
Long Range Interpretive Plan

Friendship Hill National Historic Site

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Introduction

What is a Long Range Interpretive Plan?

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

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

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

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

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

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

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

Part 1

Background for the

Interpretive Program

Park Purpose, Significance, & Mission

As required by the 1993 Government Performance & Results Act (GPRA), park staff prepared the following purpose, significance, and mission statements.

Purpose

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

Friendship Hill National Historic Site (NHS) was created to...

...preserve and protect those cultural and natural resources that are associated with Albert Gallatin and Friendship Hill and that are located within the legislated boundary of the site.

...foster understanding, through interpretation and education, of the life and times of Gallatin, of Gallatin's vision for the nation and interior America, of his impact on U.S. history, and of the changing history of land use at Friendship Hill and the surrounding community.

...offer recreational opportunities appropriate to a historic site.

Significance

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

Friendship Hill NHS is considered nationally significant because...

...Albert Gallatin played an important role in the development of the early Republic.

As a leader of the Jeffersonian Republicans, Gallatin held national office as a congressman, secretary of the treasury, and minister to France and England. He arranged financing for the Lewis & Clark Expedition, the National Road, and the Louisiana Purchase and helped negotiate the Treaty of Ghent, ending the War of 1812.

His vision of America influenced national policy by recognizing the potential of America's interior, by promoting both manufacturing and internal improvements, and by insisting on limited government that serves and improves the lives of its constituents.

After his public career, Gallatin ran a powerful New York bank, helped found New York University, published ethnographic studies, and founded the American Ethnological Society.

...Gallatin chose its location and setting as reminiscent of the Swiss landscape setting he left, as a wilderness setting with natural resources that could be exploited for both national and personal gain, and as a place to apply his ideas as well as the ideals and philosophies of the Jeffersonians.

Friendship Hill NHS is regionally significant because...

...it provides recreational opportunities as well as resource management leadership to area residents and communities.

...it was the home of a succession of regionally influential individuals.

Mission Statement

A park mission statement provides direction to park staff and gives the public an understanding of how the park will carry out this mission.

It is the responsibility of the employees and partners of Friendship Hill NHS to...

...engage people with the ideals, philosophy, and accomplishments of Albert Gallatin, and his contributions to development of the United States through interpretation, preservation, protection, and enjoyment of the cultural, historical, and natural resources of Friendship Hill.

In addition Friendship Hill National Historic Site is under the administration and management of the southwestern Pennsylvania group of National Park units; Allegheny Portage Railroad National Historic Site, Johnstown Flood National Memorial, Fort Necessity National Battlefield, and Friendship Hill National Historic Site.

The mission of the employees and partners of each of these four national parks is to ...

...preserve and maintain the natural and cultural resources of Allegheny Portage Railroad National Historic Site, Fort Necessity National Battlefield, Friendship Hill National Historic Site, and Johnstown Flood National Memorial, and to interpret those same resources to the visiting public and the scientific and scholarly community.

Interpretation in Planning Documents

A variety of planning documents provide guidance to park managers. A brief summary of what each says about interpretation can be instructive.

Park Legislation & Legislative Intent

Congress authorized Friendship Hill NHS in November 1978 when it passed the National Parks and Recreation Act (Public Law 95-625). The law provided few details, simply linking the site to the important contributions of Albert Gallatin and mandating preparation of a General Management Plan (GMP) which would indicate--

“(A) the lands and interests in lands adjacent or related to the site which are deemed necessary or desirable for the purposes of resource protection, scenic integrity, or management and administration of the area....

(B) The number of visitors and types of public use within the site which can be accommodated in accordance with the protection of its resources; and

(C) The location and estimated cost of facilities deemed necessary to accommodate such visitors and uses.”

The Friendship Hill bill (H.R. 10984) and the extended remarks of the bill’s sponsor, former Congressman Austin Murphy, provide additional clues to legislative intent. Friendship Hill would “not only preserve a vital part of our heritage” but would “honor Albert Gallatin.” Mr. Murphy continued, “this acreage and river frontage undoubtedly offer a great potential for the development of recreational facilities, and if properly done, will in no way detract from the historic dignity of the home.”

The General Management Plan

The General Management Plan for Friendship Hill NHS received National Park Service Regional Office approval in 1981.

The section of the plan that describes visitor use predicts that “over one-half of the total visitors will come from within the region, with many from nearby urban areas.” “A quality in-depth experience,” the GMP explains, “can be obtained on a one-day visit by touring the main house and other historic buildings, attending interpretive and educational programs, and hiking the various trails throughout the park.” When they arrive at “the main house,” visitors will

receive orientation, informational materials, and an audiovisual presentation. There will be guided and self-guided tours as well as special events. “Structured activities and environmental study will encourage history and nature-oriented educational as well as recreational pursuits.” The GMP recommends “an upgraded trail system” for “historical and natural interpretation, hiking, and cross-country skiing.” There should be opportunities for visitors to fish and picnic. There should be facilities for “a wide array of activities, for example, seminars on political/financial subjects, historical research, theatrical and musical productions, professional and academic meetings, and community events.” “The stabilized dairy barn could be leased to local craftsmen, such as glass blowers, potters, and gunsmiths, who in essence trace their heritage to Gallatin’s promotion of industry on the frontier.”

The GMP recommended that “the main house and the surrounding grounds will be used for interpretation of Albert Gallatin’s life, with an in-depth presentation of his political contributions, promotion of industry in southwestern Pennsylvania, public service as secretary of the treasury, diplomatic career, and later avocation as a scholar and elder statesman. The Gallatin portions of the main house will be interpreted through guided tours of several restored and refurnished rooms typical of the period, exhibits, and audiovisual presentations. The various Gallatin-period and non-Gallatin-period additions to the original house, including the stone kitchen, will be interpreted. Other cultural resources in the park will be interpreted as they relate to secondary themes such as westward expansion, transportation and industrialization, and post-Gallatin owners such as Dawson, Speer, and Thompson. Gallatin-period historic sites in the surrounding area will be mentioned and discussed in park literature.” In designing, developing and operating interpretive programs, the NPS was encouraged to “cooperate with local communities, groups, neighboring institutions, and other government agencies.”

Appropriately, the GMP identified several action plans required before implementation could occur: Historic Structure Report; Historic Furnishings Study; Historic Landscape Study; Interpretive Prospectus; and Natural Resource Management Plan.

The Interpretive Prospectus (IP)

As recommended in the GMP, an Interpretive Prospectus was prepared and approved in 1983. It identified several primary areas of emphasis: Gallatin’s political contributions; his public service as Secretary of the Treasury; his promotion of industry in

southwestern Pennsylvania; his diplomatic career; and his later avocation as a scholar and elder statesman. Secondary areas of emphasis included: westward expansion; transportation & industrialization; and post-Gallatin owners. The various sections of the main house were to be “identified” and “Gallatin-period historic sites in the surrounding area” were to be mentioned and discussed in park publications.

The IP recommended that the main house be “the focal point of a visitor’s experience.” Visitors would begin in an information-orientation area inside the house. This area would include exhibits as well as an information counter and sales. A park folder would provide site orientation as well as information about Gallatin “in subject areas that cannot be demonstrated successfully at the site.” Tours of the house would begin there.

Throughout several other first-floor rooms of the house, a combination of personal services, exhibits, and restored features would “demonstrate the evolution of the building.” Two factors contributed to a decision not to use historic furnishings in the main house. First, research could not provide the documentation demanded by NPS policies, and second, historic furnishings did not appear to be “essential to understanding primary park themes.”

After seeing the interior of the house, visitors would walk the grounds where they would find wayside exhibits and trails, including a self-guided nature trail. Post-Gallatin owners would be handled in a “minor way,” perhaps via a wayside exhibit.

The servant’s quarters would be developed as a multiple purpose meeting space with audiovisual capability. Interpretive use of the fire-damaged stone kitchen awaited architectural research.

The 1983 Interpretive Prospectus is now out of date because existing park conditions have changed, park objectives and themes have been expanded and redefined, and park development exceeded the vision of the IP.

