

Harpers Ferry Center
National Park Service
U.S. Department of the Interior



George Rogers Clark National Historical Park

Long-Range Interpretive Plan

August 2012





The George Rogers Clark Memorial is a popular spot for local visitors. While they may not visit the memorial itself, they walk and play on park grounds.

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Introduction



Background

Location

George Rogers Clark National Historical Park (GERO) is 120 miles southwest of Indianapolis in the southern Indiana city of Vincennes. It sits along the Wabash River and the state boundary with Illinois.

Historical Context

After the French and Indian War, the British dominated a large portion of the Trans-Appalachian frontier. The Proclamation of 1763 forbade settlement of lands west of the Appalachian Mountains. From their posts north of the Ohio River, the British sent Indian war parties against settlers who ignored the proclamation line, including those in Kentucky.

George Rogers Clark organized the Kentucky militia to defend against these raids. Clark, not content to wait for the attacks, decided to launch a major offensive campaign. He took his plan to Patrick Henry, governor of Virginia, and gained approval. Clark planned to lead a force of frontiersmen into the Illinois country and strike at the source of the Indian raids.

During the summer of 1778, Clark directed his army down the Ohio River and then overland some 120 miles to capture the British posts at Kaskaskia and Cahokia along the Mississippi River, near St. Louis. Although under British rule after the French and Indian War, these posts were populated by French settlers who had no great affection for the British. Clark quickly gained their support. Father Pierre Gibault and Dr. Jean Laffont volunteered to travel to Vincennes on behalf of the Americans and soon that settlement also gave its support to Clark.

By Aug. 8, British Lt. Gov. Henry Hamilton received news of the fall of the outposts. With a mixed force

of English soldiers, French-speaking volunteers and militia, and Indian warriors, he left Detroit intending to retake Fort Sackville in Vincennes. Capt. Leonard Helm was Clark's subordinate in charge at Vincennes. Having only a few men upon whom he could depend, the American captain had no hopes of defending the fort against the British-Indian army. Hamilton retook the fort on Dec. 17.

Then Hamilton made a fateful decision. He allowed most of his force to return home for the winter. This was common practice in 18th-century warfare. Hamilton planned to gather his forces in the spring and attack Clark's Mississippi River posts. British victories there would pave the way for a joint effort with tribes from south of the Ohio River to drive all American settlers from the Trans-Appalachian frontier.

Unaware that the fort was in British hands, Francis Vigo, a merchant and supporter of the American cause, set out from his St. Louis home for Vincennes. As he approached the settlement, he was taken prisoner and held for several days. His captors failed to realize Vigo's involvement with the Americans, and Hamilton allowed him to leave. Vigo agreed to one condition: that on his way back to St. Louis, he would do nothing that would harm the British cause. After reaching St. Louis and keeping his promise, Vigo immediately went to Clark 50 miles south in Kaskaskia. Vigo provided valuable information concerning the military situation in Vincennes and informed Clark of the British intent to attack in the spring.

Determined to capture Hamilton, Clark and his force of approximately 170 Americans and French-speaking inhabitants made an epic 18-day trek from Kaskaskia, at times through freezing floodwaters. Thanks to Clark's determined leadership, they arrived in Vincennes and attacked Fort Sackville

after nightfall on Feb. 23, 1779. The French citizens, eager to again renounce the British, warmly greeted Clark's men, providing food and dry gunpowder. Hamilton's garrison now consisted of approximately 40 British soldiers and a similar number of French volunteers and militia from Detroit and Vincennes. These French troops were not eager to fire upon the enemy when they realized that the inhabitants of the town again had embraced the Americans.

Clark's men surrounded the fort and gave the impression of having a much larger army. Flags sufficient for an army of 500 were unfurled and carried as the army approached the town. The American soldiers, including experienced woodsmen armed with long rifles, maintained a rate of fire that convinced the British that the army indeed was large in number. To further unnerve the garrison, Clark ordered tunneling operations to begin from behind the riverbank a short distance from the fort—such tunnels were used to plant explosive charges

under fort walls or beneath powder magazines. Barricades were thrown up and entrenchments dug to provide additional cover.

Contemplating his predicament with increased foreboding, Hamilton asked that Clark meet with him at the nearby St. Francis Xavier Catholic Church. Hamilton attempted to obtain liberal conditions while Clark insisted on unconditional surrender. After a lengthy and heated discussion, they failed to agree on acceptable terms.

At this time, an event occurred that caused the British to realize what might be their fate if the Americans stormed the fort. When an Indian raiding party, sent out by Hamilton to attack American settlers along the Ohio River, returned to Vincennes, the frontiersmen killed, wounded, or captured them. In retaliation for Indian raids in which numerous men, women, and children had been killed, Clark ordered five of the captured warriors tomahawked in full view of the fort. The executions were intended to heighten the psychological pressure

George Rogers Clark and Henry Hamilton at the surrender of Fort Sackville, Feb. 25, 1779. Drawing by Richard Day.



upon the British and show their Indian allies that the redcoats no longer could protect tribes who made war on the Americans.

Following this grim scene, the lieutenant governor reluctantly agreed to Clark's final terms which were just short of unconditional surrender. The defeated British army, with slung muskets marched out of Fort Sackville before their victors. The Americans raised their flag above the fort and attempted to discharge the cannon 13 times in celebration. An accident during the firings severely burned several men including American Capt. Joseph Bowman. Six months later he died and was buried, presumably near the fort.

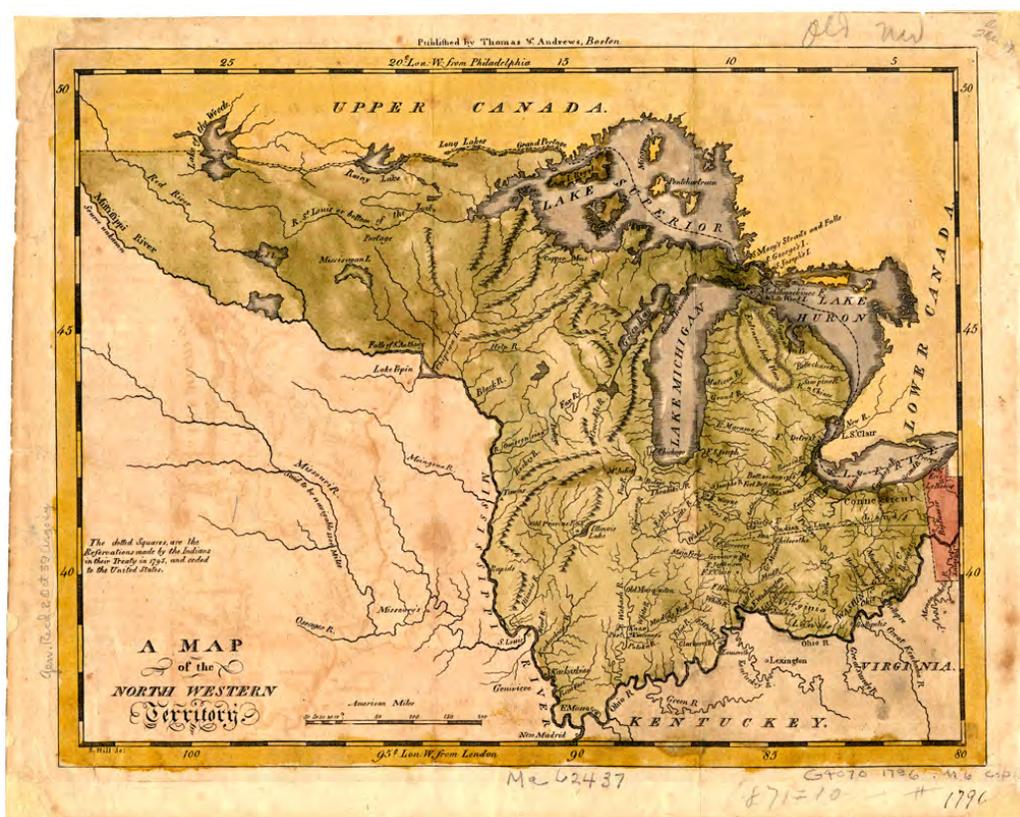
On Feb. 25, 1779, at 10 am, the British garrison of Fort Sackville surrendered to American Col. George Rogers Clark. Clark's American army, aided by local French residents, had marched through freezing floodwaters to gain this victory.

The fort's capture provided a foundation for United States claims to

the frontier, an area nearly as large as the original 13 states.

Although unable to achieve his ultimate objective of capturing Detroit, Clark successfully countered British and Indian moves during the remainder of the conflict. The young Virginian had prevented the British from achieving their goal of driving the Americans from the Trans-Appalachian frontier. In part because of Clark's military activities, the British ceded to the United States a vast area of land west of the Appalachian Mountains. That territory now includes the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and the eastern portion of Minnesota.

The exact location of Fort Sackville is unknown, but is believed to be within the grounds of the George Rogers Clark National Historical Park. Archaeological evidence suggests that the fort's front wall was between the Clark Memorial and the Memorial Bridge.



Map of the Old Northwest Territory.

Foundation



Memorial History

Planning, Design, & Construction

Both the State of Indiana and the federal government pursued concurrent initiatives to commemorate George Rogers Clark and westward expansion.

The collection guide to the “George Rogers Clark Memorial Construction Photographs, 1931-1933,” summarized the genesis and construction of the memorial.

“An act of the Indiana General Assembly 23 February 1927 established the Indiana George Rogers Clark Sesquicentennial Commission. The commission’s mandate was to ‘acquire suitable land in Knox County to include the site of Fort Sackville, and to erect hereon... a structure or structures which will appropriately, adequately, fittingly, and permanently commemorate the historic expedition of George Rogers Clark culminating in the capture of Fort Sackville.’ Senator James E. Watson and Representative Will Wood introduced resolutions in the Sixty-Ninth Congress approving the commission and allowing for appropriation of federal funds for construction of the memorial.

Construction of the George Rogers Clark Memorial in George Rogers Clark Historic Park, Vincennes, Indiana, began 1 September 1931. The Indiana George Rogers Clark Sesquicentennial Commission directed the project. The memorial was completed in spring 1933. President Franklin D. Roosevelt dedicated the structure, and the park, on 14 June 1936.”

On May 23, 1928, President Calvin Coolidge signed into law the public resolution establishing the George Rogers Clark Sesquicentennial Commission, to be composed of 15 members. An appropriation of \$1 million was to be expended by the commission

“in cooperation with the George Rogers Clark Memorial Commission of Indiana... for the purpose of designing and constructing at or near the site of Fort Sackville... a permanent memorial, commemorating the winning of the Old Northwest and the achievements of George Rogers Clark and his associates.”

The commission selected a design by New York architect Frederic Charles Hiron citing the “frontier staunchness” of its Doric pillars, which stood “free from the central circular structure which projects into the air.”

National Park Designation

On July 23, 1966, President Lyndon Johnson, during a visit to Vincennes, signed Public Law 89-517 creating the George Rogers Clark National Historical Park comprised of approximately 17 acres of land including the Clark Memorial donated by the State of Indiana. Provisions of the law allowed the Secretary of the Interior to enter into cooperative agreements with the owners of property in Vincennes historically associated with Clark and the Northwest Territory “for the inclusion of such property in the George Rogers Clark National Historical Park.”

National Register Nomination

In 1975, the nomination supporting successful designation of the memorial to the National Register of Historic Places provided the following overview of the park:

“Designed during the 1930s, the park is a unified whole in terms of landscaping and architecture. The park is visually defined by the Wabash River and its floodwall; the Lincoln Memorial Bridge, which was designed to be an integral element of the overall design; and the Old Cathedral (St. Francis Xavier), its burying ground, and its Library. The formal landscaping of the grounds complements

the perpendicular axes of the boundaries. The central feature of the scheme consists of a void formed by a large rectangular grass esplanade between the Monument and the Bridge Approach. Like most Baroque landscape schemes it was designed as a static composition which, with its statuary and architecture, would only suffer a loss if altered in any way. Thus, as an expression of Classical Revival planning, the park is a pure statement not often seen outside Washington, D.C.”

