# COMPREHENSIVE INTERPRETIVE PLAN

**March 1999**

## Booker T. Washington National Monument

United States Department of the Interior • National Park Service

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An implementing plan of the Booker T. Washington National Monument general management plan.

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# LONG RANGE INTERPRETIVE PLAN

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# EXECUTIVE SUMMARY

The Division of Interpretation and Resources Management at Booker T. Washington National Monument faces some exciting challenges and opportunities in the next few years.

The Ethnographic Overview and Assessment, completed in 1998, revealed the possibility that the Burroughs house was in a different location than currently thought. Archeological work has been conducted and will continue in the summer of 1999; it confirmed a slave cabin at the site believed to be Washington's birth site. A Cultural Landscape Inventory, Report and Treatment Plan are planned for the next two years as well as a Historic Resource Study. The park's new General Management Plan (GMP) will be finalized this year.

All this means that the park staff will have numerous opportunities to interpret the investigations and methodology, the findings and their implications for the Booker T. Washington story to both park and virtual visitors.

In part, as a result of discussions in the Long Range Interpretive plan workshops, the interpretive staff initiated its first curriculum-based education program in 1998. Reservations for school groups have increased 40%, indicating that there is a need and an audience. The park staff intends to expand its curriculum-based program offerings.

The park is directing more effort into interpreting Booker T. Washington's life and achievements and their meaning and affect on our times, They are moving toward tying the farm more closely to the new interpretive themes and portraying Booker T. Washington's enslavement at the Burroughs plantation in the context of his life, experiences and accomplishments.

# INTRODUCTION

This Long Range Interpretive Plan (LRIP) is the first section of Booker T. Washington National Monument's (BOWA) Comprehensive Interpretive Plan (CIP). It describes the desired future for the park's entire interpretive program and presents the actions the park will take over the next 6 years to achieve it. This comprehensive approach to interpretive planning considers and encompasses the purpose and significance of the site, the parkwide interpretive themes and the desired experience for all people interested in the park resources and stories. It then selects a variety of interpretive methods and programs, both personal and non-personal (media), to effectively convey messages about the park's purpose, significance, themes and park issues to all visitors, on or off-site.

The primary intended audience for this plan includes National Park Service (NPS) personnel duty stationed at BOWA, BOWA volunteers, especially those who have a role in the interpretive program, other NPS personnel with an interest in BOWA, and park partners as appropriate.

This plan was developed with the participation and input from NPS staff at BOWA, the NPS support offices in Philadelphia and Boston, and subject matter experts during four facilitated workshops held at the park over a one and a half year period. A complete list of planning team participants appears in the back of this document.

## DESCRIPTION OF SITE AND RESOURCES

BOWA preserves the place where Booker T. Washington was born in 1856 on a small tobacco plantation farm in Franklin County, Virginia. The farm, including Washington, was owned by the Burroughs family. The site now comprises 224 acres.

In addition to the Washington's birth cabin site now marked interpretively, the park includes the following features:

- visitor center
- administrative offices located within a former segregated school named after Booker T. Washington
- a 1890s tobacco barn
- reconstructed plantation outbuildings
- 2 marked archeological sites
- 3 small cemeteries
- Jack-o-Lantern Branch Heritage Trail
- replica slave cabin, smoke house, blacksmith shop, privy, hog pen, duck lot and chicken house
- Burroughs house foundation (under study for authenticity)

# PART I. FOUNDATION FOR BOOKER T. WASHINGTON NATIONAL MONUMENT'S INTERPRETIVE PROGRAM

## PARK PURPOSE

Park purpose summarizes the reasons a park is established for inclusion in the National Park System. It is based on the park's enabling legislation and expected to remain constant over the long term. In 1997, the following purpose statement was created by the staff of Booker T. Washington National Monument as part of the park's Strategic Management Planning process:

- To preserve and protect the birthsite of Booker T. Washington, its cultural landscape and viewshed.

- To memorialize and interpret Booker T. Washington's life, historical contributions, accomplishments, and significant role in American history.

- To provide a focal point for continuing discussions about the legacy of Booker T. Washington and the evolving context of race in American society.

- To provide a resource to educate the public on the life and achievements of Booker T. Washington.

## PARK SIGNIFICANCE

Statements of significance describe a park's distinctive natural, cultural or recreational resources or values, why they are important within a national or international context, and why they contribute to the purpose of the park. The following significance statements were developed by the staff of Booker T. Washington National Monument during their strategic management planning process:

Booker T. Washington National Monument...

...was the location of the small slave-holding tobacco farm where Booker T. Washington was born into slavery, lived as a child and was emancipated. Some remnant cultural resources remain visible in the landscape and underground.

...is the place where Booker T. Washington's lasting impressions about education, race and labor were formed. These impressions were evident in his adult writings, orations, and philosophies. His ideas provoked others to speak out publicly also on behalf of African Americans. This public dialogue laid the foundation for what would later become known as the Civil Rights Movement. The park provides a forum where his philosophies can be examined in the context of his day and compared with those of his contemporaries.

...is a place where private efforts to memorialize Booker T. Washington began a decade before inclusion in the National Park System.

...is an environment where people can learn what slavery was and how it affected all people and explore the implications of that institution today.

## DIRECTION FOR INTERPRETATION IN PLANNING DOCUMENTS

This section presents the direction for interpretation found in the most recent planning documents. Interpretation does not operate in a vacuum but works with other park programs to accomplish the park's Strategic Management Plan. Interpretation in the Northeast Region also implements the strategy unveiled in 1997 for interpretation and education programs.

### Studies currently underway

Along with this interpretive plan, several other efforts are underway which will inform decision-making for the park's future interpretive program. They are:

-General Management Plan targeted for completion in 1999
-Ethnographic Overview and Assessment completed 1998
-Cultural Landscape Inventory start 1999
-Cultural Landscape Report and Treatment Plan start 2000
-Archeological survey work to continue
-Historic Resource Study start 2000

### Goals related to Interpretation in the 1997 Strategic Management Plan

The Strategic Management Plan includes seven park mission goals for Booker T. Washington National Monument which tie right into the NPS Strategic Plan. Each of the seven mission goals are supported by long-term goals reaching into the year 2002. These long-term goals include measures to evaluate the park's long term performance including Interpretation. A copy of the park's Strategic Management Plan can be found in the Interpretive Database. The long term goals which lie within the purview of the park's Interpretive Program follow:

### Park Mission Goals

1. Significant cultural and natural resources are protected, maintained, and restored as appropriate to the 1856-1865 time period based on scholarly and scientific research.

2. The public understands the life, legacy and significance of Booker T. Washington.

3. The scenic and rural character of the surrounding farmlands that complement park values are preserved to the extent of the National Park Service influence.

4. Park facilities and services assure a safe, accessible, and sustainable environment for visitors and employees.

5. Recreational opportunities are available and consistent with the purposes and significance of the park.

6. Booker T. Washington National Monument is a responsive, efficient and accountable organization, with all systems integrated to enhance productivity. Employees are competent, motivated, outcome oriented and representative of the national workforce.

7. Partnerships are developed that complement park management programs and long range goals.

**Resource Management Plan**

The park's Resource Management Plan (RMP) is in the early stages of integrating BOWA's interpretive and resource management programs. Although some project statements include interpretive components and some interpretive projects are identified as project statements in the RMP, further integrating these programs is an on-going process. There is a copy of an up-to-date RMP in the Interpretive Database.

**1997 Interpretation and Education Strategy**

In 1997, the Northeast Region unveiled its strategy for interpretation and education entitled "The Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education in the National Park Service." (The entire document is located in the park's Interpretive Database.) The planning process used to develop this Long Range Interpretive Plan was driven in part by the park's commitment to achieve the goals of this strategy.

## PARKWIDE INTERPRETIVE THEMES

In the National Park Service, interpretive themes are key ideas that capture the meaning of nationally-significant resources associated with National Park sites. They provide the focus for the park's entire interpretive program, including personal services and media.

Interpretive themes set the political, economic, social and intellectual context for the park story, connecting park resources to the larger processes, systems, ideas and values of which they are a part. They embody a complete, well-rounded perspective and do not reflect bias or a particular point-of-view.

The following interpretive themes were developed as a result of a series of workshops involving a rich cross-section of park staff. They also received the review of NPS personnel and other individuals beyond the park. The themes are sorted as primary and secondary. The primary themes are those stories that must be communicated to every visitor because they are essential to understanding the significance of the park's resources. Secondary themes are interesting enhancements to the primary themes and are delivered as time, staffing and funding allow. Sub-themes flow directly out of themes and draw attention to messages which are particularly important or compelling

Following each theme is further elaboration on it. Visitor objectives are identified for each theme and subtheme.

**Primary Theme:** *(Primary themes are those stories that must be communicated to every visitor because they are essential to understanding the significance of the park's resources.)*

**Booker T. Washington represented a generation of African Americans which knew what it was like to be enslaved and understood the obstacles faced by former slaves in achieving political and social equality in America.**

As a former slave in the south, Booker T. Washington had a different perspective from that of many others of his time and of later leaders. His philosophy was shaped by his slave experience and it in turn had a direct impact not only on his contemporaries' opinions and views, but on those leaders that followed as well. He began a process of finding the way for African Americans. Some of his ideas were adopted, and as one who lead the way and had an early role and influence over our thinking today, we continue to study and debate Washington's ideas in the context of today's race relations.

**Objectives**: After visiting the site, visitors will be able to...:
...contrast the world Booker T. Washington was born into with the world he and other former slaves faced after the Emancipation Proclamation and during Reconstruction.
...explain how the experiences of being both slave and free affected his views on race relations.
...describe Washington's philosophy for achieving political and social equality.
...describe how his ideas changed and evolved in the course of his life.
...explain how revelations of the story of Booker T. Washington and
...slavery contribute to our understanding of current race relations.