“The Road Ahead: A Strategy for Achieving Excellence in Interpretation & Education”

Released in 1997 by the Northeast Region of the National Park Service, “The Road Ahead” identified six goals designed to improve the quality of both interpretive and educational programming. The Comprehensive Interpretive Plan will support and implement these goals.

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1. Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.
 2. Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and life-long learners recognize and use parks to enhance learning.
 3. Invest in Children, i.e., every park will have a curriculum-based education program so that children have quality educational “park experience” during their elementary and high school years.
 4. Develop America’s Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.
 5. Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, and globally.
 6. Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Mission Goals

As required by the Government Performance and Results Act of 1993 (GPRA), the NPS developed, and each park have adopted a series of measurable mission goals. The broad servicewide goals listed below will be accompanied by park-specific goals prepared each year and described in an Annual Performance Plan.

Preserve Park Resources

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

Provide for the Public Enjoyment & Visitor Experience of Parks

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

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

Park visitors understand and appreciate the significance of the park they are visiting.

Strengthen and Preserve Partners

Natural and cultural resources are conserved through formal partnership programs.

Ensure Organizational Effectiveness

Park employees represent a culturally diverse workforce and are valued and appropriately recognized for their contributions. Safe work practices and related conduct meet standards. Employee skills are maintained and enhanced.

Annual Goals for the Park

The annual goals for the park can be found in Appendix 1.

Existing Conditions

Appendix 2 summarizes existing resources, facilities, and interpretive programs.

Issues Related to Interpretation

Depending upon program design, interpretation can affect the basic nature of a visitor's experience and even more practically can provide solutions to real life management problems. When completed, the LRIP process will provide answers to the following unresolved issues identified by staff and workshop participants (see Part 2 for specific proposals).

Program effectiveness

How should the park be marketed? To which audiences?

Are directional signs both outside and inside the park adequate? Should visitors be encouraged to drive through New Geneva and theme-related communities either before or after their visit?

How effective are the existing exhibits?

How effective is the audio tour of the house?

How effective are the personal services now provided? What role should they play in the future? What stories should they focus on?

Do interpretation and resource management reflect the latest scholarship? What actions will ensure that they do in the future?

Program Administration

What levels of staffing and what types of positions will be needed in the next 5-10 years?

Should the park charge an entrance fee?

Is there a role for fee interpretation?

Partners & Neighbors

Is the existing Scope of Sales adequate?

Should local merchants provide all visitor amenities? Should the park provide basic amenities (soda machines, public phones, etc.)? Should the park explore the feasibility of more developed, on-site visitor services (food service or lodging) operated by special agreement?

What role should the Friends group play in the future of the site?

How can neighbors be more involved in the site?

What are the most effective ways to communicate to park and regional neighbors?

How much outreach is appropriate? What forms should outreach take? What role should special events play in the park's overall interpretive programming? How can partners be used effectively as special event sponsors and managers?

Interpretation of Cultural Resources

Are the rooms in the main house currently used for the best or most appropriate purposes? Is the sales area located in the best location or is there a more appropriate use for that room?

Is there an appropriate and fiscally responsible interpretive use for the barn?

Should more of the house be opened to the public? If so, how will accessibility be accomplished?

Is there a role for period furnishings in the next generation of interpretive programming?

How should the cultural landscapes be interpreted? Is there a need to revisit the conclusions of the Cultural Landscape Plan? Is there a need for more interpretation outside the main house?

Interpretation of Natural Resources

Should the park interpret natural resources, and if so, to what extent and via which techniques?

Recreation

What role will recreation play in the overall services provided to visitors?

What are appropriate recreational activities?

Should any interpretive programming be designed specifically for visitors who focus on recreation?

Interpretive Themes

What are Interpretive Themes?

Interpretive themes are a park's most important stories. They capture the essence of the park's resources. They represent core messages that every visitor should have the opportunity to hear.

While interpretation of any site could touch upon many stories, focused themes increase effectiveness. When well conceived, they explore the meanings behind the facts. By offering multiple points of view and by identifying commonly held emotions or universal human experiences, themes encourage visitors to see themselves in a park's story and discover personal relevance.

Themes

In order to develop themes for the Friendship Hill, workshop participants first listed questions that visitors ask about the site and Gallatin. Then they identified what they felt visitors should know. The juncture of the two different and equally important perspectives resulted in the following interpretive theme statements:

1. In both his public and private lives, Gallatin faced continual, real life challenges to deeply held ideals.

1A. As an immigrant who rose to political leadership holding important positions in several national administrations, Gallatin espoused and tried to implement a resilient philosophy of politics—an insistence on limited government, caution in foreign affairs, and empowered citizens—that is still debated today.

Topics Addressed:

Gallatin's early education and Swiss background.

Gallatin's political career in Pennsylvania, including the Whiskey Rebellion.

Gallatin's career in national politics, including his role as a party leader.

The governmental positions that he held.

The Lewis & Clark expedition.

Gallatin's role in the Louisiana Purchase.

Gallatin's advocacy of internal improvements & the National Road.

Gallatin's insistence on debt reduction & financial accountability.

Gallatin's role in foreign affairs and the Treaty of Ghent.

Visitor Questions Addressed:

Who was Gallatin? What influenced him? Why is he important?
What impact did he/does he have? How is he relevant to me?

1B. Friendship Hill and nearby communities like New Geneva reflect Gallatin's on-going attempts, despite changing circumstances in his personal life, to apply his personal vision for America.

Topics Addressed:

Gallatin's adjustment to America as an immigrant.

Gallatin's attempts to develop manufacturing and find prosperity in southwestern PA.

Living conditions on the edge of settlement; social life and entertainment; travel.

Gallatin's wives and family.

Contradictory ideas of wilderness versus urban living.

Gallatin employees.

Vernacular architecture.

The natural environment and local natural resources.

Gallatin's scholarly and financial avocations after selling Friendship Hill.

Visitor Questions Addressed:

Why did Gallatin build here? Who actually constructed the house? Who lived at Friendship Hill? Tell me about Gallatin's wives and children. Who worked at Friendship Hill, what did they do, where did they live? What was the area like when Gallatin owned Friendship Hill? Who were his neighbors? What is the connection to New Geneva? How did settlers get here and then what means of transportation were used by residents and by Gallatin? Why didn't Gallatin spend more time at Friendship Hill? Tell me about the modern industry visible from Friendship Hill and the use of the river.

2. The history of Friendship Hill reflects changing visions and differing perspectives on what constitutes an appropriate country home.

Topics Addressed:

Changes to the house.

Post-Gallatin history of the house and grounds.

Use of and changes to the surrounding landscape.

NPS administration.

Visitor Questions Addressed:

Which parts of the house did Gallatin build? Which sections are the oldest? Why is the house so big? What were the different

rooms used for? What happened to Friendship Hill when Gallatin sold it? How did things change? Why is the National Park Service here? Why is the house “empty.” Why can’t I see the upstairs?

Desired Visitor Experiences

In addition to the stories communicated during the visit and the issues addressed by interpretation, it is important to think about the nature of the visit itself. What will visitors do? What hands-on experiences will help them grasp the importance of Friendship Hill and Albert Gallatin? How will visitors feel, what impressions will emerge, and what can we do to provide a visit that is both enjoyable AND meaningful?

Based on responses during the planning workshop, interpretive programming should:

--Provide a variety of interpretive media that will accommodate different learning styles, a range of age groups, and a spectrum of interests.

--Help visitors imagine Friendship Hill as a working estate and the house itself as a functioning household circa the 1820s.

Gallatin's philosophy as well as his family's resistance to the perceived isolation that Friendship Hill imposed upon them would be reflected in daily activities.

--Help visitors experience what it was like to live at Friendship Hill.

--Involve visitors in the decisions that Gallatin made while holding national office.

For example, hands-on experiences might help visitors understand the cost of the Louisiana Purchase in present day dollars, or explore the challenge of planning and building a national road, or assess the possible terms of a treaty ending the War of 1812.

--Provide an opportunity for visitors to read official Gallatin reports as well as Gallatin and Gallatin-family correspondence.

--Provide curriculum-based and standards-based educational programming, developed with teacher input that can be used off-site as well as on-site, perhaps in a learning laboratory setting.

