berry	*	On-going			
C	Establish community committee	Huyck		On-going			
C	Initiate “distinctiveness” campaign Re-evaluate park promotional materials	Litterst	On-going				
C	Evaluate FAM tours Provide orientation to tour leaders	Litterst Cotton		On-going			
C	Prepare/distribute calendar of events	Berry Litterst	*	*			
	Clarify park experience for schools	Gaul Cotton	On-going				
	Contact military media outlets	Litterst	On-going				
C	Increase programming on community access TV	Litterst APVA	On-going				
C	Encourage regional sign plan [2007 issue]	Huyck					

## Approaches & Entry

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
C	Explore interpretation on ferry/ Jamestown Explorer	Gaul Stallings			<b>x</b>		
	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>

C	Use consistent language	Part of FAN Committee	On-going				
	Re-evaluate TIS [2007 issue]						
E	Experiment at parkway pullout [part of Wayside Plan] (2007)	Warder Cotton		Feb			
E	Experiment with Route 31 Orientation [2007]						
	Add staff for waiting cars	Gaul JES	On-going	On-going	On-going		
	Re-evaluate signs at park entrance	Gaul Berry			X		
	Recommend interpretation on isthmus (2007)						

### Arrival

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
E	Experiment with ranger at footbridge	Gaul VIPs		On-going			
	Update site bulletin boards contents, and fee demo bulletin board	Cotton	On-going				
	Prepare Wayside Plan	HFC					X

### Visitor Center

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Develop temporary exhibits for lobby	Cotton Stallings	On-going				
C	Install timeline in museum	Berry Stallings			X		
C	Develop new exhibits in museum	Berry Cotton Stallings		On-going			
	Improve lighting [2007]	Curator Stallings					
	Re-evaluate/redesign donation box	Cotton Gaul			X		
	Plan restroom exhibits	Cotton Stallings			X		
	Create exhibits to interpret water	Cotton Stallings			X		
C	Explore joint exhibits with APVA	Rehm Kostelny	On-going				
	Develop process to evaluate personal services - JLRIP	Gaul Staff			X		
C	Develop joint personal services with APVA	Stallings Berry	On-going				
C	Work with APVA on interim film	Stallings	*				
C	Edit existing film	Cotton	*				

### Town & Island

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
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	Plan wayside for Monument Plaza – Wayside Plan (2007)	Cotton Warder	*				
	Evaluate audio stations (2007)	Rehm Gaul					
E	Create a family of symbols & identify town destinations (2007)	Rehm Stallings					
	Develop Agricultural Plan (2007)	Gaul					
C	Investigate evening programs	Gaul Warder Berry			X		
C	Explore APVA booklet (Develop handbook for Jamestown: NPS & APVA)	Huyck Rehm Kostelny					X

### Loop Road

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
E	Experiment with new name	Gaul Cotton			X		
	Develop a revised wayside exhibit plan	Stallings Rehm Cotton			X		
C	Revise audiotape	EN Rehm			X		

### River

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Increase interpretation of the river (2007)	Warder Cotton					X

### Food

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Offer more vending at Dale House	APVA	On-going				

### Glasshouse

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Upgrade parking, restrooms & vending	Rehm Brooks	On-going	On-going	*		
	Assess accessibility	Warder Geyer			X		
	Interpret the Great Road	Stallings	*				
E	Create historic vignettes & experiment with period clothing	Stallings Warder			X		
C	Ensure context for Glasshouse talks	Stallings Warder				X	
	Relocate sales [2007 issue]						
C	Clarify nature of reproductions	Rehm EN Mgr Cummins	On-going				
	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
E	Roving at Glasshouse	Warder Thrower					

	Explain visiting options (Bulletin Boards)	Cotton	*	On-going			
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Special Events

	Project	Who	FY00	FY01	FY02	FY03	Beyond
	Evaluate existing events	Gaul	*	On-going			
	Develop new events	Staff	*	On-going			

Educational Programs

	Project	Who	FY00	FY01	FY02	FY03	Beyond
	Reassess educational programs (parkwide)	Rehm CENA		*			
	A. Clarify message to schools (CENA)	Gaul Warder			X		
	B. Develop on-going evaluation process (CENA)	Gaul Warder		X			
	C. Evaluate existing programs (CENA)	Gaul Warder		*	On-going		
	Redo Junior Ranger program booklet and patch	Berry Warder			X		
C	Cooperate with APVA (CENA)	Staff	*	On-going			
	Develop new pre-visit materials (CENA)	Kehrberg Warder					
	Plan programming for adult learners (CENA)	Staff					
	Hire Education Program Specialist	Rehm					X
	Parkwide Teachers Workshop (CENA)	Warder Short				X	