“George Rogers Clark National Historical Park was established to commemorate the accomplishments of George Rogers Clark and the expansion of the United States into the Northwest Territory; to communicate this story and its significance to the American people; and to cooperate in the preservation, renewal, and interpretation of the sites and structures in Vincennes associated with this story. The park also commemorates the actions of Father Pierre Gibault and Francis Vigo who aided Clark against the British.”

Purpose & Significance

Purpose

Purpose statements normally emerge from the language that created the park. In the case of GERO, multiple sources have tried to capture the park’s purpose including the original legislation that led to memorial design and construction, the law that created the national historical park, congressional debate and testimony that led to passage of the park law, and a variety of planning documents that have shaped park administration since 1966.

A Statement for Management, prepared and approved in 1993, provides perhaps the clearest, most recent summary of park purpose.

A 1936 post card showing the Clark Memorial and the Old Cathedral from across the Wabash River.



This statement captures the critical role that the NPS plays in commemoration, interpretation, and preservation of the memorial and the memorial landscape as well as cooperative activity with associated sites in Vincennes.

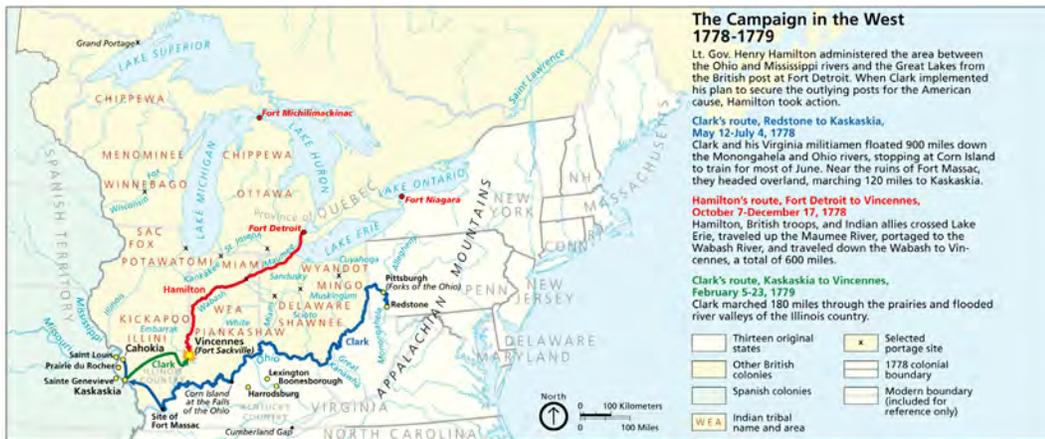
Significance

Significance statements provide additional insight into the distinctiveness of each National Park Service (NPS) unit and help to place a park within national and international contexts.

These factual statements summarize the essence of a park’s resources and suggest why they are important enough to be considered national treasures and worthy of NPS designation. They help identify the stories that the park commemorates, interprets, and preserves.

George Rogers Clark National Historical Park is nationally significant because:

The military campaign led by George Rogers Clark in 1778 and 1779, including the capture of Fort Sackville along the Wabash River in Vincennes, advanced the cause of the American Revolution by effectively interrupting British war plans in the western theater.



Clark’s campaign demonstrated American determination to fight in the most difficult conditions, to undertake the unexpected, and to embrace non-traditional military tactics.

The American victory in the West (specifically the Northwest) had significant impact on the individuals and diverse groups who lived there and fought on both sides during the war. The Clark campaign on the western frontier made settlement less precarious, advanced post-war migration, and established a viable United States presence throughout the Ohio, Wabash, and Mississippi river valleys.

Both the British and American campaigns on the western frontier not only illustrate the importance of military and political alliances during the American Revolution (specifically with France, French settlers, and Indian nations) but also the different attitudes and policies used by Clark (America) and Hamilton (British) to persuade the different factions to join in the struggle for control of the Northwest.

Settlement of the Northwest Territory and congressional approval of the Northwest Ordinance of 1787 provided a single, unifying, national strategy for settling new territories, expanding representative government, ensuring citizen rights, and

admitting new states on equal footing in ways that influenced the pattern of westward expansion and Indian relations across the continent.

The Clark Memorial, including the landscaped grounds, statues, and the Memorial Bridge pylons, represents an architectural and intellectual approach to memorialization closely associated with early to mid-20th-century U.S. history.

Primary Themes

The thematic framework proposed for the park identifies several stories associated with the national significance of the site. Each of these four stories is presented as a topic and theme statement accompanied by a brief content paragraph that suggests easily associated details.

Francis Vigo statue overlooks the Wabash River.



The theme statements adhere to accepted tenants of interpretive theme construction. That is, primary interpretive themes...

derive from a site's purpose and national significance.

capture and convey the meaning of a place not solely facts.

open minds to new ideas and introduce multiple points of view.

suggest connections, meanings, and relevance.

link universal experiences with tangible resources.

provide a foundation for more specific programs, presentations, and exhibits.

are expressed in single sentences.

Appropriately, the park's most important stories are rooted in the national significance of the western theater of the American Revolution and the unexpected consequences of success as illustrated by the history of the Northwest Territory and Vincennes.

Specifically, the primary themes will focus on:

the impact that the Clark Campaign had on the American Revolution and the aftermath of the war.

the people involved in the many facets of Northwest Territory history.

the history and consequences of expansion into the Northwest Territory beginning before the American Revolution and through the War of 1812.

memorialization and commemoration of George Rogers Clark, the Clark Campaign, westward migration, and the establishment of territorial government.

Topic: Campaign and Consequences

“Sound themes encourage exploration of the context in which the events occurred and the effects of those events. They go beyond a mere description of events to foster multiple opportunities to think critically about the many complexities—the “shades of gray” and multiple perspectives—of the events, stories, and issues represented by a park. In other words, park interpretive themes are designed to serve as a vehicle that allows exploration of the question—
“So what do the events of the past have to do with me and my times?” Themes help explain why a park story is relevant to people who are unconnected to an event.”

National Park Service Northeast Region,
Interpretive Theme Primer

Theme Statement

Clark's campaign and the capture of Fort Sackville not only affected the outcome of the American Revolution but also influenced the aftermath of the war and territorial expansion.

This theme focuses on the Clark Campaign, exploring not only the facts of the campaign but also each of several significance statements that summarize the immediate and long-term consequences of the Clark Campaign.

In the process of discussing the facts of the campaign and the early history of Vincennes, this theme also focuses new attention on overlooked stories like, for example:

The importance of the Revolutionary War in the West.

State (Virginia) sponsorship of the Clark Campaign.



Each year, close to the anniversary date, park volunteers retrace the last five miles of Clark's march to Vincennes.

The impact that Euro-American expansion and politics had on the American Indians living in the old Northwest.

The influence of racial and ethnic diversity on the history of westward expansion.

Shifting alliances that played a critical role in the history of North American immigration into the interior.

The ways that westward expansion by Euro-Americans into the Northwest Territory, aided by Clark's victories, shaped the political and demographic evolution not only of the region but also of the nation — the patterns established by the Northwest Ordinance served as a model for settling and admitting new territories as states (see Appendix 1 for the text of the ordinance).

This theme also uses tangible events to explore the ways that we assess what events mean and how we come to understand the idea that impacts look different from alternate points of view and can change over time.

Topic: Character and Success

Theme Statement

Commemoration and interpretation of the campaign led by George Rogers Clark invites exploration of the personal traits that contribute to success.

This theme focuses on the people and the character traits that landed them on the pages of history.

The Clark Campaign often is linked to sacrifice and hardship, to leadership based on carefully nurtured respect, to patriotism, loyalty, and alliances. Clark himself is a useful case study in youthful daring, adventure, and willingness to violate accepted norms—few went to war during an 18th-century North American winter.

Fully developed, however, this theme is not hero worship. Like so many other biographies, the saga of Clark's entire lifetime, as well as related



George Rogers Clark statue within the memorial rotunda.

stories of Father Pierre Gibault and Francis Vigo or more broadly William Henry Harrison, Tecumseh, and even Abraham Lincoln, invites more nuanced consideration of the tenuous nature of success and the fickle nature of fame.

Topic: Context for the Clark Campaign

Theme Statement

The Clark Campaign is one milestone in the broad sweep of westward expansion, one of the most significance migrations in U.S. history, and contributes to our understanding of the 18th- and early 19th-century struggles for control of North America.

This theme provides context for the specific stories associated with the Clark Campaign and, more generally, the Northwest Territory. It positions the events related to Vincennes in the continuum of early U.S. history and uses local and regional history—before, during, and several decades after the American Revolution—to focus attention on several of the less tangible facets of park significance. For example, it explores stories of:

Competing visions of the future of North America and the value of America’s natural bounty.

Land use and land ownership on the frontier.

Struggles by competing groups to create and protect homes and societies on the frontier.

Economic opportunities won and lost by individuals.

Empires won and lost by nations.

This theme also provides additional opportunities to allude to the pattern of territorial expansion initiated in the Northwest Territory and replicated across the nation.

Topic: Clark Memorialization

Theme Statement

Like many other national parks, the development of the George Rogers Clark National Historical Park sheds light on what America values and how the nation chooses to commemorate the past.

This story focuses on the history of the Clark Memorial, on when, how, and



George Rogers Clark Memorial

why it came to be.

It provides context for the appearance of such a grand structure on the banks of the Wabash River. It explores the several strategies used to commemorate the past—individual and local efforts as well as state and federal initiatives. It illustrates how the memory of a single “hero” or event can open inquiry into the broader society.

But it also explores how historical events, so matter of fact as they occur, can be viewed differently over time, romanticized by some and all but forgotten by others. It sheds light on how a memorial, dedicated by one president and elevated to national status by another, still can surprise contemporary visitors by its very existence and continue to enrich our national memory of the past.

Audiences

In order to design the most effective interpretive programming and employ the most effective interpretive techniques, it is critical to identify intended audiences, both existing audiences who actively use site interpretive programs AND potential audiences that well-planned interpretation might encourage.

“Individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.”

David Glassberg in *Sense of History: The Place of the Past in American Life*

The term audience is used purposefully in this document. In the 21st century, it is common to

communicate with on-site visitors as well as others who have not or cannot “visit” local sites. Increasingly, for example, the Internet and other social media are sources of both information and interpretation. While many who use their computer or smartphone as a gateway to a site or region will eventually visit, that is not universally true. In addition, for reasons of time and budget, outreach and school programs might be conducted off-site. News and magazine articles as well as television and radio programs or even YouTube broadcasts and social media postings reach thousands who fall outside the technical definition of “visitor.”

Snapshot of Audience Activity

Over the last five years (2006-2010), park visitation reached a high of 128,578 and a low of 103,286. Construction on the memorial terrace during 2008 and 2009 undoubtedly influenced visitation, resulting in lower numbers for those years.

The number of visitors who entered the visitor center varied between 40,000 and 50,000.

An average of 10,000 visitors watched the interpretive film in the visitor center and between 16,000 and 20,000 visitors saw the interior of the memorial.

Significantly, more than 40,000 participated in special events each year.

School and group visits to the park have seen a steady decline. During 2000, the park facilitated 203 visitor groups for a total of 8,717 visitors. That number dropped to 150 groups and 6,266 visitors during 2010.

Targeted Audiences

This section of the plan recognizes that interpretive techniques and audiences are inter-related—some interpretive tools are better adapted to, or appeal to, particular audiences.

Ranger Leo Finnerty engages a young visitor.