**Subtheme:** *(Subthemes flow directly out of themes and draw attention to messages which are particularly important or compelling.)*

**The Burroughs farm, home to the enslaved Washington, represents a small scale plantation and slave culture which was much more common than the stereotypical large-scale plantations.**

The agricultural and tobacco economy of the times was dependent upon the enslaved labor system. The culture of slavery was just as varied as the owners who managed the plantations and as varied as the African individuals and families held in bondage. Regardless of how well or poorly they were treated by their owners, enslaved Africans were property until emancipation.

**Objectives**: After visiting the park, visitors will be able to...
...state where Booker T. Washington was born.

...describe several aspects of and experiences in Booker T. Washington's life as a slave which had an affect on his later actions and philosophy.
...compare and contrast the culture of small plantations like the Burroughs with large-scale plantations.
...compare the present landscape and its features with what is known about the landscape of Washington's time.

### Primary Theme:

**Booker T. Washington's belief in education as the best path to progress and true freedom for African Americans was the driving force in his life and career.**

While America struggled to reconstruct the nation after the Civil War, freed African Americans sought ways to make ends meet and to support their families. Washington not only worked to support his family, he wrenched out time to study to satisfy his longing to become educated. He continued his quest to become educated at Hampton Institute. He then began to educate others.

**Objectives**: After visiting the park, visitors will be able to...
...explain why he thought education was important.
...describe Washington's ideas on "self-help" and "self-enterprise."
...describe Washington's contributions as founder and principal of Tuskegee Institute.
...describe the Washington family and their social and economic circumstances during his tenure at Tuskegee.

### Primary Theme:

**Although Dr. Washington was not without critics in the African American community, he served as the leading national consultant and spokesperson on racial affairs, stimulating some of the first public dialogue about civil rights in this country.**

Dr. Washington served as the leading national consultant and spokesperson on racial affairs and an advisor to presidents, and stimulated some of the first public discussions about civil rights in this country, stirring then contemporary thinking about the quality of African American life. One of his principle detractors and challengers in the African American community was W.E.B. DuBois.

**Objectives:** After visiting the park, visitors will be able to...
...name several key or important figures who sought his advice.
...describe ways in which his advice was applied.

...describe several aspects of Washington's philosophy that were challenged by DuBois and describe how their approaches differed and were similar.
...compare and contrast the opinions of others of the time with Washington's philosophy.
...explain how Washington lead, influenced and contributed to contemporary thinking on African American issues.

**Secondary Theme:** *(Secondary themes are interesting enhancements to the primary themes and are delivered as time, staffing and funding allow.)*

**Just as Booker T. Washington was an early leader in the quest to improve African American livelihoods, the establishment of the park was an early monument on the road to recognizing and preserving sites which are milestones in race relations and African American achievements.**

As the civil rights movement was gaining momentum during the racially turbulent 1950s, Dr. Washington's daughter, Portia Washington Pittman and Tuskegee graduate, Sidney J. Phillips, worked to create Booker T. Washington National Monument to commemorate Washington's accomplishments. The full extent of Washington's thought and contributions has yet to be fully comprehended as there are hundreds of primary resources still to be read, studied and understood in the context of their time and ours. Since the Monument's establishment, many other sites which commemorate the leaders and achievements of African Americans have been created.

**Objectives**: After visiting the park, visitors will be able to...
...explain how the park was established and explain factors which may have contributed to its establishment.
...name sites outside the park which relate to Booker T. Washington's life and accomplishments to memorialize him.
...name other sites which relate to leaders or milestones in the civil rights movement.

## OVERALL DESIRED VISITOR EXPERIENCE

Visitors have opportunities to...

- experience park messages that reflect multiple points-of-view.
- understand the historical and political context into which Washington was born, lived, became a leader and delivered his messages.
- explore the diversity of reaction and response to Washington's ideas.
- understand why and how enslaved African Americans were freed.
- experience age-appropriate, curriculum-based education programs which make complex issues (periods of time, places, events, etc.) understandable and meaningful for student audiences.
- form their own opinions about Washington's ideas.
- find life-long learning programs which further explore the life and times of Washington.
- access materials and experiences that meet their learning objectives.
- interact with knowledgeable staff to ask questions about the life of Washington.
- contemplate the evolution of race relations and Washington's influences on the beginning of the civil rights movement and then contemporary dialogue on race relations.
- contemplate the times of Booker T. Washington and how they compare to today.
- understand Washington and his personal philosophy.
- consider whether they have a personal responsibility to promote racial tolerance, respect and harmony.
- find out how to further explore the life and times of Dr. Washington.
- find more information about the National Park System.

- have a park experience that is satisfying and worthy of their expenditure of personal time and resources.

## VISITOR PROFILES

### Current Visitors

*Source: Booker T. Washington National Monument Visitor Study, Summer 1995, Report 81, Visitor Services Project, Cooperative Park Studies Unit, University of Idaho*

The Summer of 1995 Visitor Study focused on visitation for 10 days during August 1995. Interviews were conducted and questionnaires distributed to a sample of visitors visiting the park during August 10-20, 1995. Two hundred forty-four visitor groups were contacted; 98% accepted questionnaires. One hundred seventy-three visitor groups completed and returned their questionnaires by mail after their visit, a 72% response rate. High temperatures (most days topping 100 degrees F) and the threat of a hurricane may have affected visitation to the site during the study period. Park management has expressed the concern that the study does not adequately characterize their visitation because during the period the study was underway, the weather was so inhospitable. The park's visitation fluctuates with the seasons.

- 80% of visitors were in family groups. Visitor group size was most commonly 2 people or 4 people. Visitor ages ranged from 1 to 81 with the largest cluster of visitors being 15 years or younger (27%) and 41 to 50 years old (22%).

- 45% of the visitors reside in Virginia.

- 84% percent of visitors were visiting the park for the first time. It was the first visit to a National Park Service site with a focus on African American history for 6% of the visitor groups. Most visitors (89%) stayed at the site for 1 or 2 hours.

- Ethnic breakdown: -85% white
  -17% black
  -8% other
  -1% no answer (does not equal 100% because respondents could check more than one ethnic background)

- 82% of the visitors stated that learning about Booker T. Washington was the reason for their visit. 49% of the visitors felt that the discussion subjects such as racial discrimination, lynching and slavery conditions were "extremely important" or "very important" to their visit.

- The most used visitor services and facilities at the park were the park brochure (85%), assistance from park staff (82%) and the restrooms (68%)

- Visitors rated living history presentations, road/trail-side exhibits, the restrooms, assistance from park staff, and the park brochure as the most important visitor services and facilities. The park brochure, assistance from park staff, the restrooms and the book sales area receive the highest quality ratings.

- Visitors made 192 comments about what they would plan for the future of BOWA. The majority of these comments were about interpretive services. 136 additional comments were also provided by visitors.

- Visitors were asked which subjects they would be most interested in learning about on a future visit to the site. Emancipation (61%), slavery (60%) and reconstruction (52%) were the subjects preferred by the most visitors.

The following describes visitation by season (*Source: Statement for Management, March 1996, p. 16):*

Summer: Family visitation predominates. Most visitors participate in ongoing activities. Most international visitors come during this period. Visitation reflects local weather conditions, is heaviest on Sundays, and generally peaks in the mid-afternoon. Adult tour groups, summer school students and day care center groups usually book tours during this season.

Fall: Couples and groups from the region form a large part of fall visitation. Many national visitors travel during this period. Weekends are generally busy in good weather. Guided tours for school groups increase during the fall.

Winter: Mostly individuals and couples visit during this period. Visitation is largely dependent upon weather conditions. Regional and national visitors predominate. Weekends are usually busier than weekdays, and most visitation occurs between noon and early afternoon. Outreach programs (off-site talks and free-loan materials), the annual Holiday Open House, and Black History Month activities are scheduled during this season.

Spring: School tour groups visit the park in large numbers during the spring. They generally make use of park facilities and programs regardless of whether or not a guided tour is available. Visitation is heavy on weekday mornings. Weekend visitation begins to increase when warmer temperatures return.

Overall: On the average daily attendance is low, with visitation peaking on fair weather days on the weekends and mornings in spring and fall..

According to visitation data collected since 1986, total visitation is fluctuating as follows:
- 20,213 in 1986
- 27,531 in 1995
- 19,256 in 1997
- 19,310 in 1998, 25% were curriculum-based education program visits (students, teachers, chaperones)

## Education Community:

The majority of school groups coming to the park are kindergarten through third grade. During the 1997 calendar year, 63% of the organized groups were pre-k through third grade and 13% were fourth through sixth grade. In 1998, 43% of the classes were kindergarten through first grade. The park believes it is seeing a trend in earlier grades seeking a park experience. This may be because the Virginia Standards of Learning specifically identify Booker T. Washington in the kindergarten curriculum. For this age level, he is referred to as a legend and important person, like Betsy Ross and Johnny Appleseed. Also, there has been a local tradition to take early grades to the site because there are fun things to see such as the animals and the farm setting and costumed interpreters, all at no charge.

The primary target area for the park's curriculum-based education program is in the Virginia localities of Roanoke City and Roanoke, Franklin and Bedford Counties. The park desires more participation from Bedford County. At least 75-80% of the teachers repeat their visits year after year. The park provides the classes with a pre-visit package to prepare the teacher and class for their participation in the park program.

Other providers of education programs in the area:

Virginia's Explore Park
Harrison Museum of African American Culture
Science Museum of Western Virginia
Mill Mountain Zoo
Virginia Museum of Transportation
Blue Ridge Institute
Virginia Museum of Natural History
History Museum and Historical Society of Western Virginia
Art Museum of Western Virginia
Appomattox Courthouse National Historical Park
Blue Ridge Parkway

## ISSUES AND INFLUENCES AFFECTING INTERPRETATION

During the interpretive planning process, the team identified the following situations which should be considered by the future interpretive program.

1. The park's legislation does not consider the range of critical thought and opinion about Booker T. Washington and the philosophies he championed. Scholars in the field of African American history disagree about the nature of his contributions and achievements.

