



Ulysses S. Grant National Historic Site Long-Range Interpretive Plan



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TABLE OF CONTENTS

Introduction	ii
The Long-Range Interpretive Plan	ii
Executive Summary	iii
Foundation for Planning	1
Park Map	2
Legislative Background	3
Park Purpose and Significance	4
Primary Interpretive Themes	6
Visitor Experience Goals	9
Visitor Data	11
Other Planning Considerations	12
Existing Conditions	15
Pre-visit and Arrival Information	16
Sites and Facilities for Interpretation	16
Interpretive Programming	18
Interpretive Media	19
Media Assets	22
Partnerships	23
Volunteers	23
Issues and Influences	24
Recommendations	29
Parkwide Recommendations	31
Personal Services	36
Non-Personal Services/Interpretive Media	40
Research in Support of Interpretation	44
Facilities Needs in Support of Interpretation	45
Staffing Needs	46
Implementation Guide	47
Appendices	53
Appendix A: Legislation	54
Appendix B: Planning Team	55
Appendix C: Themes/Location Matrix	56

Introduction

Ulysses S. Grant National Historic Site, established in 1990, is located in the southwest quadrant of metropolitan St. Louis, Missouri. The site encompasses and preserves 9.65 acres of an estate that once encompassed up to 850 acres associated with Ulysses S. Grant, Julia Dent Grant, her family and enslaved servants. The Dent-Grant ownership of the property began with the Dents' purchase in 1820 and continued until 1885, when the Grants transferred the land to new owners. Ulysses S. Grant first became acquainted with the property in 1843, when he met Julia Dent; over the years his career took him from a 2nd Lieutenant newly graduated from West Point to farming, business, and re-entry in the military at the start of the U.S. Civil War, where he rose to become a Lt. General before being elected 18th President of the United States. Throughout their lives, he and his wife and children remained attached to the Missouri property, historically known as White Haven. The present-day historic site includes five structures from the 19th-century farm: a two-story main residence; a stone outbuilding housing a summer kitchen, laundry room, and possible slave living space; a chicken house; an icehouse; and a stable.

The Long-Range Interpretive Plan

In the planning hierarchy of the National Park Service, a long-range interpretive plan (LRIP) supports and complements a site's general management plan (GMP) and typically addresses interpretive goals for the next seven to ten years. This LRIP, the second such document for the site under NPS ownership, encompasses the ten-year planning cycle from 2010 to 2020.

The first long-range interpretive plan for Ulysses S. Grant National Historic Site (ULSG) was completed in 1994, only four years after the property was acquired. The 1994 plan proposed significant upgrading of interpretive venues, most notably by restoring the house for public entrance and converting the stable into a visitor center with a visitor information desk, exhibits, a theater, and a museum shop.

Subsequently, the site received funding to devote the stable exclusively to museum exhibits, while constructing a new, freestanding facility to house visitor services, a theater, classroom, conference room, offices, and a retail museum shop. The new visitor center opened to the public in 2005, and the new exhibits in the stable museum opened in 2007.

Although no new interpretive plan was created as the site was upgraded, significant additional interpretive planning was required for development and implementation of the numerous interpretive elements of the restored and new facilities. Planning outlines from these endeavors have been reviewed and incorporated into this document, in concert with stakeholder input, to yield an up-to-date document that benchmarks the 2010/2011 level of interpretation, updates interpretive themes, and makes recommendations for the future.

Barring legislative changes or major new revelations, the foundational elements expressed in this LRIP – purpose, significance, themes, and visitor experience goals – are expected to remain constant over the life of the plan.

Executive Summary

This Long-Range Interpretive Plan builds on the strong interpretive program already in place at Ulysses S. Grant National Historic Site. The site's restored historic house (White Haven), the visitor center, and in-depth interpretive exhibits housed in the converted stable have been open to the public less than a decade. Throughout the site, the facilities and programming integrate contemporary scholarship and well-developed, high-quality interpretive exhibits. This plan seeks to support and expand ULSG's interpretive program in the future, based on a comprehensive interpretive planning approach that accomplishes the following steps:

- It documents and confirms the foundational elements of the park, including its legislative history, its purpose, and its national significance.
- It identifies five primary interpretive themes for the site, along with suggested storylines for each theme.
- It sets goals for desired visitor experiences, with careful attention to what visitors can do, learn, feel, and be inspired by as they visit the site.
- It benchmarks the existing conditions of ULSG's interpretive program and facilities at the time of the plan's development (2010/2011).
- It examines certain issues and influences at the site and within the community that could affect the site's future plans for interpretation.
- It presents a series of recommendations for interpretive programming and interpretive media, as well as research and staffing, to be developed in phases over the next seven to ten years.

Primary Interpretive Themes

These five primary interpretive themes have been developed as guidelines that will reinforce current offerings and guide future interpretive endeavors at ULSG:

Theme # 1:

Ulysses S. Grant's experiences at White Haven confronted him with political and social values different from his own, influencing his actions and beliefs as he rose to military and political prominence.

Theme #2:

Ulysses S. Grant's and Julia Dent Grant's loving partnership enabled them to meet tremendous personal and political challenges, resulting in a long and successful marriage.

Theme # 3:

During Julia's childhood and her early years married to Ulysses, the White Haven estate served as the place they called home, while providing an emotional touchstone that sustained them throughout their lives.

Theme # 4:

Life at White Haven estate was a microcosm of the social, political, and economic turmoil facing the nation during the antebellum, Civil War, and Reconstruction eras.

Theme # 5:

The enslaved men, women, and children of African descent who lived and worked at White Haven created family and community relationships that enabled them to endure the inhumanity of enslavement and the uncertainty of their lives.

For a thorough discussion of themes and storylines, please see pages 6 through 8.

Major Recommendations

To continue the work of building a unified, comprehensive interpretive program, the planning team proposed recommendations for short, medium, and long-term planning in several key areas, including outreach, personal services, interpretive media, research and facilities needs in support of interpretation, and interpretive staffing.

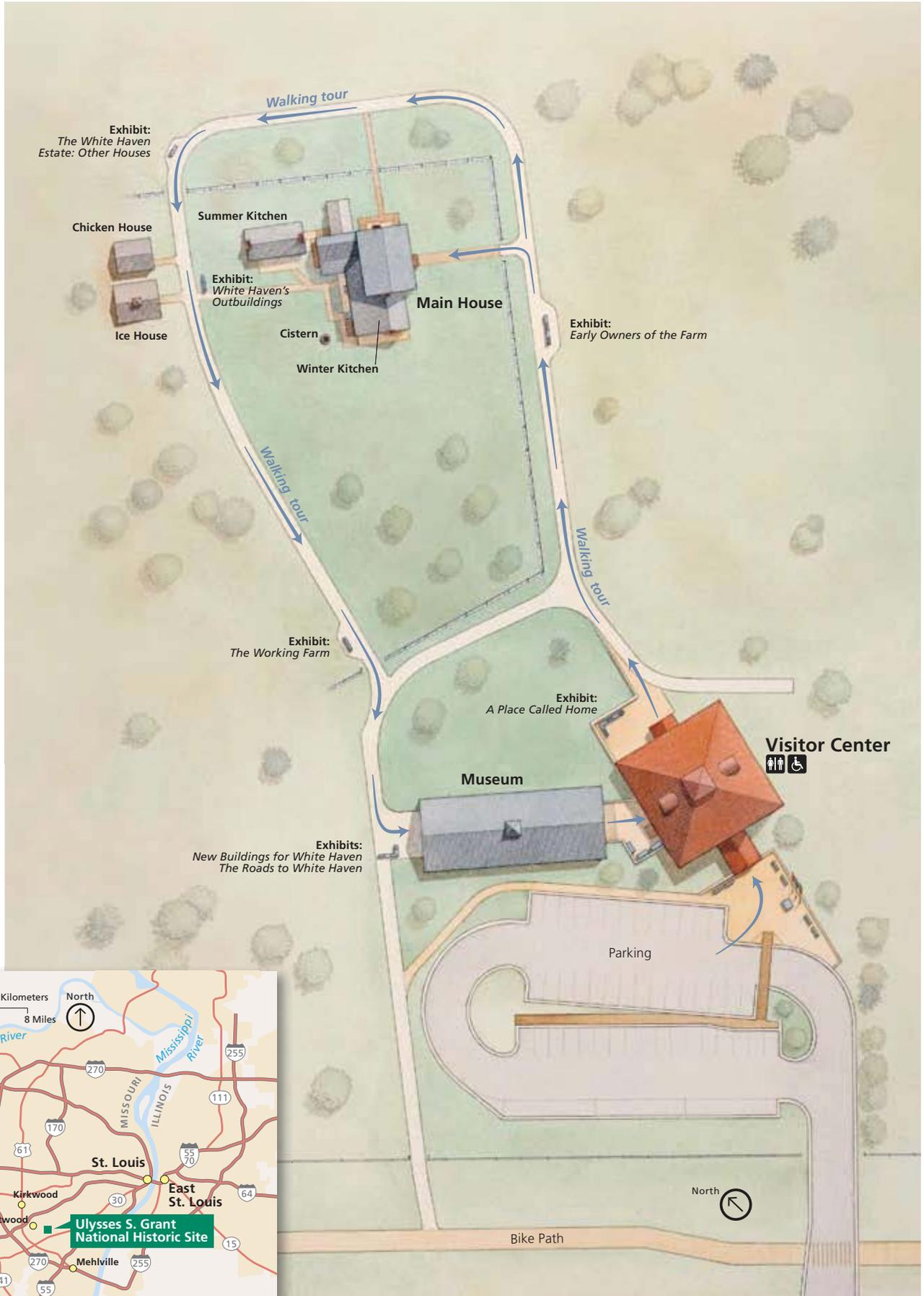
- Interpretive outreach recommendations address ways to expand the site’s messaging and meaning in the greater St. Louis community, among partner organizations, in the educational arena, with the news media, and among opinion leaders.
- Personal interpretive services recommendations include expanding on-site tours and analyzing the effectiveness of existing house tours, continuing and expanding special events programming, providing more living history programming, reinvigorating educational services, and providing more evaluation and training for interpretive services.
- Non-personal/interpretive media recommendations emphasize ways to optimize the use of audiovisual, web-based, multi-platform, and social media to appeal to different audience types and learning styles/needs, while also continuing to support traditional printed publications and interior and exterior exhibits (including periodic reviews for updating and expanding existing exhibits).
- Recommendations for research and facilities needs in support of interpretation include resource sharing with other Grant-affiliated sites, additional exploration of African American history, commissioning an NPS Cultural Landscape Report for White Haven, evaluating visitor interactions/responses at the site, repositioning the site library as a leading virtual resource for Grant studies, and drawing on recent archeological findings to expand interpretive programming.
- Staffing recommendations include the following:
 - Funding an interpretive ranger position (currently vacant)
 - Evaluating several park guide positions to assess the need for upgrading
 - Adding a curatorial aide position
 - Adding a dedicated staff position as outreach coordinator
 - Recruiting more Volunteers-in-Parks



Foundation for Planning

"My oft expressed desire is that all citizens, white or black, native or foreign born, may be left free, in all parts of our common country, to vote, speak & act, in obedience to law, without intimidation or ostracism on account of his views, color or nativity."

