



Vancouver National
**HISTORIC
RESERVE**

EDUCATION MASTER PLAN
AUGUST 2006

Table of Contents

“The most important post and place in all the Oregon Territory was Fort Vancouver, the Hudson’s Bay Company’s headquarters. It was situated upon a beautiful sloping plain, on the north bank of the Columbia...”

Hubert Howe Bancroft, History of Oregon, Vol. 1, 1834-1848 (1886:6)

Preface.....	4
I. Introduction	5
II. A Vision for the Future.....	7
III. Major Themes	9
IV. Methodology	12
V. Background Research and Data Collection.....	14
VI. Existing Educational Programs	18
VII. Goals and Strategies.....	24
VIII. Evaluation	41
Sources Consulted.....	42
Appendix A, Primary Interpretive Themes.....	44

PREFACE

“The country gradually rises and runs back for ten or fifteen miles, passing through several plains, some of which are cultivated. On one of these is an excellent seminary where the children from the fort and neighborhood are educated.”

Osborne Cross, *The March of the Mounted Riflemen* (1940:266)

The Vancouver National Historic Reserve seeks to coordinate its efforts to offer balanced, quality educational programs. In order to facilitate cooperation and coordination of effort, the Historic Reserve through its Education and Programs Committee, developed a master educational plan. This assignment led to the naming of a working group which met during 2005 to examine resources, on-going programs, and potentials for the Historic Reserve.

The following report is a summary of the findings of the working group. It includes identification of the relationships of the members of the Historic Reserve with each other and community partners (formal and informal). It also explores potential new relationships and programs. The report identifies initiatives that can be taken by the partners in the Historic Reserve to further its educational mission.

The initiatives include the following:

- Commitment to Education Initiative
- Teaching and Learning Initiative
- Image Initiative
- Technology Initiative
- Connections to Partners Initiative
- Connections to Community Initiative
- Publications Initiative
- Travel/Study Programs Initiative
- Living History Initiative

INTRODUCTION

“Fort Vancouver has become the center of a flourishing commerce, for to this point come wares from all other forts in this territory and from this fort trains and groups of porters also depart to distribute merchandise to all inland stations. Thus Fort Vancouver, which outwardly appears to resemble a large farm surrounded by agricultural buildings, is in reality nothing more than a supply and accounting house for the city of London.”

Eugene Duflot de Mofras, Exploration du teraritoire de L’Orégon, des Californies et da la Mer Vermeille, exécutée pendant les années 1840, 1841 et 1842 . . . (1844)

The following master plan emerges from several years of planning and mounting educational programs. The Vancouver National Historic Reserve (VNHR) is a sum of many parts. It is a setting that connects past and present through its natural and historical structures and, above all, its educational programs. It has articulated a vision as “One Place Across Time,” a theme that unifies the activities of its several partners and affirms their sharing a single site.

This master plan was developed by a working group of the VNHR’s Education and Programs Committee. The working group drafted and refined the plan and submitted it to the VNHR’s partners for revisions and suggestions. The legislatively-mandated partners in the Historic Reserve work grouping were represented by the following:

- National Park Service, Fort Vancouver National Historic Site
- City of Vancouver
- U.S. Army
- State of Washington

The Vancouver National Historic Reserve Trust (VNHRT) is the primary non-profit group created to support the VNHR and the partners. The Trust was also key in developing this plan.

The Education and Programs Committee projected five goals and outcomes for the working group's labors:

- Identification of educational program interests
- Identification of target audiences for educational programs
- Exploration of larger themes and storylines relevant to the site
- Identification of opportunities for collaborative programs
- Development of the educational master plan

The working group drew on several past planning efforts. Central to its deliberations was the Long Range Interpretive Plan: Vancouver National Historic Reserve With Special Emphasis on Fort Vancouver National Historic Site and Vancouver Barracks (National Park Service, 2004).

Membership of the working group, led by Stephen Dow Beckham as facilitator and consultant, included the following:

- Elson Strahan, President & CEO, VNHRT
- Jan Bader, City of Vancouver
- Tracy Fortmann, National Park Service
- Bob Cromwell, National Park Service
- Greg Shine, National Park Service
- John Nold, Pearson Air Museum
- Rich McConaghy, Water Resources Education Center
- Ed Lynch, Board, VNHRT
- Robert M. Schaefer, Board, VNHRT
- Richard Keller, Board, VNHRT
- Twyla Barnes, Board, VNHRT and ESD 112
- Roberto Gutierrez, Clark College
- Sylvia Thornburg, Clark College
- Bruce Romanish, WSU Vancouver
- Nancy Link, VNHRT
- Nicole Velzy, VNHRT, secretary to working group

In addition to the primary partners, the master plan draft was also reviewed and revised in light of critiques offered by the Center for Columbia River History (which represents both Washington State University and Portland State University), Clark College, and Washington State University. In addition, input was sought from the Washington State Historical Society, Washington State Department of Archeology and Historical Preservation, The Confluence Project, Clark County Historical Society, United States Army, Fort Vancouver Regional Library, End of the Oregon Trail Museum, and the Oregon Historical Society.

A VISION FOR THE FUTURE

“Moved to the high ground directly in rear of the Fort. It commenced to rain as we began to strike our tents & rain & hail fell in heavy showers all day. We had only one wagon so that half the baggage was transported by hand. Our new location is quite high & commanding.”

Theodore Talbot, *The Journals of Theodore Talbot*
1843 and 1849-52 (Carey 1931:89)

Now is the time for the partners in the Vancouver National Historic Reserve to seek higher ground. Cooperation in all aspects of the educational mission is the key to success of each partner and of the Vancouver National Historic Reserve. The Historic Reserve has in place an infrastructure of several dimensions: facilities, VNHRT Board, staff of the member units, existing programs, and participant constituents of all ages. It has volunteers, donors, and affiliated institutions and organizations.

The delivery of education within the established theme structure and storylines is ready for expansion and deepening. The educational plan reviews existing partnerships and programs. More importantly, it identifies eight initiatives. In each of these initiatives the plan lays out action recommendations. Each initiative has the potential to further the educational mission because it builds on the Historic Reserve’s dependable strengths. The specific recommendations fine-tune the initiatives. In several instances the recommendations suggest activities that might be readily funded. All have the potential to advance the mission of education.

The working group believes that the educational plan is a blueprint for a fifteen-year program of seizing opportunities and launching initiatives. The recommendations are not all of equal weight, nor are they of comparable cost and benefit. Rather, they are a useful list designed to permit the Board to exercise its judgment to select that which is most useful, appropriate, timely, and has the potential to secure funding.

Education is the means of coming to terms with the cumulative wisdom of the ages. It is a process of confronting success and failure, fair dealing and duplicity, generosity and mendacity, wise planning and poor stewardship. Education is a dynamic enterprise of posing questions, finding answers, and probing outcomes.

“One place across time” is a phrase that remarkably captures the Historic Reserve. The Vancouver National Historic Reserve’s educational program has the potential to deepen the understanding of history, emphasize the responsibilities of citizenship, and nurture the understanding of place. These objects become the glue that cements community and bonds generation to generation.

The educational plan is premised perhaps on the comment of Archimedes who once wisely said: “Give me a place to stand and a lever long enough, and I can turn the world.” This plan is offered as a place to stand. The challenge is to craft the lever and start turning the world!

MAJOR THEMES

“The Vancouver National Historic Reserve is the story about changing social, economic, and cultural structures and their role in the changing landscape of this area The Reserve represents not only the past; it also represents the present while preserving the resources for future generations.”

National Park Service
Long-Range Interpretive Plan:
Vancouver National Historic Reserve (2004:2)

The partners in the Vancouver National Historic Reserve have identified five major themes that serve as the basis for interpretation and education. Appendix A identifies the themes and storyline structure in the National Park Service planning document that articulates the educational direction for the Historic Reserve. The five primary themes are the following:

1. Cultural and natural resource conservation: How do we know this place and why should it be protected?

The wealth of cultural resources, which comprise the physical remains of many significant people and important events, are closely integrated with a unique natural environment, creating special outdoor classrooms for archaeology and historical architecture, wetlands management, species study, and the examination of past and future impacts and conservation measures.

2. Crossroads and Environment: How does this place support diverse human and non-human communities?

Vancouver lies on the Columbia River where the land, water, wildlife, and people have interacted through time to create evolving communities.

3. Exploration and Discovery: How do we know this place?

For centuries people have recognized the richness of the natural and cultural resources in the area and have conveyed this knowledge to others through oral, written, and scientific records. These explorations and discoveries have influenced and will continue to influence new and

changing uses of the area, including impact through settlement and industry on the environment, trade, agriculture, and social organization.

4. Settlement and Development: How do we use this place?

Many factors have attracted and supported the waves of human settlement in the Vancouver area and contributed to the development of a high degree of social and cultural diversity, social stratification, co-existence, cooperation, and conflict.

5. Work and Community: What do we do in this place?

Based on the influence of both nature and people, the Vancouver National Historic Reserve is a place where diverse human communities have formed, overlapped, and interacted over time.