All audiences are welcome and invited to participate in the park’s interpretive programs, and the park fully intends to sustain service to existing audiences.

In addition, discussions suggest that two audiences should receive specific attention, and that planning should develop or enhance interpretive media to:

Help build the park’s next generation of constituents. That means more focus on families, youth, educators, and their students, particularly in grades that study U.S. history as well as interpretive programs or services for the park’s under-engaged audiences, especially for ethnic groups.

Improve physical or programmatic accessibility to the memorial and the memorial landscape.

Accessibility and Audiences

The NPS is committed to developing a comprehensive strategy to provide people with disabilities equal access to all programs, activities, services, and facilities. As part of that effort, Harpers Ferry Center developed “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” and made them and other resources available.

See www.nps.gov/hfc/accessibility/index.htm.

Staff, partners, and media contractors must consult these guidelines as the park revises or rehabilitates existing interpretive programming, and develop new interpretive media.

In addition, given the design of the memorial and the memorial landscape, the park intends to use a 2008 Report by the National Center on Accessibility to identify specific actions that can be accomplished during the life span of this plan. Several of the report’s recommendations that relate directly to interpretive media are identified in Part 2 of this plan.

Audience Experiences

While primary themes focus on what audiences will learn as a result of interpretive programs and media, audience experiences explore what audiences will do. What types of activities will help audiences with orientation and wayfinding? How might the design of interpretive programs and media invite audience involvement and, as a result, reinforce key aspects of the park’s stories? How can interpretation use the powerful impact of hands-on, sensory activity to send audiences home with lasting memories? How can landscapes bolster audience understanding of the history of the memorial and the importance of westward expansion? How can interpretation provide audiences with opportunities to find personal meaning in the park’s associated stories and personalities?

*John Falk and Lynn Dierking, in **The Museum Experience**, argue that visitors are strongly influenced by the physical aspects of museums, including architecture, ambience, smell, sound, and the “feel of the place.”*

Experiences that Assist with Orientation

A balanced interpretive program should make it a high priority to help orient audiences to all that the park has to offer. Specifically, to:

Clarify the park's identity, as a unit of the National Park System and as a Revolutionary War site. Interpretation plays a critical role in establishing park significance and explaining why the park is a national treasure.

Explain visiting options, introduce each of the park's several facets (visitor center, memorial, memorial landscape, exterior statues, vistas and views), and suggest how they can be viewed separately or blended into a seamless narrative.

Provide an overview of the park's primary stories, set those stories into context and link them to park significance. Then empower audiences to explore on their own and discover personal connections to the historical narrative and memorial setting.



Mural on the wall of the George Rogers Clark Memorial depicts Clark leading his troops through the freezing water before reaching Vincennes.



Living history programs have been a staple of the interpretive program at the park since the late 1960s. Intern Jessica Dickey poses with a Brown Bess musket.

Provide a story and information that is enhanced by the various partners in Vincennes and encourage visitors to experience those other sites.

Experiences that Reinforce Primary Themes

A balanced interpretive program also should make it a high priority to provide interpretive activities that reinforce the park's primary stories. Specifically, to:

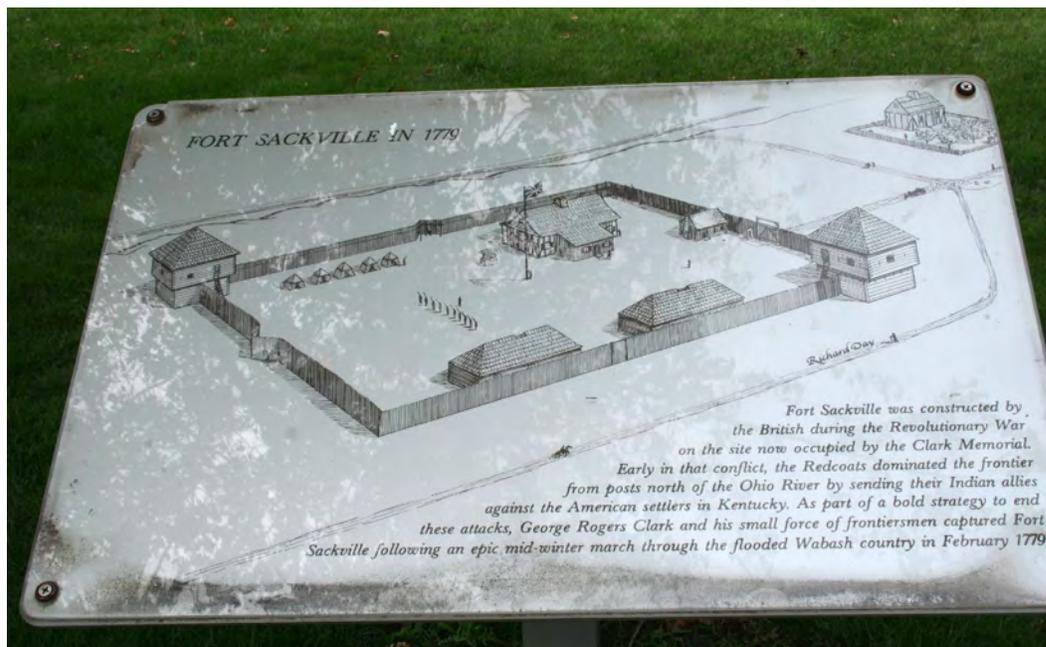
Discover and explore the park and nearby, theme-related resources.

Connect each of the elements of the park to corresponding facets of the park's significance and themes. Art and sculpture throughout the park, for example, introduce the diversity of the Clark Campaign and westward expansion while other local sites can set the campaign into broader context.

Engage in hands-on, tactile, or sensory activities that reinforce interpretive messages in memorable ways.

“Hear” the voices of those who participated in westward expansion, read or listen to what they wrote and said.

This Fort Sackville wayside exhibit is located between the visitor center and the memorial.



Interact with knowledgeable staff who can answer questions and explain details of the primary stories.

Recognize multiple points of view and offer information and experiences that explore the various viewpoints of the stories through the eyes of the widely differing perspectives.

Utilize a variety of interpretive methods, media types, and approaches to reach diverse audiences.

Experiences that Inspire

A balanced interpretive program should encourage thoughtful contemplation of relevance and the intangible meanings associated with park stories. Specifically, to:

Provide contemplative places, away from intrusions, for thoughtful reflection.

Enable visitors to discover evocative vistas and viewsheds of the memorial, the memorial landscape, and the geographic setting of the park.

Provide connection and relevance to audiences across race, cultural, and gender lines.

Provide appropriate information

through suitable interpretive media to ensure audiences have information necessary to appreciate and connect to the park's resources.

Challenge conventional history and provoke visitors to think about all affected peoples.

The Park in 2012

Current Conditions at George Rogers Clark NHP

Compiled by GERO interpretive staff

Interpretive Division Staffing

A GS-11 chief of interpretation heads the division. There is one GS-9 work leader and a 5/7/9 ranger position that is a subject-to-furlough position. A GS-5 park guide oversees day-to-day visitor needs and information desk operations. The division typically hires two seasonal employees to assist during the summer season.

During 2010, an increase in operating funds would have allowed the division to expand into curriculum-based interpretation. Though the increase has been approved and appears in the green book, the request has not been funded.

Much of the staff's time is spent keeping the visitor center and memorial open to visitors. A minimum of two people is needed to allow visitors to access both locations. Much of the interpretation presented by staff is in the form of informal interpretation. Informal interpretation may be at the information desk, at the memorial, or walking with visitors between the two locations. During the summer season, staff often roam the grounds to encounter visitors in the park setting.

Programming

Visitation is inconsistent with no patterns of visitation readily discernible, thus establishing times for a scheduled program is impossible. For this reason, staff members often offer programs when a group of visitors or even one or two interested visitors are present.

Typically, programs focus on the basic Clark story and often involve historic weapons demonstrations—usually using flintlock rifles. Clark's army was a frontier army relying on militia and individuals with unique skills. Rifles, a key part of Clark's attack upon Fort Sackville, were used to intimidate the British and gain an advantage. The suggestion of a rifle demonstration intrigues visitors and typically will entice an audience. The opportunity is then taken to tell them more about the individuals involved in the frontier battle and the conditions of the battle.

Other programs may include: architectural information about the memorial; Fort Sackville and its location on the grounds; historic Vincennes and the development and growth of the town; the various cultures and peoples involved in the story of the frontier; and other cultural and historical topics.

A junior ranger program, with one session conducted each month, is offered during the summer. This program continues to grow in popularity and attendance. The

presentations change each year encouraging return visitors.

Park staff is limited and the need to have two employees to keep the visitor center and the memorial open to the public often impacts the park's ability to conduct interpretive programming.

Visitor Center

The visitor center is open seven days a week from 9 am until 5 pm daily. The center is only closed three days: Thanksgiving, Christmas, and New Year's Day.

The visitor center, built during 1976, opened July 4 of that year. Rushed to meet the nation's bicentennial anniversary date, the building contained temporary exhibits. Many of those exhibits remain in place.

Three original exhibit panels, removed for visitor safety (they were made of clear glass and visitors walked into them), never were replaced.

The original information desk was replaced during 1999 and a display with a fort model was repaired and improved at the same time. New florescent lighting was added over the information desk and over the fort exhibit. The fort exhibit has no accompanying text.

Five exhibit panels contain artifacts. These exhibit cases were replaced during 1999 and new text signs installed. The text signs provide only basic information and are not interpretive.

During the 1980s, ranger staff built an exhibit outlining construction of the memorial. This exhibit was reworked during 1999 with a new frame, backing, and photos. A few basic text signs provide dates and information about the memorial's construction. This exhibit has no interpretive text and is not linked to other exhibits in the lobby. The original construction photos are often a point of interest for visitors.

A second exhibit contains pens that were used by two presidents to establish the George Rogers Clark Sesquicentennial Commission and later to sign the legislation creating the George Rogers Clark National Historical Park. Copies of legislation are displayed with the pens. Both exhibits contain text that is informative, but does not meet current standards of interpretation. This exhibit is not interpretively linked to other exhibits in the lobby or to the park themes or significance. However, it is one of the few exhibits that includes artifacts related to the story of the park.

The east end of the lobby contains an exhibit with four mannequins representing the British, American Indians, French, and Americans involved in the story. These exhibits were repaired and refreshed during 2000. The individuals were given new clothing, faces, and hair to make them more realistic. This display generates significant visitor interest. Many visitors comment that they remember that exhibit from a visit to the park many years ago. The narratives accompanying each individual mannequin have the beginnings of interpretation, but are grossly inadequate. Only a brief outline of the culture involved is presented. There are no connections to the visitors or to the park's significance. Four spotlights provide lighting in the display. A

The park's visitor center was constructed for the Bicentennial of the American Revolution.



fence and an overhead border, which obviously are dated to the 1970s, surround the whole exhibit. The park interpretive staff agree that efforts should be made to preserve this display but make it more interpretive. This exhibit could be very powerful when improved.

Directly opposite the information desk are three panels designed by a park volunteer during 2007-2008. These panels contain information about local attractions and sites associated with park stories. No interpretive text accompanies this exhibit. One of the panels is a changeable bulletin board that advertises local events, happenings, and other items of interest.

The one panel that remains unchanged from 1976 is a two-sided display anchored at the floor and ceiling. The display contains its own lighting. The brown overhead section/border matches a similar panel over the mannequin display and is very dated. The front of the display contains information about Clark's trip to the (Old) Northwest and then specifically the march to Vincennes. Small picture panels contain brief descriptions of the journey. While the information is limited in this display, it does contain some elements of interpretation. The rear of the panel contains a copy of the Northwest Ordinance. The ordinance is boxed in Plexiglas with only a brief description of the document. A second Plexiglas display contains a map of the Old Northwest with a brief explanation of how the U.S. claimed the territory.