- Letter, Ulysses S. Grant to Gerrit Smith, July 28, 1872



ULSG Regional Context Map

ULSG Park Map

Legislative Background

Ulysses S. Grant National Historic Site was established in June 1990 after a decade-long effort by local citizens to preserve the core of the White Haven property and save it from development. Working through a non-profit organization called *Save Grant's White Haven*, more than 1,000 people lobbied for public ownership of the property after its long-time owners, the Wenzlick family, announced a desire to sell. As a result, in October 1986, St. Louis County purchased the property for \$510,000; half of the money came from a loan by the Missouri Department of Natural Resources, and the remaining half from a county bond issue. The site was managed by the St. Louis County Department of Parks and Recreation for several years until the U.S. Congress passed Public Law 101-106 (co-sponsored by Missouri Congressman Richard Gephardt and Senators John Danforth and Christopher Bond) to authorize the National Park Service to establish Ulysses S. Grant National Historic Site. President George H.W. Bush signed the legislation in 1989. Over a four-year period beginning in May 1990, Jefferson National Parks

Association (then Jefferson National Expansion Historical Association) paid off the \$235,000 debt owed to the state, and ownership of the property was transferred to the U.S. Department of the Interior under care of the National Park Service.

In language with far-reaching impacts on interpretation at the site, the statute establishing the site addresses the contributions of both Ulysses S. Grant and Julia Dent Grant:

In order to preserve and interpret for the benefit and inspiration of all Americans a key property associated with the life of General and later President Ulysses S. Grant and the life of First Lady Julia Dent Grant, knowledge of which is essential to understanding, in the context of mid-nineteenth century American history, his rise to greatness, his heroic deeds and public service, and her partnership in them, there is hereby established the Ulysses S. Grant National Historic Site near St. Louis, Missouri.



The earliest known photograph of White Haven, circa 1860

In addition to the legislative mandate establishing the site, each unit of the National Park Service is charged with adhering to the founding legislation of the NPS (the National Park Service Organic Act of 1916) and the NPS mission statement based upon this charge:

The service thus established shall promote and regulate the use of the Federal areas known as national parks, monuments, and reservations hereinafter specified by such means and measures as conform to the fundamental purpose of the said parks, monuments, and reservations, which purpose is to conserve to promote and regulate the use of the...national parks... which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.

National Park Service Organic Act, 16 U.S.C.1

National Park Service Mission

The National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

National Park Service Strategic Plan 1997

Park Purpose Statements

Purpose statements describe why an area was set aside as a unit of the national park system and what specific purpose exists for the area today. Congressional testimony, enabling legislation, and other events in the park’s legislative and administrative history often provide the basis for purpose statements.

A purpose statement for ULSG was developed in 2007 as part of an interdivisional workshop of ULSG staff members engaged in a core operations analysis. That purpose statement has been adopted for this LRIP as follows:

Recognizing that there are both legislative and administrative responsibilities for the site, the purpose of Ulysses S. Grant National Historic Site is to:

- Preserve, maintain, and protect the historic and modern structures, grounds and collections in perpetuity;
- Acquire additional collections related to Ulysses S. Grant, Julia Dent Grant, and the historic White Haven property;
- Educate this and future generations about the lives of Ulysses S. Grant, Julia Dent Grant, and all individuals living at White Haven in the 19th-century White Haven property, and slavery, within the context of 19th-century American history;
- Provide a quality, safe experience that is consistent with NPS standards; and
- Extend the benefits of the site to instill stewardship and allow all to find relevancy with the past.

Park Significance Statements

Park significance statements describe the distinctiveness and importance of a site's resources and explain why the site has national significance. Significance statements may focus on a site's historical context and the cultural, natural, scientific, recreational, inspirational, or other resources that combine to make a place unique and deserving of protection and interpretation.

The following significance statements were developed for ULSG as part of the 1995 GMP, with amendments and refinement by the stakeholder workshop participants and the planning team in 2010.

Ulysses S. Grant National Historic Site has national significance for the following reasons:

- White Haven is the place where Ulysses S. Grant, future Commanding General of the United States Army during the Civil War and 18th President of the United States, and his wife, future First Lady Julia Dent Grant, began and developed a long, loving, and mutually dependent marital partnership that encouraged and sustained both of them throughout their lives.
- White Haven provided a sense of home and stability for Ulysses S. and Julia Grant and their children, even as Grant's military, political, and financial standing changed dramatically over the years.
- Grant's experiences and long-term associations with the people and the world of White Haven greatly influenced his personality, character, ambition, and later careers.
- White Haven, a Missouri farming estate with an enslaved workforce and family members who disagreed profoundly over slavery, secession, and other critical issues of the day, serves as a social and economic microcosm illustrating the nation's complexity and divisiveness during the antebellum, Civil War, and Reconstruction years.



White Haven, 2010

Primary Interpretive Themes

Interpretive themes are the big ideas that encourage visitors to connect a site's purpose and significance with the tangible historic resources at the site. By identifying clear, coherent, consistent themes, an interpretive program inspires visitors to explore and experience the site and make meaningful intellectual and emotional connections they will remember long after their visit has ended.

At Ulysses S. Grant National Historic Site, interpretive themes were initially developed as part of the 1994 LRIP. Minor adjustments to the themes appeared in the General Management Plan (GMP) in 1995. A decade later the site developed extensive interpretive exhibits as part of major renovations to the site. These facility upgrades included restoring the house and outbuildings to a time period reflecting the mid-1870s; converting the historic stable into a 4,000-square-foot, exhibits-based museum; installing walkways to highlight the historic trace; creating and installing exterior interpretive nodes (wayside signs) on the grounds; building an expansive new visitor center; and planning a feature film for the 76-seat auditorium. The interpretive exhibits and proposed film drew on the existing themes but also reflected new understandings based on historical and archeological research since 1994, especially in regard to the lives of the enslaved people living at White Haven during Ulysses S. Grant's early association with the site. The proposed new film was dropped during the renovations due to financial issues. The current film, "White Haven: A Place to Call Home" was produced in 2000.

A primary charge of this 2010 LRIP is to build upon the thematic approaches of the current exhibits, integrate these new approaches with the founding themes of 1994 and 1995, and create an updated, comprehensive set of strong primary interpretive themes to guide ULSSG's interpretive program for the next seven to ten years.

The interpretive themes listed below were developed during the 2010 Foundations workshop for this LRIP. In crafting these themes, participants drew on the 1994-95 themes, the thematic approaches reflected in the current exhibits throughout the site, and additional perspectives to reflect new understandings, influences, and research.

Several sample storylines (among many possibilities) have been clustered under each theme to serve as working tests of each theme's validity – a reminder that visitors do not respond to themes; visitors respond to stories that illustrate themes. If a theme is clear and well-crafted, it should evoke a number of valid, supportable storylines; conversely, an abundance of storylines should spring to mind to support and enliven each viable theme. If few or no verifiable, revelatory storylines can be developed for a given theme, that theme should be questioned as ill-defined or even unsupported by the resources available at the site.

The themes are merely numbered for convenience but should be viewed as of equal importance. Sample storylines are identified below each theme statement.

**Theme # 1:
Ulysses S. Grant's experiences at White Haven confronted him with political and social values different from his own, influencing his actions and beliefs as he rose to military and political prominence.**

- Grant's experience working in the fields with his father-in-law's enslaved workers was one of the factors influencing his treatment of African Americans during the Civil War and when he became president. His appointment of James Milton Turner as ambassador to Liberia is one example.
- Grant's interactions with slave holders before the war gave him insight as he was trying to unite North and South as President.
- Grant's ongoing discussions with his father-in-law reinforced and strengthened his commitment to preserve the Union.
- Grant's financial struggles as farming proved unsuccessful caused him to try different professions in the city, exposing him to additional points of view.

**Theme #2:
Ulysses S. Grant's and Julia Dent Grant's loving partnership enabled them to meet tremendous personal and political challenges, resulting in a long and successful marriage.**

- Grant's four-year long-distance courtship of Miss Dent by correspondence highlights their commitment to one another despite great distances.

- Differences in background and culture as well as how their parents viewed each other resulted in challenges to their relationship.
- Their differing views on slavery caused varied amounts of tension in their relationship.
- Their relationship survived the pressure of changing financial situations.

**Theme # 3:
During Julia's childhood and her early years married to Ulysses, the White Haven estate served as the place they called home, while providing an emotional touchstone that sustained them throughout their lives.**

- Julia returned to her childhood home when Ulysses' military assignments did not allow her to be with him.
- Three of their four children were born on the White Haven property.
- The couple decided to build Hardscrabble Cabin and continue farming on the White Haven estate.
- The Grant children led typical childhoods on the property.
- The Grants purchased the property with the intention of returning to raise horses after the war and the presidency.
- Julia's emotional attachment to White Haven was profound and lasted her entire life.

Theme # 4:

Life at White Haven estate was a microcosm of the social, political, and economic turmoil facing the nation during the antebellum, Civil War, and Reconstruction eras.

- Divisions between Dents and Grants over slavery and secession reflected Missouri's division over the same issues.
- The economic realities of farming in eastern Missouri mirrored difficulties in other parts of the country.
- The Dents and Grants held differing beliefs about slavery and had individual responses to the Dent family slaves, similar to many other families in the nation.
- Families struggled to maintain a livelihood during a time of war.
- Friends and neighbors faced the challenges of reconciliation before, during, and after the Civil War.

Theme # 5:

The enslaved men, women, and children of African descent who lived and worked at White Haven created family and community relationships that enabled them to endure the inhumanity of enslavement and the uncertainty of their lives.

- The daily life of an enslaved cook at White Haven bridged the different worlds of whites and enslaved African Americans.
- Despite differences in the daily life experiences between the enslaved people working outside the house and those inside the house, they shared family and community relationships.
- The enslaved population at White Haven varied in age, familial relations, ancestry, special talents/crafts, and longevity of servitude to the Dents/Grants.
- Enslaved people at White Haven had similarities and differences with those on southern plantations or an intown St. Louis estate.
- Relationships between the enslaved people and the Dents and Grants varied depending on individual attitudes and beliefs.

Visitor Experience Goals

What kinds of experiences should be offered to visitors when they come to Ulysses S. Grant National Historic Site? What constitutes an “ideal” experience for visitors? How can such an experience be made available to all visitors of all abilities and backgrounds, including those with visual, auditory, mobility, or cognitive challenges?