The exploration of these topics and questions naturally draw on several subjects:

- **American Indians**

Native Americans occupied the upper Columbia estuary for millennia. Their presence is documented through archaeological investigations, accounts of explorers, their participation in the fur trade, their dealings with missionaries and the federal government, their role in warfare and conflict resolution in the nineteenth century, and in cultural contributions in art, literature, and ethnography.

- **Exploration**

Travelers from distant lands explored this region by sea and by land commencing in the Enlightenment of the late eighteenth century. Their expeditions were driven by curiosity, commerce, and a quest for colonies. Charts, maps, ship logs, diaries, books, and collections of natural history specimens and Indian artifacts document their labors. Exploration of the region's resources continued with the labors of fur trappers, surveyors of military wagon roads and railroads, and the cadastral surveyors who subdivided the land for orderly settlement.

- **Fur Trade and Commerce**

The maritime fur trade brought vessels into the Columbia in 1792. Between 1811 and the 1850s a land-based fur trade tapped the resources of this region. The Hudson's Bay Company established its headquarters

at Fort Vancouver in 1821. This firm tested the region's potentials: furs, timber, fish, minerals, retail trade, farming (fruit, livestock, and crops), and shipbuilding. By the late 1840s nascent industries and agriculture became mainstays in the region's economy. The company attracted European, Pacific Island, and Native American workers. It was an enterprise of diverse ethnicities.

- **Settlement**

They came as a trickle in 1842 and 1843 and became a flood in 1845. Thousands and then tens of thousands of emigrants poured into the Oregon Country. Many crossed the Oregon Trail; some immigrated by sea. The lures were multiple: land, climate, health, favorable publicity, and adventure. The settlers spread out across the land establishing rural villages and cities. They appeared to be better imitators than innovators and moved quickly to establish that what was time-tested and familiar. They replicated the institutions from home: governments, churches, educational institutions, and social organizations.

- **Military**

Military forces have played an enduring and consistent role in the history of the Pacific Northwest and Fort Vancouver. From the military expeditions of Lewis and Clark (1805-06), James Biddle and John Prevost (1818), William Slacum (1837), the Wilkes Expedition (1841), John C. Frémont (1843), and Neil Howison (1846-47) to the arrival of the Mounted Riflemen (1849), the Army and Navy played an important role in establishing American interest in the region. Construction of Fort Vancouver as a regional post and source of supplies in the mid-1800s initiated an enduring Army presence for the next 150 years.

- **Aviation**

The development of airplanes, maintenance, repair, and construction of aircraft (such as through the Spruce Production Division, U.S. Army), operation of Pearson Field, and extensions by air to a wider world (trans-polar flight of 1937) have played another important role in the history of Vancouver.

These primary themes and key storylines become the fabric of education at the Vancouver National Historic Reserve.

METHODOLOGY

“Commencing at a balm of Gilead tree on the north bank of the Columbia river marked ‘A.M.S.’ thence along the east line of Amos M. Short’s claim, one hundred and sixty rods, thence due south to the Columbia river, thence along the bank of said river to the place of beginning...”

[Cadastral survey notes, Amos and Esther Short claim],
History of the Pacific Northwest (Evans 1889[1]:335)

The Planning Process

The working group of the Education & Programs Committee engaged the following topics:

19 May 2005	Committee Assignment and Timetable
2 June 2005	Interpretive Themes
16 June 2005	Visitors: Identity and Numbers
30 June 2005	Collaboration and Partner Relationships
21 July 2005	On-going programs and activities
11 August 2005	Master Plan Goals and Strategies
14 September 2005	Signage, Marketing, and Image
17 October 2005	Initial Review of Draft Plan
31 October 2005	Second Review of Draft Plan
14 November 2005	Third Review of Draft Plan
14 December 2005	External Review of Draft Plan

- The planning process focused on existing resources, programs, audiences, calendar, and ambitions for the future. The documentation presented herein:
- Confirms the participation of each of the principal constituents in the Historic Reserve.
- Seeks to find strengths and common purpose for the development of educational programs.
- Affirms the centrality of the mission of education and the coordination of programs.

- Identifies educational goals and strategies for their implementation.
- Affirms the importance of collaboration in all aspects of education (marketing and delivery of programs).
- Builds on the strengths of location, existing facilities, and public perceptions of educational opportunities

The planning process was collaborative. It focused on present resources and long-range development of the Historic Reserve. It sought to plumb both the internal environment of the partners in the Historic Reserve as well as the external communities which it serves and from which it draws visitors, support, and its reason for existing.

BACKGROUND RESEARCH & DATA COLLECTION

“In the after noon we board a lower cascade steamer and soon touch at Fort Vancouver on the north bank of the river. This is the second oldest place on the coast, Astoria at the mouth of the river named for John Jacob Astor, the oldest. Vancouver is named for an English man of this name, one of the earliest explorers of the North Pacific Coast.”

Harriet Loughery, Diary, August 30, 1854 (Holmes 1989[8]:161)

Vancouver National Historic Reserve’s Partnerships and Programs Include Organizations Such As:

- The Marshall Foundation (Lexington, VA.)
- Center for Columbia River History (Vancouver, WA.)
- Clark College (Vancouver, WA.)
- Clark College Elderhostel (Vancouver, WA.)
- Washington State University, Vancouver (Vancouver, WA.)
- Portland State University (Portland, OR.)
- Clark County History Museum (Vancouver, WA.)
- National Trust for Historic Preservation (Washington, DC.)
- Greater Vancouver Chamber of Commerce (Vancouver, WA.)
- Vancouver Convention and Visitors’ Bureau of Southwest Washington (Vancouver, WA.)
- Portland Oregon Visitors Association (POVA) (Portland, OR.)
- McLoughlin House (NPS, Oregon City, OR.)
- End of the Oregon Trail Center (Oregon City, OR.)
- Oregon Historical Society (Portland, OR.)
- Clackamas Heritage Partnership (Oregon City, OR.)
- Japanese Garden (Portland, OR.)
- Champoeg Territorial State Park (Butteville, OR.)
- Oregon City Pass Program (Ermatinger House, Holmes House, Rose Farm, EOT Center, Oregon City, OR.)
- Public schools (Vancouver, K-12 and Portland metropolitan area)
- Clark County Education Service District No. 112 (ESD)
- Howard University (Washington, DC.)
- American Red Cross (Vancouver, WA.)
- Identity Clark County (Vancouver, WA.)

Fort Vancouver (National Park Service)

An agency within the Department of the Interior, the National Park Service plays a major role in property management, cultural resource protection, interpretation, and education in the Historic Reserve. In addition to the joint relationship held with the Trust and the City already noted, the National Park Service has associations institutions and organizations such as:

- All universities in Washington, Oregon, and Idaho for the offering of courses for college credit, research opportunities, internships, teaching assistantships, and field schools
- U.S. Army (NAGPRA and Section 106 compliance issues, Lewis and Clark Expedition Bicentennial)
- Northwest Interpretive Association (NWIA)
- North Cascades and Columbia Network (Pacific Northwest national parks)
- State Parks
 - Champoeg Territorial Park (Butteville, OR.)
 - Fort Nisqually interpretation, Pont Defiance Park (Tacoma, WA.)
 - Fort Langley (BC.) and Parks Canada
 - Fort Ross (Bodega Bay, CA.) and California State Parks
 - Sutter’s Fort (Sacramento, CA.)
 - Station Camp (Chinook, WA.)
 - Lewis and Clark Expedition parks [Sacajawea, Fort Canby, and others] (WA.)
- Heritage Parks (nationwide)
- Confederated Tribes of Grand Ronde Indian Community (Grand Ronde, OR.)
- Commercial/business
 - Hudson’s Bay Company (Winnipeg, Canada)
 - Spode, The Fine China and Porcelain Companies, Ltd. (Stoke-on-Trent, England)
- Professional organizations
 - Oregon-California Trails Association (Independence, MO)
 - National Parks and Conservation Association
 - National Park Foundation

City of Vancouver

The City of Vancouver has several formal partnerships that connect with the Historic Reserve in addition to the joint relationship held with the Trust and National Park Service, such as:

- Nez Perce Tribe (Lapwai, ID.)
- Confederated Tribes of Umatilla (Pendleton, OR.)
- Federal Aviation Administration, Portland International Airport (Portland, OR.)
- Sister City in Japan

Water Resources Education Center (City of Vancouver)

The Water Resources Education Center has formal partnerships with the following:

- Environmental Information Cooperative, housed at the library, Washington State University, Vancouver, WA.
- Columbia Springs Environmental Education Center
- Lower Columbia River Estuary Program
- Washington Department of Fish and Wildlife
- Washington Department of Ecology
- Clark County Water Resources Program (Watershed Monitoring Network)
- U.S. Fish and Wildlife Service - Columbia Gorge Information and Education Program
- U.S. Army Corps of Engineers - Bonneville Lock and Dam Information and Education Program

The Water Resources Education Center has informal partnerships with the following:

- Jackson Bottom Wetlands Preserve, Hillsboro, OR.
- Environmental Education Association of Washington (EEAW)
- Wood's Landing (Columbia Springs)
- Clean Water Coalition
- U.S. Department of Fish and Wildlife, Ridgefield Refuge (Ridgefield, WA.)
- Army Corps of Engineers, Portland District (Portland, OR.)
- Education Service District No. 112 (Vancouver, WA.)
- Area universities (internship program)
- Audubon Society
- Washington State University Extension - Watershed Stewards
- Clark County Solid Waste - Master Composter Program

Water Center has potential working relationships with the following:

- Western Rivers Conservancy
- Kayak recreation groups

Pearson Air Museum

The Pearson Air Museum has formal, collaborative relationships with the following:

- Museum of Flight (Seattle, WA.)
- Eugene Museum of Science and Aviation (Eugene, OR.)