2. There are too few opportunities for visitors to explore and understand Washington's philosophy for achieving political and social equality for African Americans and equally few opportunities to understand his practical application of those philosophies. Understanding this will help visitors to relate Dr. Washington's ideas to race relations today.

3. The park's traditional focus has been on Washington's life as a child while enslaved, and the landscape and material culture of slavery. There is a need to actively encourage dialogue about the adult Washington, his achievements and the ideas he espoused. Washington is an important figure in American history. The interpretive program should integrate primary themes and ensure they are conveyed to all visitors, on and off-site. There is a need to convey more about Washington's entire life and move beyond his memories as an enslaved child on the Burroughs farm.

4. Commercial development is swallowing up agricultural lands in the viewshed adjacent to the park. The park's rural setting is threatened by this development activity which will soon intrude upon the viewshed if the development is not managed.

5. The slave cabin and master's house areas, including Washington's birth site, are static and inactive. Overall, there is little interpretive activity to draw a visitor to this area to help them explore and understand the significance of these resources. There is current on-going investigation to establish whether or not these sites are accurate.

6. Visitors are confused about what elements of the park landscape are reconstructed and historic.

7. Only a small percentage of visitors actually venture beyond the cabin area to walk the Jack-O-Lantern Trail or visit the elementary school. Most visitors only walk out to the barn yards and cabin areas finding limited opportunities to connect with the park's stories.

8. Some visitors continue to be drawn to the farm animals and express the desire for the park to return to the days when many living history programs were offered including 19th century farm demonstrations and arts and crafts. There is a need to develop a new image and create visitor expectations which are more in line with the new visitor experience which is offered. Currently, the local community has an expectation of the park which was shaped years ago when 19th century farming and craft demonstrations were the primary focus of the interpretive program.

9. There is limited interpretation about the Booker T. Washington Elementary School, once a segregated school for African American children which closed in 1966. The school building now houses park administration, maintenance, library and collections. The school is a resource where all themes could be conveyed, with a focus on memorialization stories and education activities.

10. Some staff feels apprehensive about how visitors will react to the interpretive program. The staff perceives that some visitors expect to find a pleasant setting with an old-fashioned plantation that once had slaves. Instead they find stories about slavery, racial strife, controversy and civil rights. At times, some interpretive rangers do not feel comfortable in dealing with controversy with an unreceptive public, and wish they were better prepared and equipped to manage these situations.

11. The park staff want to explore other media (than personal services) to convey the depth of current investigation taking place to uncover more information about Dr. Washington's life and legacy.

12. The park does not have a historian who is able to monitor current scholarship on the issues and events associated with Dr. Washington in order to inform the interpretive program of new fresh scholarship. Also, the park has little information about the evolution of the cultural landscape and archeological resources. The park needs the ability to keep abreast of the great deal of information already in existence and now emerging on Washington.

13. There are very few opportunities for children to experience the park's resources and stories in a meaningful way beyond the curriculum based-education programs.

14. The current education program for school groups is dominated by grades kindergarten through third. The Virginia State Standards for Learning identify standards for learning about the Civil War at fifth grade and the Civil Rights Movement at sixth grade. The park wants to rally support and interest from educators for programs above the sixth grade level. Also, staff wants to attract Bedford County's participation in curriculum-based programs. There is a

need to be strategic about creating education programs with multiple levels of complexity.

15. There are limited life-long learning programs for adults formally seeking a more in-depth exploration of Dr. Washington's life and times.

16. The park programs and facilities need to be further developed to provide universal access for all visitors.

17. The park experiences many slow days and low attendance for special programs and events, especially during the week. Need to provide new, enticing opportunities for on and off-site visitors and curriculum-based education programs throughout the year.

18. There is room for tourism interests in Franklin County to play a greater role in promoting the parks to area visitors. Overall, regional tourism promoters are generally aware of the park's existence but may not be well informed about what the park has to offer.

19. The visitor center facility is inadequate to house and support the interpretive function. Work and storage space is substandard and minimal. Existing space is cramped, not flexible and not maximized. There is no space for assembly other than the theater room which is fitted with uncomfortable chairs bolted to the floor. The information desk consumes a large amount of space and the size and layout of the bookstore/sales area is inadequate. Restrooms are too small.

20. Staff has limited professional involvement in professional efforts beyond park-specific responsibilities.

21. Park is not using fee authorities to generate revenue. Some special interpretive programs are now free to the public and yet sparsely attended.

22. Based on needs identified in this document, the Resource Management Plan, and other recently developed park documents, park management and staff need to re-evaluate what kinds of needs they have for involvement by outside partners such as Volunteers-in-Parks (VIPs), friends groups, etc.

# PART II. BOOKER T. WASHINGTON NATIONAL MONUMENT FUTURE INTERPRETIVE PROGRAM

## PRE-ARRIVAL

**Desired future:** Prior to arriving to the park, visitors have opportunities to...
...easily find information about why the park is important.
...easily find accurate information to plan their visit such as park location, how to prepare for park conditions; park hours, fees, program information, food, lodging, area information, and references to regional attractions which are thematically linked to the park story.
...understand that they will be visiting a National Park site, a part of a system of National Parks, and as a result, they expect a high-quality experience.
...easily find the park's entrance.

**Actions needed:**

- Develop an outreach strategy which places new park image based on fresh themes and programming into a variety of media and places, including the use of nationally known personalities as appropriate, such as:
  - ~ newspapers
  - ~ professional journals
  - ~ magazines
  - ~ popular and specialized publications
  - ~ radio stations with broad and diverse audiences, especially public radio
  - ~ television (such as features, community calendars, public access)
  - ~ welcome centers on expressways and in towns
  - ~ tourist information bureaus and regional tourism groups
  - ~ chambers of commerce

- Partner with a business school to develop the outreach program.

- Offer familiarization tours (FAM tours) to tourism entities in the area.

- Add expanded public outreach functions to an existing position.

- Explore development of a travelers information system (TIS).

- Evaluate existing wayfinding signs throughout the region directing visitors to the park and make needed improvements.

- Continually update park web page and create appropriate links to other related web sites. Include more specifics on what visitors will find during their visit

on the 17-point page such as the cabin location where Washington was born and other re-created structures. Also include specific information on how universally accessible site is beyond wheelchair access.

- Place park description and location on all possible travel location maps and brochures.

- Correct misnomers currently appearing on maps/brochures such as use of terms like shrine and memorial.

- Create a system which ensures that rack card supplies are continually replenished and the information is routinely updated.

## PARK ORIENTATION AND ACCESS

**Desired future:** Upon arrival to the site, all visitors have the opportunity to...
...start at the visitor center where they find all the information and services they need to make their visit comfortable, enjoyable and memorable and to make informed choices about what to see and do during their visit.
...decide how best to use the time they have set aside for their visit
...receive a good overview of the park's primary interpretive themes.
...find interpretive messages about current, on-going research on the park's cultural and natural resources.
...have equitable and safe physical access to indoor and outdoor facilities and programs
...choose from a variety of ways to explore and experience the site via personal and non-personal interpretive programs.
...understand and comply with the rules and regulations of the site including appropriate visitor behavior and allowable recreation activities.
...know what to do in case of an emergency.
...experience the entire site beyond the living quarters/barn area.
...find viewsheds, park entry roads and parking lots which complement the park's significance and setting and exude the sense of a special place.
...be well oriented to the physical park site and find orientation cues throughout the site.
...find information about other sites related to Washington's life and ideas.
...find current information about special park programs and make return visits to attend programs
...choose from a variety of interpretive media in order to receive interpretive messages and materials about Booker T. Washington.

**Actions needed:**

- Continue involvement in Route 122 corridor planning especially those lands in the park's viewshed.

- Continue to work within the community and with adjacent landowners to maintain a viewshed which complements the park setting, respects the park's significance and preserves the agricultural, rural character.

- Landscape areas around entry drive, parking areas and visitor center so that an overall sense of a special place is created.

- Evaluate current placement of park's maintenance equipment and tools and relocate, shield or blend their existence so that they do not intrude upon the view of the historic landscape.

- Relocate some of the waysides now found around the parking lot and picnic area for better visitor access. (Many visitors miss them entirely because when they get out of their vehicles, they are focused on the visitor center.)

- Install park information template panels in several key locations throughout the park which include emergency instructions, accessibility information and a "you are here" park map showing park features. Possible locations include:
  -near the parking lot,
  -in the visitor center
  -on the deck
  -key points on the Jack-O-Lantern Trail
  -near the elementary school

- Erect a display board outside visitor center entrance which announces daily programs and promotes upcoming events and programs. Display same information inside at the information desk.

- Greet every visitor and inquire about their length of stay and with this information provide a park brochure and information on how best to experience the park given the amount of time the visitor has available.

- Reach out to passive recreation users in park, such as picnickers and walkers through roving, waysides and self-guided brochures to convey park interpretive themes, upcoming events and park rules/regulations/emergency instructions/safety messages.

- Produce a new park film which incorporates updated historical context, contemporary scholarship and park themes with messages about Dr. Washington's life and legacy and links with modern-day issues of race relations.

- Show current park film in a smaller, more intimate area for walk-in visitors to self-operate upon demand in order to free up interior space now in theatre for

other uses such as school group assembly. Maintain the ability to show the film in the auditorium to large groups if needed.

## ON-SITE EXPLORATION

**Desired future:** While exploring the park's resources and stories, visitors have opportunities to...
...experience a landscape which contains few administrative intrusions such as signs.
...find an interactive setting with diverse interpretive opportunities to explore the park stories which follow universal accessibility principles.
...find options for solitary and social experiences, including places to sit and contemplate.
...learn the story of Booker T. Washington, his life and accomplishments.
...find appropriate means to express their feelings and ideas about Washington.
...explore the entire park not just the living quarters and barn yard areas.
...access a clearinghouse of information on Washington and related issues/events.
...find references to Washington's personal experiences and legacy throughout the park.
...find a sales area which offers high-quality materials, especially publications, which further the exploration of park themes and the National Park System and find places to sit and browse publications.
...attend special programs which tie into interpretive themes.
...have access to hands-on educational programs.