Sales

	Project	Who	FY00	FY01	FY02	FY03	Beyond
C	Develop new materials on park research – JAA Handbook	Rehm Stallings			*		
C	Develop theme reproductions	EN APVA Rehm	On-going				
C	Explore brochure on natural environment	EN Rafkind					X
C	Develop new postcards	EN	On-going				
C	Develop poster from brochure art	EN Rehm	*				
C	Consider reproductions from previous celebrations [2007]	Rehm					

Publications

	Project	Who	FY00	FY01	FY02	FY03	Beyond
	Revise foreign language publications	Cotton	*	On-going			

	Implement Braille map	Warder EN		X			
	Brochure with disability advice (Develop)	Warder	*	On- going			

Departure

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Create contemplative sites (2007)	Warder Cotton					X

Library & Collection Needs

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	Assess library needs	Stallings Cotton			On- going		
	Need larger facility [2007]						
	Hire library support	Rehm					X
	Staff coordination with curator on use of collection	Curator Staff	*	On- going			
	Staff coordination with curator on JAA materials for interpretation	Curator Staff	*	On- going			

Research Needs

	<b>Project</b>	<b>Who</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>Beyond</b>
	17 <sup>th</sup> Century European/Atlantic Basin	Staff	*	On- going			
	Jamestown, 1607-1699	Staff	*	On- going			
	Post 1699	Staff	*	On- going			
	Green Spring	Staff	*	On- going			

# Participants

## Attended Workshops

Dale Baltrus, Eastern National  
Dr. Marley Brown, Chief Archeologist, Colonial Williamsburg  
Phil Canady, Visitor Use Assistant, Jamestown  
Richard Cheatam, Living History Associates  
Brenda Coleman, Eastern National  
Judy Corello, Site Coordinator, APVA  
Lee Cotton, Park Ranger, Colonial National Historical Park  
Eric Deetz, Archeologist, APVA  
Andrew Edwards, Archeologist, Colonial Williamsburg  
Curt Gaul, Jamestown Operations Supervisor, Colonial National Historical Park  
Sandy Groves, Park Ranger, Colonial National Historical Park  
Kirk Kehrberg, Park Ranger, Colonial National Historical Park  
Susan Lamprecht, Business Manger, Eastern National  
Chuck Rafkind, Natural Resource Management Specialist, Colonial National Historical  
Park  
Karen Rehm, Chief Historian, Colonial National Historical Park  
David Riggs, Jamestown Curator, Colonial National Historical Park  
Diane Stallings, Jamestown Historian, Colonial National Historical Park  
Jane Sundberg, Cultural Resource Management Specialist, Colonial National Historical  
Park  
Bill Warder, Park Ranger, Colonial National Historical Park  
Shomer Zwelling, Consultant, ICON  
Pat Gillespie, Facilitator, National Park Service  
Tom Tankersley, Facilitator, National Park Service  
Ron Thomson, Writer, Compass

## Commented on Drafts

Judy Corello  
Alec Gould, Superintendent, Colonial National Historical Park  
Jamestown Unit staff  
Karen Rehm  
David Riggs

# Appendix 1

## Direction for Interpretation in Planning Documents

### Background

There is a long tradition of planning associated with Colonial National Historical Park. Any current attempts to plot a course for the future of interpretation at the park, must first review the past to gain perspective on existing conditions and to identify ideas that remain valid. In 1994, Supervisory Historian, Diane G. Stallings, prepared the following overview of Jamestown's evolving philosophy of interpretation and a summary of existing interpretive programming.

Colonial National Historical Park is composed of two separate but equally significant locations where great events in Colonial American history played out their respective parts. These famous sites are Jamestown, the site of the first permanent English Settlement, dating to 1607; and Yorktown Battlefield, the site of the last major engagement in the American Revolutionary War, dating to 1781. Four detached sites help to complete and round out the rest of the story, these being the Cape Henry Memorial at Fort Story, Swann's Point across the James River, Green Spring Plantation near Jamestown, and Gloucester Point across the York River.