--Encourage visitors to see the Monongahela River, surrounding communities like New Geneva and Greensboro, and evidence of modern industrialization.

Friendship Hill does not and Gallatin did not intend for it to exist in isolation. Visitors will understand these relationships better if they see the proximity of the river and New Geneva.

--Encourage visitors to walk, to relax, to recreate, to enjoy the site's natural resources, and to visit the on-site graves.

Walking will introduce visitors to vestiges of the natural environment of Friendship Hill and the natural resources that attracted Gallatin to the site, and will help slow down the pace of their lives.

--Provide opportunities for visitors and neighbors to see on-site examples of natural and cultural resource management issues, projects, and programs and become stewards of these resources.

--Provide opportunities for visitors to gather information about the area, about other regional attractions, and about theme-related sites.

Visitor Profile

Existing

Friendship Hill has never had a scientifically designed profile of visitation. This summary of existing visitation is based upon counts gathered for monthly public use reports and anecdotal impressions compiled in the park's 1994 Statement for Interpretation.

Annual visitation in 1998 reached 27,711, a 25% increase over 1997. Use of the visitor center increased by 9% while use of the parks trails increased by 41%

August, September, and October are generally the busiest.

Park staff estimate that 15% of the park's visitors are 12 years old or younger; 12% are 13-17 years old; 55% are 18-65 years old; and 18% are over 62.

Family groups account for roughly 2/3rd of all visitors. Only 8% of all visitors arrive in organized groups. Few visitors (less than 1%) do not speak English. Perhaps only 3 out of every 100 visitors is a person of color.

Roughly 1/3rd of all visitors are local, while another 1/3rd are from the region. Fewer than 2 in 100 are international visitors. 80% of site visitors are on day trips.

Percentage who visited/used/attended:

- Visitor Center, 37%
- House Tours, 16%
- Trails, 48%
- Picnic/Fishing, 16%
- Special Events, .09%
- CD Tours, .01%
- 3-D Gallatin video, 22%

Roughly half make use of the park's non-personal interpretive services, fewer than one in five attend personally conducted activities, and more than one in three use no interpretive services at all. Approximately 50% come to the park for recreation.

Potential

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

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

- Visitors who use the Internet for both information and for materials on vacations and recreation.
- Students (K-college, including home school students) and life-long learners (elder hostels, senior groups, etc.).
- Commercial bus groups.
- Local residents, particularly those who routinely interact with visitors or promote the area.
- Regional visitors who take day-trips from population centers like Morgantown and Pittsburgh, particularly those who seek the fall colors or who visit area attractions like Fallingwater.

In addition, the following groups might be attracted in smaller numbers:

- Specialized audiences like those who are familiar with New Geneva pottery, local glass, or even those who are students of the Lewis and Clark Expedition, particularly those who will wish to be involved in the bicentennial of the adventure.
- Scholars and researchers on both cultural and natural topics.
- Youth groups, including scouts, 4-H, etc.
- International visitors, particularly residents of Switzerland.
- Visitors interested in outdoor recreation.
- Visitors interested in the natural resource management issues present at Friendship Hill, particularly mine drainage, herpetology, micro-invertebrates, botany, etc.

Part 2

Proposals

Interpretive Program Description

Organization

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

A satisfactory site visit, however, will follow a certain logical progression. The interpretive proposals suggested in this LRIP will work best, although not exclusively, if visitors receive information before they arrive, leave their vehicles in the parking lot, walk to and visit the house, walk the grounds, and finally see Gallatin-related sites nearby. That sequence of visitation provides a structure for organizing this section of the LRIP, supplemented by proposals related to two additional types of less site-specific interpretive opportunities—educational programming and special events.

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

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

Proposals

Pre-arrival & Off-site Interpretation

Proposals designed to communicate to audiences off-site should emerge from a marketing plan that targets specific groups (see potential visitors under "Visitor Profile"). This plan should describe specific strategies to identify the sources of information used by these groups and then to develop materials for those venues.

Since students, local, and regional residents are included in the potential visitors identified in Part 1, proposals also will focus on

educational programming, outreach, and special events and will cultivate partnerships that will sponsor or offer specific programming in each category.

Finally, the Internet is an ideal way to communicate with audiences off-site and will help the park achieve several goals listed in the “Road Ahead” strategy (see “Interpretation in Planning Documents”).

Internet

- Park staff will make a list of Gallatin-related sites and institutions (New York University, Monticello, Montpelier, for example) as well as regional and state tourism agencies and actively contact them about possible Internet links.
- Park staff also will develop a strategy and establish a timeframe for adding more content to the site’s website, including audio where appropriate.

Possible additions include: management/news releases; educational programs, junior ranger materials, interactive quizzes or games; Friendship Hill Association information; Gallatin-related shopping and sales opportunities; virtual tours of both the cultural and natural features of the site; trail maps; building footprints; and cultural and resource management information.

Media & Marketing Plan

- Working with local partners and tourism promotion agencies (TPAs), park staff will develop a media and marketing plan for the site and site recreational opportunities. Included in that plan will be recommendations for development of specific interpretive and informational materials. For example, the plan will address the need for, and contents of, off-site mailings, media kits and rack cards and will identify how these materials should be distributed. It also will identify specific roles for tourism partners, in advertising for example, and make sure that their materials accurately reflect park stories and programming.

Included in or growing out of this marketing & media plan will be mailing lists for media, neighbors, public information organizations, and schools/educational organizations. These

lists will allow the park to disseminate information more efficiently.

Annual Report

- The park will begin to offer an attractive, professional-looking but concise annual report explaining what was accomplished during the previous fiscal year and summarizing immediate plans for the coming year.

Briefing Packet

- The park also will prepare a packet of materials that can be used to brief high level officials about the site.

Signs

- The park needs to be prepared to influence signage on existing highways as well as signs for proposed area highways. In order to do this effectively, staff need to survey roads for existing and possible sign installations, investigate sign criteria, comment on highway proposals, and make recommendations that will help visitors locate the park.

Planning & Leadership Contacts

- The park will designate a person(s) who will attend appropriate local and regional planning meetings and review planning documents that could affect the site.
- Similarly, the park will develop a strategy for establishing & maintaining contact with local service groups and for offering off-site talks.

Travelers Information Station (TIS)

- The existing TIS installations are satisfactory; however, the park must continue the current practice of regularly monitoring message content and making necessary changes.

Phone System

- The park's phone system, as currently configured, responds satisfactorily to the volume calls received from the general public. (A person answers the call whenever available, backed up by an automatic answering system.) If the number of calls

increases significantly, or if staffing changes, this phone system will be re-evaluated.

Arrival

The park must consider the many non-verbal messages communicated to visitors as soon as they approach and enter the site. Is there a sense of arrival, a feeling that this is a special place of national significance? Can visitors easily find their way to facilities or will they become confused and immediately dissatisfied? Do they, from the first moments of their visit, begin to understand who and what is the focus of the park's preservation and interpretive efforts? Are programs and facilities accessible to visitors with special needs (see Appendix 3 for Programmatic Accessibility Guidelines for Interpretive Media)?

Entrance & Entry Road

- Although visitors are warned that they are approaching the park, the entry road still comes as a surprise. Park staff will take a fresh look at this entrance and determine how to increase visibility, perhaps by changing the entrance sign location, removing vegetation, or even re-grading the banks that partially hide the road.
- After visitors turn into the park, they see an incised-wood site sign that is hard to read (low visibility stems from a combination of color choice, handwritten script, and placement). Park staff will relocate the current sign or replace it with a design that is easier to read. The parking and the stone walk adjacent to the sign will be retained, assuming that this is appropriate once relocation or redesign occurs.
- The view of house that visitors see as they drive the entry road is very important. It establishes a destination and encourages visitors to move quickly from the parking to the house. This view will be maintained by appropriate tree pruning. The existing pull-off along the road, used by visitors who want to take photos, also will be maintained.
- The several signs located near the end of the entry road (authorized parking, handicapped parking, parking lot signs) will be studied and, if necessary, changed. There is currently some ambiguity about where to drive and who is authorized to use alternate parking.