The best interpretive programs strive to provide visitors with opportunities to develop and experience their own unique physical, intellectual, and emotional connections with a site. One approach for capturing the full range of desired visitor experience goals is to categorize the goals as follows:

- **Experiential goals** describe what visitors might physically do, touch, see, or hear during their visit.
- **Cognitive or knowledge goals** address visitors’ intellectual experiences at a site such as what they might learn and perceive about a site.
- **Emotional goals** address the feelings evoked by one’s experience at the site.
- **Behavioral goals** describe how visitors’ views and actions might be changed as a result of their visit.



Ranger assists Girl Scouts learning to do laundry

The following visitor experience goals are based on feedback from the 2010 Foundations Workshop.

Experiential goals:

Visitors to Ulysses S. Grant National Historic Site should have the opportunity to:

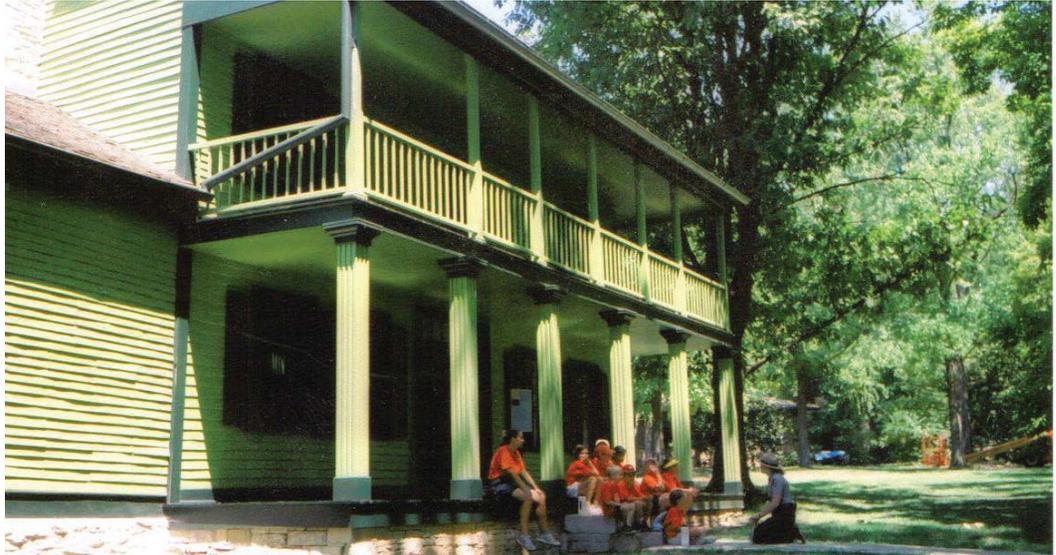
- Explore the house, outbuildings, and grounds where Ulysses S. and Julia Dent Grant courted, lived and worked, and revisited for more than four decades.
- Explore the work spaces where the enslaved people worked and carved out a personal life.
- Engage in some activities that reflect typical agricultural, household, and societal activities at White Haven in the 19th century.
- Read, hear, and discuss/interact with the actual words and opinions of the Grants, Dents, and other personalities as they discussed the ideas and issues of their time.

Knowledge goals:

Visitors to Ulysses S. Grant National Historic Site should have the opportunity to:

- Learn about Ulysses S. Grant’s early life as a young soldier and his courtship of Julia Dent at White Haven.
- Explore the Grants’ strong, loving partnership as husband and wife in a marriage of 37 years as they experienced both extraordinary successes and hardships.
- Understand the social, political, and economic times of mid-19th-century Missouri as a microcosm of the divisions and disagreements that led the United States into civil war.
- Gain multiple perspectives on the causes and short- and long-term results of the U.S. Civil War.

Grant's Farm's Critter Camp participants learn about the Grants before touring the house.



- Explore Ulysses S. Grant's views, character, and leadership style as a General and as President.
- Learn about Julia Dent Grant's views and character qualities as she supported Ulysses as General and President.
- Understand President Grant's role in Reconstruction and his effort to use executive power to safeguard the civil rights of African Americans.
- of opinion in the Dent-Grant household about slavery, state's rights and the role of the federal government, economic survival, and the preservation of the Union.
- Feel a sense of pride for the stronger national identity and the new ideals of civil rights forged from the United States Civil War and the Reconstruction eras.

Emotional goals:

Visitors to Ulysses S. Grant National Historic Site should have the opportunity to:

- Empathize with Ulysses S. Grant as a soldier who, like all soldiers, frequently had to leave his family for service to his country. At the same time, empathize with Julia Dent Grant as a military wife whose often-absent husband, aging parent, and four children all relied on her as household manager, farm/estate liaison, and a nurturing presence throughout their lives.
- Empathize with Ulysses and Julia as they took on public lives living under the scrutiny of the American people.
- Struggle with the contradictory emotions evoked by deep divisions
- **Behavioral goals:**
Visitors to Ulysses S. Grant National Historic Site should have the opportunity to:
 - Draw on the Grants' examples of tolerance and civil discourse as inspiration for the future.
 - Embrace the study of historical events and personalities as useful and helpful in guiding future human endeavors.
 - Examine preconceived perceptions of Ulysses S. Grant in light of current scholarship.
 - Recognize and participate in civic duties with a greater sense of appreciation for a united and strong country.
 - Become volunteers and stewards for Ulysses S. Grant National Historic Site.

Visitor Data

Visitation at Ulysses S. Grant National Historic Site ranges from 40,000 to 45,000 people a year. The highest attendance was recorded in 2007, reflecting increased interest due to the site’s Grand Opening highlighting the restoration of the historic structures and new exhibit development. By 2010, visitation had dropped by about 14% to 39,967 people.

The NPS data summary of ULSG visitation over the last five years provides the following visitation statistics:

2010	39,967
2009	40,703
2008	45,959
2007	46,398
2006	25,758

Anecdotal evidence indicates that the majority of visitors to ULSG are seniors and family groups with children who often become aware of the historic site as a result of visiting Grant’s Farm across the road. Grant’s Farm attracts a half-million visitors a year.

Other notable ULSG visitor categories mentioned by staff and workshop participants include NPS Passport

stamp seekers, Civil War enthusiasts, Presidential enthusiasts, home-schoolers, scout groups, military reunion groups, local repeat visitors, and recreational trail users.

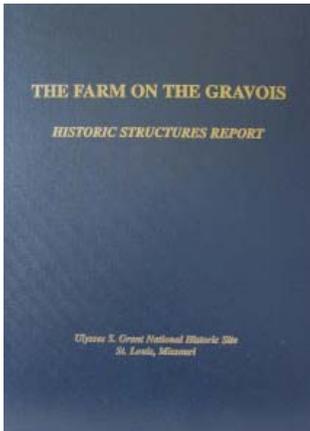
In Fiscal Year 2010, 3,813 students took part in 114 educational programs. Several educators among the workshop participants observed that because social studies is not tested as part of the state of Missouri’s Annual Measureable Achievement Objectives (AMAO), historic sites such as ULSG attract fewer K-12 classroom groups than do similar sites in other states. The Missouri Assessment Program tests students yearly in communication arts, mathematics, and science.

In 2010, ULSG was exposed to more potential local visitors due to the increased popularity of Grant’s Trail traversing the park’s southwestern edge. This former Missouri Pacific railroad line was converted to a walking/bike path by Trailnet in 1991 through the Rails to Trails Act. Currently it is leased and operated by St. Louis County Parks and Recreation. Survey counts on the trail from 2007 to 2010 show a steady climb in usage despite variable weather and counting methodologies: 1,688 trips in four days in 2007; 3,810 trips in four days in 2009; and 2,391 trips in three days in 2010. More than 70% of trail users counted were riding bicycles, while the remaining users were predominantly walkers. It is likely that contemporary trail users have little idea of the history of their route: the Kirkwood-Carondelet branch of the Missouri Pacific Railroad was constructed in 1872 and required an easement from its owner, President Ulysses S. Grant. A wayside sign on the trail just outside the pedestrian entrance to the site highlights this connection, and a display holding cards promoting the site’s cell-phone audio tour is nearby. Plans call for additional interpretive signs as part of the Missouri Civil War Heritage Trail.



Grant’s Trail

Other Planning Considerations



Historic Structures Report

NPS Planning Documents

As discussed earlier, ULSG has been operating for more than 15 years from a general management plan dating from 1995 and an interpretive plan dating from 1994, neither of which reflects the physical changes and new challenges of the current era. This interpretive plan addresses the next seven to ten years, and a new GMP is not currently planned.

The site’s Historic Resource Study, “Ulysses S. Grant’s White Haven: A Place Where Ordinary People Came to Live Extraordinary Lives, 1796 to 1885,” by Kimberly Scott Little, dates from 1993, as does its initial Cultural Landscape Assessment by Mark Weekley. Both reports were prepared in support of the 1995 GMP. Phase II of the Historic Resource Study was written by ULSG staff historian Pam Sanfilippo in 1998 and covered White Haven and its residents from 1860 to 1885 in more detail.

More recent reports have had a significant impact on interpretation at the site. A 2004 archeological survey by the NPS Midwest Archeological Center, “Under White Haven: An Archeological Overview and Assessment of Ulysses S. Grant National Historic Site, St. Louis, Missouri,” by Douglas D. Scott, Karin M. Roberts, and Vergil D. Noble, highlighted numerous findings that strengthened interpretative opportunities, especially regarding the winter kitchen and the lives of enslaved people who worked in it:

The entire winter kitchen was systematically excavated over the course of the 1995 field season. Evidence of flooring was identified during the excavations, and numerous artifacts were recovered that have shed some light on the

culinary and domestic functions carried out in this room. It was in the winter kitchen that groups of artifacts were excavated that may have bearing on the religious life of the slaves living at White Haven in the nineteenth century.

Similar findings in the two-room stone building known as the summer kitchen/laundry room provided the basis for interpretive panels and reproduction objects in those rooms.

An NPS Historic Structures Report, “The Farm on the Gravois” by Alan W. O’Bright and Kristen R. Marolf, was completed for Ulysses S. Grant National Historic Site in 1999.

A Cultural Landscapes Inventory completed in 2009 provides a precise contemporary description of the site and its features and will serve as a valuable benchmark for future maintenance and preservation of the property.

In addition to site-specific plans, Ulysses S. Grant National Historic Site will be participating in two nationwide NPS initiatives in the next ten years: the Civil War Sesquicentennial from 2011 to 2015, and the NPS Centennial Initiative in 2016.

Civil War Sesquicentennial: 2011 – 2015

In preparation for the Civil War Sesquicentennial, a series of workshops were held that brought together representatives from all Civil War-related NPS sites in the Midwest Region, including three individuals from ULSG. In the resulting May 2009 document, “Civil War to Civil Rights: An Action Plan for the Midwest Region of the National Park Service to Commemorate the

Sesquicentennial of America’s Civil War,” a number of approaches and broad recommendations were identified to guide regional NPS sites in planning interpretive programs and outreach activities during the four-year sesquicentennial period. The following purpose statement sets forth the goals for resource protection, interpretive and educational programs, and activities associated with the commemoration:

To facilitate a deeper and broader public understanding and awareness of the significance of the events that precipitated the war, the war and its military actions, and Reconstruction, and the relevance to contemporary issues that are the legacy of the war, including the modern Civil Rights movement and human rights issues, in order to provide opportunities to make personal connections and allow for differing perspectives.