The Proclamation issued by President Herbert Hoover on December 30, 1930, stated that Colonial National Monument shall be permanently reserved, set apart, and administered "for the preservation of the historical structures and remains thereon and for the benefit and enjoyment of the people." This proclamation and subsequent legislation mandates the boundaries of the park but does not truly address the issue at heart, which is why do we interpret the site the way we do. Clearly the intent of the various pieces of legislation was to provide for the preservation of a site deemed worthy of saving as a significant part of the Colonial American experience. It has been left to us as park stewards these past 60 odd years to determine what is significant and important in the development of primary and secondary themes for the park's interpretive programs. With that question in mind, let us look at a series of park documents to determine if we can adequately address the issue why we interpret the site the way we do.

Clearly the commemoration of both sites as the Alpha and Omega of Colonial American experience from 1607-1781 has always been a major consideration in determining what should be interpreted to the general public. According to the Statement for Management (NPS: 1985), "the national significance of Colonial rests not only upon the individual significance of Jamestown and Yorktown but also upon their part in the total Revolutionary process of English Colonization. Other park documents expand upon and are variations of the same theme, that being commemoration and the transplanting of the English heritage of

law, language, and customs to the New World especially in regards to Jamestown, a place of beginnings.

I. The Historical Research Management Plan (Hatch: 1969) focused on the first permanent English settlement at Jamestown as a "visible manifestation of the determination of their nation to establish itself in the New World." These English brought "their religious beliefs, trial by jury and English Common Law. . . and the development of their form of representative government." Such NPS themes as English Exploration and Settlement to 1700, Contact with the Indians, and Travel and Communication are mentioned in this document as worthy of our consideration in developing an interpretive framework for park programs.

II. The General Management Plan ( NPS: 1993) states in its brief history of Jamestown that Jamestown is "the commercial, religious, and political center for the new Colony of Virginia. Only one above ground structure remains from the 17th century, but preservation and interpretation of the island's historic setting enable modern visitors to sense the struggles of this tiny European community on the edge of what the settler perceived as a great wilderness."

The document further states, in the Management Objectives section, the basic guiding principle for the interpretation of the site, which is as follows:

"Interpret the 17th century history of Jamestown, with emphasis on the first settlement, the beginnings of representative government, the people who played various roles in the development of Jamestown, and the historical and archeological resources that remain."  
(page 19)

Location, events, people (and this should be a broad-based view), institutions, and cultural resources therefore all play a critical role in presenting the total picture of Jamestown's history and significance.

III. The Interpretive Prospectus (NPS: 1973), although an old and far-fetched planning document, does address the need for primary and secondary themes for Jamestown as "a place of beginnings." Concisely stated, the document calls for the following concepts to be the basis for the interpretation of the site:

#### A) Commemorative Beginnings Themes

1. Jamestown, as the first permanent English settlement in the New World, set the stage for the transmission of English heritage to American soil in terms of "language, political institutions, economic system, and social structure" while it served as the first capital of Virginia from 1607-1699. (Settlement theme)

2. The founding of the Anglican Church in the New World planted the Protestant faith as a deterrent against Catholicism.  
(Religion theme)

3. The founding of the first representative legislative assembly laid the foundations for our American form of representative government. (Political theme)

4. The evolution of Indentured Servitude to Slavery for Blacks provided a stable life-long labor supply for large planters. The roots of Slavery/Racism are significant in their long-term ramifications for today's society and how we deal with minority cultures in an inclusive or exclusive manner. (Socio-Cultural theme)

#### B) Economics Motives Themes

1. The establishment of the first English industry (Glassmaking) in the New World as a business venture of the Virginia Company, plus the continued search for successful economic endeavors for the colony in later years, established a pattern that has important implications for the development of our current industrial-based society. (Industry theme)

2. The eventual establishment of private land ownership and development of small farms " helped shape our public and private values and character," especially in dealing with the environment and how we view it as consumers. (Agricultural theme)

IV. The Statement for Interpretation (NPS: FY94) As quoted in the Introduction, Jamestown, as the first successful English colony in this country, was the location where "its inhabitants made the social, economic, religious and political adjustments necessary to live in the environment of a new world."

The purpose of preserving Jamestown is to "commemorate the first permanent English settlement. Interpret values and institutions that came out of Jamestown."

After reading these various park documents one is left with the overwhelming conclusion that the commemoration of events, institutions (be they social, economic, or political) and the people who left their mark (either visible or invisible) deserve our serious consideration in developing the primary themes for the interpretive philosophy of the site.