The Pearson Air Museum has informal, working relationships with the following:

- McAlister Air Field (Yakima, WA.)
- Tillamook Air Museum (Tillamook, OR.)
- Olympic Air Museum (Olympia, WA.)
- Evergreen Air Museum (McMinnville, OR.)
- Clark County Education Service District No. 112 (Vancouver, WA.)
- Local School Districts (Clark County, WA.)
- Work Force Programs
- Youth Ambassadors
- Civil Air Patrol
- Portland Air National Guard (Portland, OR.)
- Horizon Airlines
- Air Science Program
- Smithsonian Air and Space Museum (Washington, DC.)
- Chkalov Cultural Exchange
- Northwest Antique Air Craft

Vancouver Barracks (U.S. Army Reserve)

The U.S. Army has had a presence in the Vancouver Barracks since the mid-1800s. Over time, the land area of Vancouver Barracks has been reduced through various transfers to the City of Vancouver and the National Park Service. However, portions of Vancouver Barracks remain under the current supervision of the U.S. Army Reserve for use as a training and sustainment base for U.S. Army Reserve units in the Vancouver, WA area. Vancouver Barracks is part of the Vancouver National Historic Reserve and the U.S. Army is a participating Partner in the Vancouver National Historic Reserve Partnership as directed by Congress.

While Vancouver Barracks is an integral part of the National Historic Reserve; The U.S. Army and Vancouver Barracks is not a participant in the Educational Master Plan. However, as a full Partner in the Vancouver National Historic Reserve, the Army supports the efforts of the other Partners to provide this educational opportunity to the area.

EXISTING EDUCATIONAL PROGRAMS

“Observing that during his ten years’ residence in the country many young children were coming forward in the village and within the walls of the fort, McLoughlin secured the services of an American as a teacher, one Solomon Smith . . . and thus the school was organized, the first in Oregon, was a good one, wherein were taught the English branches, singing, deportment, and morality. It was the heart and brain of the Oregon Territory, though there were other places pulsating in response to the effort at Fort Vancouver.”

Hubert Howe Bancroft, History of Oregon, Vol. 1, 1834-1848 (1886:11)

Members of the Historic Reserve currently are engaged in a number of educational initiatives. Three common themes resonant through the programs: (1) the importance of understanding history, (2) responsibilities of citizenship, and (3) significance of place—the setting and the environmental context. The following summary identifies a number of current programs and, in some instances, mentions projected changes in format and focus that are underway.

Lectures

Several times during the year members of the Historic Reserve offer lectures. Some of the lectures are topical with a set theme; other lectures are stand-alone events. The offerings include:

General George C. Marshall Lecture

This program has been primarily offered at Hudson’s Bay High School by Historic Reserve Trust’s Celebrate Freedom Program. It has on occasion occurred at other venues, such as the Main Parade Ground. Comments suggest that some revision in content is needed in order to have a speaker who may engage adults in one program setting and high school students in another.

Center for Columbia River History Lectures

The James B. Castles Endowment Lectureship that offers programs on the

history, literature, art, or politics of the Columbia River Basin. The lectures are given at Washington State University Vancouver and at Portland State University and on the Historic Reserve.

In addition to these two, annual lectures, CCRH sponsors speakers for classrooms and libraries and, from time to time, hosts films.

Fort Vancouver (NPS) Northwest Cultural Resources Institute and Archaeology Lectures

During the annual operation of the Archaeological Field School, the NPS sponsors lectures for the students and general public that relate to the expanding understanding of cultural history at the Historic Reserve through archaeological investigations and analysis.

Pearson Air Museum Lectures

On a quarterly schedule to coincide with membership meetings, this program addresses the history of aviation and the mission of Pearson Air Museum.

Historic Reserve Trust's Celebrate Freedom, Flag Day Lecture (June 14)

Annually as part of Flag Day observations, a speaker addresses topics related American history and patriotism.

General Oliver Otis Howard House Lecture (proposed)

This program is to draw on the life and varied career of General O. O. Howard: soldier, author, and educator. Future program development may involve a coalition of Clark College, Washington State University, and Portland State University.

Special Exhibits and Events

At present facilities for special exhibits and events range from adequate to undeveloped. Special exhibit and event facilities include existing and potential structures such as the East Barracks, NPS Visitors' Center and the Pearson Air Museum. Outdoor events are scheduled for the main parade ground, Great Meadow, and other open spaces within the Historic Reserve.

Historic Reserve Trust's Celebrate Freedom Programs:

- Flag Day (June 14)
- Veterans Day Parade (Saturday prior to Veterans Day)
- 4th of July at the Historic Reserve often involves programs on July 3 and 4. There are many activities and venues, including a major concert. Fireworks discharged off a barge on the Columbia River are enjoyed by 60,000 attendees on site and up to 250,000 in the region, as well as a television broadcast audience.
- The Marshall Leadership Award and the Marshall Youth Leadership Award are held in the fall and spring, respectively.

City of Vancouver Programs:

- Nez Perce Reconciliation Ceremony (April). An annual event led by the City of Vancouver and the Nez Perce Tribe of Lapwai, Idaho, as well as other Historic Reserve Partners. The event commemorates the imprisonment of Chief Red Heart's Band at Fort Vancouver in 1877-78
- Old Apple Tree (First weekend in October) This annual event celebrates harvest from perhaps the oldest apple tree in the Pacific Northwest. One of the stories suggests that in 1826 or 1827 Captain Aurelius Simpson planted the old apple tree which still exists today on the grounds of the HBC's Fort Vancouver. The tree represents the emergence of orchards and the nursery business in the region.

National Park Service Programs (annual events, ranging from one to two days to weekends)

- Candlelight Tours (second weekend in September)
- Christmas at Fort Vancouver (two weeks before Christmas)
- Children's Cultural Walk, a program for second grade students that observes ethnic diversity through costuming
- Brigade Encampment (June), an event commemorating return of the fur brigades
- First Fridays at the Fort (June, July and August)
- Fort Lantern Tours (January and February)
- School of the Reenactor (April)
- Soldiers' Bivouac (after 4th of July), a military encampment of reenactors representing different eras of military companies associated with Fort Vancouver. The event includes one of two "vintage" baseball games.
- Founder's Day (August 25), an event commemorating establishment of the National Park Service in 1916

Center for Columbia River History Programs

The Center for Columbia River History has worked with the Columbia River Basin Project under a grant from the U.S. Department of Education to support programs in community history, oral history, and curriculum development. Oral history projects have included interviews with those engaged in building dams on the Columbia and another on the role of the Northwest Power Planning Council and its policies. The National Park Service contracted with CCRH for the ambitious bibliographic project mounted by Donna L. Sinclair, a three-part overview on the Vancouver Barracks with its “suggestions for further research.”

U.S. Army’s Fort Vancouver Barracks Programs

- Memorial Day (May)
- Christmas Tree Lighting (second Saturday in December)

Pearson Air Museum Programs

- USO Style Dances (Fall and Spring). This bi-annual fund-raising event includes some re-enactors and interpretation about the role of the USO during wartime.
- Summer Camp. Drawing students aged 10 to 16 years, this camp has expanded to two week-long sessions.
- Quarterly Business Meetings. These sessions include a business meeting and educational lecture.
- Pearson Day (annual)
- Observation of the Chkalov Trans-polar Flight (1937), an informal, annual summer event
- Fly-ins by special groups, such as bi-plane events in August

Water Resources Education Center

- Splash! (March). This event celebrating water provides exhibits, music and food.
- Critter Counts (Mid-April). Volunteers participate annually in counts of animals inhabiting the wetlands near the Water Center and in testing water.
- Watershed Congress (Mid-May). This culmination conference is for students involved in year-long water monitoring projects.
- Sturgeon Festival (May).
- Columbia Camp for Students and Columbia Camp for Educators

- (July). This program is day camp/workshops to learn about water.
- Winter Faire. (Mid-November). A two-day, art festival, this event features works of contemporary, local artists.