Some key recommendations were that parks reach out to more diverse audiences, enhance current partnerships and develop new ones, establish liaisons at regional and national levels, and seek funding to support sesquicentennial initiatives. Many specific recommendations are detailed in the document’s Appendix B: Proposed Events and Activities.

NPS Centennial: 2016

The NPS Centennial Initiative will inspire additional programming and celebrations at most NPS sites throughout the 2016 year. In its First Annual Centennial Strategy document of 2007, ULSG proposed the following:

Stewardship

- To ensure the Centennial Initiative results in new stewards for the NPS, the park envisions creating virtual tours for those with physical

barriers, sharing park collections, partnering to create a Grant presidential library, and establishing a scout badge in celebration of the Centennial Initiative.

Environmental

- To ensure the NPS is a leading environmental agency, we are going to share our successes in using geo-thermal heating and cooling systems and conduct energy audits to remain energy efficient.

Recreation

- The park will offer typical cultural site visitors recreational opportunities in connection with municipal and partner sites that surround us.

Education

- The park will continue working with teachers and schools on site themes as well as over-arching Centennial Initiative goals. We will use existing site interpretive resources as a springboard toward creating exciting, interactive, and high-tech means of attracting younger audiences.

Professional Excellence

- The park will invest in developing and educating our staff to maintain a high level of professionalism. We will collaborate with similarly themed parks to ensure visitors receive an interwoven story throughout the NPS. Through a friends group, we will help encourage a philanthropic commitment to the NPS and investigate ways of creating long-term endowments to ensure future generations connect to our enduring legacy.

Plans Prepared by Others

Several of the park's partners and neighboring organizations also have formal planning documents in place that could affect the historic site. Although these plans do not deal directly with interpretation for visitors to ULSG, some aspects of these endeavors could affect the visitor demand, boundaries, and perhaps even the content of interpretation at ULSG.

St. Louis County's Affton Community Plan Progress Report

This report covers unincorporated St. Louis County areas in ULSG's zip code (63123), summarizes demographic and population trends, school district characteristics, land use categories, and county economic and residential development goals for the area.

While such data may not appear to be directly relevant to future interpretive planning at ULSG, some information may be quite useful. For example, the data shows that of the top nine non-English languages spoken in Affton-area schools, Bosnian is the most common, with two other Eastern European languages, Croatian and Bulgarian, in the top ten; Spanish is second; and the remaining top ten non-English languages include two from east Asia (Vietnamese and Laotian), and two from the Indian subcontinent (Malayalam and Urdu), and Arabic, spoken widely in the middle East.

The county plan also makes recommendations in support of linking and further expanding Grant's Trail and promotes the trail as an avenue for allowing residents to visit "attractions such as... White Haven (sic) National Historic Site." In addition, the plan recommends exploration of MetroLink expansion into the Affton area (and subsequent transit-oriented development), though local transportation funding is currently unavailable.

The Jefferson Barracks Master Plan

Jefferson Barracks, the United States military post where young Ulysses S. Grant was assigned just out of West Point, was founded in 1826 and remained in continuous use by the military until 1946. Today the barracks complex comprises the Jefferson Barracks Missouri National Guard Base, the Jefferson Barracks and Sylvan Springs County Parks, the National Cemetery, and the VA Medical Center, representing approximately 1,000 acres of the original 1,700 acre Historic Jefferson Barracks. The St. Louis County Economic Council received a grant from the Office of Economic Adjustment, Department of Defense, to complete a master plan. The plan envisions the site as a national military history tourism destination, complete with museums, reenactments, historic trails, and scenic river overlooks. In evaluating its organizational options, the plan proposes that the organization should "evolve from volunteer committee to membership organization of independent partners, to regionally funded umbrella organization/corporation potentially combined with state or National Park Service ownership or management. *The unifying element in this evolutionary process is the importance of building a lasting relationship with the National Park Service*" (emphasis added). The plan estimates that an investment of \$68 million over the next 20 years will be required to create a cohesive national attraction.



Existing Conditions

"Life seemed one long summer of sunshine, flowers, and smiles to me and to all at that happy home."

- quote from beginning of Julia Dent Grant's memoirs, where she is recalling her first memories of White Haven

Pre-visit and Arrival Information



Homepage of ULSG website

Website

The website for ULSG (www.nps.gov/ulsg) provides driving directions and operating hours, information about White Haven and its resources, and extensive interpretive, historical, and educational materials about the site and its inhabitants. ULSG is also featured on the Jefferson National Parks Association (JNPA) website with a landing page, an about page, location page, news page, and picture gallery page as well as a link to shopping. Most of these pages provide links back to the nps.gov/ulsg site.

Directional and Wayfinding Signs

Most visitors approach ULSG from Gravois Road, crossing the multi-use Grant Trail just before entering the property. Wayfinding signs leading visitors to the site are well-placed and adequate; although the site's close proximity to Grant's Farm can create confusion between the two places.

Media Outreach

The site regularly informs the public of upcoming events, news, and special programs through news releases sent to local newspapers, television and radio stations, organizations, magazines, and posts on the park's website. The park staff coordinates with JNPA to send out information on their Facebook and Twitter accounts. The park produces quarterly newsletters which are both mailed and posted on the park's website. JNPA produces newsletters and e-newsletters which also highlight events at ULSG.

Administrative Services

Park staff and volunteers process requests for information via letters, phone calls, and emails. Most requests are for basic information (brochures, pamphlets), group reservations, teacher resource packets, and park hours and directions.

Sites and Facilities for Interpretation

White Haven House

The "Paris Green" colored wood frame house called White Haven, named after previous Dent family residences in England and Maryland, is the most significant historic structure available for visitors to experience. Restored to its 1870s condition, the house has representative wall treatments, historic moldings, fireplaces, doors, and windows, but no furnishings belonging to the Grants or Dents, largely because most of their household furnishings were lost in a fire while in storage at Wish-ton-Wish, another house on the estate. (See *Issues and Influences*, page 24) The White Haven structure is sparsely furnished with a few representative period pieces for scale and room function, minimal lighting, period window draperies and hardware, heating, and no air conditioning – an approach that attempts to create an historic ambiance. This approach may limit the display of such items as books, documents, textiles, personal items, and other artifacts without extra temperature and humidity controls. (See *Issues and Influences*, page 24) The winter kitchen below the west wing of the house has been restored to pre-Civil War years when enslaved workers were occupying and utilizing the space. A modern entrance was constructed to access this kitchen and anteroom. Interpretive exhibit panels and artifacts in display cases in this area reflect the work and personal lives of the enslaved people who used the kitchen.

Most rooms have one or more interpretive exhibit panels that describe the room's use and emphasize the lives of the Dents, Grants, and the enslaved people who worked here. The second floor and attic of the house are not open to public.

Outbuildings

Four outbuildings survive on the immediate grounds of the White Haven estate.

- A two-room stone building detached from the house has been restored. This structure contains the summer kitchen and laundry room, with exhibit panels reflecting the work and personal lives of the enslaved workers who used these rooms, along with some reproduction furnishings that support the rooms' functions.



Summer Kitchen in the Stone Building



Ice House and Chicken House

- Visitors can also explore the chicken house and view the ice house. An exterior interpretive exhibit located on the path to these buildings further describes their functions.
- The estate's large historic stable has been relocated. About a quarter of the stable was restored to its 1870s appearance and the remainder rehabilitated into a modern museum filled with exhibits and artifact displays. (See Exhibits, page 20)

Grounds

ULSG encompasses a total of 9.65 acres, including the land occupied by the house, outbuildings, museum, and visitor center. Low-profile exterior interpretive nodes (wayside panels) offer interpretation along the walkways to and from the various structures. The grounds surrounding the house and outbuildings – probably once used to support the domestic/house and family life – are currently maintained as a manicured landscape of mown grass and tall trees. Paved walking paths on the grounds highlight the historic trace linking the various buildings. Sidewalks provide access to the parking lot, Grant's Trail, and the adjacent neighborhood.

Visitor Center

The 12,900- square-foot visitor center opened to the public in 2005. The center includes a visitor information desk, a retail museum shop, several interpretive panels, a large map/orientation panel, a conference room, a well-equipped auditorium with full audiovisual capabilities, classroom/break-out space, administrative offices, and restrooms.

The site's library and collections are housed on the lower level of the stable and are open to the public by appointment. Interpretive tours for the house and grounds assemble in the lobby of the visitor center or at the front gate of the house depending on the season and visitation.



Visitor Center and historic stable, now the site's museum

Interpretive Programming

The cornerstone of personal interpretive services at Ulysses S. Grant NHS is a facilitated tour scheduled every half hour to escort visitors through the house. This tour may be led by park guides, volunteers, or other staff members. At the front gate the tour leader seeks to set up a historical ambiance and connect the visitors to the home and lives of its inhabitants. The tour leader opens the front gate and allows visitors to explore the house's first floor, the basement winter kitchen, the two-room stone summer kitchen, and outbuildings unaccompanied. The tour leader is then available to answer questions and provide additional directions as needed. Depending on the group and tour leader, he or she may reassemble the group at the rear of the house, highlight outbuildings, answer questions, and walk with them to the museum. This approach is designed to allow visitors to experience the house and the families who lived in it through exhibits using words and images from the 19th century. Visitors can explore

at their own pace, taking as little or as long as they like. A formal study of the effectiveness of this approach has not been done. (See *Issues and Influences: Not Your Average Historic House*, page 27.)

In addition to the daily tours, the site hosts several special events. The most popular special event, "A Night Walk into the Past," is offered once a year in early August for an audience of approximately 300 people. Now in its 15th season, the Night Walk program features several simultaneous living history vignettes, with visitors rotating around the site to each performance over the course of an evening. Other special programs include the annual Grant Lecture and presentations associated with holidays, site, or Grant-related anniversaries.

Educational interpretive programming includes two on-site curriculum-based education units, "White Haven: The Farm Ulysses Grant Called Home" for 1st through 5th graders, and "In All This I Can But See the Doom of Slavery" for

5th through 12th graders. Teachers may also request customized programs to fit specific curriculum plans or programs similar to those for the general public.

Other children’s programming includes Junior Ranger activities and programs, occasional offsite classroom presentations, Girl and Boy Scout programs, and a collaboration with the Grant’s Farm’s summer “Critter Camp.” Children enrolled in the week-long “Critter Camp” visit ULSG for 30 to 60 minutes per day learning about the Grants and 19th century life. They spend the rest of the day at Grant’s Farm learning about animals and farm life. The program usually covers eight weeks during the summer.