Considerations for secondary themes might be as follows:

1) Industrial Development on the island: Since the technology of pollen analysis by paleobotanists has opened up new areas of discovery about plant usage in the industrial area in New Towne, a focus on various industries such as glassmaking, brewing, drug-making, pottery making, etc. would add another dimension to the story of Jamestown's settlers and their occupations.

1) The Environment and its impact on the first settlers: Because the English had to learn how to live in a new environment and make a living, their views of land ownership and extraction of riches and wealth from the natural resources certainly had long-range repercussions upon

us today in terms of land use and private ownership. Obviously, as stewards of the park resources, we have a moral obligation to draw comparisons and contrasts about the environmental choices we have made in the past and their long-range repercussions for us and future generations.

With these primary and secondary themes in mind, the question then arises as to what we want visitors to take away with them from the site as the Goals of our Interpretive Planning?

#### Interpretive Goals

- 1) A sense of the originality of the place and its epoch, the environment or the context where the event took place and its time frame.
- 2) A sense of common heritage which we as American citizens share with people of 17<sup>th</sup> century Virginia in the foundations of government, religion, and social/economic institutions and how these institutions still profoundly shape our society today.
- 3) A sense of preservation with the past, that this place is important and worthy of our respect and stewardship so that future generations may learn from our collective past.

#### Existing Interpretive Programming

Finally, the following are the basic core interpretive programs and services that we feel have been able to accomplish these goals:

#### Personal Services:

Personal contact begins at the entrance station.

- 2) The Old Towne Tour is a standard guided walking tour that focuses on the early years of Jamestown's development under the London Company from 1607-1624. It takes place in the area known as Old Towne, which is owned by the APVA.
- 3) The Educational Programs for grades K-12 are an alternative option for dealing with school group field trips to the site. Linked to Virginia's Standards of Learning, they provide a more structured format for teachers and students and are held inside theater 2 in the visitor center. "Jamestown...A Beginning" is designed for grades 3-5; "Jamestown Archeology" is for grades 4-8. "Mysteries of the Past" is a 20-minute orientation program for larger groups in grades 3-5. Older students are offered a ranger-guided walking tour of the site.
- 4) The Living History Program is designed for visitors to have interactions with costumed interpreters doing first person interpretation. These guided walking tours of the town site (either Old Towne or New Towne) allow the visitors to interact and experience the views of either a historical figure from Jamestown's past or a "composite" figure drawn from a group of individuals associated with Jamestown such as an indentured woman or a Black servant.

5) The New Towne Tour is a guided walking tour that focuses on the development of Jamestown as the capital city from 1619-1699 and takes place in the New Towne area of the townsite. This tour is also an opportunity to discuss the importance of historical archeology, especially now that the Jamestown Archeological Survey is taking place with the various field schools.

6) The glasshouse demonstration provides visitors with a demonstration of glassmaking in the 17th century style and interpretation there should focus on the economic motives for establishing the settlement as well as the actual process for making glass.

7) The Colonial Junior Ranger Program is a self-guided program for children which requires family participation and involvement for two hours on the site. By taking advantage of a variety of interpretive programs and self-guided activities in a booklet, children are led to a greater understanding of Jamestown's history and how they can help in the preservation of a National Park site. After completing the requirements of the program, each child is awarded a certificate and a patch.

8) The Pinch Pot Program (summer only) is a hands-on demonstration for young children, though adults love to participate as well, and lasts for 20 minutes. It focuses on the making of a simple clay pinch pot while talking about the Powhatan Indians and how they made pots in the 17th century. It used to be conducted at the Dale House on APVA property in connection with the pottery exhibit and demonstration but, since the Dale House has been renovated into an archeological lab for the APVA, the program has been moved elsewhere to NPS property.

9) The Information Desk, an area of prime importance in visitor services, is designed to provide basic information on the site and surrounding area. The person who works the desk has an opportunity to spark an interest in the visitor about the historical resources and the services available so that the visitors can figure out what they want to do that is most meaningful and within their time constraints.

10) While the Eastern National museum store offers a range of sales items, staff also interact with visitors and answer many questions.

#### Non-Personal Services:

1) The Orientation Film was designed to give the visitors a basic over-view of the history of Jamestown within a 15 minute time frame. It serves as an orientation film and a prelude activity before visitors avail themselves of other personal or non-personal services. Produced in 1957, the film is considered dated by many and is a regular source of visitor complaints.