Special, One-time Programs have included:

- Lewis and Clark Expedition exhibit at Howard House
- Corps II, the traveling Lewis and Clark Expedition event
- Discovering the Rivers of Lewis and Clark presented by American Rivers at the Water Center (Fall, 2005)
- Vietnam Wall
- Declaration of Independence exhibit at the Water Center (2004)
- World War II commemoration
- Greatest Generation event
- 100th Anniversary of Pearson Field
- “9/11” Remembrance Event (held twice)

A future possibility is for the Historic Reserve to host the National Folk Festival as well as the creation of other signature events within the VNHR.

Videos

Pearson Air Museum

Pearson presently has two videos: “The Old Timers of Pearson Field” and “Re-enactment of Silas Christofferson’s Flight (1912),” the launching of an airplane from the roof of the Multnomah Hotel in Portland to its landing at Pearson Field in Vancouver

Vancouver National Historic Reserve

The VNHR shows “One Place Across Time,” an overview of the Historic Reserve and its historical resources.

The VNHR also shows a short video that provides a brief overview of the reconstruction and history of Fort Vancouver.

Books and Publications by and/or for Reserve Partners Include:

Hatheway, John Shadrach. *Frontier Soldier: The Letters of Maj. John S. Hatheway, 1833-1853*. Ted Van Arsdol, ed. Vancouver, WA.: Vancouver National Historic Reserve Trust, 1999.

Mack, Lois. *One Place Across Time: Vancouver National Historic Reserve*. Vancouver, WA.: Vancouver National Historic Reserve Trust, 2001.

National Park Service. Fort Vancouver National Historic Site: Final General Management Plan, Environmental Impact Statement. Vancouver, WA.: United States Department of the Interior, National Park Service, 2003.

National Park Service. Long-Range Interpretive Plan: Vancouver National Historic Reserve With Special Emphasis on Fort Vancouver National Historic Site and Vancouver Barracks. Vancouver, WA.: United States Department of the Interior, National Park Service, 2004.

Van Arsdol, Ted. Northwest Bastion: The U.S. Army Barracks at Vancouver, 1849-1916. Vancouver, WA.: Heritage Trust of Clark County, 1991.

Walker, Jon. A Century Airborne: Air Trails of Pearson Airpark. Jon J. Walker, 1994.

GOALS AND STRATEGIES

“A good regimental band is here and well instructed which contributed much to break the sublime stillness of this beautiful situation.”

George A. McCall,
“McCall’s Inspection Report, Department of the Pacific, 1852,”
Mansfield on the Condition of the Western Forts, 1853-54 (Frazer 1963:175.)

Commitment to Education Initiative

Education is the purpose and enterprise of the Vancouver National Historic Reserve. Decades of work have laid the foundation for the Historic Reserve’s core educational programs. The commitments include preservation, maintenance, construction, and reconstruction of facilities as sites for delivery of education. The partners at the Historic Reserve also have hosted school groups and visitors of all ages, taught institutes and courses, offered lecture programs, developed library resources (textual and visual), mounted collection and curation of important examples of material culture (ranging from clothing, to household goods, to uniforms, to airplanes, and boats), carried out extensive archaeological investigations (including curation of artifacts and reporting of discoveries), and underwritten publications (brochure, book, video, and bibliographic). The Historic Reserve has sought, nurtured, and sustained professional staff and volunteers, essential to delivery of visitor services.

Implicit to the commitment to education is to meet basic needs and requirements. These include curriculum development and content review, assessment of curriculum against state standards in Washington and Oregon, preparing staff, volunteers, and teachers to deliver the curriculum, and coordinating programs, marketing of opportunities, and under girding all with funding adequate to meet the current visitor market and as it may emerge in the future. The matters of curriculum development, delivery, assessment, coordination, marketing, and providing financial support for education are the highest priority of the Vancouver National Historic Reserve.

Commitment to Education Recommendations:

Promote the coordination of educational programs through a master calendar that creates maximum use of resources and avoids duplication, competition, or overlap.

Create a central location (office and personnel) to serve as a clearinghouse for booking events, tours, school visits, and the “doubling” of visits (such as when a school group may visit two parts of the Historic Reserve within the same day).

Seek funding to develop a basic curriculum meeting state standards in Washington and Oregon, appropriate to the grade level of students. This funding would facilitate curriculum development, teacher and volunteer education, and provide the means for periodic assessment of educational outcomes.

Promote the development of curriculum units and lesson plans that use the themes and storylines in the Historic Reserve for teaching students about the history, environment, and development of the area. These units and lessons can be offered as a template for teachers to use or modify depending on their grade assignment and time for addressing these subjects.

Seek funding for acquisition of textual, visual, and audio materials to support curriculum development.

Teaching and Learning Initiative

The Vancouver National Historic Reserve was created by Congress to preserve, educate, and facilitate public use of the natural and cultural resources of the site. The VNHR affirms the centrality of education as a primary mission. Although the Historic Reserve is engaged in property management (rentals, maintenance of National Register structures and landscapes) and a variety of programs, it exists to:

Preserve the historic structures, physical assets and cultural landscape.

Provide education and interpretation of the significance and history of the area.

Provide for public use and accessibility of the VNHR.

Provide an environment for opportunities to commemorate the importance of citizenship.

The VNHR has responsibility for historic structures, archaeological sources, and collection management. These diverse responsibilities mesh nicely with the VNHR’s educational mission.

Teachers and students are natural constituencies of the Historic Reserve. The Washington and Oregon Councils for the Humanities, Arts Commissions, and other organizations have funded special teacher institutes to engage teachers with special resources. The Historic Reserve is an ideal site to host teacher institutes. Graduate credit can be awarded by local colleges and universities. Staffing of the institutes can draw upon NPS staff, college and university teachers, local artists, and curriculum specialists with the ESDs.

It may be possible, for example, to develop special teacher institutes founded on technology. Such programs could enhance teacher skills in use of websites or analysis of primary materials such as decennial census schedules and land records using SPSS or other quantification programs. The institutes could model for teachers new ways of instruction in the classroom by introducing them to technology and resources special to the Historic Reserve.

To further the teaching and learning initiative of the VNHR, the National Park Service, City of Vancouver, U.S. Army, and the State of Washington shall:

Mount programs that foster a sense of history. The ability to think historically and to assess the impact of cause and effect relationships in the context of local, regional, national, and international events is fundamental to be educated in modern times.

Mount programs that foster a sense of place. The understanding of geology, climate, species distribution, zonation, environmental health and hazards, water availability and quality, and the flow of commerce and population are essential to an understanding of the modern world.

Mount programs that stress informed citizenship. Those who live in the twenty-first century are citizens of a global community linked by almost instantaneous communication, travel, and trade. By an examination of two centuries of historic activity and an unfolding knowledge of prehistory in the region of the upper Columbia estuary, those who encounter the programs of the Historic Reserve can grow as compassionate citizens. Respect for the law and the institutions of government, knowledge of cultural diversity and individual achievement, and the power of creativity are worthy goals in nurturing an informed citizenry.

Teaching and Learning Recommendations:

Compile a curriculum matrix or guide that profiles the educational offerings of all the partners that ties their objectives and learning outcomes

to the State of Washington standards for Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) so that K-12 educators wishing to visit the Reserve are aware of how learning experiences address their required core content

Hire an educational program coordinator for the VNHR to facilitate education programs

Sponsor or host teacher institutes such as week-long programs of lectures, tours, and group projects using the setting, themes, and storylines of the Historic Reserve for the development of curriculum units appropriate to the teacher's grade level assignment

Publicize the resources of the VNHR available on site, on-line, and in publications (print and video)

Image Initiative

The Vancouver National Historic Reserve seeks to build its local, regional, and national image as a place for education. The programs its constituents offer are founded in the humanities, social sciences, and sciences and range widely within those disciplines.

In natural science the Water Resources Education Center offers programs in environmental studies that deal with water, fisheries, ornithology, geology, hydrology, and ecology (including predator/prey relationships in an ecosystem).

The Water Resources Education Center offers programs on Lewis and Clark as well as the history of changes to the river and their effects on the inhabitants through hands-on activities and linking "what's good for us (to what is) is good for salmon."

In science the Pearson Air Museum offer programs concerned with the technology, engineering, and history of flight. These programs range from the evolution of lighter-than-air craft to civilian and military uses of aircraft.

In the humanities and social sciences the National Park Service offers a wide range of programs that address the techniques and contributions of archaeology (prehistoric and historic), the role of the fur trade in the development of the American West, relations between Native Americans and Euro-Americans, and several dimensions of cultural history. Between 1825 and 1849 Fort Vancouver was the administrative, cultural and economic hub of activities in the region. From 1849 to the present, the U.S. Army has garrisoned Fort Vancouver. Its officers and

enlisted men have fought in Indian Wars, participated in the Civil War, Spanish-American War, World War I, World War II, Korean War, Vietnam War, and other international conflicts.

In the humanities the VNHR offers the annual General George Marshall Lecture and is proposing expanded cooperative programs with Howard University in Washington, D.C.

In the humanities Pearson Air Museum maintains a research library and mounts programs to foster the understanding of the technology of flight, international relations, and the impacts of air transportation on the world.