Educational programming for adults includes teacher workshops, presentations for college classes, and other adult learning programs.

Two Traveling Trunks, “School Days of the Past” and “The Right to Vote,” are available for teachers to check out.



“A Night Walk into the Past”

Interpretive Media

The interpretive media in use at ULSG in 2010 is of exceptionally high quality, stylistically compatible throughout, and up-to-date.

Audiovisuals

A 16-minute film, “White Haven: A Place to Call Home,” chronicles the Grants’ lives and provides an overview of their long association with the site. The film is shown in the visitor center every 20 minutes during peak visitation and on demand when visitation is slow.

A cell phone tour with five stops encourages self-guided exploration of the exterior sites. A printed numerical guide is available at the visitor center and at the front and back pedestrian entrances to the site. The guide can also be downloaded from the website.

In the main house, a short video dramatizing a family dinner conversation appears on a flat-screen TV within the frame of an ornate period mirror mounted over the mantle in the dining room. Ambient sounds play through hidden speakers in the parlor. In addition, sequences of historic family photos revolve on digital picture screens set into several gilt portrait frames set on a period bookcase in the sitting room.

In the museum, some exhibits are equipped with push-button audio segments. Most of these audio segments engage the audience through use of professional actors to voice historical letters, documents, and newspaper accounts about the topics or events of the various exhibits. The museum also features four computer interactive stations to explore Grant’s public roles as military commander and president, as well as the challenges of operating a 19th-century farm.



Parlor text panel in main house

Main House

Exhibits in the White Haven historic home consist of wall panels with evocative titles, first-person quotations, and descriptive narratives highlighting personal and social activities that took place within the house.

- A Welcoming Atmosphere
- A Daughter's Dilemma
- A Secret Engagement
- An Invited Guest
- A Silent Witness
- A House Divided
- Growing Up with Slaves
- Comforts of Home
- A Long-Awaited Reunion

In addition, three smaller panels with first-person quotations describe the historic settings in the parlor, dining, and sitting rooms.

In keeping with the desire to create historic ambiance, these installations are small and minimally lit. Depending on the time of day and weather, their interpretive value may be somewhat compromised for many visitors.

The house also includes a few reproduction artifacts such as an historic newspaper, glass pitcher, and children's toys. Additional items may be temporarily added to highlight the season or to create added interest for returning visitors.

Winter Kitchen and Stone Building

Both of these spaces have several wall panels describing the lives of enslaved people of White Haven. The winter kitchen anteroom has artifact cases housing objects such as crockery, metal pieces, beads, and other items recovered during archeological digs. These original objects give voice to the slaves' work and personal life. Located in the basement, the winter kitchen is not accessible to visitors with mobility impairments.

The winter kitchen includes a period copper kettle and stand and a few



Exhibits inside the Winter Kitchen anteroom

Interior Exhibits

ULSG offers a wealth of exhibits, most drawing on primary sources such as direct quotations and period illustrations, to provide extensive non-personal interpretation for visitors.

Visitor Center

Flat panels include a free-standing welcome panel with site orientation information, a wall mural depicting a young Ulysses and Julia in the background with a quotation from Julia overlaid on top, and a wall panel titled *Legacy of a Home* that provides information on the preservation of the site. In addition, an interactive computer station provides visitors with information on other Grant sites throughout the United States.

reproduction artifacts such as a wooden table, crockery, cookware, a woodbox, fireplace accessories, and log grates. The summer kitchen includes reproduction artifacts such as a wooden table and chair, crockery, cookware, a woodbox, fireplace accessories, and log grates. The laundry includes a period large copper kettle and stand, a reproduction laundry basket, a clothes line and pins, fireplace accessories, a log grate, and a woodbox.

Ice and Chicken Houses

The interior of these outbuildings contain subtle exhibit features that reflect their use, such as blocks of “ice” and ice tongs in the Ice House and reproduction egg baskets and feed sacks in the Chicken House. A small exhibit stand in the Chicken House provides a first-person quotation. An exterior interpretive panel on the path adds information about them.

Stable/Museum

The original stable was built at the direction of Ulysses Grant. The exterior is restored to its 1870s appearance. The west end of the interior features restored elements of

the building as it might have looked during Grant’s time, with a horse stall and tack room. The majority of the interior has been rehabilitated into a museum offering a comprehensive interpretive treatment titled “An Intricate Tapestry: The Lives of Ulysses and Julia Grant.” The museum explores the Grants’ relationship, their public and private lives, families and friends, and the social and political context of their times. The exhibits depend largely on printed wall and reader rail panels, although a number of topics also include audio options, and a few employ interactive choices by visitors. Some exhibits include museum-style artifact cases, and a small dress-up area has been set aside for children.

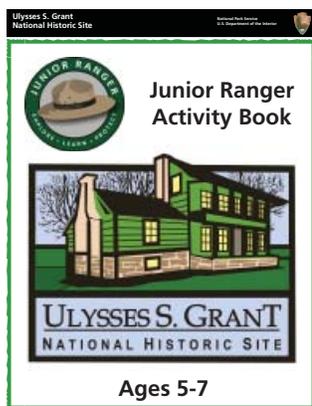
Completed in 2007, the museum exhibits reflect the most current scholarship and archeology on White Haven and its residents. The exhibits also acknowledge and address the commonly held misconceptions regarding Ulysses Grant.

The museum was designed to be entered after the house tour from the west end (farthest from the visitor



Barn Tack Room

center), with a concluding panel on the east end just before visitors leave the stable to reenter the visitor center. For visitors choosing to visit the museum without doing the house tour first, its east entrance can be confusing. However, once in the museum, visitors find a thematic design that enables them to explore individual exhibit areas in any order.



Junior Ranger Activity Book

Publications

ULSG's interpretive publications are generally of high quality, up-to-date, and available as printed versions at the visitor center as well as in downloadable files from the web. These publications include:

- Unigrid brochure reprinted in 2010
- Card-stock bulletin on Grant's inaugural addresses
- Site bulletins on:
 - Hardscrabble
 - Julia Dent Grant
 - Slavery at White Haven
 - The Grants' World Tour
 - Wildlife
- Quarterly Newsletters
- Junior Ranger booklets for ages 5-7, 8-10, and 11 and up
- One-time use publications for special events such as the annual Night Walk

Exterior Interpretive Exhibits

ULSG has seven low-profile exterior interpretive exhibits along the historic trace walkways leading from the visitor center to the main house and back to the museum:

- A Place Called Home
- Early Owners of the Farm
- White Haven's Outbuildings
- The White Haven Estate: Other Houses
- The Working Farm
- New Buildings for White Haven
- The Roads to White Haven

These exhibits were designed simultaneously with the construction of the visitor center and museum in

2004 and installed in 2007. These signs contribute significantly to thematic continuity throughout the site, with appealing use of imagery and quotations from primary historical sources. It should be noted that although their layouts do not conform to the NPS wayside exhibit guidelines and do not include the NPS arrowhead, this approach was intentional on the part of the exhibit designers and park staff. In acknowledgement of this concern, the NPS Harpers Ferry Center and the site agreed to classify these installations as interpretive nodes, extensions of the museum exhibit plan, rather than as independent wayside exhibits.

Website

The ULSG website offers virtual and on-site visitors a wealth of information and interpretive material, including digital versions of most of the park's printed publications, such as Junior Ranger booklets for three age levels and the quarterly park newsletter. The website also displays a number of photographic images.

Media Assets

The park library has a collection of approximately 4,000 monographs and vertical files. These range from historic publications, primary source documents, and manuscripts to contemporary scholarship. The public may access these materials through an appointment with the park historian.

The park's artifact collections include photographs; historic objects in art, decorative arts, personal belongings; typical 19th-century farm equipment; historic architectural ornaments; and archives that document the site's history, development, and historic structure preservation. The park has approximately 50,000 archeological artifacts, the bulk of which are stored at the NPS Midwest Archeological Center.

Partnerships

Jefferson National Parks Association (www.jnpa.com) is the federally recognized National Park Service non-profit partner to ULSG and provides educational products and services, visitor convenience items, and opportunities for the visitors to engage with the site through financial contributions and membership. Jefferson National Parks Association (JNPA) operates the Ulysses S. Grant Museum Shop at the visitor center and contributes a portion of the proceeds to the site to help fund its educational and interpretive programming. JNPA is also an official non-profit partner to other NPS and public land sites, including the Jefferson National Expansion Memorial in St. Louis. A 501(c)3 non-profit organization dedicated to educational purposes, JNPA has the ability to accept donations and raise funds in a variety of ways (in addition to retail services) for the sites it serves.

As part of a nationwide renewal/revision of agreements with all 55 NPS cooperating associations, a revised standard cooperating association agreement (Director's Order # 32) was signed between the NPS and JNPA in 2010.