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- Signs that provide the visitor with information concerning the grounds and house hours will be grouped and clearly delineated.

Parking

- In order to heighten the visitor's sense of arrival, the park will continue to erect a seasonal welcoming sign in the parking lot.
- Staff will install a "Road closed at 5 pm" sign at the bottom of the Knoll Road.
- Since some visitors think that the restrooms adjacent to the parking lot are actually a visitor contact station, an identifying sign, of carefully considered design (materials and typeface), will be placed on the building.
- Since an increase in local and regional use is a stated goal (see "Visitor Profile"), and since recreation was discussed when Congress considered site legislation (see "Park Purpose" and "Interpretation in Planning Documents"), the park will provide more shade in the picnic area and consider adding another picnic shelter(s).
- Although the current winding path from the parking lot to the house conforms to accessibility guidelines, new stone stairs connecting parking and the Gallatin statue will be provided for visitors who prefer a shorter, more direct route.
- Given the relative proximity of Point Marion and the complexity of providing extensive food service on site, the park will explore the feasibility of providing only two additional types of visitor amenities at this time: a public telephone and a beverage machine. Visitors have expressed interest in both services. If possible, the beverage machine will be maintained by a partner (Eastern National or the Friendship Hill Association).

Grounds

The grounds around the house provide significant opportunities to address both park themes and desired experiences (see "Themes" and "Desired Visitor Experiences").

The activities that occurred all around Friendship Hill provide insights into Gallatin's personal vision of a country estate as well

as the changes made by later owners. The landscapes around the house are an ideal vehicle for helping visitors “imagine Friendship Hill as a working estate” and interpreting the post-Gallatin history of the site. Trails and interpretive signs will “encourage” visitors to see the river, “to walk, to relax, to recreate, to enjoy the site’s natural resources, and to visit the on-site graves.” Finally, interpretation outside the house will allow visitors to learn more about natural resources management.

Landscape Appearance

Park staff need landscapes that will allow them to use the grounds for interpretation not only recreation. The current landscape, however, is difficult to use interpretively. The nature of the Gallatin-era, or any other era, landscape is unclear.

- The first step in removing ambiguity and heightening the interpretive usefulness of the grounds involves more research on the cultural landscape followed by decisions that will result in settings that can address both themes and desired experiences.

Specifically, research should investigate the nature of crops grown at Friendship Hill and search for information that will help the park keep fields looking like fields. It should seek background on plantings or gardens that may have been cultivated closer to the house and that might be suggested by contemporary plantings. If significant information is found, the park will consider re-establishment of the historic landscapes.

- Site bulletins, summer programs (walks), and additions to the park website will be developed as research on the landscapes is completed and changes are made to the park’s appearance.
- The Park will investigate the use of historic leasing for the fields presently under special park use permits.
- Vistas to surrounding mountains were evidently important to Gallatin (and a negative reminder to Hannah of isolation) and should be preserved as interpretive devices.

Trails

The park’s trail system currently is in good condition and is one of the site’s popular attractions. Many local residents use these trails

on a regular or continual basis and, based on clearly stated legislative intent (see “Park Purpose” and “Interpretation in Planning Documents”); the park will continue to maintain them.

The park also recognizes that some level of interpretation should be offered to recreational users and that efforts to enlist hikers (and picnickers) into stewardship initiatives (see “Mission Goals” in “Interpretation in Planning Documents”) could be productive.

Finally, the “Desired Visitor Experiences” identified during this planning process recognize that the grounds are an important aspect of a site visit. The trail system, supplemented with interpretation, will encourage visitors to “see the Monongahela River,” to “imagine Friendship Hill as a working estate,” and “to walk, to relax, to recreate, to enjoy the site’s natural resources, and to visit the on-site graves.”

- The limited number of wayside exhibits currently in place only on the knoll is inadequate. Since there are many additional opportunities to interpret the post-Gallatin history as well as the historic landscape, these possibilities will be explored in a new wayside plan. This new wayside plan, in conjunction with a park sign plan, will address needs throughout the park. It will make recommendations for interpretive, directional, and recreational signs and for both appropriate cultural and natural topics.
- The vista of the river from the gazebo also is important. Visitors will be encouraged to take advantage of the view and interpretation will explain the importance of the river to travel and commerce.
- The gravesites will be connected to the park’s trail system and will be maintained and interpreted via waysides.
- Acid mine drainage will be interpreted via a wayside exhibit(s). As other significant natural resource management activities occur, staff will develop appropriate interpretive programming to inform the public.
- The park has had positive experiences with the Volksmarch organization in the past and staff will investigate the procedure for making the park an official and permanent Volksmarch site.

-
- The park will adopt an evaluation system of trail difficulty based upon the Volksmarch or other nationally recognized trail standards.
 - The park will explore strategies to recruit recreational hikers for a stewardship role (trail maintenance or park clean up, for example).
 - And, the park will experiment with more organized walks along park trails. For example, staff might recruit and train partners who would offer an orienteering programming or nature walks. Or, the park could develop non-personal media (trail guides) that focus on the natural environment.

Other Recreation

Given logistical concerns related to river access, proposals for other types of river-based recreation (fishing & boating) will not be pursued via this LRIP but deferred to future planning efforts.

Barn

An architectural evaluation indicated that the barn is a typical example and is not significant in its design or building material. This evaluation did not consider its significance to the individual site and this must be addressed when updating the National Registry information.

During the process of preparing this LRIP, no compelling interpretive justification surfaced for restoration of the barn. Most interpretive needs can be accommodated easily in one of the many rooms inside the restored house or elsewhere on the grounds.

The single exception may be a glassblowing demonstration (see “Glassblowing Demonstration”) that park staff will begin to explore. However, even if initial discussions indicate that glassblowing is feasible at Friendship Hill, the barn may or may not be a suitable, economically viable facility and would have to be considered as one of several options.

Absent any pressing interpretive use, the barn does have an impact on interpretation. It is a source of visitor questions and its condition reflects poorly on the otherwise well cared for impression that visitors have of the park.

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- To resolve this contradiction of appearances, the park will determine the future of the barn as soon as possible, using the NEPA/106 process with input from local, regional, and state partners.

Glassblowing Demonstrations

One of Gallatin's goals in settling on the banks of the Monongahela was to develop industries. Of the industries that he founded, the most important was the glassworks because it was the first to produce glass west of the Allegheny Mountains and was the most productive and longest operating of all his industrial ventures.

Authentic demonstrations of glassblowing can be linked to many sections in Part 1. If it could be implemented properly, glassblowing would provide several of the desired experiences proposed in Part 1 (see "Desired Experiences"), help explain how Friendship Hill and its surroundings reflected Gallatin's personal albeit changing vision for America (see "Themes"), reveal the untold story of workers employed by Gallatin (see "Interpretation in Planning Documents"), and encourage visitation by new audiences (see "Visitor Profile").

- Park staff will begin to gather information about the feasibility of initiating glassblowing demonstrations by contacting Eastern National (Eastern National currently operates a glasshouse at Jamestown and would be a possible partner/sponsor of the demonstration at Friendship Hill).
- If glassblowing is considered feasible, park staff then will explore a facility to house the demonstrations and necessary equipment, including a portion of the barn if it is still available.

The House

The house itself is a logical venue for exploring each of the park's themes (see "Themes"). It not only reflects Gallatin's personal vision of family life (as well as the attitudes of later owners), it also provides the only practical location for interpretation of Gallatin's public career and important events that occurred elsewhere.

Many of the issues identified by park staff and partners (see "Issues") relate to the existing interpretive media inside the house. In fact, there is a broad consensus that these programs do not

adequately interpret Gallatin or engender the kind of interest that will encourage visitation.

Finally, several of the desired experiences (see “Desired Visitor Experiences”) require interior spaces or relate to the surviving resources of the house.

Given the unrealized interpretive potential of the house and its interior spaces, significant changes are required.

Visitor Contact & Sales

- In the future, visitors will enter the house via the accessible ramp and begin in what is called the “state dining room” (the existing exhibit space), an 1895 addition to the house. This first room will function as a visitor contact station and sales area. Here visitors will be greeted by staff, oriented to the site and to Friendship Hill’s themes. They can purchase items from the cooperating association if they wish.
- A new exhibit plan based on the experience that park staff has had with the site and Gallatin story, will be prepared for this space.