In heritage tourism the Historic Reserve seeks to build on its location, the themes relevant to the history of the American West, and its ties to a variety of ethnic groups.

In enhancing American citizenship the Historic Reserve's programs range from the Marshall Lectures to veterans' events, the annual 4th of July celebration, to living history encampments at Fort Vancouver.

At present signage on I-5, Highway 14, and streets in the City of Vancouver does not adequately inform travelers of the location and opportunities in the Historic Reserve.

At present visitor counting by the partners in the VNHR varies considerably. Some units count only paying visitors or those coming to a specific event related to the unit's mission. Other units count everyone who walks through the door.

At present the lack of a marketing plan curtails the ability of the partners in the Historic Reserve to promote its amenities to tour companies, conventions, schools (public and private) of the greater Vancouver and Portland metropolitan areas, state tourist bureaus, and national educational institutions engaged in travel/study programs.

Image Initiative Recommendations:

To improve and deepen its image, attract visitors, and deliver its educational programs, the partners in the Historic Reserve shall:

Develop a marketing plan to promote cooperative marketing of programs to build audiences receptive to the themes and storylines integral to the Historic Reserve's educational mission. This plan shall emphasize the attractions and opportunities afforded by the Historic Reserve.

Develop a short, dynamic video/DVD that covers all aspects of the Historic Reserve to serve as an educational tool, marketing device, and promotion piece for fund-raising. Some portion of this video should be made available on the web with links from each of the Historic Reserve's partner sites

Coordinate advertising and promotion with shared use of logos, slogans, and promotional information to promote the larger potentials of Historic Reserve as well as specific parts and programs

Persist with and implement the on-going signage plan and work with the Washington Department of Transportation, Oregon Department of Transportation, City of Portland, Port of Portland (PDX), and the City of Vancouver to achieve uniformity and clarity about visiting the Historic Reserve.

Install orientation maps: "You Are Here" signage.

Seek greater uniformity or consistency in the ways of counting visitors so that funding sources will gain a clear picture of the potential impact of programs.

Encourage program development by radio stations and television channels that addresses the historical themes and storylines relevant in the Historic Reserve's history. These initiatives might include program opportunities with Clark County Community Television, Oregon Public Broadcasting, History Channel, Travel Channel, Discovery Channel, and Food Channel.

Technology Initiative

The widespread proliferation of "virtual libraries," "distance learning," and "visual artifact catalogs" confirms the need for the partners in the Vancouver National Historic Reserve to use the internet and electronic databases for the delivery of educational programs and materials. The present audio visual production, "One Place Across Time," was a good initial effort upon which to produce a more comprehensive range of resources.

A number of explorers examined the upper Columbia River estuary. These included the reports of Captain William R. Broughton (1792), Lewis and Clark (1805-06), the Astorians (1811-14), Northwest Company (1814-21), Hudson's Bay Company (1821-49), David Douglas (1828-32), John Kirk Townsend and Andrew Wyeth (1834), William Slacum (1837), the U.S. Exploring Expedition (1841),

Eugene Duflot de Mofras (1841), Lt. John C. Frémont (1843), Lt. Neil Howison (1846-47), Lt. Osborne Cross of the Overland Riflemen (1849), and officials of the Pacific Railroad Surveys (1855-56).

The documents published by the Hudson's Bay Record Society and the dozen volumes of documentary materials produced by the Hudson's Bay Claims Commission, 1861-71, provide a substantial base for research. The journals, letters, and reports of John McLoughlin, Alexander Roderick McLeod, John Work, William Fraser Tolmie, Peter Skene Ogden, and James Douglas contain extensive documentation on the testing of the resources of the Pacific Northwest. These records address the fur trade, agriculture (farming and stock-raising), ship building, sawmill operations, fishing and fish packing, mining, shipbuilding, and retail merchandising. At present the NPS has in digital format the letters of Dr. John McLoughlin and about 2,000 photographs.

The Hudson's Bay Company Claims Commission worked between 1861 and 1869 to obtain affidavits, photographs, maps, and assessments of the assets of the Hudson's Bay Company. The records of the Commission contain extensive oral histories and other information related to Fort Vancouver and to the work of the HBC in the region. The documents gathered by the Commission and the adjudication of claims are a little used resource.

In 1834 Rev. Jason Lee, leader of the Methodist Mission, arrived at Fort Vancouver. These missionaries located at French Prairie in the Willamette Valley; their station promoted considerable interest in Oregon, though it won few converts. The mission closed in 1843 when Lee was fired. Most of the personnel stayed and filed on lands under the Donation Land Act (1850). The American Board of Commissioners for Foreign Missions sent its initial delegation to the Pacific Northwest in 1836 and established four stations on the Columbia Plateau. These outposts drew their supplies from the Hudson's Bay Company at Fort Vancouver and its outlying posts in the interior. Catholic missionaries arrived in 1839 and established St. Joseph's Mission at Fort Vancouver. This station and other missions at Cowlitz Prairie, French Prairie, and the mouth of the Columbia River mounted a ministry to the French-Canadian and Indian population of the region. The correspondence and sacramental registers of the missionaries provide a valuable insight and demographic assessment of the population of the region in the mid-nineteenth century.

The records of the U.S. Army, based at Fort Vancouver from 1849 to the present, are extensive. These include the letters of post commanders, post returns, orders received, and an extensive set of materials concerned with the activities and health of the soldiers stationed at the base. Fort Vancouver, for a number of years in the mid-nineteenth century, was the headquarters for the region's Quartermaster's

Department. Its staff and warehouse dispensed foodstuffs, uniforms, armaments, and military supplies to troops stationed throughout the region. Additionally, a number of the officers stationed at the fort had distinguished lives and accomplishments that linked them to national and world events.

The U.S. Army Spruce Production Division established at the Historic Reserve in 1918 one of its largest sawmills for production of spruce lumber for the manufacture of airplanes during World War I. The records of this special Army program speak to the role of the Army in logging and lumbering and the creation of the Loyal Legion of Loggers and Lumber (4-L's) to counter the militant presence of the Industrial Workers of the World (IWW).

Commencing in 1921 the U.S. Forest Service began use of Pearson field for aerial reconnaissance of lands to prevent forest fires. The connections between the Forest Service and the Historic Reserve were renewed with the Civilian Conservation Corps (CCC) projects of the 1930s.

The CCC a make-work project of the New Deal, had its Pacific Northwest headquarters at the Historic Reserve. The role of the CCC in developing infrastructure on federal lands administered today by the U.S. Forest Service the Bureau of Land Management proved highly significant. The CCC constructed major improvements for the U.S. Grazing Service as well as lookouts, guard stations, ranger stations, roads, campgrounds, and other facilities of the Forest Service. The CCC was also involved in development of city and county parks, airports, and other public facilities. Several CCC camps subsequently became Public Service Camps for “conscientious objectors” during World War II.

During World War II the Historic Reserve became the site of the shipyards for Henry J. Kaiser’s corporation. Liberty ships, baby flattops, and other vessels constructed at this site helped the United States wage its war against Japan, Germany, and Italy. The enterprise drew a diverse population of workers and markedly increased the ethnic diversity of the region.

To further educational access, the partners in the Historic Reserve may develop CDs, DVDs, and on-line digital collections. These activities may include:

Lifting up the multiple contributions of “Uncle Sam” in the Pacific Northwest (federally-financed exploration and discovery). These may include:

- Lewis and Clark Expedition journals and maps, 1805-06
- William Slacum’s report, 1837

- U.S. Exploring Expedition, 1841 (journals, fieldnotes, maps, charts, and published scientific accounts)
- Lt. Neil Howison's report, 1848
- Pacific Railroad Surveys (maps and reports), 1855-56
- Plats of cadastral survey, General Land Office, 1851-ff.
- Fieldnotes of cadastral survey, General Land Office, 1851-ff.
- U.S. Army records
- U.S. Army Quartermaster Department records
- U.S. Army Corps of Engineers records
- U.S. Light-House Service (Warrior Point Lighthouse)
- U.S. Forest Service (use of Vancouver Municipal Airfield and Pearson Airfield)
- Bureau of Indian Affairs records (treaties, correspondence)
- General Land Office (succeeded by the BLM) applications and correspondence relating to land claims
- U.S. District Court records relating to conflicting claims to site of Fort Vancouver

Fostering expanded understanding about the multiple talents of those whose were stationed at Fort Vancouver (Hudson's Bay Company and U.S. Army). For a probing assessment of research opportunities see Donna L. Sinclair's Part, I, II, and III, Vancouver Barracks [and] Vancouver National Historic Reserve (1994). These may include the following:

- Lt. George H. Derby (1823-1861), Topographical Engineers, noted frontier humorist and author of such books as *Phoenixiana* (1856) and *The Squibob Papers* (1865)
- George Gibbs (1816-1871), civilian in employ of U.S. Army and Bureau of Indian Affairs; author of *Grammar and Dictionary of the Yakima Language* (1862), *Alphabetical Vocabulary of the Chinook Language* (1863), *A Dictionary of the Chinook Language* (1863), and *Physical Geography of the North-western Boundary of the United States* (1872).
- Dr. James Graham Cooper (1830-1902), Army surgeon, geologist, ornithologist and author of *The Natural History of Washington Territory* (1859).
- Peter Skene Ogden (1794-1854), fur trader, explorer, journal writer, and author of *Traits of American Indian Life and Character* (1853).
- Oliver O. Howard (1830-1909), Army officer and author of *Nez Perce Joseph* (1881), *Autobiography* (1907), and *My Life Experiences Among Our Hostile Indians* (1907).
- Capt. Charles E. S. Wood (1852-1941), Army officer, artist, poet, lawyer, and author of *Pursuit and Capture of Chief Joseph* (1877), *Heavenly Discourse*, and *Poet in the Desert*.