The visitor center includes an auditorium used to show the park's interpretive film. The auditorium contains seating for 92. Several seats have been removed to allow room for a wheelchair.

The park's interpretive film was created by the History Channel during 1998 and still airs periodically on that channel. The original version was 55

minutes long—too long for most park visitors. The History Channel edited the original movie to the current 30-minute version for park use. This film began showing at the park during 2003. A digital projector and screen system are used to show the film. There was no opportunity to add to the film and some segments were difficult to edit. The original version included interviews with history professionals. When those segments were edited out, some of the story's vital information was lost. The result still is a film that is well received, meets the basic needs of the park, but lacks details that would enrich the story.

Issues with the movie include: the need for more in depth information about Father Pierre Gibault and the involvement of the French speaking inhabitants of Illinois; the involvement of the Spanish and their support for Clark's campaign; more information about Francis Vigo and his involvement; and a better connection to the Northwest Territory and the Northwest Ordinance.

The film is open captioned and the audiovisual system is equipped with wireless devices for assisted listening and for descriptive audio.

Eastern National provides a small sales area that contains books and items related to the stories of the Northwest Territory, the Revolutionary War, and the War of 1812 eras. Eastern does not provide on-site personnel.

The visitor center is physically accessible, but an accessibility report listed several exhibits that did not meet ADA standards. The report provided suggestions for improving access. Those recommendations will be considered during the LRIP planning process.

George Rogers Clark Memorial

The memorial is open from 9 am until 4:45 pm on days when the visitor center is open. Visitation to

the structure can be sporadic, so staff do not stay at the site all day. Visitors are encouraged to start their visit at the visitor center and are encouraged to see the interpretive film prior to visiting the memorial. The movie assists visitors in gaining a basic knowledge of the Clark story.

The memorial, completed during 1933, was planned as a quiet place for reflection and thought. Seven murals tell the story from the time settlers entered Kentucky, through the Clark campaigns of 1778-79, expansion of the U.S. into the Northwest Territory, and then to the 1803 Louisiana Purchase. An exhibit panel containing additional information stands in front of each mural. These exhibit panels were added during 2010 and follow the principals of interpretation. The displays are easily changeable and the sheets can be printed in-house. The information on these panels provides additional information and expounds upon ideas within the audio program rather than repeating the same information.

The memorial is a stone structure with round walls. Noise rebounds off the walls and spoken words become garbled. This setting makes speaking to visitors nearly impossible and addressing a large group is not practical. Rangers typically address school groups and larger groups outside the memorial before entering.

To help address these acoustical problems, a new information desk, installed during 2010, contains a radio transmission center capable of sending two programs over different channels. The system has the capacity to be expanded to ten channels.

Only one program is currently available, and it does not meet interpretive standards. Visitors listen to the program via headsets distributed as they enter. The text also is displayed on a screen at the information desk.

The goal is to create a program that



Patrick Henry Square is located on the northern end of the park and is used for many community events. Most visitors to these events have no idea the square is part of the national park.

describes the memorial and the murals for a variety of audiences including adults and children, the visually impaired, and visitors who speak other languages.

The Clark Memorial is not physically accessible—there are 33 steps to reach the front door. Once at that level, the doors are too narrow to accept a standard wheelchair. In an attempt to provide some form of memorial experience for those unable to visit the rotunda, a book with photos and information is available at the visitor center information desk. These photos are accompanied by the text from the audio program. The photos do not create the visitor experience desired for mobility impaired visitors.

Waysides

Two wayside exhibits were installed during 1976. They are printed on aluminum and are covered with acrylic. One is located near the visitor center facing the memorial. This exhibit contains a drawing of Fort Sackville and text explaining the fort’s location. The text is very brief and is informational only. The text lacks interpretation.

The second wayside exhibit has been vandalized and currently is stored in the park maintenance building. This exhibit was located near the steps lead-

ing to the river wall on the north side of the memorial. The exhibit discussed the Wabash River as a thoroughfare for goods and illustrated why the river is the rationale for Vincennes’ location. This exhibit text is descriptive with little interpretive value.

Other Features

Other features are available in the park. These features currently have no interpretive text or wayside exhibits to accompany them. They include:

- The Francis Vigo statue
- The Father Pierre Gibault statue
- The river, the crossing, and the various peoples who have used the river
- The bridge approach pillars representing two Indians
- A plaque along the river wall located at the approximate site where Abraham Lincoln crossed into Illinois
- A monument to the county’s World War I veterans
- A plaque for the location of Clark’s headquarters
- Flag plaza on the bridge approach
- The USS Vincennes Monument
- A plaque to the founder of Vincennes
- 1905 site of Fort Sackville marker
- Six-pounder cannon
- Wabash River view
- Two bulletin boards
- Retaining wall
- Cemetery
- Plaque to Charles Gratiot (merchant/trader who helped finance the Clark Campaign)
- There also are archeological resources

or locations where original structures stood which are not currently identified. These sites include but may not be limited to:

Fort Sackville

Fort Knox III

The original French post/fort

The house of Moses Henry

The original church(es) (possibly two or three locations)

The house of John Small

Clark's headquarters

Many structures, roads, and other features occupied the site between the disappearance of Fort Knox III and the construction of the memorial

Special Events

The park's location (adjacent to and within downtown Vincennes) makes the park an ideal location for special events. There are three special events sponsored by the park that take a significant amount of staff time.

The first is the annual anniversary program conducted in the memorial rotunda on or near Feb. 25 each year. The program typically lasts for one hour and is attended by 200 to 300 visitors. A local choir or musical group provides patriotic music for the event.

The second event is the annual Spirit of Vincennes Rendezvous. This event is held every Memorial Day Weekend. The park is a partner in this event and hosts a re-enactor military camp of 400 to 600 re-enactors. Land adjacent to the park is utilized for battle reenactments, food sales, sales of merchandise, and entertainment. Visitation ranges between 20,000 and 30,000 for the weekend.

The third event is the annual fireworks display held each 4th of July. The fireworks are provided by the American Legion and are launched



from a sand bar across the river from the park or from the Lincoln Memorial Bridge (both locations are outside the park). However, the best place to watch the display is from the park grounds. Crowds typically number around 10,000 to 15,000.

Special events attract thousands to the park.

Patrick Henry Square on the north end of the park is adjacent to Main Street and is a prime location for numerous events. The park approves special use permits for a number of organizations for events such as the Watermelon Festival, The Chili Cook-off, The Pumpkin Hunt, Jesus Day, and the Christmas Stroll. Patrick Henry Square also serves as the park's First Amendment area for groups or individuals who wish to gather for political or religious purposes.

Partners and Their Mission

The legislation that created the park mentions cooperation with Vincennes properties "historically associated with George Rogers Clark and the Northwest Territory." The House of Representatives report, prepared at the time the park legislation was introduced, mentions three specific properties (First Capitol of the Indiana Territory, Grouseland, and St. Francis Xavier Catholic Church) as properties "historically associated" with Clark. In response, the park has developed



Park volunteers present a program about 18th-century clothing.

relationships with this trio of sites as well as with a variety of Vincennes organizations.

The mission statements of several of these groups/organizations suggest overlapping interests that provide the foundation for continued interpretive cooperation.

Grouseland

The mission of Grouseland Foundation, Inc. is to maintain and preserve the Indiana territorial mansion and presidential site of William Henry Harrison and to interpret his life and historical significance to our country, as well as encourage the love of American history.

The Old French House represents the early French culture of the community.



Basilica of St. Francis Xavier along with the French & Indian Cemetery, Library, and Museum (Old Cathedral Complex)

The foundation of the Basilica of St. Francis Xavier Catholic Church (the Old Cathedral) was laid March 30, 1826. The adjoining cemetery is the final resting place of over 4,000 early citizens of Vincennes. The Old Cathedral Library is the oldest library in Indiana, and contains between 10,000 and 12,000 rare volumes and documents.

Vincennes State Historic Sites

The mission of the Vincennes State Historic Sites is to preserve, interpret, and promote the history of western expansion of the national and the territorial period of Indiana by providing the public with historical information, educational experiences, and unique programming.

Old Northwest Corporation (ONC)

The ONC, formed during the 1970s to coordinate local bicentennial activities, now owns the Old French House and Indian Museum and serves as a friends group under Indiana statutes for the Vincennes State Historic Sites. It strives to contribute to efforts directed toward conserving, researching, interpreting, and presenting the natural, cultural, and historical resources of the two sites.

Indiana Military Museum (IMM)

The Indiana Military Museum exists to serve the citizens of the community, the state, and the nation with educational programming, archives, displays, and opportunities for intense research related to America's military history from the American Revolution to the present day. The museum is dedicated to fostering the memory, understanding, and appreciation of U.S. military history. This is accomplished by maintaining, preserving, and displaying artifacts that represent the strength and freedom of our American heritage.

Spirit of Vincennes, Inc.

The mission of the Spirit of Vincennes, Inc. is to promote and to preserve the heritage of Vincennes and to encourage historic tourism within the area. In part this is done by providing a two-day, family-oriented, historical festival for the people of Vincennes and Knox County, and visitors from throughout the Midwest.

Vincennes/Knox County Convention and Visitors Bureau (CVB)

The mission of the Vincennes/Knox County CVB is to promote and develop Knox County in order to attract visitors to tourism facilities and enhance the destination image so that Knox County can derive the economic and social benefits of a prosperous tourism industry.

Knox County Chamber of Commerce

The chamber's mission is to provide members an environment where businesses, organizations, and communities can be successful and enhance the quality of life in Knox County. The chamber is committed to its mission by:

Promoting the businesses and communities it serves.

Developing programs that help businesses prosper and grow.

Advocating for the interests of our membership to local, state, and federal governments on issues of commerce.

Partnering with the Knox County Development Corporation to strengthen the economic viability of Knox County.

Providing a referral source to prospective citizens/businesses on data pertinent to Knox County.

The chamber's mission will be realized through an on-going partnership with our members, board of directors,



Vincennes/Knox County Convention and Visitors Bureau, Knox County Development Corporation, local/state government, volunteers, and the public we serve.

Knox County Public Library

The Knox County Public Library strives to meet the educational, informational, and cultural needs of the community. The library also maintains a fine regional history/genealogy research center. Many of the county's original records, some dating from the 1790s, can be found there.

Spirit of Vincennes Rendezvous is an annual event held each Memorial Day Weekend. Approximately 500 soldiers camp on park grounds. The Kings 8th Regiment marches past the Clark Memorial.

Interpretive Issues & NPS Initiatives

Issues

In order to develop the most effective interpretive programs and media, park staff must address issues that are closely linked to various desired audience experiences. At GERO, those issues include:

Confusion over the biography of George Rogers Clark. It was George's brother William Clark who led the Corps of Discovery with Meriwether Lewis.

Definition and maintenance of interpretive relationships with theme-related organizations in Vincennes. Congress referred to cooperative activities when it created the park, without specific implementation details. Although no formal partnerships currently exist with any of the proposed partners, full implementation of this plan will require working with partners. These partners all tell a part of the story and those parts do overlap. There currently is no agreement as to who will tell which parts and how those parts will fit together. The LRIP can play an important role in soliciting partner input and expressing shared goals in ways that respect the basic

Muster on the Wabash is an 1812 event hosted by the Vincennes State Historic Sites each November. Here Tecumseh and Harrison meet, reenacting the 1810 confrontation between the two differing viewpoints.



missions of all. The organization of Part 2 of the plan (Actions) will suggest specific ways that partners can cooperate.

The Indiana Military Museum is relocating close to the park, presenting new possibilities for cooperation.

The story of westward expansion can be complex and diffuse. It easily transcends specific, place-based interpretation focused on a single person or landmark event, making it more difficult to interpret with tangible resources in a short amount of time.

The memorial is not physically accessible to the handicapped.