The exhibits currently in the “state dining room” will be retained in a simplified form. There will be fewer exhibit panels repositioned so the windows can be uncovered; natural light will make this a welcoming space once again. The density of content on each panel will be reduced substantially. Changes will be driven by new theme-based objectives that park staff will prepare. New exhibits must meet curatorial standards.

Time lines for Gallatin and the evolution of the house have been interpretively useful and will be integrated into rehabilitated exhibits. The simplified exhibit panels will highlight the most significant aspects of Gallatin’s life and the existing drawings that show the exterior of the house over time will be retained to illustrate changes made to the house. A separate panel near the visitor contact desk will identify area sites related to Gallatin and Gallatin’s interest in manufacturing.

- The 3-D video, again surrounded by the many portraits of Gallatin, also will be retained and presented in conjunction

with some basic statement(s) that capture the essence of Gallatin's life and legacy.

- The video currently incorporated into the exhibits will be separated and retained for future use, perhaps on the park's website. Interactive programming would allow visitors to access and watch segments related to different eras in Gallatin's life.
- Sales and the visitor contact desk will be relocated into "the state dining room." The present sales/visitor contact station (kitchen) will be used to interpret domestic life and operation of the household. Also since the structural fabric of the kitchen is exposed this is an excellent place to interpret how we learn about the past.
- To facilitate these changes, park staff will locate all available background and graphics material used to produce the original exhibits.

1st Floor Hallway

- The model of the house currently located in the first floor hallway will be replaced with a more durable, hands-on model with pieces that visitors can actually assemble like a puzzle.

Gallatin-era Rooms

After orientation, visitors will be invited to visit each of the 1st and 2nd floor rooms built while Gallatin owned the house. Except for the "auditorium" (built in 1903 as servant's quarters) which will continue to be used as a meeting space and audiovisual room, post-Gallatin sections of the house will be closed to the public and used as administrative or office space.

When staff is available, they will accompany visitors through the house. If visitors choose, they can use the audio tour of the house currently offered on compact disk. However, over the next several years, staff will experiment with a new approach to interpreting both the house and Gallatin.

- Based on historic use, each Gallatin-era room open to the public will focus on a different aspect of Gallatin's life and/or how that room was used. Each room will have:

1) A prominently displayed quote from Gallatin's writings that introduces the room's topic.

2) Additional quotes from Gallatin correspondence or public writings (see "Desired Visitor Experiences"). Since not every visitor will take time to read long selections, these written materials will be offered in two formats (short quotes and, when appropriate, more complete documents perhaps adjacent to seating).

3) Whenever possible, these quotes will be chosen to correspond to three-dimensional "props," usually reproduction items, displayed in each room. Staff will use these objects to explore the room's focus with visitors. In some cases the objects will form a furnishings vignette in a portion of the room.

4) When a ranger or volunteer is not available, visitors will move through the house unguided by reading user-friendly labels associated with each prop or vignette.

5) Using a variety of interpretive media such as graphics or models the chronology of the house and how sections relate to Gallatin will be explained to the visitors.

Since extensive refurnishing has not been a feasible alternative, this approach will address the empty feeling of the house and help visitors visualize Friendship Hill as a home and busy household lived in by real people (see "Desired Visitor Experiences").

The topics addressed in the first floor rooms will focus on Gallatin's public life, while the 2nd floor rooms will explore his family life and non-political interests, particularly his interest in Friendship Hill.

As they will be developed, the rooms will have two purposes: 1) to show the original uses of the rooms and 2) to introduce a variety of theme-related topics that might change from year to year or even audience to audience. Each room must be identified by its Gallatin use.

- To initiate this new approach, park staff will develop a document that describes how they intend to research and document the objects used, how they will acquire and then protect the objects, how they will produce the required

interpretive labels and quotations, and what these labels will look like.

Initial suggestions for room topics and objects include:

- 1st Floor, Brick House

Topic

As the earliest Gallatin section of the house, this is the place to interpret why Gallatin moved to western Pennsylvania, to explore his early political philosophy, and to explain his involvement in state politics.

Suggested 3-dimensional objects

Copies of political broadsides;
Whiskey bottles or barrels; tar & feathers; a Whiskey Rebellion flag;
An early map showing New Geneva;
Locally made furniture; locally made glass or pottery;
Reproduction of abolitionist medallion or slave shackles.

- 1st Floor, Frame House

Topic

Gallatin's national political career, including service in Congress and his tenure as Secretary of the Treasury.

Suggested 3-dimensional objects

Portraits of national political party leaders;
The Seal of the Secretary of the Treasury;
National Road mile marker;
Memorabilia from the Lewis & Clark expedition (expedition medallion, stuffed animal, map showing the Gallatin River or even a video of the river);
Copies of Gallatin reports;
A map of the Louisiana Purchase;
An album of political cartoons;
An album of news articles demonstrating party strife or Gallatin accomplishments;
A chart illustrating debt reduction initiatives;
A chart showing the cost of items then and now or reproduction sales items labeled with both 19th century and current costs;
A map or illustrations of Washington, D.C.

- 1st Floor Hallway and Stairs (Stone House)

Topic

Architecture of Friendship Hill and Gallatin's ideas of a country home.

Suggested 3-dimensional objects

The original entrance, woodwork, and stairs.

- 1st Floor (both rooms), Stone House

Topics

Gallatin's later years of government service as a diplomat and his role as elder statesman, including Lafayette's visit to Friendship Hill.

Suggested 3-dimensional objects

A map of the world showing Gallatin's diplomatic posts (where in the world is Albert Gallatin?);
French dishes in the collection;
Illustrations of international attractions in cities visited or lived in by Gallatin;
Flags of the countries he served as a diplomat (France, Great Britain, Russia);
Paintings of naval battles from the Barbary Wars and the War of 1812; illustrations of Washington, D.C. aflame;
Treaty of Ghent;
Music audio to indicate entertainment;
Lafayette's portrait, a map of the Lafayette tour of the U.S., and memorabilia of Lafayette's tour.

- Kitchen

Topics

Since the kitchen was an active center of activity, this is an excellent place to interpret the operation of the household. How many staff attended the needs of the Gallatin family and estate?

Also, since the fabric of the kitchen is exposed, this is an excellent place to interpret how we learn about the past, via archeology, architecture, and primary documents.

Suggested 3-dimensional objects

The walls and fabric of the kitchen;
Household artifacts uncovered during digs;

Items that can be related to food preparation or everyday servant life (bed tick, for example);
A list of workers at Friendship (who and how many).

- 2nd Floor, Brick House

Topic

Sophia and Albert's courtship and marriage.

Suggest 3-dimensional objects

Selected correspondence between Gallatin and Sophia;
Sophia's letter to her mother;
Expressions of condolence;
Simple, locally made bed.

- 2nd Floor, Frame House

Topic

The Gallatin children

Suggested 3-dimensional objects

Chemistry apparatus referred to in letters;
A cane like that used as toy;
Children's items including clothing, playthings, educational materials, etc.
Period furnishings used by a child;
Billiard balls (Albert Rolaz).

- 2nd Floor, Stone House, rear bedroom

Topics

Hannah Gallatin including the contradictory ideas of wilderness versus urban living (Gallatin's personal feelings for the west vs. his family's discontent)

Suggested 3-dimensional objects

Women's apparel from city and country;
Hannah's fan;
Hannah's perfume bottle;
A Jefferson portrait and views of Washington, D.C.;
Family letters indicating feelings about Friendship Hill;
Illustration of Hannah's brother;
Illustrations of New York City.

- 2nd Floor, Stone House, front bedroom

Topic

Gallatin in political retirement, including his role in founding New York University and as a banker and scholar.

Suggested 3-dimensional objects

An illustration of 19th century NYU, descriptions of NYU curriculum;

Gallatin monographs on Indians, etc.

Contemporary illustrations of Indians;

Gallatin correspondence on issues like Mexican War, Manifest Destiny, Oregon, etc.;

Notice of the Friendship Hill auction.