**Actions needed:**
**Personal services**

- On a daily basis, rove the outdoor grounds to provide opportunities for visitors to have a personal contact with the ranger to receive information and interpretation.

- At regularly scheduled pre-determined, pre-announced times provide formal walks and talks created around the park's interpretive themes.

- Give interpretive programs to picnic groups, as appropriate, and provide picnickers with park materials.

- Recreate significant moments and events in the life of Washington using dramatic interpretive vignettes. Scripts could include:
  ~ events leading up to and following the reading of the Emancipation Proclamation from point of views of the enslaved families and their owners
  ~ Washington's return to his birthsite in 1908 and his placing a rose
  ~ selected dramatic readings with his contemporaries' responses
  ~ corn shucking bees

- Tap into local talent to assist in the productions such as Ferrum College.

- Partner with other academic and interpretive organizations to create specials programs by sharing resources and developing a series of events.

- Develop and promote programs for specific groups such as the African American Heritage Tours, local academia and family reunion groups. Use a variety of media, personalities, and formats which relate the significance of Dr. Washington and conveys park themes in a stimulating, interactive manner.

- Continue to sponsor book signings at the park.

- Continue to sponsor events such as re-enacting Washington's journeys on foot or bike. Consider connecting these events with other programs such as curriculum based and adult learning programs.

- Continue to organize or participate in public seminars and symposia on topics related to Dr. Washington.

**Non-personal services**

- Create an exhibit and/or site bulletin conveying the extent of the original Burrough's plantation and surrounding area as compared to the current park boundary.

- Create an exhibit which summarizes park's current research efforts and studies/projects planned for the near future. Include photos of people involved in the research, compelling findings and display actual results with instructions on how to obtain more information about the project or how to be involved.

- Create a comfortable and cozy "reading corner" in the visitor center so visitors can sit down to read interpretive publications or sample books from the sales area. Also, ideal for items to touch and examine carefully.

- Create a medium for visitors to express their opinions on contemporary topics or record their reactions/thoughts about Washington and/or the park. The technique could incorporate a variety of media including "post-it notes" and comment boxes, personal recordings and computer input for eventual inclusion on the park's web site. Selectively display expressions for visitor viewing and further reaction.

- Create more hands-on activities on a discover basis for children and adults. Activities for children (adults like them, too) could include: discovery baskets filled with material culture items located at various outdoor and indoor

locations throughout park; archeology boxes for uncovering "artifacts;" children's corner in visitor center and/or out on the grounds; children's games and toys representing those of Dr. Washington's childhood such as marbles; scavenger hunt which helps to guide visitors through an exploration of Washington's life with small rewards for those who complete it.

- Find opportunities to link the park story and resources with those beyond the park boundary. Incorporate links to related resources at the time media is updated, such as web page, park brochures, site bulletins, articles. Produce a stand alone site bulletin summarizing all the known links to other sites in the area and nation, such as places named after Booker T. Washington. Place this information on web page as well.

- Incorporate a time-line into the visitor center exhibits conveying key moments and activities associated with Washington's life in the context of the political, economical and social canvass of the times.

- Create a scrapbook to show images, articles and writings associated with Washington's life, including his family.

- Place carefully selected replica artifacts and material culture items in and around structures for tangible clues of what everyday life was like for Washington and the other enslaved African Americans and for the Burroughs family. Consider the tactile needs of children and adults, as well as individuals with sight impairments. As appropriate, accompany items with quotes from Washington and his contemporaries.

- Assemble audio-tape of historical recordings, audible oral histories (including living family members) and thoughts from current day leaders and historians on Washington's life and legacy. Lend it out to visitors during their visit and make it available as a sales item.

- Produce an audio tour for use while walking around the park grounds which delivers interpretive messages at key points. The script should be lively, with varied voices and sounds and should convey messages linked to the park's interpretive themes.

- Produce a self-guided interpretive brochure for the living quarters and farm area, including the Burroughs family cemetery. Convey compelling and provoking messages about Washington's life and ideas, including the Burroughs experiences and point-of- view going beyond the mere presentation of facts and information.

- Create a traveling trunk service for a fee that ships the BOWA stories out upon request to groups such as schools and other organizations across the country.

**Place where Washington's birth cabin once stood**

- Identify this location with a marker that conveys the significance of Washington's birth and captures Washington's return to the site in 1908.

**Plantation garden**

- Partner with an organization with an interest in historic gardens and plant varieties to help plan, maintain and interpret garden.

**Jack-O-Lantern Branch (JOLB) Heritage Trail**

- Find out about the trail's designation as a National Environmental Study Area and if appropriate, use the designation to develop programs and interpretive opportunities about Washington. Promote and provide these opportunities to those environmental and school groups who would not think of coming to BOWA because of its historical rather than natural focus.

- Update self-guided interpretive brochure to reflect all park themes.

- Install an orientation wayside panel to convey visitor location on trail, emergency procedures, park hours and distance to parking lot.

- Install waysides on the JOLB trail that convey Washington's love of nature using his actual writings on the subject.

**Burroughs Cemetery**

- Consider a wayside exhibit to interpret this site especially for times when visitors are not accompanied by an interpretive ranger.

**Booker T. Washington Elementary School**

- Install wayside to interpret school's significance in relationship to interpretive themes. In the long term, use classrooms to interpret the evolution of this park, including the Phillips era, and to interpret segregation.

- Explore feasibility of holding the park's curriculum-based education programs in the school building.

**Education programs**

**Curriculum-based desired future:** Student and teacher participants in the curriculum- based education programs have opportunities to...
...experience programs that meet the Virginia Standards of Learning (SOLs).
...experience programs that are developed around the park's interpretive themes.
...experience hands-on, interactive programs.

...discuss different types of concepts, new ideas, new thoughts.
...learn about the NPS mission and types of work we do.
...learn about NPS career options.
...do something they cannot do anywhere else which is special and resource-based.
...make curriculum connections between park themes and the school curriculum at appropriate grade levels.
...have knowledge of and access to materials to further take advantage of what park has to offer.
...use self-guiding materials to explore and learn about the park's story.

**Actions needed:**

- Explore expansion of the curriculum for middle and high school.

- Actively recruit higher grades to the park.

- Continue working with the educational community in the park's service area to examine the park's current education program and with the involvement of educators, create new programs which meet the Virginia Standards of Learning and aid in the teaching of curriculum. See the Appendix for possible future programs.

- Develop pre- and post-visit educational materials as needed by teachers to tie in with their curriculum including self-guiding options.

- Build relationships with teachers to evaluate program on an on-going basis and involve them in development of program.

- Complete the education plan.

**Life long learning desired future:** Adults find opportunities to participate in more in-depth exploration of Washington and associated topics.

**Actions needed:**

- Partner with existing providers of adult programs to develop and offer programs for adults that are created around park themes. Start out by developing one new program with an organization such as the 4-H elder hostel program at Smith Mountain Lake and grow from there.

- Create opportunities for adults to participate in park research as appropriate.

- Investigate opportunities to provide programs for African American historical tours.

## VISITOR DEPARTURE AND POST-VISIT

**Desired future:** Upon completion of their visit to the park, visitors will have opportunities to...
...find directions to their next destination.
...find information on what to do after their visit including information on places linked to the park story.
...find information about future programs sponsored by the park and are encouraged to return.
...travel to nearby National Park Service sites.
...continue dialogue about their park experiences after leaving the park.
...find enough variety at the park that they wish to return.
...have expectations for future happenings at the park.
...purchase publications and other materials to continue to learn about aspects of the story in greater depth.

**Actions needed:**

- Give every visitor a handout of nearby NPS sites including places such as Blue Ridge Parkway and Appomattox Courthouse National Historical Park.

- Place the NPS System Map and Guide unigrid brochure in a visible spot at the information desk for all visitors to see.

- Provide every visitor a list of sites related to the Booker T. Washington story inside and beyond NPS.

- Have available local and regional maps so visitors can find their way.

- Provide visitors a listing of upcoming programs.

## SUPPORT FOR THE INTERPRETIVE PROGRAM

**Desired future:** Administrative, professional and facility needs are met and adequately serve and nurture the desired visitor experience.

**Actions needed:**
**Research**

- Using appropriate interpretive media, interpret messages regarding process, progress and results of all natural and cultural resources research and other special projects as it relates to the park themes and protection of resources.

- Complete a cultural landscape inventory and cultural landscape report and treatment plan.

- Document and research the Hayes cemetery across Route 122 from the main body of the park. Investigate the extent of its significance as it relates to Washington.

- Document and research the Sparks Cemetery and develop a plan for its treatment.

**Library collection**

- Develop a scope of collection for the library which includes deciding on its users and uses. Address the following questions:
  ~ who does the library serve such as park staff, the general public, scholars
  ~ what documents and publications should be maintained, purged, collected

- Once the scope of collection is determined, then decide where best to locate the library collection for good access (i.e., primarily for park staff, visitors and/or outside researchers by appointment, etc.).

**Museum collection**

- Review the existing scope of collection for objects and revise as needed so that the park has clear guidelines on objects to seek, to decline, and to de-accession.

**Visitor center**

- Gut, expand and redesign interior of visitor center to allow for more efficient use of interior space for visitors and park staff. Consider the following functions in the redesign (this depends on the GMP process):
  ~ greater exhibit space for permanent and changing exhibits
  ~ flexible space for assembling groups with movable seats which can be divided off from main exhibit space and visitor use areas
  ~ viewing booth/cubicle to view park film
  ~ more cohesive and functional sales area
  ~ reading area with table, chairs
  ~ portable/movable information desk
  ~ increased administrative office space with high density storage and community work areas
  ~ improved visitor traffic flow throughout center

- Consider playing a variety of background music for atmosphere in the visitor center appropriate to the resource and story.