2) The Jamestown Museum Exhibits afford an opportunity to see close-up the artifacts or the "real stuff" of the site that gives the site it's sense of authenticity and originality. These man-made objects are the bridges to the past that make the visual connections from the 17th century to the present. These bits and pieces of everyday life remind us of our human connections with those people who have long since departed this veil of tears and what they

were able to accomplish in a short span of time. Installed in 1976, these exhibits display only a small portion of the collection and, given recent research, could easily be updated.

3) Temporary exhibits are produced to correspond to month-long celebrations (Black history month, Women's history month, etc.) and special events (Founding Weekend, First Assembly Day, and Bacon's Rebellion).

4) The Audio Stations (6 in the New Towne area and one at the glasshouse) provide "vocal" vignettes along the paths so that people can not only see but also hear interpretive pieces of various periods in Jamestown's history from 1607 to the present. The technology used is dated (as well as the messages) and could be updated.

5) Audiotape tours of the town site and loop drive can be rented in the museum store. Each is 45 minutes in length and provides interpretation when no rangers or staff are available.

6) The Wayside Exhibits have the opportunity to make a "visual impact" upon the landscape and enlarge the view of the visitor to include hypothetical scenes from the past. They bring New Towne to life as a bustling 17th century capital city, filled with people of different multi-cultural backgrounds, rich and poor, trying to make a living and survive on the edge of the great Virginia wilderness.

7) Publications vary from park brochures to site bulletins to special event listings. As such they are written to meet specific objectives for visitor use. Maintaining adequate supplies of publications requires continual investment.

8) The three or five mile Island Loop Drive is set up as a scenic drive for cars, pedestrians or bikes around the rest of the island. It is the one opportunity for visitors to get a visual feel for the environment of the island as it may have looked in the 17th century. The large Sidney King paintings shown as wayside exhibits are there to present the economic story of successful and failed ventures and how the settlers used, and were affected by, the landscape.

# Appendix 2

## Mission Statements for Partners

### **The Association for the Preservation of Virginia Antiquities (APVA)**

The Association for the Preservation of Virginia Antiquities preserves, interprets, and promotes real and personal property relating to the history and people of Virginia. It serves as an educational and cultural resource for its membership, the general public, and special audiences. The Association is dedicated to upholding the public's trust by adhering to current standards of accepted preservation and museum practices. (1991)

### **The Jamestown-Yorktown Foundation**

The mission of the Jamestown-Yorktown Foundation is to educate and promote understanding and awareness of Virginia's role in the creation of the United States of America.

As an educational institution of the Commonwealth of Virginia, it administers two living-history museums including Jamestown Settlement which interprets the cultures of 17<sup>th</sup> century colonial Jamestown, America's first permanent English settlement, and the Powhatan Indians.

### **Eastern National**

Provides quality educational products and services to America's National Parks and other public trusts.

### **Chippokes Plantation State Park**

To promote conservation of the park's cultural and natural resources through programming and recreational opportunities.

### **First Landing State Park**

To preserve the unique natural environment of this historic site at the mouth of the Chesapeake Bay, while providing opportunities for low-impact outdoor recreation and strong programs of environmental education and historic preservation.

# Appendix 3

## Jamestown Museum Collection, Colonial National Historical Park

The Jamestown museum collection consists of approximately 600,000 items. It includes a large and varied ceramics collection, glass, architectural fragments, a wide variety of tools and equipment, and First American artifacts. Most of this material dates to the seventeenth century and was recovered in archeological excavations in 1934-1941, 1948-1949, 1954-1956, and in the Jamestown Archeological Assessment of 1992-1996. New Towne, which was the name attributed to the main town site, produced most of the artifacts while others came from the Elay-Swann tract, the Travis graveyard, and scattered sites on the island. The glasshouse, where glass was manufactured as early as 1608, has been excavated one mile from the town site on the mainland, as has part of Neck-of-Land. Objects also have been recovered from Governor William Berkeley's mansion site, Green Spring, about three miles distant. An additional 17,000 objects are property of the APVA (Association for the Preservation of Virginia Antiquities) and were excavated in the vicinity of James Fort and the Lee-Ludwell complex prior to the initiation of Jamestown Rediscovery in 1994.