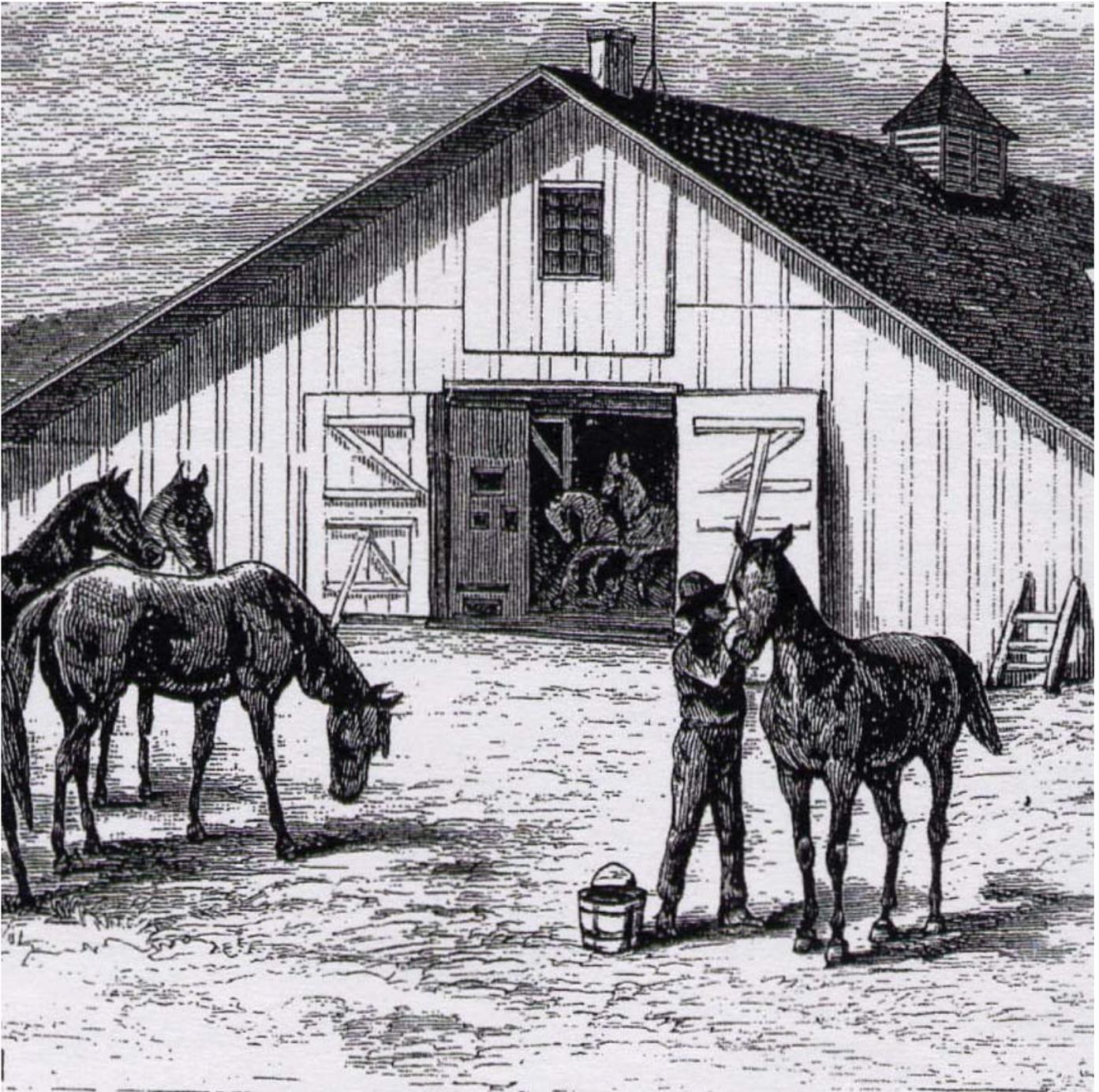
The Ulysses S. Grant Association has worked since its founding in 1962 to collect and publish 31 volumes of *The Papers of Ulysses S. Grant*. Begun at Ohio Historical Society as a project of the Civil War Centennial Commissions of Illinois, New York, and Ohio, the Grant Association is now housed at the Mitchell Memorial Library of Mississippi State University in Starkville, MS. The Grant Association works with the ULSG historian and curator in mutually supportive roles regarding the preservation and use of written records of President Grant. In the absence of a dedicated presidential library, the bulk of President Grant's papers are housed at the Library of Congress, and Mississippi State University maintains copies of them.

Volunteers

Volunteers in Parks (VIPs) at ULSG number approximately 20 to 30 per year. The majority of ULSG volunteers are retirees. In FY2010, a total of 23 active volunteers logged just over 2,300 cumulative volunteer hours in service to the site. Typically, volunteers work primarily in the areas of interpretation and visitor services (2,286 hours in FY 2010) in activities such as staffing the visitor information desk, conducting tours, presenting educational programs, and aiding in special events such as Night Walk. The volunteers also assist Grant's Farm staff, providing informal interpretive contacts at the Hardscrabble Cabin during the Farm's Civil War Days. The volunteers also assist with collections by photographing objects, assist in the library with a new large collection of books, and assist the maintenance division in caring for and maintaining the site's grounds and historic structures.



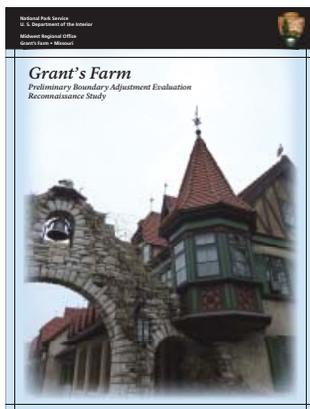
2009 Volunteers



Issues and Influences

"I have seen many farmers, but I never saw one that worked harder than Mr. Grant. He plowed, split rails, and drove his team."

- Mary Robinson, former enslaved cook at White Haven, reminiscing about Ulysses Grant in a newspaper interview on July 24, 1885—*St. Louis Republican*



Grant's Farm
Reconnaissance Study

Grant's Farm

In 2010, the NPS performed a Reconnaissance Study to examine a possible future role of the NPS in acquiring all or part of Grant's Farm, a 273-acre property that was part of Ulysses S. Grant's White Haven estate and lies across Grant Road from the national historic site. Reconnaissance task force members and Missouri Congressional representatives toured the site and discussed the farm's future with Busch family members in February 2010.

The acreage now called Grant's Farm has been owned by the St. Louis-based Busch family, founders of the Anheuser-Busch, Inc., breweries, since 1903. A Busch family mansion is sequestered on the grounds, while the more accessible parts of the estate are open to the public as a zoo and wildlife preserve sheltering some 400 animals representing more than 100 species, from bison and flamingoes to the famous Clydesdale draft horses.

In 2008, Anheuser-Busch was taken over by a Belgium-based conglomerate called InBev. The merged company sold the Anheuser-Busch theme park and entertainment division, leaving Grant's Farm – owned by a Busch family trust but operated by Anheuser-Busch – as the company's sole remaining public entertainment operation. The farm attracts some 550,000 visitors a year.

Of particular interest to the NPS are two sites on the Grant's Farm property that are directly associated with President Grant's tenure on the land.

Hardscrabble Cabin

In 1848, Julia Dent Grant's parents gave the newly married couple 80 acres of land approximately a half mile north of their house, and in 1855, Grant began sawing and notching logs to build a four-room, two-story cabin on the property. (This land is currently owned by St. Paul Cemetery; a plaque marks the location of the original cabin.) The cabin was completed in just three days with the help of friends, and Julia and



Hardscrabble Cabin

Grant's Farm Staff

Ulysses lived there for a short time in 1856 before moving back into White Haven after the death of her mother. The Grants owned the cabin until Ulysses' death in 1885.

Since that time, the cabin passed through various owners and locations – including being dismantled and moved for display at the 1904 World's Fair at Forest Park in St. Louis. In 1907, August Busch had the structure moved and reassembled on the current Grant's Farm property, approximately one mile from its original location. Anheuser-Busch restored the cabin to its present condition in 1977, where it remains as an attraction within Grant's Farm.

Wish-ton-Wish Archeological Site

Wish-ton-Wish was the brick and stone home of Julia Dent Grant's brother Louis (Lewis). The Grants lived in this house for a brief time, and their daughter, Ellen (Nellie), was born here. The structure burned in 1873 while the Grants were using it to store most of their furnishings and household goods during their tenure in the White House.

Other Areas of the Property

A concern regarding NPS involvement with the site is the historical significance of the Busch contributions to the site, including the Progressive Era mansion and other structures. According to the 2010 NPS Reconnaissance Study, adding those portions of Grant's Farm that "protect significant resources or expand the park's ability to interpret White Haven Farm" would be within the spirit of the establishing legislation for Ulysses S. Grant National Historic Site. However, "acquiring the new property in order to expand the mission of ULSG to include interpretation of Busch resources would require a change in legislative purpose." The Busch resources also include a menagerie of exotic animals, whose upkeep and management would require expanding the NPS role. As the Reconnaissance Study relates, "It is not within the

mission of the National Park Service to manage zoos; however, the menagerie at Grant's Farm is a historic use of the property and may be found historically significant."

Public interest in the future of Grant's Farm is high. Several newspaper accounts of the matter have appeared in local papers, and in July 2010, the Board of Trustees of Grantwood Village unanimously passed a resolution in support of the NPS study and distributed a list of federal and local officials for residents and neighbors to contact urging their support. In August 2010, the City of Crestwood passed a similar resolution in support of the NPS involvement with the farm. In all more than 20 municipalities passed resolutions including St. Louis City and St. Louis County. A similar resolution has been introduced into the Missouri State House of Representatives.

"WHEREAS, the Town of Grantwood Village commends the National Park Service, its staff, historians, and all who worked to restore the White Haven estate to its original splendor, thereby giving all of us an insight into and an education of the lives of President Ulysses S. Grant, his wife, native St. Louisian and First Lady of our Country, Julia Dent, and those who walked these lands before us. . ."

From A RESOLUTION IN SUPPORT OF THE EXPANSION OF THE NATIONAL PARK SERVICE TO OVERSEE AND OPERATE GRANT'S FARM
July 20, 2010

Saint Paul Churchyard

The original site of the Hardscrabble Cabin is within the Saint Paul Churchyard cemetery. A small monument marks the assumed location of the cabin. In 2004, with the permission of the land owner, the Midwest Archeological Center

conducted geophysical investigations and concluded that “a triangular concentration of magnetic anomalies in the center of the survey grid suggests the location of the Hardscrabble residence and area of cultural disturbance associated with discard of iron artifacts during the occupation of the residence by the Grant family and subsequent tenants and owners.” As of 2011, the land owners have given no indication that they plan on making any changes to the site.

Jefferson Barracks

As mentioned earlier (see Plans Prepared by Others, page 14), plans currently under consideration at Jefferson Barracks will doubtless require some liaison work and input from ULSG staff. At this juncture the

timeline and funding prospects for the Jefferson Barracks project are uncertain, but lines of communication should be established as needed.

Not Your Average Historic House

Like many historic houses associated with nationally prominent people, White Haven has been architecturally restored to a specific time period with a careful eye for authenticity and resource protection. However, several points about the restoration have important ramifications for interpretation:

- The house is predominately restored to its appearance in the mid-1870s; however, for clarity in interpreting the enslaved people prior to the Civil War, the winter kitchen and the stone building are restored to early 1860s. The



Marker identifying the original location of Hardscrabble Cabin. The plaque was placed by the Webster Grove Chapter of the Daughters of the American Revolution in 1947.

interpretive themes of the site span almost the entire 19th century, from Julia Dent’s childhood until President Grant’s death in 1885.

- The house’s restoration process deliberately excluded typical modern heating, cooling, and lighting, thus limiting the use of artifacts and leaving printed materials dimly lit on cloudy days. Geo-thermal heating provides heat up to 55 degrees and fiber optic lights illuminate exhibit panels. The house has one accessibility ramp leading into it; however, due to space concerns there are no ramps inside.
- Few White Haven furnishings with definitive provenance survive, due to the house fire at Wish-ton-Wish in 1873. Given the uncertainty about authentic furnishings as well as the lack of climate control, the house is furnished for scale and function of the rooms.
- Interpretation in several rooms in the house is delivered by high-tech devices (video, digital photographs) integrated into the historic setting in gilded portrait and mirror frames.

Although visitor responses to ULSG are overwhelmingly positive and praising, with almost no negative feedback of any kind, comment card data collected by University of Idaho site surveys in 2009 and 2010 show that a few visitors have definite opinions about the house interpretive approach, as it is different from many historic homes:

“More artifacts in the house would be nice.”

“Could use a little more furnishing.”

“The park rangers were wonderful.

Very personable and informative. More furniture in the house would be nice.”

Broader NPS Interpretation

As an NPS site, ULSG is encouraged to interpret agency-wide topics such as bio-diversity, climate change, and special anniversary or commemorative events such as the earlier mentioned Civil War Sesquicentennial and NPS Centennial. ULSG faces the challenge of integrating such topics into site-specific interpretation.