**Sales**

- Review and revise as appropriate a scope of sales which includes a variety of items, especially publications, for all age levels at reasonable prices. Include items such as park memorabilia which provide the visitor a tangible reminder of their park visit and audio products for customers with a preference for

listening to stories. Increase age appropriate items for children that are relevant to the Washington story and affordable.

- Encourage park staff to bring in possible sales items for review.

**Cost recovery**

- Using the interpretive fee authority, explore charging a fee for special programs.

**Volunteers and interns**

- Identify specific tasks for volunteers, including those in visitor services. Recruit more volunteers according to skills/talents needs. Actively recruit from the Smith Mountain Lake retired community and the African American community.

- Investigate possible partnership with agricultural program at Ferrum College, 4-H groups, scouts or Junior Rangers to assist with animals and crops.

- Work with volunteer staff to achieve interpretive competencies as appropriate.

- Share this plan with interpretive volunteers so they see the connection between their contributions and what the park is trying to achieve.

- Meet with volunteers on a regular basis to keep them abreast of overall park activities and upcoming events so they feel connected to the park operations, their message stays current to the public, they are on top of late breaking information, and they have an opportunity to express their ideas and observations to park management.

- Professionalize and produce the newly developed Junior Ranger Program booklet.

**Park support group**

- Re-evaluate need for a park support groups based on results of the GMP process and other recently completed studies. If needed and appropriate, first determine the type of group needed, such as park advocates, volunteers, or fundraisers, and then form the group by attracting individuals who have the kinds of skills and talents required for the type of support needed.

**Park staffing**

- Create a historian position.

- Continue to enhance the functions of public affairs.

- Recruit minorities for Student Temporary Experience Program (STEP), and Student Career Experience Program (SCEP), and for permanent positions when they become vacant.

**Professional development**

- Find opportunities for all interpretive staff to demonstrate competency in the Interpretive Development Program at all grades.

- Entire park staff, and especially the interpretive staff, should meet on a regular basis with the sole purpose of discussing the challenges their jobs entail and to have opportunities for debriefing about difficult experiences with visitors. Interpreters from within and outside NPS who have expertise in interpreting controversial stories should be invited to participate in these sessions to provide support to the staff and fresh perspectives.

- Provide a variety of professional development opportunities for interpretive staff and others on the BOWA staff who express the desire to be more involved in the interpretive program. Meet with each staff member to explore opportunities, which could include:
  ~ details to other parks or central offices
  ~ cross-training at Colonial Williamsburg or at other organizations
  ~ Tuskegee experience and research
  ~ attending classes
  ~ shadowing
  ~ mentoring programs
  ~ participate in larger projects which reach beyond BOWA boundaries within and outside NPS.

- Develop relationships with scholars working in the field of African American history, especially the period of reconstruction, and the political and racial movements of the early 20th century. Invite these individuals to planning sessions, and regularly scheduled in-house dialogues about the park story.

- Encourage staff to contribute to professional organizations, publications and other efforts by way of contributing expertise, research, journalism and training. Subjects could include African American history, racism, slavery and interpreting controversy.

**Universal access**

- Evaluate all facilities and programs to determine if they allow visitors with diverse abilities the fullest access possible to park facilities and programs. Make needed improvements based on latest scholarship, research and technology so that all visitors may fully experience the park story.

- Train all staff in the park's universal accessibility program including expanding everyone's awareness of universal accessibility issues and the tools and programs the park has in place to provide access to facilities and programs, including off-site programs.

- Work with Virginia Department of Transportation on Route 122 to create safer entry to and exit from the park.

**Youth campground**

- Determine the significance of these structures and how to use them for future interpretive programs. Consider their removal if decided not to use them for they are an attractive nuisance and may create confusion for visitors who think they are viewing significant park resources.

**Resource Management Plan**

- Place all proposed interpretive projects in the Resource Management Plan (RMP) and show the relationship between park resources and the interpretive need.

- Integrate resource management goals as outlined in the RMP into the interpretive program.

# IMPLEMENTATION

## FUTURE ACTIONS (coded)

## A. Pre-Arrival

A-1 Develop an outreach strategy which places new park image based on fresh themes and programming into a variety of media and places, including the use of nationally known personalities as appropriate, such as:

-newspapers
-professional journals
-magazines
-popular and specialized publications
-radio stations with broad and diverse audiences, especially public radio
-television (such as features, community calendars, public access)
-welcome centers on expressways and in towns
-tourist information bureaus and regional tourism groups
-chambers of commerce

A-2 Partner with a business school to develop the outreach program.

A-3 Offer familiarization tours (FAM tours) to tourism entities in the area.

A-4 Add expanded public outreach functions to an existing position.

A-5 Explore development of a travelers information system (TIS).

A-6 Evaluate existing wayfinding signs throughout the region directing visitors to the park and make needed improvements.

A-7 Continually update park web page and create appropriate links to other related web sites. Include more specifics on what visitors will find during their visit on the 17-point page such as the cabin location where Washington was born and other re-created structures. Also include specific information on how universally accessible site is beyond wheelchair access.

A-8 Place park description and location on all possible travel location maps and brochures.

A-9 Correct misnomers currently appearing on maps/brochures such as use of terms like shrine and memorial.

A-10 Create a system which ensures that rack card supplies are continually replenished and the information is routinely updated.

## B. Park Orientation and Access

B-1 Continue involvement in Route 122 corridor planning especially those lands in the park's viewshed.

B-2 Continue to work within the community and with adjacent landowners to maintain a viewshed which complements the park setting, respects the park's significance and preserves the agricultural, rural character.

B-3 Landscape areas around entry drive, parking areas and visitor center so that an overall sense of a special place is created.

B-4 Evaluate current placement of park's maintenance equipment and tools and relocate, shield or blend their existence so that they do not intrude upon the view of the historic landscape.

B-5 Erect a display board outside visitor center entrance which announces daily programs and promotes upcoming events and programs. Display same information inside at the information desk.

B-6 Greet every visitor and inquire about their length of stay and with this information provide a park brochure and information on how best to experience the park given the amount of time the visitor has available.

B-7 Reach out to passive recreation users in park, such as picnickers and walkers through roving, waysides and self-guided brochures to convey park interpretive themes, upcoming events and park rules/regulations/emergency instructions/safety messages.

B-8 Produce a new park film which incorporates updated historical context, contemporary scholarship and park themes with messages about Dr. Washington's life and legacy and links with modern-day issues of race relations.

B-9 Show current park film in a smaller, more intimate area for walk-in visitors to self-operate upon demand in order to free up interior space now in theatre for other uses such as school group assembly. Maintain the ability to show the film in the auditorium to large groups if needed.

B-10 Evaluate the placement of the waysides now found around the parking lot and picnic area. Consider installing park information template panels at various locations in the park, which include emergency instructions, accessibility information and a "You are here" park map showing features.

## C. On-Site Exploration

**Personal services**

C-1 On a daily basis, rove the outdoor grounds to provide opportunities for visitors to have a personal contact with the ranger to receive information and interpretation.

C-2 At regularly scheduled pre-determined, pre-announced times provide formal walks and talks created around the park's interpretive themes.

C-3 Recreate significant moments and events in the life of Washington using dramatic interpretive vignettes. Scripts could include:

~ events leading up to and following the reading of the Emancipation Proclamation from point of views of the enslaved families and their owners
~ Washington's return to his birthsite in 1908 and his placing a rose
~ selected dramatic readings with his contemporaries' responses
~ corn shucking bees

C-4 Tap into local talent to assist in the productions such as Ferrum College.

C-5 Partner with other academic and interpretive organizations to create special programs by sharing resources and developing a series of events.

C-6 Develop and promote programs for specific groups such as the African American Heritage Tours, local academia and family reunion groups. Use a variety of media, personalities, and formats which relate the significance of Dr. Washington and conveys park themes in a stimulating, interactive manner.

C-7 Continue to sponsor book signings at the park.

C-8 Continue to sponsor events such as re-enacting Washington's journeys on foot or bike. Consider connecting these events with other programs such as curriculum based and adult learning programs.

C-9 Continue to organize or participate in public seminars and symposia on topics related to Dr. Washington.

**Non-personal services**

C-10 Create an exhibit and/or site bulletin conveying the extent of the original Burrough's plantation and surrounding area as compared to the current park boundary.

C-11 Create an exhibit which summarizes park's current research efforts and studies/projects planned for the near future. Include photos of people involved in the research, compelling findings and display actual results with instructions on how to obtain more information about the project or how to be involved.

C-12 Create a comfortable and cozy "reading corner" in the visitor center so visitors can sit down to read interpretive publications or sample books from the sales area. Also, ideal for items to touch and examine carefully.

C-13 Create a medium for visitors to express their opinions on contemporary topics or record their reactions/thoughts about Washington and/or the park. The technique could incorporate a variety of media including "post-it notes" and comment boxes, personal recordings and computer input for eventual inclusion on the park's web site. Selectively display expressions for visitor viewing and further reaction.

C-14 Create more hands-on activities on a discover basis for children and adults. Activities for children (adults like them, too) could include: discovery baskets filled with material culture items located at various outdoor and indoor locations throughout park; archeology boxes for uncovering "artifacts;" children's corner in visitor center and/or out on the grounds; children's games and toys representing those of Dr. Washington's childhood such as marbles; scavenger hunt which helps to guide visitors through an exploration of Washington's life with small rewards for those who complete it.

C-15 Find opportunities to link the park story and resources with those beyond the park boundary. Incorporate links to related resources at the time media is updated, such as web page, park brochures, site bulletins, articles. Produce a stand alone site bulletin summarizing all the known links to other sites in the area and nation, such as places named after Booker T. Washington. Place this information on web page as well.

C-16 Incorporate a time-line into the visitor center exhibits conveying key moments and activities associated with Washington's life in the context of the political, economical and social canvass of the times.

C-17 Create a scrapbook to show images, articles and writings associated with Washington's life, including his family.