Archives account for about 10,000 items (13 lf) that document the museum collection via reports, field books, correspondence, photographs, maps, and drawings. Additional material covers Jamestown history (9 lf), including the papers of former curator J. Paul Hudson. There are about 100 paintings and drawings, with more than half being the work of Sidney E. King.

Hundreds of commemorative objects and printed material (3 lf) document anniversaries and special events in Jamestown history. These include objects from the 1907 Tercentennial, the 1957 Festival, the annual Jamestown Day, and other observances.

Some of the most unique items in the Jamestown museum collection include the following:

### Jamestown Pottery

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Jamestown pottery was manufactured ca. 1630-1645 at Jamestown, making it one of the earliest American ceramics in existence. Several kilns associated with the Jamestown potter have been excavated at Jamestown, and there is speculation that Thomas Ward, who was the Martin's Hundred potter, also produced the Jamestown wares. There were sixteen different forms of Jamestown pottery; especially noteworthy objects are:

COLO J 7600 Pitcher  
COLO J 7008 Storage Jar

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#### COLO J 7453 Wormeley Bottle Seal

The practice of affixing seals to bottles dates to the mid—seventeenth century. A bottle seal with the initials “RW” is attributed to Ralph Wormeley I, who died in 1652. Ivor Noël Hume concluded that this was the earliest seal that can be linked to a Virginia colonist.

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#### COLO J 7779 Copeland Spoon

This spoon handle is the oldest known pewter object made in America. It bears an inscription which identifies the maker, date, and place of manufacture: Joseph Copeland, 1675, Chuckatuck, Virginia.

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#### North Devon Sgraffitoware

The Jamestown museum collection includes the world’s largest collection of complete North Devon slipwares. They were called sgraffitoware (“sgraffito” means that the design was incised, or scratched, into the ceramic) and have elaborate patterns. These objects were recovered from Ditch 5 of the May-Hartwell tract on the eastern end of New Towne, many of them being whole or relatively undamaged. Some of the finest pieces include:

COLO J 7299 Dish

COLO J 7345 Jug

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#### Ornamental Plaster

Ornate plaster was excavated from a cluster of excavated buildings in New Towne and believed to represent the Order of the Garter. A British researcher with expertise in plaster declared that it was equal to, or surpassed the quality of, any contemporary work in England. Notable features include:

COLO J 36946 Cherub Face

COLO J 47319 Cherub Face

COLO J 11890 Hand on Book

COLO J 7009 Lion Head

COLO J 36947 Dog Head

COLO J 11893 Flower

COLO J 88413 Roman Numeral VI

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#### Clovis Points

Prior to an archeological survey of Jamestown in the mid-1990s, it was believed that First American occupation of the island dated back only a few thousand years. The discovery of two Clovis points changed this theory, each one dating to about 8500 BC.

COLO J [awaiting cataloging as part of Assessment]

COLO J [awaiting cataloging as part of Assessment]

### Glasshouse Manufacturing Items

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The earliest experiment to produce glass in America was at Jamestown's glasshouse of 1608-1609 and 1621-1624. Numerous objects survive from the manufacturing process in addition to the cullet (waste glass) and glass drippings. These include:

#### COLO J 28455 Working Hole Frame

This ceramic frame probably was made in England. The frames were square with a large, round opening in the middle and located just above the melting pots in the glass furnace. Working holes served as draft flues, provided access to the molten glass, and were used by the glassworkers to reheat glass as it was being formed.

#### COLO J 7279 Melting Pot

#### COLO J 7280 Melting Pot

Some melting pots were imported and others were made locally from clay near the glasshouse. Ingredients for making glass were heated in them, and the pots broke frequently and needed to be replaced.

#### COLO J 7777 North Devon Baking Oven

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Found in the vicinity of the May-Hartwell excavations of New Towne, this imported English oven is a rare survivor of this common household task. It dates to the latter third of the seventeenth century.

#### COLO J 88628 Thimble With Paper

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A brass thimble, ca. 1650-1700, provided an unexpected link to the past. A wad of paper was jammed inside, making it one of the few cellulose materials found in Jamestown excavations. The paper furnished even more of a story, for inscribed on it were a series of random, penciled letters which led archeologists to speculate that the thimble had been used by a young girl whose finger was so small that she placed some of her practice letters into it to tighten its fit.