Furthermore, although ULSG has numerous relatively new interpretive features, interpretive programs must continue to grow, change, and adapt in order to remain relevant to current and future audiences. This need for continued momentum – the need to resist “resting on its laurels” – may well be the foremost challenge for ULSG in the coming decade.



Recommendations

"White Haven is the most important historic structure existing anywhere in or near St. Louis. It occupies a place in Grant's life similar to that of Arlington in the life of Robert E. Lee. It meant far more to the Grants than any other building; the sentimental attachments existed from the time of the first meeting between Grant and his future wife until both had died."

- Letter, May 17, 1985, John Y. Simon to Pat Tracy, when efforts were underway to preserve White Haven

The visitor center and interpretive exhibits in the house, barn, and outbuildings at Ulysses S. Grant National Historic Site have been open to the public less than a decade, and the site’s interpretive facilities and programming are well-developed and of high quality throughout. Accordingly, the following recommendations build on the strong interpretive foundation already in place at ULSG.

Based on the interpretive themes and visitor experience goals developed for the site (see pages 6 through 10), ULSG’s vision for the future is multi-faceted, inclusive, and exciting. This vision is articulated in the following statement that guides these recommendations:

Each visitor to ULSG should find a place that provides opportunities to explore the complex characteristics of Ulysses S. Grant, Julia Dent Grant, their children, Julia’s family, and the enslaved people who lived at White Haven during the 19th century. Visitors should be able to explore the historic buildings, engage in activities, talk to employees and volunteers, and hear and read about aspects of the lives and events of the time. Visitors should discover multiple opportunities to understand different perspectives, empathize with the struggles and victories of the past, and examine how these struggles are relevant to their lives today. Because its historic buildings present a tapestry of new exhibits and displays overlaying a well-preserved historic fabric, ULSG provides both staff and visitors with interpretive opportunities not present at other historic sites related to Ulysses S. and Julia Dent Grant.

A number of recommendations for expanding and enhancing interpretive offerings, especially in reaching out to diverse, underserved, evolving, or non-traditional audiences, can help guide ULSG in the coming decade. Of special note are interpretive initiatives that reach out to various community constituencies and interpretation that accommodates an anticipated increase in visitors with disabilities, especially age-related and mobility impairments as the large baby-boomer cohort (a key segment of the nation’s heritage tourism audience) grows older.

The following recommendations offer guidance for ULSG in broadening, adapting, and strengthening its interpretive program over the next seven to ten years. These recommendations represent advances in the interpretation on site, as well as activities to increase the number and diversity of visitors.

Parkwide Recommendations

Outreach

A quick look at the world of travel reviews online (tripadvisor.com, travel.yahoo.com, yelp.com) and in guidebooks to the St. Louis area confirm a recurring observation among park stakeholders during planning workshops in 2010 and 2011: If recognized at all, the Dent/Grant home is perceived as a “hidden treasure” among the region’s tourist attractions, a site found easily enough by visitors with specific interests (presidents, the Civil War), but all too often overlooked by guidebooks and the general public.

With some 40,000 visitors a year, ULSG has a solid constituency. However, in light of its urban location and the depth of its offerings, the park remains under-utilized much of the time except during peak periods of summer. Though no extensive marketing data exists to identify precise market segments and potential audiences, LRIP participants agreed that this under-utilization could be improved significantly through a variety of outreach efforts.

The outreach efforts recommended here challenge the park to go beyond its baseline interpretive programming to offer special programs and events for targeted audiences.

Outreach Recommendation # 1: Community Outreach

Improve awareness of the site among the communities and residents of greater St. Louis, from whom the park might expect year-round usage and personal word-of-mouth recommendations for family members, friends, and out-of-town visitors.

- Stage a series of weekend off-season “Community Days” built around a localized theme such as “History in Your Own Backyard,”

with activities by and for youth groups, neighborhood associations, community musical and theater groups, and civic clubs to inspire local exploration and engagement at the park.

- Create events that connect or partner with interest groups beyond the formal disciplines of history or Civil War studies. For example, create a program on Ulysses Grant as a horseman to appeal to those who breed and/or ride horses.
- Plan a regional Open House and related events to commemorate special anniversaries of the Grants or the site.
- Continue to partner with Grant’s Farm to celebrate its 60th anniversary in 2014. [Centennial Strategy Recommendation]
- Continue to provide assistance to Grantwood Village to celebrate its 75th anniversary in 2012. [Centennial Strategy Recommendation]
- Continue to collaborate with Grant’s Trail and local municipal parks to promote recreational use and interpretation of Grant’s Trail. [Centennial Strategy Recommendation, modified]
- Support creation of the Ulysses S. Grant Heritage Trail linking Jefferson Barracks and ULSG, as proposed by the Jefferson Barracks Heritage Association.) [Centennial Strategy Recommendation, modified]

Outreach Recommendation # 2: Partner Outreach

Improve awareness of the site among its own partner organizations and longstanding supporters, including other NPS and Grant sites, other St. Louis-area cultural and heritage institutions, JNPA, and the former members of Save Grant's White Haven.

- Institutionalize and continue the ULSG working committee within JNPA so as to elevate the park's profile among JNPA leaders and membership, draw attention to ULSG needs and capabilities as a JNPA constituency, and explore future JNPA support (including both funding and volunteers) for interpretation at the site.
 - For example: JNPA can work with ULSG to stage fundraising drives/events in support of interpretive programming, but the request and programming needs must arise from ULSG.
- Create a Scope of Sales for the JNPA bookstore housed in the ULSG visitor center. The park interpretive staff should continue to assist the JNPA staff in building a collection of books and other items that expand and enrich the primary interpretive themes identified



Jefferson National Parks Association gift shop

in this plan. Both staffs should continue to incorporate interpretive elements into the store area where appropriate.

- Explore the possibility of forming a ULSG Friends group for the site.
 - In the beginning Save Grant's White Haven served this role. The group disbanded after the park was established. While JNPA can fulfill some of the functions of a Friends Group, JNPA is an NPS cooperating association with a broad mandate serving eight NPS sites. A dedicated Friends group for ULSG could bring together park volunteers, assist in interpretive programming and educational outreach, and serve as community ambassadors for the park, much as Save Grant's White Haven did in its formative years.
- Continue to participate in existing Grant-related affinity groups and help develop new ones within the NPS Midwest Region to share resources related to Grant's presidency, the Civil War, the African American experience, women in history, and Reconstruction. [Centennial Strategy Recommendation, modified]
- Continue to partner with Jefferson National Expansion Memorial in special programming such as Fair St. Louis and Park Palooza.
- Explore partnerships for particular events or programs. For example, bring in a local small symphony, military band, or university music department to play period music and title the event "Military Music under the Moonlight."

Outreach Recommendation # 3: Educational Outreach

Improve K-12 and university use of the site and its resources in order to enrich educational experiences for young people as they explore our nation's history.

- Create/formalize an education taskforce of park staff, volunteers, and educators/retired educators to guide the park's outreach to local and regional educators.
 - The foundations of this taskforce were established in early 2011 and should be continued.
 - Expand opportunities for ULSG to host frequent events, meetings, and training workshops for educational groups such as National Council for the Social Studies, the Missouri Council for History Education, the Social Studies Coordinators of the greater St. Louis region, the American Association for State and Local History, women's studies, and academic and public librarians' associations. While ULSG meeting facilities are not large enough for most national events, the site can support local events. Staff and volunteers should continue to work on committees for these and similar organizations.
- Create an annual teacher workshop at the site, focused specifically on a subject area tied to curriculum standards. Send selected teachers personal invitations via subject-area educator associations. Continue to partner with other sites and agencies in off-site teacher workshops.
 - Explore opportunities to partner with organizations within the schools such as "Springboard to Learning," "Upward Bound," or the local group "College Bound."
 - Select and promote a "Book of the Month" from the ULSG library or JNPA bookstore, including author interviews, images, and book reviews in local media, and coverage in the park newsletter.
 - Stage a "college night" at ULSG to introduce the park and its resources to university professors and their students, including those in history, education, museum studies, women's studies, and other relevant fields.
 - To bolster attendance, work with professors to give students extra credit if they participate (similar to music or drama students who receive extra credit if they attend a recommended concert or play).



19th Century Transportation Demonstration

Outreach Recommendation # 4: Media Outreach

Improve and expand media relations in the St. Louis region, the Midwest, and among travel publications and websites generally, especially during the Civil War Sesquicentennial.

- Consider a public relations intern program with a local college or a pro bono relationship with a local public relations professional to work on a five-year public relations plan for ULSG.

- Seek a media-relations volunteer to assist the Chief of Interpretation with compiling a comprehensive media list; assessing each media outlet’s market share relative to ULSG’s needs; and selectively entering, updating, and monitoring online listings on a consistent, regular schedule.
 - This effort should start with free listings, including year-round and calendar posts, and then selectively include high-volume, widely distributed tourism publications that charge fees for listings which JNPA may be able to help fund.
- Create and disseminate regular news releases (at least once per quarter) about ULSG via email, on the park website, and through social media sites.
 - News releases may be about specific upcoming events, such as the annual Night Walk into the Past in August, or they may serve as teasers to spark media interest in feature/human interest stories. For example, a number of articles in recent park newsletters could be adapted as short news releases.
 - In general, news releases should be distributed by email to a wide array of media in a two-tiered approach. Occasional high-interest items should be sent to major media outlets such as public broadcasting stations, TV stations, local affiliates of wire services, and the St. Louis Post-Dispatch, while regular local-interest items (with photos when available) should go more often to alternate weeklies, neighborhood newspapers, and community newsletters.
 - Although relatively few ULSG news releases will spark coverage by larger media outlets, smaller outlets including online media will use items more frequently. Either way, the cumulative effects of ongoing media relations over time will raise the profile of ULSG and help position it as a place of note and a potential media resource for any Civil War-related inquiries. These outlets need the personal touch of an ongoing personal relationship with key people at each station or newspaper.
- Consider staging a special “media day” at the park as part of the Civil War Sesquicentennial, with personal invitations to St. Louis area news media. Special programming for this event might focus on one-of-a-kind ULSG resources regarding General Grant and Civil War-era communications, news coverage, and photography and magazine illustrations of the era.
- Invite local television stations to spotlight the park and what the park offers on their community programming. For example, KSDK Channel 5 currently hosts “Show Me St. Louis” and “Today in St. Louis.” KETC Channel 9 currently hosts “Living St. Louis.”
 - Focus attention on work with students and with under-engaged audiences to attract media attention.
- Consult with the Midwest Region as needed regarding overall NPS guidance on media relations.

Outreach Recommendation # 5: Opinion Leader Outreach

Reinvigorate and enhance the site's image among opinion leaders, elected officials, and other decision makers.