C-18 Place carefully selected replica artifacts and material culture items in and around structures for tangible clues of what everyday life was like for Washington and the other enslaved African Americans and for the Burroughs family. Consider the tactile needs of children and adults, as well as individuals with sight impairments. As appropriate, accompany items with quotes from Washington and his contemporaries.

C-19 Assemble audio-tape of historical recordings, audible oral histories (including living family members) and thoughts from current day leaders and historians on Washington's life and legacy. Lend it out to visitors during their visit and make it available as a sales item.

C-20 Produce an audio tour for use while walking around the park grounds which delivers interpretive messages at key points. The script should be lively, with varied voices and sounds and should convey messages linked to the park's interpretive themes.

C-21 Produce a self-guided interpretive brochure for the living quarters and farm area, including the Burroughs family cemetery. Convey compelling and provoking messages about Washington's life and ideas, including the Burroughs experiences and point-of- view going beyond the mere presentation of facts and information.

C-22 Create a traveling trunk service for a fee that ships the BOWA stories out upon request to groups such as schools and other organizations across the country.

C-23 Professionalize and produce the newly developed Junior Ranger Program booklet.

**Place where Washington's birth cabin once stood**
C-24 Identify this location with a marker that conveys the significance of Washington's birth and captures Washington's return to the site in 1908.

**Plantation garden**
C-25 Partner with an organization with an interest in historic gardens and plant varieties to help plan, maintain and interpret garden.

**Jack-O-Lantern Branch (JOLB) Heritage Trail**
C-26 Find out about the trail's designation as a National Environmental Study Area and if appropriate, use the designation to develop programs and interpretive opportunities about Washington. Promote and provide these opportunities to those environmental and school groups who would not think of coming to BOWA because of its historical rather than natural focus.

C-27 Update self-guided interpretive brochure to reflect all park themes.

C-28 Install an orientation wayside panel to convey visitor location on trail, emergency procedures, park hours and distance to parking lot.

C-29 Install waysides on the JOLB trail that convey secondary theme about Washington's love of nature using his actual writings on the subject.

**Burroughs Cemetery**
C-30 Consider a wayside exhibit to interpret this site especially for times when visitors are not accompanied by an interpretive ranger.

**Booker T. Washington Elementary School**
C-31 Install wayside to interpret school's significance in relationship to interpretive themes. In the long term, use classrooms to interpret the evolution of this park, including the Phillips era, and to interpret segregation.

C-32 Explore feasibility of holding the park's curriculum-based education programs in the school building.
**Education Program**
C-33 Explore expansion of the curriculum for middle and high school.

C-34 Actively recruit higher grades to the park.

C-35 Continue working with the educational community in the park's service area to examine the park's current education program and with the involvement of educators, create new programs which meet the Virginia Standards of Learning and aid in the teaching of curriculum. See the Interpretive Database for possible future programs.

C-36 Develop pre- and post-visit educational materials as needed by teachers to tie in with their curriculum including self-guiding options.

C-37 Build relationships with teachers to evaluate program on an on-going basis and involve them in development of program.

C-38 Complete the education plan.

**Life Long Learning Desired Future**

C-39 Partner with existing providers of adult programs to develop and offer programs for adults that are created around park themes.

C-40 Start out by developing one new program with an organization such as the 4-H elder hostel program at Smith Mountain Lake and grow from there.

C-41 Create opportunities for adults to participate in park research as appropriate.

C-42 Investigate opportunities to provide programs for African American historical tours.

## D. Visitor Departure and Post-Visit

D-1 Give every visitor a handout of nearby NPS sites including places such as Blue Ridge Parkway and Appomattox Courthouse National Historical Park.

D-2 Place the NPS System Map and Guide unigrid brochure in a visible spot at the information desk for all visitors to see.

D-3 Provide every visitor a list of sites related to the Booker T. Washington story inside and beyond NPs.

D-4 Have available local and regional maps so visitors can find their way.

D-5 Provide visitors a listing of upcoming programs.

## E. Support for the Interpretive Program

**Research**

E-1 Using appropriate interpretive media, interpret messages regarding process, progress and results of all natural and cultural resources research and other special projects as it relates to the park themes and protection of resources.

E-2 Complete a cultural landscape inventory.

E-3 Complete a cultural landscape treatment plan and historic resource study.

E-4 Document and research the Hayes cemetery across the Route 122 from the main body of the park. Investigate the extent of its significance as it relates to Washington.

E-5 Document and research the Sparks Cemetery and develop a plan for its treatment.

**Library collection**

E-6 Develop a scope of collection for the library which includes deciding on its users and uses. Address the following questions such as:

~ who does the library serve such as park staff, the general public, scholars

~ what documents and publications should be maintained, purged, collected

E-7 Once the scope of collection is determined, then decide where best to locate the library collection for good access (i.e., primarily for park staff, visitors and/or outside researchers by appointment, etc.).

**Museum collection**

E-8 Review the existing scope of collection for objects and revise as needed so that the park has clear guidelines on objects to seek, to decline, and to de-accession.

**Visitor center**

E-9 Gut, expand and redesign interior of visitor center to allow for more efficient use of interior space for visitors and park staff. Consider the following functions in the redesign (this depends on the GMP process):

~ greater exhibit space for permanent and changing exhibits
~ flexible space for assembling groups with movable seats which can be divided off from main exhibit space and visitor use areas
~ viewing booth/cubicle to view park film
~ more cohesive and functional sales area
~ reading area with table, chairs
~ portable/movable information desk
~ increased administrative office space with high density storage and community work areas
~ improved visitor traffic flow throughout center

**Sales**

E-10 Review and revise as appropriate a scope of sales which includes a variety of items, especially publications, for all age levels at reasonable prices. Include items such as park memorabilia which provide the visitor a tangible reminder of their park visit and audio products for customers with a preference for listening to stories. Increase age appropriate items for children that are relevant to the Washington story and affordable

E-11 Encourage park staff to bring in possible sales items for review.

**Cost recovery**

E-12 using the interpretive fee authority, explore charging a fee for special programs.

**Volunteers and interns**

E-13 Identify specific tasks for volunteers, including those in visitor services. Recruit more volunteers according to skills/talents needs. Actively recruit from the Smith Mountain Lake retired community and the African American community.

E-14 Investigate possible partnership with agricultural program at Ferrum College, 4-H groups, scouts or Junior Rangers to assist with animals and crops.

E-15 Work with volunteer staff to achieve interpretive competencies as appropriate.

E-16 Share this plan with interpretive volunteers so they see the connection between their contributions and what the park is trying to achieve.

E-17 Meet with volunteers on a regular basis to keep them abreast of overall park activities and upcoming events so they feel connected to the park operations, their message stays current to the public, they are on top of late breaking information, and they have an opportunity to express their ideas and observations to park management.

**Park support group**

E-18 Re-evaluate need for a park support groups based on results of the GMP process and other recently completed studies. If needed and appropriate, first determine the type of group needed, such as park advocates, volunteers, or fundraisers, and then form the group by attracting individuals who have the kinds of skills and talents required for the type of support needed.

**Park staffing**

E-19 Create a historian position.

E-20 Continue to enhance the functions of public affairs.

E-21 Recruit minorities for Student Temporary Experience Program (STEP), and Student Career Experience Program (SCEP), and for permanent positions when they become vacant.

E-22 Create an education specialist position.

**Professional development**

E-23 Find opportunities for all interpretive staff to demonstrate competency in the Interpretive Development Program at all grades.

E-24 Entire park staff, and especially the interpretive staff, should meet on a regular basis with the sole purpose of discussing the challenges their jobs entail and to have opportunities for debriefing about difficult experiences with visitors. Interpreters from within and outside NPS who have expertise in interpreting controversial stories should be invited to participate in these sessions to provide support to the staff and fresh perspectives.

E-25 Provide a variety of professional development opportunities for interpretive staff and others on the BOWA staff who express the desire to be more involved in

the interpretive program. Meet with each staff member to explore opportunities, which could include:

- details to other parks or central offices
- cross-training at Colonial Williamsburg or at other organizations
- Tuskegee experience and research
~ attending classes
~ shadowing
~ mentoring programs
~ participate in larger projects which reach beyond BOWA boundaries within and outside NPS.

E-26 Develop relationships with scholars working in the field of African American history, especially the period of reconstruction, and the political and racial movements of the early 20th century. Invite these individuals to planning sessions, and regularly scheduled in-house dialogues about the park story.

E-27 Encourage staff to contribute to professional organizations, publications and other efforts by way of contributing expertise, research, journalism and training. Subjects could include African American history, racism, slavery and interpreting controversy.

**Universal access**

E-28 Evaluate all facilities and programs to determine if they allow visitors with diverse abilities the fullest access possible to park facilities and programs. Make needed improvements based on latest scholarship, research and technology so that all visitors may fully experience the park story.

E-29 Train all staff in the park's universal accessibility program including expanding everyone's awareness of universal accessibility issues and the tools and programs the park has in place to provide access to facilities and programs, including off-site programs.

E-30 Work with Virginia Department of Transportation on Route 122 to create safer entry to and exit from the park.

**Youth campground**

E-31 Determine the significance of these structures and how to use them for future interpretive programs. Consider their removal if decided not to use them for they are an attractive nuisance and may create confusion for visitors who think they are viewing significant park resources.

**Resource Management Plan**

E-32 Place all proposed interpretive projects in the Resource Management Plan (RMP) and show the relationship between park resources and the interpretive need.

E-33 Integrate resource management goals as outlined in the RMP into the interpretive program.