The nature of the large memorial makes delivery of programs, and sometimes even normal talking, within the structure difficult or impossible.

Vincennes is not associated with primary tourist or media markets, and is not currently benefiting from an expanding economy. Completion of Interstate 69 will have an unknown impact on visitation and certainly will alter wayfinding.

Limited resources (staff and budget) will make it a challenge to initiate new programs or implement interpretive recommendations.

The park lacks a General Management Plan and is unlikely to acquire one in the near future. The lack of this basic planning document means that park purpose and significance have not been spelled out for the park overall.

The park has no curriculum coordinators among the staff and no current curriculum guides for teachers. To address this audience will require a shift in staff training, function, and purpose.

An important target audience—youth and schools—has been a

steadily declining group of visitors to the park because of school regulations, travel restrictions, and limited funding. The park currently lacks staff to sustain outreach to schools.

The 1930s memorial and landscape have completely obliterated or buried the historical setting of early Vincennes and of Fort Sackville. Helping visitors envision the 18th-century scene is particularly difficult within this setting.

Initiatives

Bicentennial of the War of 1812

The NPS will be commemorating the war at a variety of sites with many partners. The era of westward expansion interpreted at GERO includes the war.

NPS Centennial

The NPS will be celebrating its 100th anniversary during 2016. Part of this initiative will be to promote the National Park System and the NPS ideal.

Call to Action

Several reports over the last 10 years have provided direction for the National Park Service's second century. A *Call to Action* (2011) draws from three major initiatives—America's Great Outdoors: *A Promise to Future Generations* (2011); *the National Parks Second Century Commission Report, Advancing the National Park Idea* (2009); and *The Future of America's National Parks* (the Centennial Report, 2007).

Call to Action charts a path toward a second-century vision by asking employees and partners to commit to concrete actions that advance the mission of the NPS in four areas.

Connect People to Parks and help communities protect what is special to them, highlight their history, and

retain or rebuild their economic and environmental sustainability.

Advance the Education Mission by strengthening the NPS role as an educational force based on core American values, historical and scientific scholarship and unbiased translation of the complexities of the American experience.

Preserve America's Special Places and take the lead in extending the benefits of conservation across physical, social, political, and international boundaries in partnership with others.

Enhance Professional and Organizational Excellence by adapting to the changing needs of visitors, communities, and partners; encouraging organizational innovation; and giving employees the chance to reach their full potential.

The staff at GERO have committed to three actions contained in the *Call to Action*:

#3 History Lesson

Expand the meaning of parks to new audiences and provide an opportunity for communities to learn more about their heritage by conducting history discovery events, using oral histories and other methods.

#15 A Class Act

Help students develop a deep understanding of park resources and the relevance of parks in their lives through a series of park education programs. To do so we will adopt a class of 2016 graduates (grade school, middle school, or high school) and develop a series of fun, educational, and engaging activities culminating in the NPS Centennial in 2016.

#19 Out with the Old

Engage national park visitors with interpretive media that offer interactive experiences, convey information based on current scholarship, and are accessible to

the broadest range of the public. To that end we will replace outdated, inaccurate, and substandard interpretive exhibits, signs, films, and other media with innovative, immersive, fully accessible, and learner-centered experiences.

George Rogers Clark National Historical Park Quinquagenary

The park will celebrate its 50th anniversary as a national park during 2016.

State of Indiana Bicentennial

The State of Indiana will celebrate its 200th anniversary during 2016. While most of the programming will focus on the changes brought about by statehood there also will be a renewed interest in the development of the territory toward statehood.

Interpretive Goals

The LRIP is a 5-10 year document with several goals. It provides a tool for focusing and assessing existing interpretation even as it makes recommendations designed to strengthen or perhaps redirect a park's interpretive efforts. It endorses past success and charts a desired future.

Since staff and budget always have limits, it is important to focus on the park's most pressing interpretive needs. Sensitive to that reality, participants at the conclusion of the Foundation Workshop felt that the GERO LRIP should focus new interpretive efforts on recommendations that:

Sustain interpretation of the story of George Rogers Clark and his efforts to raise an army and to defeat the British on the Western Frontier.

Increase access to and exploration of the stories and connections offered by the several facets of the Clark Memorial and the memorial landscape.

Enrich interpretation of storylines associated with westward expansion, the Northwest Ordinance and its importance in the development and growth of the new United States, the diversity of the people integral to those stories, and the impacts of local events on regional and national events.

Use the primary themes and significance to build a seamless experience for visitors to both the park and its nearby partner sites, and create partnerships with

School programs are a mainstay of the GERO interpretive program. Ranger Jason Collins speaks about the British soldiers who defended this frontier post.



historic sites within Vincennes to connect overlapping stories.

Use sound interpretive techniques (interactive, hands-on, and sensory) to provide a range of flexible options that diverse audiences can use to connect individual resources (memorial, statues, visitor center, memorial landscape, and partner sites,) into an interrelated whole.

Build the next generations of constituents for park and partner sites including ways to use both traditional interpretive techniques and emerging technologies to engage educators, students, and families.

Re-imagine the NPS visitor center as a hub for experiencing the story of the American Revolution in the West and for exploring the development of the Northwest Territory and its progress toward statehood.

Take additional strides to improve accessibility to interpretive media.

Actions



Fourth of July fireworks bring thousands of visitors to the park grounds each year. Photo by Julia Peach

Introduction

Part 2 of the LRIP describes the actions that park staff and partners will take to build on The Foundation, described in Part 1, during the next 5-10 years.

A Dynamic Document

LRIPs are dynamic documents that respond to changing conditions. Staff should revisit this plan on an annual basis and make adjustments, remove accomplished tasks, and acknowledge new projects that may have surfaced. Since viable plans need to be nimble and responsive to changing conditions, staff should take advantage of new opportunities as they arise. No plan can foresee every eventuality.

However, as conditions change, this LRIP provides a framework for considering other interpretive proposals as they emerge. Part 1 should function as a gauge against which new ideas are measured. Does a new idea reach targeted audiences, address an identified issue, offer a desired audience experience, etc.? When properly used, Part 1 provides priorities that can help move interpretive programming in a consistent direction despite changing times.

Organization of Part 2

Although the themes, audiences, audience experiences, and issues described in Part 1 suggest many ways to focus interpretive programming for the next several years, Part 2 is organized to reflect the priorities identified by park staff during the project's scoping trip.

Specifically, this part of the plan focuses on actions related to the park's desire to address each of the planning goals identified at the end of Part 1.

Each action item included in Part 2 is bulleted in the plan narrative and listed in implementation charts near the end of this document. Those charts identify the fiscal year(s) when progress is expected, focusing on the next several years.

Notations on Funding and Staffing

Some of the bulleted items are dependent on funding not in hand, while others require additional staff, particularly an education specialist. Those actions are noted in the implementation charts.

Proposed Actions

Actions to Re-imagine the Visitor Center & Orientation

For the future, the park's visitor center will be re-imagined to meet new interpretive goals and use limited space efficiently. When reconfigured, the building will function as a hub for experiencing the story of the American Revolution in the West and for considering the development of the Northwest Territory and its progress toward statehood.

Given the size of the building and the collection available, the interior is not suitable to a museum. Instead, it will provide orientation to the park's themes, place the George Rogers Clark story into context, and describe interpretive venues throughout the park and at partner sites, particularly those that contribute to the story of westward expansion.

The mannequin display is popular with visitors. Numerous visitors reminisce about when they first saw this exhibit many years ago.



Re-design of the visitor center interior is an excellent example of the type of project referenced in the Call to Action, “Out with the Old,” #19. The current exhibits in the visitor center are nearly 40 years old, outdated with inconsistent design, in some cases inaccurate, and inadequate to the basic task of a visitor center—providing context and explaining visiting options.

To be successful, the re-design in the visitor center needs to connect to other new media including a sign plan and use of both traditional and emerging technologies to address the memorial’s long-standing accessibility issues.

- Given the scale of the project, re-design of the visitor center is a mix of immediate and long-term actions, and a combination of physical changes and new orientation and interpretive media. It is the most ambitious goal in this plan but the most critical to the success of a 21st-century interpretive program at the park.
- The new concept will make best use of the space to address as many of the following topics as possible:
 - Introduce each of the park’s themes.
 - Introduce each partner site and explain how it relates to the park’s stories.
 - Explain visiting options within the park and at partner sites.
 - Effectively move people from the hub to park features where they will re-connect to the park’s themes and discover additional interpretive media.
 - Make appropriate use of space-saving technology.

Include interactive, hands-on/minds-on features.

As appropriate and available, integrate a few iconic historic or reproduced objects into the exhibits (the life-size figures that already exist, for example, make an important point about diversity but need sound interpretation).

Reconfiguring the information desk may provide for better use of limited space.

Consider whether sales could be reconfigured to optimize space.

Consider the covered space outside the visitor center for interpretation or orientation.

Planning and implementation for the visitor center is unfunded.

- Staff will survey existing highway signage, identify sign needs, and develop strategies to get new signs installed. This project will need the cooperation of the Chamber of Commerce, the city of Vincennes, and the Convention and Visitors Bureau, particularly when signs are installed on Interstate 69.
- Park staff and interpretive partners will work with the Vincennes/Knox County Convention and Visitors Bureau to adapt existing tear off maps to show all facets of the park and partner sites.
- Park staff and partners will assess existing materials and, if necessary, develop additional new media that show visiting options and introduce all facets of the park/partner sites/downtown.
- Staff will work with partners to assess the applicability of technology (smartphone app? QR codes?) to showcase all facets of the interpretive story, then follow-up by enlisting partners, particularly the Knox County Chamber of Commerce, to develop new orientation and interpretive tools.

- Staff will expand the existing cell phone tour with more “stops” in the park. Looking forward to the new role of the visitor center, the cell phone tour should be featured prominently at the beginning of every on-site visit.
- Staff will update the park’s website regularly with information on all facets of the park and partner sites.
- When the timing is right, staff will move the memorial construction story to other media, perhaps initially a rack card and eventually wayside exhibits (see more on wayside exhibits below).
- Staff will develop a timeline that puts the park into context, and determine the best interpretive media (website, exhibit, publication, wayside, etc.) to distribute the timeline to audiences.
- Staff will prepare a series of rack cards that explain visiting options. Begin with venues in the park and, as partners express interest, expand to other sites. Work with the city and local tourism partners to identify funding.
- Staff will work with partners to schedule group discussions that will share ideas on how to implement the new visitor center content and define what information each partner would like to share with park audiences.

educational efforts on the 8th grade. The park’s storylines are more appropriate for middle school students and correlate with national standards that teach U.S. history at that grade level.

If the park receives funding for an approved education specialist position, staff can quickly build on existing contacts to implement the Call to Action, “A Class Act,” #15. Ball State University is developing park-related curricular materials and a nearby school (Rivet High School) is willing to work collaboratively on designing, testing, and using new educational programming. Rivet is an ideal candidate for an adopted school, if available, to finalize and sustain a program.

- Park staff will compile national and state education standards so that any new educational programming can be cross-referenced to them.
- Staff will continue to cooperate with Ball State’s efforts to write up-to-date lesson plans. When Ball State is finished, staff will work with local teachers to evaluate the new materials and, if appropriate, help promote their use.

April and May are peak times for school group visits.

Actions to Build the Next Generation of Constituents

Workshop participants recommended that the park and partners make special efforts during the 5+ year life of this LRIP to reach out to future park constituents using not only traditional interpretive techniques but also employing emerging technologies to engage educators, students, youth, and families.

While the park intends to retain and continue to use existing elementary school materials, staff will focus new



Children eagerly participate in a Junior Ranger activity with Ranger Claire Kitchin.