- Gen. George M. Marshall (1880-1959), Army officer, humanitarian and “soldier of peace.

Facilitating access to materials relating to Native Americans. These may include Pacific Northwest materials:

- Ratified treaties, 1851-65
- Unratified treaties, 1851-53
- Minutes of treaty councils, 1851-ff.
- U.S. Army correspondence related to the Indian Wars of 1855-57, 1873, and 1877-78
- Bureau of Indian Affairs correspondence, 1848-1871
- Published ethnographic literature (articles, monographs, and books), including oral literary texts, linguistic data, and ethnographies

Facilitating access to materials related to the history of aviation and Pearson Airfield:

- Vancouver Municipal Airport (Chamber of Commerce Field)
- “Powder Puff Derbies”: women in aviation

Making available information on the role of the U.S. Army in the Pacific Northwest and its headquarters at Fort Vancouver. These materials may include:

- RG 77, Records of the Office of the Chief of Engineers (maps of Military Wagon Roads, journals and field notes of reconnaissance, correspondence)
- RG 94, Records of the Adjutant-General’s Office (post returns such as for Fort Vancouver and its adjunct posts: Fort Cascades, Fort Dalles, Fort Steilacoom, Fort Lane, Fort Yamhill, Fort Hoskins, Fort Orford, Fort Umpqua, and others)
- RG 98, Records of U.S. Army Commands, orders, field correspondence
- RG 99, Records of the Office of the Paymaster General (post inspection reports such as those done by Lt. Joseph K. F. Mansfield)
- Relevant regional portions of the annual report of the Office of the Chief of Engineers (Corps activities) related to work on the Columbia from the Cascade Rapids to the Pacific Ocean
- Operation of Camp Hatheway (site of Clark College)
- Citizen’s Military Training Camps (CMTC) training, 1920s and 1930s

Continuing digitization of the existing visual collections of Fort Vancouver and Pearson Air Museum and expanding those collections with additional research to include photographs, movie footage, and other visual data

- Drawing on the historical photograph collections of the Clark County Museum, Oregon Historical Society, and other regional libraries for images related to the Historic Reserve.
- Working in the National Archives, Seattle, and Washington, D.C., to obtain photographs, movie footage, and maps related to the U.S. Army, Spruce Production Division, Civilian Conservation Corps, Topographical Engineers, U.S. Light-House Board, and Army Corps of Engineers to obtain images related to the Historic Reserve.

Creating links to Historic Reserve member websites to facilitate access to the on-line catalogs of books, photographs, and artifacts held by Historic Reserve members. This project should lead to a master bibliography of manuscripts, books, articles, maps, photographs, and other educational resources.

Providing web-based, interactive content (virtual exhibits) such as that developed by the Water Resources Education Center at www.PBTSOnline.com.

Technology Initiative Recommendations:

To facilitate access, deepen the educational experience, and enhance interpretation for visitors of all ages, the partners in the Historic Reserve shall:

Locate, scan, and digitize textual information relevant to the individuals, government agencies, and companies whose activities have shaped the development of the Columbia estuary through activities within or related to the Historic Reserve. This project may develop a priority schedule of projects, commencing with primary documents and moving to secondary accounts when they are available in the public domain.

Create “links” to other useful databases such as the Center for Columbia River History home page; American Memory Project, Library of Congress; Washington State Library digital history collection, Washington State Library statewide digital initiative, and others as they come online.

Develop “keyword” search and subject index capability in all digital materials to facilitate access and use of the Historic Reserve’s “virtual library.”

Research and obtain copies of historical photographs, movie film, news reels, and other visual information (paintings, watercolors, pencil sketches, engravings) relating to the history of the Historic Reserve and scan these materials for digital research. This project will include development of a subject index to items entered into it.

Assist various partners within the Historic Reserve to expand their existing digital projects documenting prehistoric and historical archaeological collections and objects, buildings, and landscapes documenting the material culture of the Historic Reserve and its related area resources.

Develop a user-friendly VNHR website with appropriate links from and to each partner's website to permit researchers access to the data documenting the cultural legacy of the Historic Reserve and its related areas.

Encourage either creation of digital files of newspapers, especially *The Columbian*, and others reporting the history of Vancouver with keyword search or development of retrospective subject indexes to such newspapers.

Connection to Partners in the Historic Reserve Initiative

The partners in the Historic Reserve need to continue to integrate and coordinate educational programs and their promotion. The development of an annual master calendar—a year in advance—that identifies events, avoids overlap and duplication, and facilitates audience management (safety, security, and parking)—is essential.

The VNHR needs to consider the findings of the Cultural Landscape Study mounted by Jones and Jones for the National Park Service, the Art Policy for the Historic Reserve, and the *Wayside Plan*. Greater consistency in these matters and attention to appropriate historical periods have the potential to foster learning.

Connection to Partners Recommendations:

To facilitate educational programs, members of the Historic Reserve shall:

Develop (when appropriate) a common ticket option to provide admission to one or several events in the Historic Reserve.

Anticipate and plan for event management: security, safety, parking, and public health.

Forge common cause for implementation of the Wayside Plan (design, content, appearance), of the Art Policy (installation and deaccessioning of art and plaques), and of the Cultural Landscape Plan (lighting, signage, fences, and benches). These assignments require close work with the City of Vancouver. Collectively they have the potential to enhance the appearance, continuity, historical character, and educational mission.

Travel/Study Educational Program Initiatives

Because of its strategic location to Portland International Airport, Interstates 5 and 84, Highway 14, and the Columbia River with tour boats, the Historic Reserve is ideally situated for offering programs of heritage tourism and natural history tourism. These initiatives necessitate advertising, promotion, and forging of relationships with convention planners, tour companies, and vendors of national travel/study programs.

Currently, a variety of vendors operate adjacent to but only occasionally bring their clients to the Historic Reserve. Among these vendors engaged in travel/study programs are Smithsonian Associates, American Museum of Natural History, National Geographic Society, National Trust for Historic Preservation, National Parks Association, Stanford University and Audubon Society. Participants in these programs are generally well-educated, older, affluent Americans seeking continuing education opportunities. This client group is particularly amenable to focused, well-delivered walking tours, illustrated lectures, and living history events that tell the cultural and natural history of the Historic Reserve.

Travel/Study Recommendations:

The partners in the Historic Reserve, including the VNHRT, shall:

Forge working relationships with local convention bureaus and convention planners to offer a variety of programs in the Historic Reserve to visitors to the area seeking educational opportunity.

Promote the resources of the Historic Reserve with key purchasers of travel/study programs. These groups include the several national organizations with tens of thousands of members. Some, such as Smithsonian Associates and National Geographic Society, offer dozens of programs annually.

Seek opportunities to work with heritage and natural history tourism agencies (conferences, conventions, special meetings, and events) to promote the resources of the Historic Reserve

Forge relationships with local and regional tour companies to offer such programs as “In the Wake of Lewis and Clark” and other themed content by coach and cruise ship on the Columbia River.

Publications Initiative:

In addition to media programs, the themes and storylines related to the Historic Reserve have continued potential to engage readers of all ages.

Publications recommendations:

The partners in the Historic Reserve shall:

Seek relationships with regional presses (Oregon Historical Society, University of Washington Press, Oregon State University Press) for the printing and distribution of books, pamphlets, and maps about the history of the Historic Reserve and its larger area.

Encourage regional journals to consider thematic issues and special articles about the cultural and natural history of the Historic Reserve. These venues may include the Pacific Northwest Quarterly, Oregon Historical Quarterly, Columbia Magazine, Clark County History, and other publications.

Promote the development of DVD and video programs related to the history and natural history of the Historic Reserve and their widest distribution.

Provide web-links and on-line (PDF), printable brochures for key sites and events in the Historic Reserve.

Create a single-service, web store where those seeking books, videos, and other educational materials can order materials on-line.

Connection to Community Initiative

In addition to existing formal and informal relationships, the VNHR should explore additional partnerships and uses of sites and facilities to enhance its educational programs. Nearby venues have the potential to deepen the educational experience for those visiting the Historic Reserve. The following are cited as examples in a broader program of community connections:

Lewis River Grist Mill. This pioneer mill, one of the oldest operating in

Washington, has the opportunity to bring to life the era of water-powered industry and links to the agricultural and industrial programs of the Hudson's Bay Company in Clark County and through its subsidiary, the Puget Sound Agricultural Company.