# Long Range Interpretive Plan

| *Action #* | *Who* | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | GMP |
|---|---|---|---|---|---|---|---|---|---|
| **A. Pre-Arrival** | | | | | | | | | |
| A-1 | I&RM | | | X | | | | | |
| A-2 | I&RM | | X | | | | | | |
| A-3 | I&RM | | | X | X | X | X | X | |
| A-4 | I&RM | | X | | | | | | |
| A-5 | I&RM | | | | | X | | | |
| A-6 | I&RM & V-DOT | X | | | | | | | |
| A-7 | I&RM & Administration | X | X | X | X | X | X | X | |
| A-8 | I&RM | | X | X | X | X | X | X | |
| A-9 | I&RM | | X | X | X | X | X | X | |
| A-10 | I&RM | | X | | | | | | |
| **B. PARK ORIENTATION AND ACCESS** | | | | | | | | | |
| B-1 | Superintendent | X | X | X | X | X | X | X | |
| B-2 | Superintendent | X | X | X | X | X | X | X | |
| B-3 | I&RM & Maintenance | | X | | | | | | |
| B-4 | | | | | | | | | X |
| B-5 | I&RM | | X | | | | | | |
| B-6 | I&RM | X | X | X | X | X | X | X | |
| B-7 | I&RM | X | X | X | X | X | X | X | |
| B-8 | I&RM | X | X | | | | | | |
| B-9 | I&RM | | | | | | | | X |
| B-10 | I&RM | | | X | | | | | |
| **C. ON-SITE EXPLORATION** | | | | | | | | | |
| C-1 | I&RM | X | X | X | X | X | X | X | |
| C-2 | I&RM | X | X | X | X | X | X | X | |

| *Action #* | *Who* | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | GMP |
|---|---|---|---|---|---|---|---|---|---|
| C-3 | I&RM | | | X | | | | | |
| C-4 | I&RM | | | | X | | | | |
| C-5 | I&RM | | | X | | | | | |
| C-6 | I&RM | X | X | | | | | | |
| C-7 | I&RM | X | X | X | X | X | X | X | |
| C-8 | I&RM | X | X | X | X | X | X | X | |
| C-9 | I&RM | | X | | | | | | |
| C-10 | I&RM | | X | | | | | | |
| C-11 | I&RM | X | | | | | | | |
| C-12 | I&RM | | | | | | | | X |
| C-13 | I&RM | | X | | | | | | |
| C-14 | I&RM | X | X | X | X | X | X | X | |
| C-15 | I&RM | | | X | | | | | |
| C-16 | I&RM | | | | | | | X | |
| C-17 | I&RM | | | X | | | | | |
| C-18 | I&RM | | | | X | | | | |
| C-19 | I&RM | | | | | | X | | |
| C-20 | I&RM | | | | | | | X | |
| C-21 | I&RM | | | | | | | X | |
| C-22 | I&RM | | X | | | | | | |
| C-23 | I&RM | X | | | | | | | |
| C-24 | I&RM | | | X | | | | | |
| C-25 | I&RM | | | | X | | | | |
| C-26 | I&RM | | | X | | | | | |
| C-27 | I&RM | | | X | | | | | |
| C-28 | I&RM | | | X | | | | | |
| C-29 | I&RM | | | X | | | | | |
| C-30 | I&RM | | | X | | | | | |
| C-31 | I&RM | | | X | | | | | |
| C-32 | | | | | | | | | X |

| *Action #* | *Who* | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | GMP |
|---|---|---|---|---|---|---|---|---|---|
| C-33 | I&RM | X | | | | | | | |
| C-34 | I&RM | | X | | | | | | |
| C-35 | I&RM | X | X | X | X | X | X | X | |
| C-36 | I&RM | X | X | X | X | X | X | X | |
| C-37 | I&RM | X | X | X | X | X | X | X | |
| C-38 | I&RM | X | | | | | X | | |
| C-39 | I&RM | | | X | | | | | |
| C-40 | I&RM | | X | | | | | | |
| C-41 | I&RM | X | | | | | | | |
| C-42 | I&RM | | | X | | | | | |

**D. Visitor Departure and Post-Visit**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D-1 | I&RM | X | X | X | X | X | X | X | |
| D-2 | I&RM | X | | | | | | | |
| D-3 | I&RM | | X | | | | | | |
| D-4 | I&RM | X | | | | | | | |
| D-5 | I&RM | X | X | X | X | X | X | X | |

**E. Support for the Interpretive Program**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| E-1 | I&RM | X | X | X | X | X | X | X | |
| E-2 | I&RM | X | | | | | | | |
| E-3 | I&RM | | X | | | | | | |
| E-4 | I&RM | X | | | | | | | |
| E-5 | I&RM | | X | | | | | | |
| E-6 | I&RM | | | X | | | | | |
| E-7 | | | | | | | | | X |
| E-8 | I&RM | | | X | | | | | |

| *Action #* | *Who* | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | GMP |
|---|---|---|---|---|---|---|---|---|---|
| E-9 | | | | | | | | | X |
| E-10 | I&RM | X | | | | | | | |
| E-11 | I&RM | X | X | X | X | X | X | X | |
| E-12 | I&RM | | | X | | | | | |
| E-13 | I&RM | X | X | X | X | X | X | X | |
| E-14 | I&RM | | X | | | | | | |
| E-15 | I&RM | X | X | X | X | X | X | X | |
| E-16 | I&RM | X | | | | | | | |
| E-17 | I&RM | X | X | X | X | X | X | X | |
| E-18 | Superintendent | | | | X | | | | |
| E-19 | I&RM | | | X | | | | | |
| E-20 | I&RM | X | X | X | X | X | X | X | |
| E-21 | I&RM | | | X | | | | | |
| E-22 | I&RM | | | | X | | | | |
| E-23 | I&RM | X | X | X | X | X | X | X | |
| E-24 | I&RM | X | X | X | X | X | X | X | |
| E-25 | I&RM | X | X | X | X | X | X | X | |
| E-26 | I&RM | | | X | | | | | |
| E-27 | I&RM | | | X | | | | | |
| E-28 | I&RM | | | | X | | | | |
| E-29 | I&RM | | X | X | X | X | X | X | |
| E-30 | I&RM & Maintenance | | | | X | | | | |
| E-31 | I&RM | | X | | | | | | |
| E-32 | I&RM | | X | | | | | | |
| E-33 | I&RM | | X | | | | | | |

# APPENDIX

## POTENTIAL INTERPRETIVE PROGRAMS

Through a Glass Darkly: The Boyhood Reminiscences of Booker T. Washington

Life in a Narrow Place: Slave Living Conditions and Working Relationships

The World the Slaves made: A Social History of Slavery

Tobacco Slavery: Tobacco Agriculture on the Burroughs Farm

War on the Homefront: The Impact of the Civil War on Piedmont Virginia

Dusk to Dawn: Armistice, Emancipation, and Reconstruction in Virginia

To Make My Mark: African American Literacy and Education in 19th Century America

A Dream Denied: The Overthrow of the 13th, 14th, and 15th Amendments to the Constitution

Philosophers at War: William Monroe Trotter, W.E.B. DuBois, General Armstrong, and Booker T. Washington

The Age of Booker T. Washington: A Secret Life of Conquest and Controversy

Insanity in the Age of Reason: The Ku Klux Klan, Racial Violence, and Political Terrorism in the Post-War South

Working with the Hands: The Tuskegee Experience

Dinner at the White House: Booker T. Washington in the Halls of Power

Birth of a Battle: Booker T. Washington and *The Birth of a Nation*

Looking Backwards: An Overview of the Life of Booker T. Washington

Booker T. Washington's Foundation of Black Nationalism

The Universal Negro Improvement Association

Booker T. Washington and the NAACP

A spotlight on William E. B. DuBois

Sellouts, traitors, Benedict Arnold's and Booker T. Washington?

# INTERPRETIVE PLANNING TEAM

**BOOKER T. WASHINGTON NATIONAL MONUMENT**
Rebecca Harriett, Superintendent
Tyrone Brandyburg
Qeferi Colbert
Alice Hanawalt
Betsy Haynes
Tina Orcutt
Timbo Sims
Tim Sinclair

**BLUE RIDGE PARKWAY**
Peter Givens

Colonial National Historical Park
Diane Stallings

Guilford Courthouse National Military Park
Bob Vogel

**BOSTON SUPPORT OFFICE, NORTHEAST REGION**
Kathy Tevyaw
Patti Reilly

**PHILADELPHIA SUPPORT OFFICE, NORTHEAST REGION**
Tom Davies
Kathy Dilonardo
Patricia Gillespie
Russ Smith

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# ANNUAL IMPLEMENTATION PLAN

**March 1999**

## Booker T. Washington National Monument

United States Department of the Interior • National Park Service

# ANNUAL IMPLEMENTATION PLAN

## PART 1. SUMMARY OF ANNUAL PLAN
## PART 2. ANALYSIS OF CURRENT PROGRAM
## PART 3. MANAGEMENT ISSUES FACING INTERPRETATION

In fiscal year 1999, the Division of Interpretation and Resource Management at Booker T. Washington National Monument is striving to increase the number of personal contacts staff make with visitors in the park, reach out to more people who do not visit the park, enhance the quality of the park's education program by developing curriculum-based programs and related pre-visit materials, and refine and develop the interpretive skills of staff and volunteers.

In 1998, 6,273 visitors participated in interpretive programming. Of those 4,054 people participated in interpretive walking tours and programs, 1,039 visitors were contacted during interpretive roves, and 1,180 visitors received an interpretive orientation program.

Also in 1998, the park developed its first curriculum-based education programs and presented them to 4,887 school children, 25% of the park's 1998 visitation. Since the park developed and began advertising these programs, the number of reservations for programs increased approximately 40%. The park hosted a teacher focus group to work on program ideas and staff addressed a teacher workshop of 250 local educators to advertise its education program. Parks as Classrooms funding of $6,000 was secured for 1999 to further develop programs and materials.

Including all types of personal services, roughly 58% of the people who visited the park enjoyed some sort of personal service interpretation during their visit. The park strives to increase that number by 5% in 1999.