Appendix 4 summarizes the historic use of each room and Appendix 5 recapitulates the topics and objects suggested for each space.

- All non-Gallatin rooms that are adjacent to public areas will be marked with labels indicating the date of the addition and use(s).
- The existing site bulletin on the evolution of the house will be rewritten to include more post-Gallatin history (see “Themes”).
- Although an elevator provides access to portions of the second floor, several of the Gallatin-era rooms are up or down one or several steps. The park must identify methods of physical or programmatic accessibility to all proposed public spaces (including the first floor kitchen) before implementing these ideas. (See Appendix 3 for Programmatic Accessibility Guidelines).
- Also, because the house was never designed for public use, several of the second floor rooms have carrying capacities of no more than 10 visitors and the park will develop strategies (tour policies, etc.) to limit the number of visitors in these rooms.

Interpretation of Resource Management Activities

During restoration, normally hidden evidence of building construction was left exposed in several places. Wherever this occurs it provides an opportunity to interpret cultural resource management (see “Desired Visitor Experience”).

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- Staff will add labels to exposed fabric throughout the house (1st floor of the Stone House, walls in the kitchen, lathe on the second floor, and exterior fabric on the balcony) and, when conducting tours, interpret the process of architectural investigation and restoration.
 - Staff will add a section devoted to resource management topics to the park's website.

Audiovisual Program

Because there will be times when visitors tour the house without a ranger or volunteer, it will be impossible for just the rooms, objects, and object labels to explore Gallatin's decisions (see "Desired Visitor Experience"). Other media are better suited to that interpretive task.

- The park will initiate planning for a 15-minute audiovisual program that can be shown in the "auditorium" or used for school or off-site programs.

This program will explore the evolution of Gallatin's political philosophy, explain the nuances of some of the decisions that he made, and summarize his impact and legacy.

More specifically, after viewing this program, visitors will have:

A better understanding of what attracted Gallatin to the west and why he favored the politics of the Jeffersonians;

How he handled the finances of the Jefferson and Madison administrations;

Why he supported the Louisiana Purchase, Lewis & Clark Expedition, and internal improvements like the National Road;

Why he was a successful diplomat and how he approached international diplomacy; and

Why, despite all his accomplishments, he is so often uncelebrated by the American political memory.

Sales

The existing Scope of Sales for the park needs to be reviewed and updated. It should be used to evaluate several specific suggestions for new sales items that emerged during LRIP discussions:

- A reproduction cane similar to the one that Albert Rolaz used as a horse when he was young.
- A reproduction peace medallion.
- A reproduction Wedgwood slave medallion.
- Copies of original Gallatin glass and copies of regional glass.
- A house puzzle similar to the model on display in the first floor hallway.
- A “reduce the national debt” board game.
- A post-Gallatin history booklet as a companion to the Gallatin booklet, “To Live and Die Amongst the Monongahela Hills...,” published in 1999. The text already exists.
- Selected reproduction items might be priced to reflect the changing value of money. For example, a reproduction glass item might be marked with both a 19th century and current price.
- Eastern National (and other partners?) might support an on-site glassmaking demonstration and sell items produced (see “Glassblowing Demonstrations”).
- Finally, the objects that will be added to the rooms of the house may suggest even more sales possibilities.

Special Events

Special events are an effective way to encourage local and regional visitation (see “Visitor Profile”). Components of these events can also help to provide memorable experiences (see “Desired Visitor Experiences”).

The park will offer and/or co-sponsor several special events, and based upon an annual evaluation determine the feasibility of continuing these events:

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- The Albert Gallatin school district offers an on-site band concert each spring.
 - “FestiFall” is offered in September. It focuses on regional crafts and foods and includes historic activities.
 - “Legends” is offered in the evening during the period of heaviest visitation (late summer). It focuses on Sophia and some of the oral history related to other Friendship Hill residents. Talks are delivered by staff in period clothing.
 - In November, park staff will plan a special event that focuses on Gallatin’s life-long interest in Native Americans.

Three additional special events will be considered:

- “Albert Gallatin Industrial Heritage Weekend," held in the past, showcases local, privately-held collections related to Gallatin and Gallatin’s local interests.
- In order to focus on the site’s natural resources and demonstrate the interrelation between nature and westward expansion, park staff will plan a weekend of special springtime events. They might include nature walks, trail clean-up, talks on natural resources used in glassmaking or pottery, threats to the environment, natural resource management efforts, etc.
- In keeping with 19th century tradition, the park will sponsor and seek partners to assist with an old fashioned 4th of July celebration, including traditional activities like eating, games, and band music. Special effort will be made to make the day attractive to families by offering activities for children.

Education Program

Both the goals (see “Interpretation in Planning Documents”) and the audiences (see “Visitor Profile”) identified by the park as priorities heighten the importance of a curriculum- and standards-based educational program. To that end the park will form a Teachers’ Advisory Committee and in conjunction with this committee the park will:

- Evaluate and, if necessary, adjust the existing 4-6th grade program.

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- Develop a K-3rd grade program.
 - Develop a 7-12th grade program.

Each of these programs will share common characteristics. In order to make them immediately useful to teachers, each will be curriculum- and standards-based. Each will be interdisciplinary, integrating both natural and cultural subjects. Given the unpredictability of funding at school and park levels, flexibility will be critical. Materials developed will be adaptable for use by classroom teachers, park staff, park volunteers, and home school parents. Activities will be written so that large and small groups can use them. They will include on- and off-site programming.

- During the development process, the park will consult with teachers and establish an on-going teacher advisory group that will help the park keep materials up-to-date.
- When materials are ready for use, the park will sponsor teacher workshops and develop a network of volunteers who can assist with the delivery of on- and off-site programs.
- Using data from a recent survey, staff will develop a plan to market its school programs.
- Children, of course, also visit with their families. To provide these groups with special attention, the park will continue to improve and expand its Junior Ranger program, perhaps integrating materials from the new school programs.
- The park also will make contact with local boy and Girl Scout groups to determine interest in more formalized on-site programs.
- The Friendship Hill Association will be encouraged to sponsor a Gallatin essay contest for local schools.
- In order to encourage life long learning (see the “Road Ahead” goals in “Interpretation in Planning Documents”), the park will develop a range of educational programs for adults, for example, elderhostel seminars, special interest symposia, or special subject talks on topics like taxes, national debt, Gallatin interests (education, ethnography, Native Americans, etc.), or Gallatin-related sites.

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- If the park decides that additional details are required, it can prepare an Education Plan.

Area Interpretation

Interpretation of Gallatin-related sites outside park boundaries is important. The “Road Ahead” goals encourage parks to “make connections” to related sites (see “Interpretation in Planning Documents”). The park’s themes specifically refer to “nearby communities” as reflections of Gallatin’s personal vision for America (see “Themes”). Visits to surrounding communities are included in the experiences that the park wants to encourage (see “Desired Visitor Experiences”). And local residents are among the groups that the park hopes to attract to the park (see “Visitor Profile”).

Although park staff can provide technical assistance and even act as the catalyst for interpretation of surrounding communities, help from partners will be necessary.

- Park staff will begin by creating a list of historic properties in New Geneva (see “Research to Support Interpretation”) and identifying property owners.
- Where appropriate, park staff also will contact owners to assess interest in some form of interpretation of the site in the future.
- The existing driving tour for New Geneva (now out-of-print and currently unavailable) will be located and reviewed. If still useful, the tour will be reprinted (or revised and reprinted) with support from a local partner.
- Park staff will work with the owner of the stone schoolhouse in New Geneva to assess potential for on-site interpretation, perhaps via a wayside exhibit.
- Park staff will identify an additional vista (outside the boundaries of the park) overlooking the river that might be developed to interpret industrialization of the area as a Gallatin legacy.
- Similarly, an interpretive panel in the visitor contact area will highlight some of the ways that Gallatin’s interest in manufacturing is reflected in the region today.

Fee Interpretation

Park staff will continue to assess new ideas for income potential. However, two concerns must be considered when fees are discussed. Will the cost of collection exceed likely income, and will admission fees reduce the number of visitors to the Gallatin House?