- The park will adopt a local school and develop an understanding of how the “adoption” will benefit all parties. The park, for example, might work with adopt-a-school teachers and students to develop theme-related materials useful in the classroom—graphic books, games, activity sheets, etc.—or train older kids to give younger kids tours or engage them in park-related activities (in class and in the park). Overall, this new relationship with the adopted school will increase dialogue with middle school educators and potentially produce a collection of materials, both lesson plans with pre- and post-visit components and raw materials that teachers can use to develop their own lessons.
- In order to fully implement this adopt-a-school program, the park needs funding to fill its approved education specialist.
- Staff will continue to work with interested Girl Scouts to gather the contents for in-park trunks, backpacks, or resource kits. Each trunk/kit will include hands-on items with brief introductions on how to use them. If successful, the program will be expanded with other hands-on items that can be used throughout the park.
- Staff will work with educators to identify additional contacts and organizations (the National Council for the Social Studies, Indiana Chapter, for example) and build a network of educators and youth group contacts.
- Staff will identify modest “freebies” as enticements for educators to participate in park initiatives and contact a tourism partner for donations.
- Staff will offer half-day workshops on what the park has to offer educators and how best to use park resources.
- Staff will consider developing a prototype “build a fort” activity with kids from local schools or youth groups. To begin, the park will need to identify sources of donated materials and perhaps a volunteer to coordinate and sustain the activity.
- Staff will create a Northwest Territory Junior Ranger variation.
- Staff will develop a strategy for proactive outreach to summer camps

in the area and provide materials/ incentives to integrate the park into camp activities.

- Staff will complete, implement, and evaluate the summer program being developed with the local library.
- Staff will consider ways to integrate family-oriented interpretive activity into the park’s picnic area.
- When the position is funded, the park’s education specialist will develop theme programs for middle school activities.

Actions to Connect Facets of the Park

The Clark Memorial was conceived and constructed as a unified whole, not as individual, disconnected segments. Workshop participants felt that the LRIP should recommend actions that reinforce those connections and expand them to theme-related partner sites.

- Staff will develop a parkwide sign plan and wayside exhibit proposal. The first step involves identifying wayside exhibit locations and content objectives followed by funding for design and fabrications. Staff and planners will consider including tactile elements to the wayside exhibits whenever feasible and appropriate.

This is one of the more significant projects recommended by workshop participants. Not only will sign planning help address the physical barriers created by the memorial’s original design, it will connect the memorial landscape to the overall memorial plan as intended by the architect.

- Staff will complete a “fitness walk” that combines a healthy walk with interpretation. Beginning with a loop of just the park and the memorial landscape, other walks to partner sites and downtown

Vincennes might be offered if there is interest and funding.

- As described elsewhere in the plan, staff will identify and add more cell stops in the park so interpretive storylines can be sustained and reinforced.
- Staff will work with Vincennes University to complete development of a graphic 3-D memorial and develop a strategy or media to share the results with park audiences.
- Staff will offer special guided tours of the memorial underground and memorial landscape. These tours will be of particular interest to local audiences or repeat visitors.
- Staff will use the capabilities of existing audio equipment to develop additional tours of the memorial in the following order:
 - a. For children/families (work with 8th graders to help develop content)
 - b. On architecture of the memorial
 - c. For the visually impaired
 - d. For other languages (with partner assistance and funding)
- When the position is funded, the education specialist will prepare a variation of the content on the interpretive panels inside the memorial designed for middle school audiences. However, as additional educational programming is conceived, planners and educators need to respect the contemplative nature that many visitors expect to find when they enter the memorial.
- When the position is funded, the education specialist will review and evaluate the use of a graphic novel approach to telling the story inside the memorial for use by middle school kids.
- Staff will develop a timeline that puts events, including the memorial, into context. Encourage partner

- sites to develop a similar timeline (see above).
- Staff will consider developing a basic pamphlet on the memorial that might include GIS overlays showing how the area has changed. Or perhaps include QR codes that allow additional layers of information. This project should be coordinated with re-purposing the visitor center.
- The park should look for a publisher for a booklet that includes historic photos of the memorial's construction, changes over time, and maintenance. Perhaps Arcadia might consider another Vincennes book, or K.C. Publications might be interested in a "Story Behind the Scenery" book that includes not only the Clark Memorial but also the growing number of NPS memorials and memorial landscapes. The park could encourage a partner or other organization to adopt this project.
- In completing a timeline of events, referred to above, the park and partners should consider a timeline that focuses on cultural/social events.
- Staff and partners will look for ways to integrate the French influence into period clothing, special events, and the annual Rendezvous. When the park visitor center is re-designed, local French history must be referenced.
- The park will collaborate with the First Families of Vincennes group when appropriate.
- Although staffing and budget are austere, the park should explore new ways to use of the Old French House as a venue for interpreting French influence.
- Staff will work with each of the related historic sites to develop rack cards that will be distributed in the visitor center.
- Staff will investigate using living history activities to create a series of short (5-minute) audiovisual programs of cultural activities/characters. Re-enactors will be recruited to discuss a historic activity in a controlled setting with a specific interpretive objective. These clips may be used in other media including the website, downloads to smart media, or in visitor center AV.
- As the staff identify hands-on items in trunks/backpacks (see above), they will include items that represent cultural history.
- The Northwest Ordinance story provides opportunities to introduce the establishment of basic rights and personal freedom in the territory and Vincennes. Staff will interpret these stories through personal services, including information in interpretive programs. Interpretation also may expand into appropriate media—AV? Site bulletin? QR codes? Library

Actions to Enrich Interpretation of Territorial Growth & Human Diversity

As explained in the significance statements in Part 1 of this LRIP, interpretation of local events opens the door to rich stories of national significance and human diversity. Workshop participants recommended that the current stories told at the park be enriched with additional context and humanized with personal biography not only of Clark but also of his contemporaries and beneficiaries of his military success.

While partners play a role in many of this LRIP's recommendations they are critical in this category of actions—they often provide the next chapters to stories introduced by the Clark Campaign.

- The park should consider the benefits of actively cooperating with and linking to the Indiana Historic Pathways program, and perhaps consider using their logo as a helpful wayfinder to Vincennes sites.

facsimile documents?—and link the timing of new materials to the re-design of the visitor center. (see above)

- By granting permission to partners and patriotic groups to use the grounds in appropriate celebratory ways, the park will re-introduce the ceremonial function intended for the memorial landscape.
- When funded, the education specialist will consider the purchase and creation of a modest traveling exhibit with flexible content.
- The park will cooperate with partners and friends who seek funding to enhance the River walk with appropriate interpretive signs, maps, wayside exhibits, and way-finding materials.
- The park staff will strive to create relationships/partnerships with affected tribes and seek input and suggestions on interpretive endeavors to further the telling of multiple perspectives.

Action #3, “History Lesson,” in the Call to Action is tailor made for GERO. Many of the recommendations in this LRIP dovetail with this goal. A true partnership park from its inception, GERO will continue to strengthen interpretive bonds with partner sites and local tourism organizations and develop additional programs to connect diverse audiences with their heritage.

Actions that Build a Seamless Experience with Partners

As the park’s legislation and decades of operational history suggest, partnerships play a fundamental role in offering a seamless experience that captures site significance and places it into context. Partner participation in the LRIP workshops

bodes well for continued cooperation and implementation of the actions recommended.

- The park superintendent will work with appropriate partners to complete new MOAs (memoranda of agreement) that update the park-partner relationships including interpretive cooperation.

“Partner” has more than one meaning in an LRIP.

A few partners have legally defined relationships spelled out in official memoranda—the legislation that created GERO identified several specific partners that have those types of legal ties.

Most other partnerships are less formal. They evolve from a desire to pursue common goals, or they are developed to respond to a particular initiative like an adopt-a-school program.

There are interpretive partners who have similar history to tell, and there are tourism partners who want to promote visitation.

Each type of partnership is valuable; GERO is fortunate to have partners in every category.

Vincennes State Historic Sites. Located approximately one mile north of GERO.



- The park superintendent will begin discussing the scope and purpose of a Friends group.
- Park staff can play an active role in following up on the workshop recommendation that meetings with partner site managers be used to discuss targeted topics focused on enhanced mutual cooperation. Ask the site managers to hold an annual goal-setting meeting designed to further mutual interpretive goals.
- Enlist willing partners in expanding the park's thematic timeline prototype to additional sites.
- Explore the possibilities of developing interpretive media that use plants/natural environments to connect partner sites and stories. May include use of indigenous plants, prairies, and forests to describe local environments or animals important to the lifeways in the frontier.
- Discuss a logo that ties partner sites together. Consider, for example, a new logo, Vincennes logo, or Pathways logo.
- Identify story connections, including people that tie the sites together. Begin with Vigo? Presidential connections? Choose a different topic each year? Prepare materials that explain the links and build special events or programs around the selected theme(s). Ensure that visitors grasp the importance of westward expansion to partner sites, and how each individual site fits into the larger context. Work with partners to identify cooperative activities for 2016: Indiana's bicentennial, NPS centennial, and 50th anniversary of the park. Work with partners to develop a symposium with an appropriate theme.
- Staff will work with the Convention & Visitors Bureau and interpretive partners to develop a passport program that links partner sites. Successful elsewhere, the idea is to combine wayfinding materials with interpretive content and provide a small reward for visiting multiple sites.
- Work with partners to identify additional appropriate, joint, special events or expand existing events such as the modest Indian event sponsored by the Vincennes State Historic Sites.
- Support efforts to make Rendezvous historically accurate and work to integrate park stories more effectively into the event.
- Park staff will raise the possibility of coordinated volunteer recruitment and volunteer/staff training.
- The park will work with Harpers Ferry Center to prepare for a major revision of the official park brochure including brochure size/format, adjustments to the partner map, adding more about the Northwest Ordinance and westward expansion, and including a timeline to reinforce context.

Actions to Improve Accessibility to Interpretive Media

In 2008, the National Center on Accessibility conducted a review of the park. Although the park has implemented several recommendations in the NCA report, there are others related to interpretive media that remain.

Many of the NCA recommendations address deficiencies inside the visitor center and bolster the justification for a comprehensive look at exhibit content and space use inside the building.

Recommendations include:

- A comprehensive redesign of all visitor center exhibits to improve accessibility and the presentation of interpretive content.
- Until the visitor center is redesigned, wall-mounted cases and visitor circulation patterns should be made cane detectable and non-fixed furniture removed to create

minimum turning space around the Fort Sackville model.

- Provide a total of four designated wheelchair spaces in the auditorium.
- Provide primary publications, specifically the NPS park brochure, in other formats (large print, Braille, audio, and electronic).
- Provide audio descriptions of the maps, models, waysides, and exhibits that will be retained, and ensure that all new media have audio as well as tactile supplements where appropriate.
- Provide open captions and audio descriptions for new and retained audiovisual programming.

Classified a historic building, the memorial sits atop a tall flight of stairs and the entry doors are narrow.

- Park staff need to assess the options presented in the NCA report and choose the most reasonable solution(s) that will increase programmatic accessibility to the memorial.
 - a. Create and show a video program that captures the interpretation available inside the memorial.
 - b. Create a tactile model of the interior of the memorial that captures the attributes of the murals, statue, skylight, etc.
 - c. Add waysides or other interpretive media that exhibit the memorial interior.
 - d. Offer a printed script of any audio programs offered on the interior.
- Provide staff and volunteer training with regular updates on selected topics including the application of accessibility standards and guidelines, universal design, techniques for interacting with people with disabilities, etc.

The full NCA report is available from the park.



Staffing & Training

GERO has limited staffing but pressing needs. Several of the actions recommended in this plan are not realistic unless the park receives funding for an approved education specialist position. The following actions are required in order for the park to reach its interpretive potential:

- Hire the approved education specialist position. See the implementation charts for action items that require an educational specialist to proceed.
- Hire a historian/curator who can provide subject matter expertise and ensure cultural resource compliance.
- Hire at least one additional interpretive employee to ensure basic coverage of the existing contact

Visiting the Clark Memorial involves using headsets to listen to a pre-recorded message.

stations and interpretive programs and to plan and develop the programming recommended in this LRIP.