#### COLO J 7986 Brick With Footprint

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Bricks are common artifacts from Jamestown, but one is unique. It bears an imprint from the sole of a settler's shoe, a tangible reminder of human association with everyday objects.

#### COLO J 13561 Lord Delaware's Bible

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Thomas West, 3d Lord De La Warr (Delaware), served as Virginia's governor 1610-1618, although he was not in residence at Jamestown the entire time. This is one of the few

Jamestown items that has direct association with a prominent person. Printed in 1519, the Bible bears Lord Delaware's bookplate.

#### COLO J 7010 Rapier

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Military artifacts are reminders that Jamestown settlers had to remain on guard in the event of hostilities with European powers or First Americans. A rapier manufactured ca. 1600-1610 was found by archeologists in a refuse pit, perhaps symbolic of the declining value of edged weapons as muskets became the preferred choice. This rapier was manufactured in Solingen, Germany, and bears a maker's mark that is only partially legible.

#### Green Spring

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Governor Sir William Berkeley's home, Green Spring, was located a few miles from Jamestown. Some of the most notable items found there include objects associated with industries on Berkeley's property and his role as civilian commander of Virginia troops.

#### COLO J 97011 Garden Urn or Planter

A potter at Green Spring manufactured eleven different forms, the most interesting being a garden urn. Fragments from only one of these specimens have been unearthed thus far, but it was the most ornamental object produced. A devil and cherub decorate this piece which has been conjectured to be a result of Berkeley's interest in gardening.

#### COLO J 97462 Dated Glasshouse Brick With Initials

A glasshouse was operated on Berkeley's land, apparently in the mid-seventeenth century. Bricks from a vat or trough used in glass production have been found; one of them is covered with glass drippings and is inscribed with the initials "H.A.L." and the date "Aug. 6, 1666." (A second brick with the same initials and date was found without the glass residue [COLO J 97463].)

#### COLO J 97469 Goat's Foot Lever

Seventeenth century crossbows, which were superseded by muskets, never were popular with settlers in Virginia. Furthermore, there was fear that these weapons would be especially dangerous in the hands of First Americans who were adept with bows and arrows. Nonetheless, this crossbow fragment is a reminder of Berkeley's military role.

# Appendix 4

## Programmatic Accessibility Guidelines

The following guidelines were prepared by Harpers Ferry Center (NPS) in September 1991. They should be applied to the development of any new interpretive programs as well as to revisions of existing programs.

### Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on both aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

“...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone.”  
NPS Special Directive 83-3, Accessibility for Disabled Persons

### Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered

a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular area.

### **Guidelines Affecting Mobility Impaired Visitors**

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in an accessible location, usually between 9” and 48” from the ground and no more than 24” deep.

### **Guidelines Affecting Visually Impaired Visitors**

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

### **Guidelines Affecting Hearing Impaired Visitors**

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

### **Guidelines Affecting Learning Impaired Visitors**

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

## **Exhibits**

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which

defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

### **Guidelines Affecting Mobility Impaired Visitors**

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5)
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30" clearance underneath. The width should be a minimum of 32" vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)

3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest room elevators. (UFAS 4.30)

### **Guidelines Affecting Hearing Impaired Visitors**

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.
2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

### **Guidelines Affecting Learning Impaired Visitors**

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

### **Historic Furnishings**

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces “come alive” and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

### **Guidelines Affecting Mobility Impaired Visitors**

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.
2. Audio descriptions will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

### **Guidelines Affecting Hearing Impaired Visitors**

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

### **Guidelines Affecting the Learning Impaired**

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

## **Publications**

A variety of publications are offered to visitors, ranging from park folders which provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updated "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

### **Guidelines Affecting Mobility Impaired Visitors**

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

### **Guidelines Affecting Visually Impaired Visitors**

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18 point type.
3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

### **Guidelines Affecting Hearing Impaired Visitors**

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

### **Guidelines Affecting Learning Impaired Visitors**

1. The park site bulletin should list any special services available to this group.

## **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-designed exhibit sites.

While waysides are valuable on-site “interpreters,” it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of many interpretive tools which visitors can use to enhance their appreciation of a park.

#### **Guidelines Affecting Mobility Impaired Visitors**

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 34” from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height is 24-28”, depending on panel size.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibit sites will have level, hard surfaced exhibit panels.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

#### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by graphic wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

### **Guidelines Affecting Hearing Impaired Visitors**

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

### **Guidelines Affecting Learning Impaired Visitors**

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.