Research to Support Interpretation

In order to develop the interpretive programming recommended in this LRIP, additional research is needed in the following areas:

- Regional glass, glassmaking, glasshouses, and gun making.
- Other regional manufacturing sites with Gallatin connections, including an inventory of locations and resource conditions.
- The history of the cultural landscape, including out buildings.
- Albert Gallatin's business partners (including Thomas Clare).
- Albert Gallatin's local employees, at the estate and in his "factories."
- Oral histories related to Friendship Hill, particularly to the post-Gallatin era and inhabitants.
- Gallatin and Nicholson family genealogy (existing information needs to be verified and expanded).
- Period wallpapers and furnishings.

In addition, park staff will take steps to keep abreast of recent, Gallatin-related scholarship. They will:

- Maintain regular contacts with academic partners who will help identify recent research and publications.
- Encourage the on-going use of college undergraduate and graduate students for park-related research.

Curatorial Needs

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- As the vignettes are created inside the house and objects are added for display, staff will carefully consider appropriate display and protection seeking advice from other curatorial professionals whenever necessary.

Staffing

In order to implement fully the recommendations contained in this LRIP, the park will need the following staff:

- 2 – GS-5/7/9 Park Rangers
- 1 – GS-5 Park Guide
- 1 – GS-5 Park Guide (STF)
- 1- GS-11 Education/Interpretive Specialist

Action Plan

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

Proposal

Who? FY01 FY02 FY03 FY04 FY05

Pre-Arrival and Offsite Interpretation

List/contact related website

Increase website content

Develop a Media and Marketing Plan

Produce an Annual Report

Prepare briefing packet

Influence sign decisions

Designate a contact for local planning

Make contacts with local service groups

Monitor TIS

Monitor effectiveness of phone system

Arrival

Study/improve entrance

Relocate/replace site sign

Maintain entry road vista

Study/change signs at end of entry road

Group information signs

Continue seasonal sign

Install "gate locked" sign

Identify restrooms

Add shade/another shelter for picnics

Add new stone stairs

Study addition of amenities

Grounds

Investigate crops

Consider re-establishing landscapes

Reflect research in interpretation

Investigate use of leasing

Preserve vistas

Produce wayside plan

Interpret river vista

Connect/interpret gravesites

Connect/interpret mine drainage demo

Formalize Volksmarch

Adopt system of trail difficulty

Recruit hikers for stewardship

Experiment with organized trail interp

Resolve the future of the barn

Study glassblowing operation

Explore glassblowing facility

Proposal**Who? FY01 FY02 FY03 FY04 FY05**House

Change entrance
Prepare exhibit plan
Relocate sales and info desk
Locate original exhibit info
Replace house model
Revise treatment of Gallatin rooms
Prepare plan for room changes

Change 1st floor brick house
Change 1st floor frame house
Change 1st floor stone house
Change kitchen
Change 2nd floor brick house

Change 2nd floor frame house
Change 2nd floor stone house rear
Change 2nd floor stone house front
Mark non-Gallatin rooms
Rewrite evolution of house site bulletin

Provide access to all Gallatin rooms
Develop strategies to limit load
Interpret house fabric
Add resource management to website
Plan AV program
Evaluate new sales items

Special Events

Offer/evaluate special events
Explore new special events

Educational Program

Evaluate/adjust 4-6th grade program
Develop K-3 program
Develop 7-12 programs
Establish advisory group
Sponsor teacher workshops

Recruit volunteers
Market ed. programs
Improve/expand Jr. Ranger program
Contact scout groups
Sponsor essay contest

Develop programs for adult learners
Prepare Education Plan

Area Interpretation

List area historic properties/owners
Contact owners about interpretation
Evaluate existing driving tour
Contact owner of stone schoolhouse
Identify/develop new vista
Add wayside about area

Proposal

Who? FY01 FY02 FY03 FY04 FY05

Research

Conduct research on glass, etc.
Conduct research on other manu.
Conduct research on landscape
Conduct research on Gallatin partners
Conduct research on Gallatin employees

Collect oral histories
Verify/expand family genealogy
Conduct research on wallpaper/furnishings
Maintain contacts with academic partners
Encourage student research

Participants

Workshop Participants

Joe Bezjak, Albert Gallatin School District
Cliff Brice, Maintenance, Friendship Hill NHS
Christine Buckelen, Congressman Mascara
Jane Clark, Interpretive Supervisor, Fort Necessity NB/Friendship Hill NHS
Lawren Dunn, Curator, Allegheny Portage Railroad NHS, Johnstown Flood NM, Fort Necessity NB/Friendship Hill NHS
Phyllis Ellin, Historian, National Park Service, Phila. Support Office
Joanne Hanley, Superintendent, National Park Service
Jennifer Ford, Historian
Michael Gallis, Fayette County Historical Society
Barbara Howe, Director, Public History Program, West Virginia University
Jesse Jack, Protection, Friendship Hill NHS
Jo Lofstead, Representative Bill DeWease & Fayette for Tourism
Michael McMahan, History Faculty, West Virginia University
Joyce McCune, President, Friendship Hill Association
Austin Murphy, National Road Heritage Park
Connie Ranson, Natural Resource Management Specialist, Friendship Hill NHS/Fort Necessity National Battlefield
Bruce Reed, Chief, Administrative Manager, National Park Service
Brian Reedy, Park Ranger, Friendship Hill NHS
Kitty Seifert, Park Ranger, Friendship Hill NHS
Rex Silbaugh, Maintenance, Fort Necessity NB
Chuck Smith, Unit Manager, Fort Necessity NB/Friendship Hill NHS
Christopher Sepesy, Executive Director, Fayette County OCED
Walter “Buzz” Storey, Historian/Writer
Bob Wetzel, Program Officer, the Eberly Foundation
Greg Zaborowski, Education Specialist, Allegheny Portage Railroad NHS/Johnstown Flood NM

Ron Thomson, Facilitator/Writer

Appendix 1 Annual Goals

Insert GPRA annual goals.

Appendix 2

Existing Resources, Facilities & Programs

Resources

The following summary of budget and staffing is adapted from the 1998 Annual Interpretive Program Report, Form 10-769.

Budget

The park's interpretive budget (ONPS) is \$147,344 or 40% of the total park budget. The park received \$1,900 to support volunteers. The cooperating association (Eastern National) donated \$700. Other sources donated \$4,700

Total funds for interpretation in FY98 = \$154,694

Staffing

31% of the park's total FTE was devoted to interpretation.

The park had 2 permanent positions totaling 2 FTE. Three temporary positions totaled 1.16 FTE.

Total paid FTE available in FY98 = 3.16

304 volunteers donated an additional 1.16 FTE

Facilities and Programs

The following summary of existing facilities and programs is adapted from the most recent Statement for Interpretation (1994).

Visitor Center

The visitor information area is located in the Stone Kitchen section of the restored Gallatin House. It includes an information desk, audio-tour storage cabinet, and cooperating association (Eastern National) sales area. Because of the interior design (original building fabric and architectural evidence is left exposed), this facility offers a good introduction to the various building phases of the house.

The Visitor Center is open from 9:00-5:00 daily.

Gallatin House

The Gallatin House contains a multi-media exhibit that interprets the life and times of Albert Gallatin. It integrates traditional exhibit panels and artifact display cases with laser disk players, fiber optic lighting, and a mirrored audio-visual system that projects a

3-dimensional Gallatin bust that talks about his life. A self-guided tour on CD is offered to visitors who want to visit the house on their own. When available, staff also can offer tours of the house. The rooms of the house are mostly unfurnished, although an experimental “vignette” using reproduction furnishings allows staff to talk about Lafayette’s visit to Friendship Hill in the 1820s.

The house is open from 9:00-5:00 daily.

Auditorium

Located in a post-Gallatin servant quarters, an “auditorium” provides multiple use space. It can be set-up as a classroom or meeting room but also can be used to show audiovisual programs.

Gazebo

Located adjacent to the house and overlooking the Monongahela River, a late 19th or early 20th century gazebo offers a view of the river and industrial uses of the river valley.