Cathlapootle Plank House. A reconstructed Chinookan lodge at the Ridgefield Wildlife Refuge, this structure is administered by the U.S. Fish and Wildlife Service. It affords a unique opportunity for visitors to encounter the traditional shelter and culture of the Indians of the upper Columbia River estuary.

Captain William Clark Park (Cottonwood). This park preserves some of the riverine setting encountered 1805-06 by the Corps of Discovery during its exploration of the watershed of the Columbia.

Oregon City Heritage Sites. In 1829 Dr. John McLoughlin of Fort Vancouver began construction of a sawmill and grist mill and platting of a town at Willamette Falls. This site of early industry and commerce became McLoughlin's retirement home. His house and those of Forbes Barclay and Francis Ermatinger, fellow fur seekers, are among the significant historical properties of this community.

Sawmill site on Mill Creek. Probably in 1828 the Hudson's Bay Company established a water-powered sawmill on this stream to produce lumber for use at Fort Vancouver. In time the HBC imported an iron carriageway from England and by the 1830s operated a two-saw mill powered by an overshot wheel. The HBC exported lumber of sale in the Hawaiian Islands and pioneered in the development of this industry in the Pacific Northwest.

Providence Academy. Designed by Mother Joseph Pariseau, this rambling, brick building in Vancouver was the center of her operations between 1856 and 1902. Mother Joseph and her sisters established twenty-nine hospitals, schools, orphanages, and homes for the aged and indigent in the Pacific Northwest.

Oregon Historical Society Museum. Among the OHS permanent exhibits are 7,000 square feet housing more than 1,000 objects and images, and two theaters, telling the story of "Oregon, My Oregon." This thematic exhibit includes many artifacts associated with exploration, the Hudson's Bay Company, and the military in the Pacific Northwest.

Connections to Community Recommendations:

The partners in the Historic Reserve shall:

Explore and develop working relationships with groups operating adjacent facilities that could provide useful connections to the educational programs offered at and through the Historic Reserve.

Create links to the Historic Reserve websites and advertising that connect with and prompt the educational opportunities at nearby facilities.

Coordinate and integrate opportunities among partners to develop and expand community-based, service learning, and volunteer involvement by community members in supporting the operation and missions of the Historic Reserve's partners' programs.

Living History Initiative

Although labor intensive and expensive, living history is a proven method of delivering education. When done with properly trained actors/interpreters in period costumes and setting, living history brings the past alive. The present resources of the Historic Reserve enable partial development of this initiative. The structures and parade ground of Fort Vancouver (U.S. Army), the reconstructed structures and garden of Fort Vancouver (Hudson's Bay Company), the hangar and buildings associated with Pearson Field, and the increasing links to the Columbia River via the Water Resources Education Center and the pedestrian bridge over the highway and railroad are the stage sets for living history programs.

Living History Recommendations:

The partners in the Historic Reserve shall:

Work together to establish basic expectations for living history performers and productions, addressing such things as costuming, avoidance of presentism, choice of language (avoiding terms not used in the time of the presentation), historical accuracy, and specific topics useful for living history demonstrations and presentations.

Encourage development of partnerships with cultural institutions (colleges and theater companies) to provide living history actors or training programs for interns who can help the partners in the Historic Reserve bring history to life.

Work together to help raise funding to complete the build-out of the Hudson's Bay Company's Fort Vancouver to deepen the opportunity for living history programs.

Work together to help the VNHR secure the remainder of the U.S. Army's Vancouver Barracks to deepen the opportunity for living history programs.

EVALUATION

The Education Master Plan as presented is ambitious and comprehensive. It is also designed to be dynamic and continuously adapting to emerging opportunities and priorities.

Evaluation of the Education Plan and its programs will be complex and needs to be addressed at multiple levels. No one evaluation system fits everything. Attempting to anticipate the most effective evaluation tool is not possible given that the education plan's multiple facets have phased implementation, which are driven by funds, energies, special needs, and the will of the constituent participants.

Nevertheless, the Education Committee recognizes the importance of an effective evaluation system. Accordingly, the Education Committee will report to the Historic Reserve Trust Board of Directors, which includes representatives of the National Park Service and City of Vancouver, at six-month intervals on the following:

- 1) Efforts launched to fund and implement elements of the master plan
- 2) Process for evaluation of each recommendation to be implemented

The recommendations in the Education Plan are stated with action verbs that anticipate measurable outcomes. The challenge of evaluation is to assess the degree, quality, and impact of the outcomes. Fundamental to this process is the establishment of a tailored evaluation plan each time there is program action on a recommendation. The impacts may include, but are not limited to: length of time to achieve the objective(s), cost/benefit of the program(s), and numbers of individuals affected by the action, and, finally, an evaluation of how effectively a particular program implementation has furthered the overall goals and objectives of the Education Plan as a whole. Each of the recommendations in the Education Plan are regarded as part of a larger process, and cumulatively the sum of each element will contribute to many significant impacts.

RESOURCES CONSULTED

Carey, Charles H., ed.

1931 *The Journals of Theodore Talbot, 1843 and 1849-52: With the Fremont Expedition of 1843 and with the First Military Company in Oregon Territory, 1849-1852.* Portland, OR.: Metropolitan Press, Publishers.

Derby, George H.

1856 *Phonexiana, Or, Sketches and Burlesques.* New York: D. Appleton & Company.

1865 *The Squibob Papers.* New York: Carleton.

Frazer, Robert W., ed.

1963 *Mansfield on the Condition of the Western Forts, 1854-54.* Norman, OK.: University of Oklahoma Press.

Gibson, James R.

1985 *Farming the Frontier: The Agricultural Opening of the Oregon Country, 1786-1846.* Seattle and London: University of Washington Press.

Hudson's Bay Company Claims Commission

1868 *Evidence for the United States in the Matter of the Claim of the Hudson's Bay Company . . . and the British and American Joint Commission for the Settlement of the Claims of the Hudson's Bay Company and the Puget's Sound Agricultural Company.* Montreal.

Howard, Oliver Otis

1900 *My Life and Experiences Among Our Hostile Indians* Hartford, CT.: A. D. Worthington.

Hussey, John

1957 *Fort Vancouver and Its Physical Structure.* Portland, OR.: Abbott, Kerns & Bell Co., published in cooperation with the National Park Service, U.S. Department of the Interior.

National Park Service

2004 *Long Range Interpretive Plan: Vancouver National Historic Reserve With Special Emphasis on Fort Vancouver National Historic Site and Vancouver Barracks.* Harpers Ferry, VA.: Department of the Interior, National Park Service on behalf of the Vancouver National Historic Reserve.

Sinclair, Donna L.

2004a Part I, "Our Manifest Destiny Bids Fair for Fulfillment": An Historical Overview of Vancouver Barracks, 1846-1898, with Suggestions for Further Research. Vancouver, WA.: Center for Columbia River History/Fort Vancouver National Historic Site, Washington.

2004b Part II, The Waking of a Military Town: Vancouver, Washington and the Vancouver National Historic Reserve, 1898-1920, with Suggestions for Further Research. Vancouver, WA.: Center for Columbia River History/Fort Vancouver National Historic Site, Washington.

2004c Part III, Riptide on the Columbia: A Military Community Between the Wars, Vancouver, Washington and the Vancouver National Historic Reserve, 1920-1942, with Suggestions for Further Research. Vancouver, WA.: Center for Columbia River History/Fort Vancouver National Historic Site, Washington.

Warner, Mikell De Lores Wormell and Harriet Duncan Munnick, eds.

1972 Catholic Church Records of the Pacific Northwest, Vancouver, Vols. I & II. Stellamaris Mission. St. Paul, OR.: French Prairie Press.

APPENDIX A: PRIMARY INTERPRETIVE THEMES

The following primary interpretive themes and major topics were adopted by the Vancouver National Historic Reserve Trust and articulated in the Long-Range Interpretive Plan (2004):

1. Cultural and natural resource conservation: How do we know this place and why should it be protected?

The wealth of cultural resources, which comprise the physical remains of many significant people and important events, are closely integrated with a unique natural environment, creating special outdoor classrooms for archaeology and historical architecture, wetlands management, species study, and the examination of past and future impacts and conservation measures.

Interpretation of this theme will help visitors better understand:

The importance of scientific investigation, archaeology, history, and other disciplines in helping to discover and learn about former communities within the Historic Reserve.

The Historic Reserve is the premier historical archaeological site in the Pacific Northwest.

The methods to study humans using archaeology, oral history, and documentary sources and by which the natural environment is understood. Specifically:

- How archaeological sites are identified, tested, excavated, managed, and interpreted.
- How material culture is analyzed, compared, and interpreted.
- How sub-surface remote sensing methods can be used to explore sites.
- How soil, water, and other samples are studied for chemical, pollen, and other characteristics to better understand human and environmental interactions.
- How water delivery and sewage treatment has changed over time.