- Offer partnership training and facilitate refresher interpretive training.
- Pursue joint recruitment of volunteers with partner sites.

Research

Every park has a list of research projects that should be undertaken to accomplish a wide variety of goals. This list contains only those projects needed to accomplish the interpretive recommendations contained in this plan.

Park staff will:

- Gather and digest background for the creation of site bulletins/rack cards and or digital media recommended in the LRIP.
- Gather and digest additional information on French culture in Vincennes.
- Gather and digest additional information on the Northwest Ordinance.
- Pursue funding for historic structures reports on the Clark Memorial and the Memorial Bridge.
- Research affected American Indian tribes and related stories from the local to the national level.

The educational specialist will:

- Gather additional information on curriculum development for middle school students.

Implementation Tables



Children participating in a Junior Ranger Day at the park. Here they speak with a park volunteer Liz Williams and learn to make bread.

Implementation

This section is organized by goal. Each action listed under a goal has a timeframe for progress or a target for completion. The actions parallel the narrative in Part 2, where each action is described in more detail.

Where noted, an action may depend on funding, staffing, or partner assistance.

Goal: Re-imagine the NPS visitor center & orientation

Action	Timing	Funding, Staffing, Partnering Requirements
Initiate planning for new visitor center exhibits	FY13 Revise PMIS request for funding and modify existing exhibits for outreach	
	FY13 Define roles for partners and seek other funding	
Adapt existing maps. Work with CVB	FY13	
Work with partners to develop technology media	FY13 and on-going	
Expand cell phone tour	FY13 with on-going evaluation	
Update the website	Annual review, expand content as possible	
Identify highway sign needs and develop strategy	FY13	
Move memorial construction story to other media	FY14 Discuss/decide on media	
Develop a timeline that puts the park into context	FY13 Define appearance and use; begin with Clark	
	FY14 Integrate partners	
Introduce visiting options with rack cards; city, and/or CVB to help with funding	FY13 Start with cards for partner sites	
	FY14 Gradually add more other cards/topics	
Training/group discussions/themed meetings with partners	FY13 Review and adjust as needed	

Goal: Build the next generations of constituents

Action	Timing	Funding, Staffing, Partnering Requirements
Adopt a local school	FY13 Begin, review, expand	Requires additional funding for approved education specialist
Compile national and state standards	FY15	
Review Ball State lessons and promote if appropriate	FY13 Review	
Complete the in-park trunks and gather the contents	FY15	
	FY16 Expand	
Work with educators to identify additional contacts	FY13 Contact list of those who already come	Expansion requires ed. spec.
Identify enticements for educators (with CVB donation?)	FY13	
Offer half-day workshops to educators	FY15	
Develop parents/grandparents days	FY13	
Create a Northwest Territory Jr. Ranger variation	FY13	
Develop a strategy for proactive outreach to summer camps	Sustain current level	Expansion requires ed. spec.
Complete/implement summer program with Library	FY13 begin and evaluate	
Integrate family-oriented interpretive activity into picnic area	As opportunities arise	
Develop theme programs for middle school activity	Begin FY16	Implementation needs ed. spec.

Goal: Connect the park's pieces

Action	Timing	Funding, Staffing, Partnering Requirements
Develop a sign plan	FY13 ID locations	Implementation is funding dependent
Complete the "fitness walk"	FY13 and expand over time	
Add more cell phone stops	See above	
Complete development of 3-D memorial with VU	FY13 Scanning is partner dependent	
Offer special tours of the memorial underground	Sustain/occasional	
As time permits, develop additional audio tour programs	FY13 Kids/families Future: Architecture Visually impaired	Spanish, French, German, Japanese, Russian need partners
Prepare a variation of interpretive panels for middle school		Dependent on funding ed. spec.
Create a graphic novel variation on the memorial panels		Dependent on funding ed. spec.
Develop a timeline; encourage partner sites to develop similar	See above	
Consider developing a basic memorial pamphlet	FY16 Rack card	
Find publisher for construction book	FY14 Pursue actively	

Goal: Enrich interpretation of westward expansion & diversity

Action	Timing	Funding, Staffing, Partnering Requirements
Link with Indiana Historic Pathways program; use their logo?	On-going	
Include a timeline with a cultural/social history focus	See above	
Look for ways to integrate French influence	On-going	

Implementation

Collaborate with First Families of Vincennes	On-going	
Discuss ways to expand the use of the Old French House	On-going	
Develop rack card for church library/ museum.	FY13	
Create short (5-minute) AV programs	FY15 & On-going	
ID/acquire hands-on items for trunks/ backpacks	See above	
Use the Northwest Ordinance story to introduce basic rights	See above	
Re-introduce the ceremonial function of the landscape	As opportunities arise	
Create modest traveling exhibit with flexible content		Dependent on funding ed. spec.
Encourage partners and friends of River walk	On-going	

Goal: Strengthen partnerships

Action	Timing	Funding, Staffing, Partnering Requirements
Re-purpose site managers' meetings into themed meetings	On-going	
Focus on LRIP actions at partners' annual meeting	FY13	
Complete new MOAs with partners.	FY13	
Build on park timeline prototype for partner sites	See above	
Begin discussing Friends group	FY13	
Develop media that uses plants/natural environments	On-going/opportunistic	
Discuss logo that ties partner sites together	FY13	

Identify story connections	Topic a year; discuss at site managers' meetings
Identify cooperative activities for 2016	FY13-15 Planning FY16, Implement & symposium
Discuss passport program that links partner sites; work with CVB	FY13 Temporary/prototype Formalize and promote for FY16
Develop additional appropriate joint special event	React to expressed need and interest
Support efforts to make Rendezvous historically accurate	FY13 & On-going
Discuss coordinated volunteer recruitment	Periodic per demand
Provide coordinated interpretive training	Annually or as needed
Discuss revisions to park unigrid brochure	FY14 planning, FY15 reprint

Goal: Actions to improve accessibility to interpretive media

Action	Timing	Funding, Staffing, Partnering Requirements
Re-design visitor center exhibits to improve accessibility	See above	
Provide wheelchair spaces in the auditorium		Dependent on PMIS funding
Cane detectable exhibits, remove non-fixed furniture	FY16	
Provide primary publications in other formats	FY17	
Provide audio descriptions	FY17 for existing media	
Provide open captions and audio descriptions for new	As new media are produced	
Assess options for memorial access		Dependent on PMIS funding
Provide staff and volunteer training	On-going as needed	

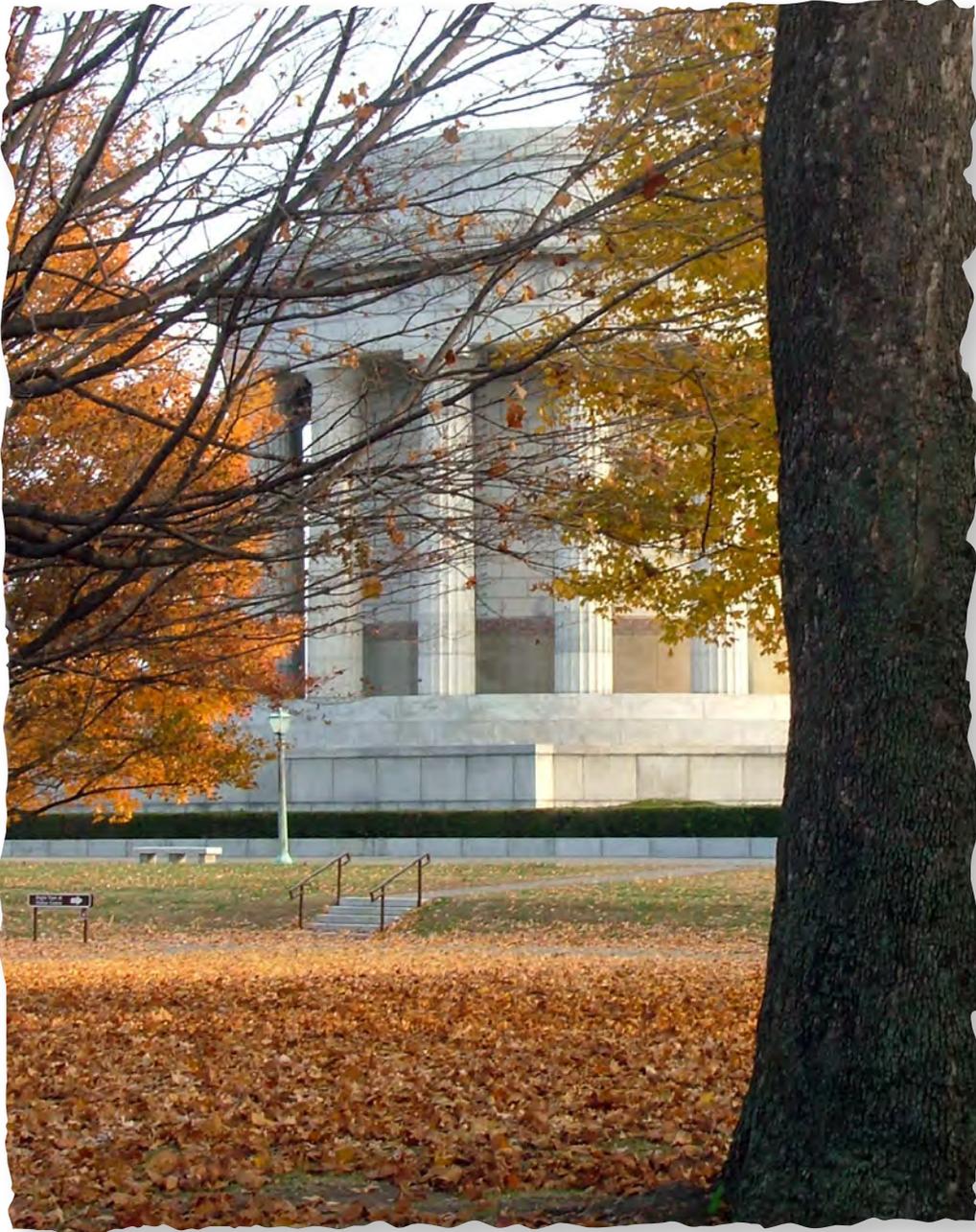
Goal: Training/Staffing Needs

Action	Timing	Funding, Staffing, Partnering Requirements
Hire the approved education specialist position		Dependent on funding
Hire a historian/curator		Dependent on funding
Hire at least one additional interpretive employee		Dependent on funding
Offer partnership and refresher training	As needed	
Pursue development of a senior ranger program	FY13	
Pursue joint recruitment of volunteers with partner sites	See above	

Goal: Research

Action	Timing	Funding, Staffing, Partnering Requirements
Gather & digest background for site bulletins/rack cards	Coordinate with action above	
Gather & digest additional information on French culture	Coordinate with action above	
Gather & digest information on the Northwest Ordinance	Coordinate with action above	
Pursue funding for historic structures reports		Clark Memorial requires funding Memorial Bridge requires funding
Gather additional information on curriculum development	Dependent on funding ed. spec.	

Appendix



Appendix 1

Northwest Ordinance

Northwest Ordinance; July 13, 1787

An Ordinance for the government of the Territory of the United States northwest on the River Ohio.

Section 1. Be it ordained by the United States in Congress assembled, That the said territory, for the purposes of temporary government, be one district, subject, however, to be divided into two districts, as future circumstances may, in the opinion of Congress, make it expedient.