The park also plans to investigate a number of questions about its resources and how they are interpreted. In 1998, an Ethnographic Overview and Assessment was completed under cooperative agreement by anthropologist Dr. Willie Baber of University of North Carolina - Greensboro. Dr. Baber discovered that a 7 acre parcel of land north of the Burroughs cemetery was sold to Thomas Burroughs in 1847 and subsequently transferred to James Burroughs, owner of Booker T. Washington. With the discovery that this previously unknown tract was part of the Burroughs plantation at the time of Booker T. Washington's occupation, Dr. Baber hypothesized that the Burroughs' "big house" may have been located on this acreage. The site adjacent to the reconstructed cabin, which has largely been known as the "big House" was indeed the site of a house. The age, dimensions,

and occupancy of that house are unknown, however. Funding has been secured in 1999 to excavate this site to determine whether or not this house was the site of the plantation's "big house."

Archeologist Dr. Amber Bennett Moncure of Sweet Briar College conducted the park's Archeological Overview and Assessment, which included 13 weeks of archeological survey and 8 weeks of excavation during the spring and summer of 1998. Perhaps most noteworthy was Dr. Moncure's discovery that a slave cabin did indeed exist at the location that Booker T. Washington indicated in 1908 was the site of his birth. Moncure unearthed artifacts that suggested that slaves occupied this structure. The excavation slightly changed the previously outlined dimensions of the cabin.

As Dr. Moncure's work continues due in part to $5000 secured as a research grant from Eastern National in 1999, the park seeks to explore Dr. Baber's hypothesis and interpret the study, the findings, and the implications of those findings to the public. It will also support the efforts of researchers who are conducting the park's Cultural Landscape Inventory and look forward to utilizing that information.

The analysis of the park's current interpretive and education program and the present issues that face the park helped shape the goals that the Division of Interpretation and Resource Management outlined in its 1999 annual or strategic work plan.

## LONG RANGE INTERPRETIVE PLAN
## 1999 Strategic Plan

### A. Pre-Arrival

**A-6** Evaluate existing wayfinding signs throughout the region directing visitors to the park and make needed improvements.

**A-7** Continually update park web page and create appropriate links to other related web sites. Include more specifics on what visitors will find during their visit on the 17-point page such as the cabin location where Washington was born and other re-created

### B. PARK ORIENTATION AND ACCESS

**B-1** Continue involvement in Route 122 corridor planning especially those lands in the park's viewshed.

**B-2** Continue to work within the community and with adjacent landowners to maintain a viewshed which complements the park setting, respects the park's significance and preserves the agricultural, rural character.

**B-6** Greet every visitor and inquire about their length of stay and with this information provide a park brochure and information on how best to experience the park given the amount of time the visitor has available.

**B-7** Reach out to passive recreation users in park, such as picnickers and walkers through roving, waysides and self-guided brochures to convey park interpretive themes, upcoming events and park rules/regulations/emergency instructions/safety messages.

**B-8** Produce a new park film which incorporates updated historical context, contemporary scholarship and park themes with messages about Dr. Washington's life and legacy and links with modern-day issues of race relations.

## C. ON-SITE EXPLORATION

**C-1** On a daily basis, rove the outdoor grounds to provide opportunities for visitors to have a personal contact with the ranger to receive information and interpretation.

**C-2** At regularly scheduled pre-determined, pre-announced times provide formal walks and talks created around the park's interpretive themes.

**C-6** Develop and promote programs for specific groups such as the African American Heritage Tours, local academia and family reunion groups. Use a variety of media, personalities, and formats which relate the significance of Dr. Washington and conveys park th

**C-7** Continue to sponsor book signings at the park.

**C-8** Continue to sponsor events such as re-enacting Washington's journeys on foot or bike. Consider connecting these events with other programs such as curriculum based and adult learning programs.

**C-11** Create an exhibit which summarizes park's current research efforts and studies/projects planned for the near future. Include photos of people involved in the research, compelling findings and display actual results with instructions on how to obtain more

**C-14** Create more hands-on activities on a discover basis for children and adults. Activities for children (adults like them, too) could include: discovery baskets filled with material culture items located at various outdoor and indoor locations throughout pa

**C-23** Professionalize and produce the newly developed Junior Ranger Program booklet.

**C-33** Explore expansion of the curriculum for middle and high school.

**C-35** Continue working with the educational community in the park's service area to examine the park's current education program and with the involvement of educators, create new programs which meet the Virginia Standards of Learning and aid in the teaching of

**C-36** Develop pre- and post-visit educational materials as needed by teachers to tie in with their curriculum including self-guiding options.

**C-37** Build relationships with teachers to evaluate program on an on-going basis and involve them in development of program.

**C-41** Create opportunities for adults to participate in park research as appropriate.

## D. Visitor Departure and Post-Visit

**D-1** Give every visitor a handout of nearby NPS sites including places such as Blue Ridge Parkway and Appomattox Courthouse National Historical Park.

**D-2** Place the NPS System Map and Guide unigrid brochure in a visible spot at the information desk for all visitors to see.

**D-4** Have available local and regional maps so visitors can find their way.

**D-5** Provide visitors a listing of upcoming programs.

## E. Support for the Interpretive Program

**E-1** Using appropriate interpretive media, interpret messages regarding process, progress and results of all natural and cultural resources research and other special projects as it relates to the park themes and protection of resources.

**E-2** Complete a cultural landscape inventory.

**E-4** Document and research the Hayes cemetery across the Route 122 from the main body of the park. Investigate the extent of its significance as it relates to Washington.

**E-10** Review and revise as appropriate a scope of sales which includes a variety of items, especially publications, for all age levels at reasonable prices. Include items such as park memorabilia which provide the visitor a tangible reminder of their park visi

**E-11** Encourage park staff to bring in possible sales items for review.

**E-13** Identify specific tasks for volunteers, including those in visitor services. Recruit more volunteers according to skills/talents needs. Actively recruit from the Smith Mountain Lake retired community and the African American community.

**E-15** Work with volunteer staff to achieve interpretive competencies as appropriate.

**E-16** Share this plan with interpretive volunteers so they see the connection between their contributions and what the park is trying to achieve.

**E-17** Meet with volunteers on a regular basis to keep them abreast of overall park activities and upcoming events so they feel connected to the park operations, their message stays current to the public, they are on top of late breaking information, and they ha

**E-20** Continue to enhance the functions of public affairs.

**E-23** Find opportunities for all interpretive staff to demonstrate competency in the Interpretive Development Program at all grades.

**E-24** Entire park staff, and especially the interpretive staff, should meet on a regular basis with the sole purpose of discussing the challenges their jobs entail and to have opportunities for debriefing about difficult experiences with visitors. Interpreters

**E-25** Provide a variety of professional development opportunities for interpretive staff and others on the BOWA staff who express the desire to be more involved in the interpretive program.

## PART 5. NEW INDIVIDUAL PROGRAM PLANS

New individual program plans are now being developed as the result of the new Long Range Interpretive Plan and will be included in the Interpretive Database as they are completed.

## PART 6. STATUS OF IMPLEMENTATION PLAN

This is the first year of the Long Range Interpretive Plan. Progress for the first year will be summarized in next year's Annual Implementation Plan.

# INTERPRETIVE DATABASE

**March 1999**

## Booker T. Washington National Monument

United States Department of the Interior • National Park Service

# INTERPRETIVE DATABASE

**Annual Media Inventory**
Yearly report
Last update 1998
Visitor center files
Alice Hanawalt, BOWA Park Ranger

**Visitor Survey Data**
Survey conducted in 1995 by Students from the University of Idaho
Usually located in park central files in HQ, currently out with GMP team

**Annual Interpretive Report**
Central files (88-92,96,98)
BOWA Chief Rangers

**Annual VIP report**
Central files (1987-1998)
BOWA VIP Coordinator

**Media plans**
Central files - 1994
BOWA I&RM staff

**Wayside Plan**
Central files BOWA HQ building
Begun in 1992 installed in 1995
HFC Michele Jacques, Planner

**Visitor Center Exhibit Plan**
Visitor Center files
Begun 1994 installed 1995
Tyrone Brandyburg, former BOWA Chief Ranger

**Public use reports**
Central files
Monthly report, last update 2/03/99
I&RM staff

**Interpretive Prospectus**
Central files
1968 - Gill Lusk, former BOWA Historian
1988 - HFC and BOWA I&RM staff

**Customer Service Plan**
1995
Visitor Center files
Alice Hanawalt, BOWA Ranger

**"Before Freedom Came"**
1991
Visitor center files
Education program developed by the Museum of the Confederacy

**"Freedom"**
1995
Visitor center files
Education program developed with PAC $ by a curriculum specialist (working for Signature, Inc.) and BOWA staff

**Booker T. Washington National Monument National Environmental Study Area Teacher Guide**
1978
Visitor Center files
Eleanor Long, former BOWA Ranger

**Booker T. Washington National Monument Pre-Tour Packet**
Visitor Center files
Last updated in 1996
Qeferi Colbert, former BOWA Ranger

**Current park folder**
Visitor Center files
Last updated 1998
HFC

**Previous park folder**
Reprinted in 1981
Visitor Center files
HFC

**Statement for Management**
1995
Visitor Center and central files
Bill Gwaltney, former BOWA Superintendent

**Parks as Classrooms application**
1998 - visitor center files - Tina Orcutt, BOWA Chief Ranger

**Resource Management Plan**
Visitor Center and central files
Ongoing input of data
I&RM Staff

**Ethnographic Overview and Assessment of BOWA**
1998
Visitor Center and central files
Dr. Willie Baber, Professor of Anthropology at the University of North Carolina at Greensboro

**Archaeological Overview and Assessment BOWA**
1998
Visitor Center and central files -
Dr. Amber Moncure - Professor of Archaeology at Sweet Briar College

**Basic reading list in priority order:**

1. *Booker T. Washington Handbook*, Barry Mackintosh
2. *Up From Slavery*, Booker T. Washington
3. *General Backgound Studies, The Burroughs Plantation 1856 – 1865,* Barry Mackintosh
4. *Booker T. Washington, The making of a Black leader, 1856 – 1901,* Louis Harlan
5. *Booker T. Washington, The Wizard of Tuskegee, 1901 – 1915,* Louis Harlan
6. *The Slave Community, Plantation Life In The Antebellum South,* John Blassingame