The rationale for protecting and preserving archaeological, architectural, and landscape resources.

The rationale for wetland restoration projects along the river.

The ways in which humans have interacted with and changed the natural environment.

- The movement from resource exploitation to resource conservation: timber, fisheries, water, agriculture, and archaeological resources.
- Why it is necessary to protect and preserve archaeological, architectural, and landscape resources.
- The qualities and significance of the built environment with the cultural and natural landscape.

Ways in which uses of the natural and cultural resources has determined wealth, status, ethnicity, and family composition.

Why looting, including metal detecting, of archaeological sites is viewed as stealing a piece of history.

Why protection of water resources is necessary.

2. Crossroads and Environment: How does this place support diverse human and non-human communities?

Vancouver lies on the Columbia River where the land, water, wildlife, and people have interacted through time to create evolving communities.

Interpretation for this theme will help visitors better understand:

The reasons people settled here-past and present.

- The mild climate was an attraction to settlement.
- The importance of the river to several industries (i.e. timber, transportation, wheat milling).
- Large source of water.

The importance of the Columbia River for power, navigation, and irrigation.

- The river is the only navigable river in the region that goes from the Pacific Ocean to the interior.
- The river continues to be important for navigation.
- The area's connections between Puget sound and the Willamette Valley.

The changing cultural composition of the region over time, which is reflected in the Hudson's Bay cemetery.

Impact of settlement, which includes among other things, the introduction of exotic species and diseases.

The struggle for economic and social control by various groups over time.

The British and then American stronghold over native lands from 1825-1890.

This area was generally considered a defensible position militarily.

How the area became a significant and central location for military operations from the 1850s to the present (i.e., spruce mill, shipbuilding, point of embarkation, defense, etc.).

The area lies along a major north/south migration route for many wildlife species.

Impacts from the Ice Age Missoula Floods creating a unique landscape of prairies and subsequent settlement patterns.

The importance of renutrification of the river from the ocean (i.e., to salmon migration).

The manner in which the mild climate contributes to biodiversity.

The area as a hub for HBC, military, transportation, medical treatment, social gatherings, etc.

Changes in the landscape, use, and management of the area's urban wetland.

The multiple perspectives of the area's importance as a regional, national, and global crossroads:

- Political crossroads (i.e., who was in control?).
- Aviation crossroads (i.e., the 1937 Russian flight and early flight exploration).
- Crossroads of human and cultural interaction (i.e., people who came here and changed the lives of others).

- Crossroads for cultural and economic exchange.
- Religious crossroads.
- Crossroads in labor/trade.
- Crossroads of environmental and social decisions (i.e., endangered species, salmon, dams, etc.).
- Crossroads in ‘interpretation’ (i.e., dating back to HBC curiosity collection).
- Native use of area.

3. Exploration and Discovery: How do we know this place?

For centuries people have recognized the richness of the natural and cultural resources in the area and have conveyed this knowledge to others through oral, written, and scientific records. These explorations and discoveries have influenced and will continue to influence new and changing uses of the area, including impact through settlement and industry on the environment, trade, agriculture, and social organization.

Interpretation of this theme will help visitors better understand:

The reasons people (including ancestors of the native peoples, the HBC, military, and others) explored the area.

The Columbia River as both a corridor and barrier to exploration.

Some of the myths that fueled people’s imaginations about the Pacific Northwest.

The relationship of the HBC and the military to science, exploration, and settlement.

The past and continuing importance of physical and social mapping of the area.

The variety of explorers who visited/lived in the region and how they influenced who we are and what we know today (i.e., Lewis and Clark, Charles Wilkes, David Douglas, George McClellan, Horatio Hale, John Mullan, John C. Frémont, Paul O’Neill, Joel Palmer, Mother Joseph, Joseph Barnes, Thomas Nuttall, Sacagawea, etc.)

How exploration in the past differs from today (i.e., the ethics of discovery).

Different technologies and perspectives in determining what is relevant in describing the area’s history and significance.

The area as a hub for exploration into other locations.

Descriptions of people by early ethnographers.

The center of non-native knowledge of the region.

The spiritual and artistic expressions of exploration and discovery.

Mutual exploration and interactions of different people in exploring and learning about each other (e.g., the Indians explored those they encountered).

Some of the far-reaching contributions of the army units based out of Vancouver (i.e., Alcan Highway, Alaskan Relief Expedition, overseas expeditions, mapping, etc.).

The contributions of people rotating through the military post (including prominent figures such as Grant, Marshall, Howard, etc.), and how they affected the dynamics of the community.

The importance of the area in coastal defense, Indian war expeditions, and embarkation during World Wars I and II.

The positive and negative impacts of America's drive for manifest destiny.

The use and contributions of the Reserve as an early training ground for archaeology.

The development of technological and social innovations (i.e., the Kaiser Shipyard, U.S. Army Corps of Engineers, etc.).

Resource (timber, fisheries, water, etc.) discoveries in the area that allowed for development.

The different ways people have used area resources over time.

The contributions of pioneer aviators and aviation technology.

Efforts in exploring solutions to today's issues (i.e., public health, environmental preservation, cultural resources preservation etc.).

Costs and negative effects of exploration and discovery (i.e., exploration, exploitation, disease).

The region's role in American Imperialism at home (Washington Territory) and overseas (Philippines and Hawaii).

The role women had in the exploration and discovery of the area.

4. Settlement and Development: How do we use this place?

Many factors have attracted and supported the waves of human settlement in the Vancouver area and contributed to the development of a high degree of social and cultural diversity, social stratification, co-existence, cooperation, and conflict.

Interpretation of this theme will help visitors better understand:

How people have been able to thrive and sustain in this area.

What it may take to thrive here in the future.

The multiple factors (climate, water, fertile land, furs, timber, open space, food, and military protection) that attracted people to the area.

Due to the natural bounty of the area people were able to live here with relative ease.

Native cultures and economics were very sophisticated.

Early settlement here contributed to growth of nearby communities.

Settlement came in waves (i.e., American Indians, HBC, emigrants, military, international immigration).

This was the end destination for many people as well as a central locale for dispersal.

The importance of trade and partnership.

Efforts in developing the army post gave a sense of permanence to settlement in the area.

There were government incentives to settle here and develop infrastructure (i.e., Civilian Conservation Corps, Bonneville Power Administration, Land Reclamation Act, Kaiser Shipyard, Columbia River dams, etc.)

The development of sustainable communities to maintain a high quality of life.

The competition for resources (i.e., land, water, fishing, etc.).

The importance of the area as a transportation hub.

The rivalry for regional status.

Social points of conflict and the evolution and overlapping of geographic, political, military, social, religious, and resource boundaries.

The role of the Catholic Church and other religions and missions in the area.

The role of partnerships in the area's settlement and development.

The issues surrounding future regional development.

The establishment of schools for the deaf and blind.

Women's roles and stories.

Individuals known and unknown who have left a legacy (i.e., Dr. John McLoughlin and General George C. Marshall).

The infrastructure created by the HBC assisted early Oregon Territory pioneers in establishing their new lives.

Spatial organization of structures and landscape elements reflect the status of power and relationships of organizations.

Materials at the site reflect regional and global changes in technology and how this relates to past economic and political power.

Variability in architecture reflects technological and social variability in households, families, occupations, and industry.

Impact on the environment from industrial development.

5. Work and Community: What do we do in this place?

Based on the influence of both nature and people, the Vancouver National Historic Reserve is a place where diverse human communities have formed, overlapped, and interacted over time.

Interpretation of this theme will help visitors better understand:

The influence of the native people.

The various kinds of occupations people have engaged in over time (including leading and subservient roles, caring for planes in the 1920s, harvesting salmon, etc.)

The daily life (including working conditions, types of recreation, etc.) of people in different eras.

The development of different communities based on types of work (i.e., military, aviation, shipbuilding, medical/nursing, etc.).

The area was the birthplace of many northwest industries (i.e., agriculture, fruit growing, fishing, and the first sawmill).

The ethnic, social, and religious groups associated with specific industries.

Differences in the quality of life for different groups of people.

Interactions and issues related to race, class, gender, ethnicity, etc.

Who was in power at different times.

Who was included and excluded in the dominant social system.

The different educational systems over time.

Relations to international communities.

The different types of communities in the area.

People came from many different places, and the reasons they stayed or left.

Temporary communities of the area including the Buffalo Soldiers of the late 19th century and the Italian prisoners of war detained here during World War II.

Changes in key industries over time.

The impacts of technology on work and industry.

The area was a center for the CCC—a community in its own right.

The nature of the military community here (such as the 24th infantry).

Relations of the military with the community.

The movement of the military from the site and the establishment of the Vancouver National Historic Reserve.

The role of the Army troops from the Vancouver Barracks in combating labor union strikes in the Pacific Northwest and California.

The changes brought on by the Spruce Mill and later Kaiser Shipyard to family and worklife.