Sec 2. Be it ordained by the authority aforesaid, That the estates, both of resident and nonresident proprietors in the said territory, dying intestate, shall descent to, and be distributed among their children, and the descendants of a deceased child, in equal parts; the descendants of a deceased child or grandchild to take the share of their deceased parent in equal parts among them: And where there shall be no children or descendants, then in equal parts to the next of kin in equal degree; and among collaterals, the children of a deceased brother or sister of the intestate shall have, in equal parts among them, their deceased parents' share; and there shall in no case be a distinction between kindred of the whole and half blood; saving, in all cases, to the widow of the intestate her third part of the real estate for life, and one third part of the personal estate; and this law relative to descents and dower, shall remain in full force until altered by the legislature of the district. And until the governor and judges shall adopt laws as hereinafter mentioned, estates in the said territory may be devised or bequeathed by wills in writing, signed and sealed by

him or her in whom the estate may be (being of full age), and attested by three witnesses; and real estates may be conveyed by lease and release, or bargain and sale, signed, sealed and delivered by the person being of full age, in whom the estate may be, and attested by two witnesses, provided such wills be duly proved, and such conveyances be acknowledged, or the execution thereof duly proved, and be recorded within one year after proper magistrates, courts, and registers shall be appointed for that purpose; and personal property may be transferred by delivery; saving, however to the French and Canadian inhabitants, and other settlers of the Kaskaskies, St. Vincents and the neighboring villages who have heretofore professed themselves citizens of Virginia, their laws and customs now in force among them, relative to the descent and conveyance, of property.

Sec. 3. Be it ordained by the authority aforesaid, That there shall be appointed from time to time by Congress, a governor, whose commission shall continue in force for the term of three years, unless sooner revoked by Congress; he shall reside in the district, and have a freehold estate therein in 1,000 acres of land, while in the exercise of his office.

Sec. 4. There shall be appointed from time to time by Congress, a secretary, whose commission shall continue in force for four years unless sooner revoked; he shall reside in the district, and have a freehold estate therein in 500 acres of land, while in the exercise of his office. It shall be his duty to keep and preserve the acts and laws passed by the legislature, and the public records of the district, and the proceedings of the governor in his executive department, and transmit authentic copies of such acts and proceedings, every six months, to the Secretary of Congress: There shall also be appointed a court to consist of three judges, any two of whom to form

a court, who shall have a common law jurisdiction, and reside in the district, and have each therein a freehold estate in 500 acres of land while in the exercise of their offices; and their commissions shall continue in force during good behavior.

Sec. 5. The governor and judges, or a majority of them, shall adopt and publish in the district such laws of the original States, criminal and civil, as may be necessary and best suited to the circumstances of the district, and report them to Congress from time to time: which laws shall be in force in the district until the organization of the General Assembly therein, unless disapproved of by Congress; but afterwards the Legislature shall have authority to alter them as they shall think fit.

Sec. 6. The governor, for the time being, shall be commander in chief of the militia, appoint and commission all officers in the same below the rank of general officers; all general officers shall be appointed and commissioned by Congress.

Sec. 7. Previous to the organization of the general assembly, the governor shall appoint such magistrates and other civil officers in each county or township, as he shall find necessary for the preservation of the peace and good order in the same: After the general assembly shall be organized, the powers and duties of the magistrates and other civil officers shall be regulated and defined by the said assembly; but all magistrates and other civil officers not herein otherwise directed, shall during the continuance of this temporary government, be appointed by the governor.

Sec. 8. For the prevention of crimes and injuries, the laws to be adopted or made shall have force in all parts of the district, and for the execution of process, criminal and civil, the governor shall make proper divisions thereof; and he shall proceed from

time to time as circumstances may require, to lay out the parts of the district in which the Indian titles shall have been extinguished, into counties and townships, subject, however, to such alterations as may thereafter be made by the legislature.

Sec. 9. So soon as there shall be five thousand free male inhabitants of full age in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect a representative from their counties or townships to represent them in the general assembly: Provided, That, for every five hundred free male inhabitants, there shall be one representative, and so on progressively with the number of free male inhabitants shall the right of representation increase, until the number of representatives shall amount to twenty five; after which, the number and proportion of representatives shall be regulated by the legislature: Provided, That no person be eligible or qualified to act as a representative unless he shall have been a citizen of one of the United States three years, and be a resident in the district, or unless he shall have resided in the district three years; and, in either case, shall likewise hold in his own right, in fee simple, two hundred acres of land within the same; Provided, also, That a freehold in fifty acres of land in the district, having been a citizen of one of the states, and being resident in the district, or the like freehold and two years residence in the district, shall be necessary to qualify a man as an elector of a representative.

Sec. 10. The representatives thus elected, shall serve for the term of two years; and, in case of the death of a representative, or removal from office, the governor shall issue a writ to the county or township for which he was a member, to elect another in his stead, to serve for the residue of the term.

Sec. 11. The general assembly or legislature shall consist of the governor,

legislative council, and a house of representatives. The Legislative Council shall consist of five members, to continue in office five years, unless sooner removed by Congress; any three of whom to be a quorum: and the members of the Council shall be nominated and appointed in the following manner, to wit: As soon as representatives shall be elected, the Governor shall appoint a time and place for them to meet together; and, when met, they shall nominate ten persons, residents in the district, and each possessed of a freehold in five hundred acres of land, and return their names to Congress; five of whom Congress shall appoint and commission to serve as aforesaid; and, whenever a vacancy shall happen in the council, by death or removal from office, the house of representatives shall nominate two persons, qualified as aforesaid, for each vacancy, and return their names to Congress; one of whom congress shall appoint and commission for the residue of the term. And every five years, four months at least before the expiration of the time of service of the members of council, the said house shall nominate ten persons, qualified as aforesaid, and return their names to Congress; five of whom Congress shall appoint and commission to serve as members of the council five years, unless sooner removed. And the governor, legislative council, and house of representatives, shall have authority to make laws in all cases, for the good government of the district, not repugnant to the principles and articles in this ordinance established and declared. And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his assent. The governor shall have power to convene, prorogue, and dissolve the general assembly, when, in his opinion, it shall be expedient.

Sec. 12. The governor, judges,

legislative council, secretary, and such other officers as Congress shall appoint in the district, shall take an oath or affirmation of fidelity and of office; the governor before the president of congress, and all other officers before the Governor. As soon as a legislature shall be formed in the district, the council and house assembled in one room, shall have authority, by joint ballot, to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating but not voting during this temporary government.

Sec. 13. And, for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which forever hereafter shall be formed in the said territory: to provide also for the establishment of States, and permanent government therein, and for their admission to a share in the federal councils on an equal footing with the original States, at as early periods as may be consistent with the general interest:

Sec. 14. It is hereby ordained and declared by the authority aforesaid, That the following articles shall be considered as articles of compact between the original States and the people and States in the said territory and forever remain unalterable, unless by common consent, to wit:

Art. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments, in the said territory.

Art. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of habeas corpus, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All

persons shall be bailable, unless for capital offenses, where the proof shall be evident or the presumption great. All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land; and, should the public exigencies make it necessary, for the common preservation, to take any person's property, or to demand his particular services, full compensation shall be made for the same. And, in the just preservation of rights and property, it is understood and declared, that no law ought ever to be made, or have force in the said territory, that shall, in any manner whatever, interfere with or affect private contracts or engagements, bona fide, and without fraud, previously formed.

Art. 3. Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them.

Art. 4. The said territory, and the States which may be formed therein, shall forever remain a part of this Confederacy of the United States of America, subject to the Articles of Confederation, and to such alterations therein as shall be constitutionally made; and to all the acts and ordinances of the United States in Congress assembled, conformable thereto. The inhabitants and settlers in the said territory shall be subject to pay

a part of the federal debts contracted or to be contracted, and a proportional part of the expenses of government, to be apportioned on them by Congress according to the same common rule and measure by which apportionments thereof shall be made on the other States; and the taxes for paying their proportion shall be laid and levied by the authority and direction of the legislatures of the district or districts, or new States, as in the original States, within the time agreed upon by the United States in Congress assembled. The legislatures of those districts or new States, shall never interfere with the primary disposal of the soil by the United States in Congress assembled, nor with any regulations Congress may find necessary for securing the title in such soil to the bona fide purchasers. No tax shall be imposed on lands the property of the United States; and, in no case, shall nonresident proprietors be taxed higher than residents. The navigable waters leading into the Mississippi and St. Lawrence, and the carrying places between the same, shall be common highways and forever free, as well to the inhabitants of the said territory as to the citizens of the United States, and those of any other States that may be admitted into the confederacy, without any tax, impost, or duty therefor.

Art. 5. There shall be formed in the said territory, not less than three nor more than five States; and the boundaries of the States, as soon as Virginia shall alter her act of cession, and consent to the same, shall become fixed and established as follows, to wit: The western State in the said territory, shall be bounded by the Mississippi, the Ohio, and Wabash Rivers; a direct line drawn from the Wabash and Post Vincents, due North, to the territorial line between the United States and Canada; and, by the said territorial line, to the Lake of the Woods and Mississippi. The middle State shall be bounded by the said direct line, the Wabash from Post Vincents to the

Ohio, by the Ohio, by a direct line, drawn due north from the mouth of the Great Miami, to the said territorial line, and by the said territorial line. The eastern State shall be bounded by the last mentioned direct line, the Ohio, Pennsylvania, and the said territorial line: Provided, however, and it is further understood and declared, that the boundaries of these three States shall be subject so far to be altered, that, if Congress shall hereafter find it expedient, they shall have authority to form one or two States in that part of the said territory which lies north of an east and west line drawn through the southerly bend or extreme of Lake Michigan. And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government: Provided, the constitution and government so to be formed, shall be republican, and in conformity to the principles contained in these articles; and, so far as it can be consistent with the general interest of the confederacy, such admission shall be allowed at an earlier period, and when there may be a less number of free inhabitants in the State than sixty thousand.

Art. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

Be it ordained by the authority aforesaid, That the resolutions of the 23rd of April, 1784, relative to the subject of this ordinance, be, and the

same are hereby repealed and declared null and void.

Done by the United States, in Congress assembled, the 13th day of July, in the year of our Lord 1787, and of their sovereignty and independence the twelfth.

Participants

The following either attended workshops or assisted with document reviews:

Name	Agency/Association
Shyla Beam	Vincennes/Knox county Convention and Visitors Bureau
Doug Blome	George Rogers Clark National Historical Park (GERO)
Emily Bunyan	Knox County Public Library
Mike Caps	Lincoln Boyhood NM-NPS
Ken Carstens	Murray, KY (Clark writer/researcher)
Jason Collins	GERO
Frank Doughman	GERO
Leo Finnerty	GERO
Joe Frost	Vincennes State Historic Sites (VSHS)
Mark Hill	Spirit of Vincennes, Inc. and Old Northwest Corporation
Judy Kratzner	Knox County Preservation and Knox County Public Library
Dennis Latta	Vincennes Historical Society (NPS retired)
Roger Laybourn	Grouseland and United Metis Tribe
Cinda May	Indiana State University-Wabash Valley Vision and Voices
Brian McCutchen	GERO
Mark McNeece	Knox County Chamber of Commerce
Pamela Nolan	GERO
Kayla Quarterman	Rivet High School
Ron Ramseyer	GERO (volunteer)
Sherri Ramseyer	GERO
Lisa Regner	Wea Indian Tribe
Shirley Rose	Vincennes City Council, Grouseland, Downtown Merchants Association
Kassie Roush	Indiana Military Museum (IMM)
Peggy Scherbaum	Harpers Ferry Center-NPS
Father John Schipp	Old Cathedral Church and Museum
Brian Spangle	Knox County Public Library
Leslie Townsend	Historic Southern Indiana University of Southern Indiana
David Weaver	VSHS

Ron Thomson facilitated workshop discussions and wrote the plan

Jim Cokas designed the plan

Harpers Ferry Center
National Park Service
U.S. Department of the Interior



George Rogers Clark National Historical Park

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