Historic Graves

Sophia Allegre, Gallatin’s first wife, is alleged to be buried 600’ south of the Gallatin House inside a low stone wall. Thomas Clare (a settler, merchant, and landowner) Cemetery is located on the north section of the park’s Main Loop Trail.

Wayside Exhibits & Trail Markers

There are currently five wayside exhibits located on the knoll surrounding the house and adjacent to the parking lot. They introduce both the Gallatin story and the history of the park’s grounds.

Trail markers are located at trailheads and provide visitors with a map of the park’s 10-mile trail system.

Trails

The park’s 10 miles of trails provide access to the river, meadows, and woodlands.

Roadside Marker

A roadside marker, owned and maintained by the Pennsylvania Department of Transportation, is located 1/4 mile north of the park entrance along Route 166. It provides information on the New Geneva Pottery and Glassworks.

Publications

The park offers a unigrid folder and site bulletins on 12 topics.

Traveler’s Information Station (TIS)

A 3-minute AM radio announcement provides messages about park activities, themes, and safety. It transmits within a 3 mile radius of the park.

Picnic Area

Restrooms, grills, and picnic shelter are available on a first-come, first served basis. Some sites offer wheelchair accessibility.

Education Programs

Friendship Hill NHS offers a curriculum- standards-based educational guide for upper elementary grades and four on-site educational programs for the same age group.

Appendix 3

Programmatic Accessibility

Guidelines for Interpretive Media

Prepared by
Harpers Ferry Center
Accessibility Task Force
June 1996

Statement of Purpose

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

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

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

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

"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

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

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible; a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

Guidelines Affecting Mobility Impaired Visitors

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

Guidelines Affecting Visually Impaired Visitors

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

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting Learning Impaired Visitors

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

Exhibits

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

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform to UFAS 4.8.

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4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
 5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
 6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).
 7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
 8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
 9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.
 10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
 11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest rooms elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting Learning Impaired Visitors

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

Historic Furnishings

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

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

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

Guidelines Affecting Mobility Impaired Visitors

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

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.

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3. Windows will be treated with film to provide balanced light levels and minimize glare.
 4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
 5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting the Learning Impaired

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

Publications

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

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

Guidelines Affecting Mobility Impaired Visitors

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

Guidelines Affecting Visually Impaired Visitors

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

Guidelines Affecting Hearing Impaired Visitors

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

captioned programs.

Guidelines Affecting Learning Impaired Visitors

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

Wayside Exhibits

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

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

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

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

Guidelines Affecting Mobility Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include accessibility advisory.
4. Wayside exhibits sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

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

Guidelines Affecting Hearing Impaired Visitors

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.

2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Learning Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.

2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.

3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

4. Text will be concise and free of long paragraphs and wordy language.

Appendix 4

Summary of Historic Room Use

1st Floor, Brick House

1789-98: Parlor, Dining Room, Library

1798-1823: Parlor, Library

1821-23: Laundry Room

Post-Gallatin: Living Room

1st Floor, Frame

1798-1823: Dining Room

1821-23: Billiard, Music Room

Post-Gallatin: Dining Room

1st Floor, Stone House

1823-1978: Parlors (large & small)

Kitchen

1824-1978: Kitchen, upper level storage or living space for servants

2nd Floor, Brick House

1789-1801: Gallatin Bedroom

Then rented to workers and others

2nd Floor, Frame House

1798-1801: Bedroom, most likely used by Gallatin children

1801-1832: Rented to workers

2nd Floor, Stone House, rear

1823-25: Hannah's Bedroom

Then bedroom of others

2nd Floor, Stone House, front

1823-25: Gallatin's Bedroom

Then bedroom of others

All other rooms post-date Gallatin's ownership

State Dining Room, 1895

1st level, Dining Room

2nd level, Bedrooms

1992: Exhibits and conference room

South Bedroom Wing, 1900

4 rooms all bedrooms

2 baths

1992: Offices

Servants' Quarters, 1903-04

1st level: Laundry Room

2nd level: Bedroom

1992: Auditorium and offices

Appendix 5

Summary of Room Topics & Objects

1st Floor, Brick House

Topic

As the earliest Gallatin section of the house, this is the place to interpret why Gallatin moved to western Pennsylvania, to explore his early political philosophy, and to explain his involvement in state politics.

Suggested 3-dimensional objects

Copies of political broadsides;

Whiskey bottles or barrels; tar & feathers; a Whiskey Rebellion flag;

An early map showing New Geneva;

Locally made furniture; locally made glass or pottery; Reproduction of abolitionist medallion or slave shackles.

1st Floor, Frame House

Topic

Gallatin's national political career, including service in Congress and his tenure as Secretary of the Treasury.

Suggested 3-dimensional objects

Portraits of national political party leaders;

The Seal of the Secretary of the Treasury;

National Road mile marker;

Memorabilia from the Lewis & Clark expedition (expedition medallion, stuffed animal, map showing the Gallatin River or even a video of the river);

Copies of Gallatin reports;

A map of the Louisiana Purchase;

An album of political cartoons;

An album of news articles demonstrating party strife or Gallatin accomplishments;

A chart illustrating debt reduction initiatives;

A chart showing the cost of items then and now or reproduction sales items labeled with both 19th century and current costs;

A map or illustrations of Washington, D.C.

1st Floor Hallway and Stairs (Stone House)

Topic

Architecture of Friendship Hill and Gallatin's ideas of a country home.

Suggested 3-dimensional objects

The original entrance, woodwork, and stairs.

1st Floor, Stone House, both rooms

Topics

Gallatin's later years of government service as a diplomat and his role as elder statesman, including Lafayette's visit to Friendship Hill.

Suggested 3-dimensional objects

A map of the world showing Gallatin's diplomatic posts (where in the world is Albert Gallatin?);

French dishes in the collection;

Illustrations of international attractions in cities visited or lived in by Gallatin;

Flags of the countries he served as a diplomat (France, Great Britain, Russia);

Paintings of naval battles from the Barbary Wars and the War of 1812; illustrations of Washington, D.C. aflame;

Treaty of Ghent;

Music audio to indicate entertainment;

Lafayette's portrait, a map of the Lafayette tour of the U.S., and memorabilia of Lafayette's tour.

Kitchen

Topics

Since the kitchen was an active center of activity, this is an excellent place to interpret the operation of the household. How many staff attended the needs of the Gallatin family and estate?

Also, since the fabric of the kitchen is exposed, this is an excellent place to interpret how we learn about the past, via archeology, architecture, and primary documents.

Suggested 3-dimensional objects

The walls and fabric of the kitchen;

Household artifacts uncovered during digs;

Items that can be related to food preparation or everyday servant life (bed tick, for example);

A list of workers at Friendship (who and how many).

2nd Floor, Brick House

Topic

Sophia and Albert's courtship and marriage.

Suggest 3-dimensional objects

Selected correspondence between Gallatin and Sophia;
Sophia's letter to her mother;
Expressions of condolence;
Simple, locally made bed.

2nd Floor, Frame House

Topic

The Gallatin children

Suggested 3-dimensional objects

Chemistry apparatus referred to in letters;
A cane like that used as toy;
Children's items including clothing, playthings, educational materials, etc.
Period furnishings used by a child;
Billiard balls (Albert Rolaz).

2nd Floor, Stone House, rear

Topics

Hannah Gallatin including the contradictory ideas of wilderness versus urban living
(Gallatin's personal feelings for the west vs. his family's discontent)

Suggested 3-dimensional objects

Women's apparel from city and country;
Hannah's fan;
Hannah's perfume bottle;
A Jefferson portrait and views of Washington, D.C.;
Family letters indicating feelings about Friendship Hill;
Illustration of Hannah's brother;
Illustrations of New York City.

2nd Floor, Stone House, front

Topic

Gallatin in political retirement, including his role in founding New York University and
as a banker and scholar.

Suggested 3-dimensional objects

An illustration of 19th century NYU, descriptions of NYU curriculum;
Gallatin monographs on Indians, etc.;
Contemporary illustrations of Indians;
Gallatin correspondence on issues like Mexican War, Manifest Destiny, Oregon, etc.;
Notice of the Friendship Hill auction.