- Create opportunities such as an Open House or a theme-based special event to invite opinion leaders, elected officials, and other decision makers for a first-hand, personalized tour of the site.
 - As the future of Grant's Farm continues to be a point of interest in St. Louis, additional attention will be focused on ULSG and the NPS presence in this part of the city.



In the future, the park will work with local media to focus attention on student programming.

Personal Services

Because of the unique characteristics of the Dent/Grant home, the dominant historic resource at the site, personal interpretive services are and should remain crucial to the visitor experience. These recommendations seek to expand personal services through creative, innovative, and special-event approaches within the capabilities of a small interpretive staff supplemented by volunteers and park partners.

Personal Services Recommendation # 1: Talks and Tours

Expand personal services during periods of high visitation to allow visitors additional opportunities for a personalized experience.

- Evaluate the effectiveness of the current structure of the house tours.
- Schedule a uniformed ranger to offer one interior house tour per day on weekends on a selected topic in addition to regular tours. Publicize this new offering on-site and electronically.
- Evaluate visitor response seasonally to determine feasibility of continuing and expanding such interior tours.
- Station a roving uniformed employee or volunteer in the house at intervals during peak visitation times. This person should be prepared to answer visitors' questions and to offer short "pocket programs" of a few minutes' duration on a rotating series of topics (perhaps supplemented with reproduction artifact props) related to the site's primary interpretive themes.
 - Evaluate visitor response seasonally to determine feasibility of continuing and expanding the roving ranger presence in the house.
- Schedule an employee or a volunteer to give talks about topics related to the interpretive themes in other areas in the park such as the classroom, the stable, and the museum.



Girl Scouts learn about school days in the "Julia Dent: An American Girl" program

Personal Services

Recommendation # 2: Special Events

Expand the park's existing schedule of special events strategically to encourage interest and support from targeted outreach constituencies, as well as the general public.

- Continue to leverage existing programs such as the annual Ulysses S. Grant Lecture and John Y. Simon Day to position ULSG for higher visibility among targeted outreach groups or to advance interpretive goals for the site.
 - As the series continues, work with the Grant Association to choose lecture topics strategically – for example, to emphasize the importance of primary sources in understanding history; to spotlight Grant's views on African Americans and/or immigrants; or to offer new insights into Grant's relationships with prominent Missourians.
- Continue and expand the successful Night Walks program, perhaps
 - seasonally (spring, summer, fall) to reach a broader audience and to incorporate more local volunteers as living history participants. Such an expansion might be accomplished by tapping into youth groups, schools, and special interest groups to recruit volunteers.
- Continue and expand the occasional use of short personal programs within the museum – preferably on a regular schedule on weekends and during the peak season – with presenters using artifacts and storytelling to engage audiences.
 - Design some of these programs especially for younger visitors.
- Plan and develop relevant interpretive programming for parkwide special events series aimed specifically at community audiences, partners, educational groups, and media, as highlighted throughout these recommendations.
- Continue to plan and host a series of Civil War Sesquicentennial interpretive events at the site during the years 2011 through 2015.



House tours allow visitors to interact with rangers on an individual basis.

- Continue to work with the NPS Midwest Region, regional parks and history organizations to coordinate an appropriate roster of events, publicity strategies, and interpretation, as based on the Midwest Regional plan of May 2009. (See page 12.)
 - Plan and host special events commemorating the NPS Centennial year in 2016.
 - Many of these events will be part of national initiatives, but ULSG should also prepare its own interpretive program focusing on what the NPS presence has meant for the Dent/Grant home and its immediate environs.
- these proposals will require additional trained staff or volunteers.*
- Introduce active, speaking living history practitioners into interpretive programming on an occasional basis, such as for special events or well-publicized weekend appearances, to deliver first-hand historical perspectives on specific topics or events.
 - Typical living history portrayals may include anonymous personifications of historical occupations or points of view, dramatic reenactments of well-known events, or impersonations of documented historical characters.
 - Consider the use of authentically costumed “background” living history practitioners to people selected rooms and locations in the house and grounds during peak season or for school and community groups.
 - Consider staging a series of living history events, perhaps one per season, to reflect “A Day in the Life of White Haven.” On this day, the entire estate would be peopled with costumed living history practitioners (primarily volunteers) engaged in whatever their historical counterparts might have been doing on that day 150+ years ago.
 - A living history sequence of this kind, conducted quarterly throughout the Civil War Sesquicentennial years, would be a unique, exciting, and high-visibility way for ULSG to expand its audience and gain stature and recognition within the St. Louis area.

Personal Services
Recommendation # 3: Living History

Integrate both active and passive living history scenes into site interpretation to create a vibrant atmosphere where visitors can more easily connect with the lives of the people who lived on the property in the 1800s. To be effective,



Costumed interpreter talking with visitors



Dr. Joan Waugh at the 2010 Grant Lecture

Personal Services

Recommendation # 4:

Educational Services

Continue to develop curriculum-based K-12 educational programming and extracurricular educational programming that draws on the site-specific resources of ULSG. These recommendations will enhance opportunities for students to participate in place-based educational activities both on- and off-site.

- Work with the park’s newly formed educator taskforce to develop relevant curricula for subjects/ grade-level combinations as mandated by Missouri education standards. Publicize those curricula among teachers most likely to bring classes to the site.
 - Promote the site’s educational opportunities to private schools as well as public schools in the area, as private schools may have more flexibility for site visits.
- Explore options for helping schools fund buses for field trips to the site.
- Continue developing “traveling trunks” to support the curriculum, and explore new options for making these available to schools via teachers, NPS staff, and volunteers.
 - Evaluate trunks periodically to determine feasibility and demand for this kind of educational product, especially prior to developing new trunks.
- Plan several different curriculum-based, student-centered programs of varying lengths, so that schools can choose shorter or longer programs, according to their needs.

- Continue collaboration with other St. Louis-area Civil War sites through the “Freedom’s Gateway: St. Louis in the Civil War” collaborative to produce and publicize Civil War Sesquicentennial curriculum materials.
- Add additional education materials to the park’s website such as curriculum materials for teachers and resources for students conducting research.
- Update the “Reading History” online educational materials as needed.

Personal Services

Recommendation # 5: Evaluation and Training

Seek ways to evaluate current programs and to offer training opportunities to ensure quality of future programs.

- Revise and update the checklist for evaluating all personal programming to ensure a clear, cohesive connection to one or more of the primary interpretive themes for the site.
- Make regular interpretive training opportunities available for interpretive staff and volunteers who work with the public through such resources as on-site training, online courses, a mini-library of well-known books by established leaders in the interpretive field (i.e., Freeman Tilden and others), and off-site workshops and conferences.
- Participate in NPS Interpretation Program Assessment field testing in summer 2011. Embrace the metrics developed and tested through this program when development is complete.

Non-Personal Services/ Interpretive Media

Interpretive media can enable visitors to immerse themselves in the history of the site beyond the scope of the interpretive staff and volunteers. Media is a fast-changing field, and while these recommendations are based on current technologies and use, the ULSG interpretive staff should continue to explore and respond to new interpretive media possibilities in the future. With each recommendation, regardless of the technology used, it will be critical to ground the interpretive media presentation on the park’s interpretive themes and carefully consider how the program will complement other interpretive efforts.

Interpretive Media Recommendation # 1: Audiovisual Media

Plan and oversee production of a new audiovisuals for the site.

- Create a new film for the visitor center (currently underway). The film must include strong thematic development based on one or more

of the interpretive themes. The film will highlight Grant’s strengths without unnecessary repetition of current site interpretive elements.

- Explore additional audiovisual media for interpretation within the house, outbuildings and museum. Media will enrich interpretation of site themes while enhancing visitor experiences especially those with disabilities.

Interpretive Media Recommendation # 2: Virtual/ Web Media

Increase the use of virtual or web-based interpretation to allow visitors opportunities to connect to the significance of the resources both on- and offsite. More people are using their computers as informal learning and entertainment platforms, and it is critical that access to ULSG’s resources be available on-line.

- Continue to enhance and enrich the ULSG website’s pages for History & Culture and Nature & Science.



Visitors are immersed in an 1857 discussion at White Haven through the “Magic Mirror” in the dining room.

- Create a gallery of photos and images on the website.
- Install webcams to deliver a virtual tour experience in areas of the house that are currently inaccessible to persons with mobility disabilities. These webcam presentations may be a combination of simple panoramic video interspersed with a short narrated virtual tour.
 - Make the virtual tour available via download to personal electronic devices in addition to being visible on a monitor. [Centennial Strategy Recommendation]
- Create a 30- to 45-minute virtual tour of the site, including areas not open to the public, for web-based viewing and downloading to personal devices. The audiences for such a program include visitors planning or already visiting on-site (including those with mobility impairments) as well as virtual visitors and distance-learning classrooms. [Centennial Strategy Recommendation]
- Work with other Grant sites to develop an in-depth online tour of Grant sites.
- Photograph a portion of ULSG artifacts and archival materials to create a virtual museum online.
- Use available technology now to monitor usage trends on the cell phone tour.
- Locate site brochures and site bulletins online as downloadable files for retrieval on e-readers and smart phones.
- Reassess the site’s technology-dependent interpretive materials at three-year intervals to stay informed about new technology or delivery methods.
- Add web links to all future print publications (including site bulletins), exterior wayfinding, and exterior interpretive installations; retrofit existing installations as feasible.
 - Investigate feasibility of adding specific QR or bar codes to exterior signs to link to relevant ULSG site bulletins or other in-depth online materials.

Interpretive Media Recommendation # 4: Social Media

Explore social media as a vehicle for local publicity and a means of two-way communication/feedback with volunteers and the community.

Interpretive Media Recommendation # 3: Multi- platform Utilization

Plan for multi-platform uses for all future interpretive media to maximize impact and leverage production costs and staff time across multiple formats for multiple audiences.

- Explore options for adapting the current cell phone tour for use as a downloadable podcast/smart phone application.
- Support the recently created ULSG Facebook page.
 - At a minimum, ULSG staff or volunteers can select and upload short quotations from Julia and Ulysses Grant’s letters, plus photos of the site and/or interesting artifacts once a week or on a regular schedule. Staff can also make “fan” requests of newsletter subscribers and others for whom the park has email addresses.
- Continue to supply materials for JNPA social media sites.

Interpretive nodes provide information about the 19th century stable and transportation methods.



- Consider creating a topically focused blog for two-way communication with visitors and supporters of ULSG.
- Monitor, correct, and expand online information about ULSG, such as the Wikipedia entry, user-created podcasts, YouTube entries, and future user-generated online content.
 - Where appropriate, consider linking to these sites from the park website. For example, the Mississippi State University Libraries and the Ulysses S. Grant Foundation have teamed together to offer “the Ulysses S. Grant Presidential Collection Database Tutorial,” a seven-minute online tutorial, on YouTube; Grant enthusiasts would welcome a link to aid their explorations of this collection.
- Track, respond, and update online reviews of the site, and seek to add positive mentions of ULSG to the array of popular online tourist sites.

Interpretive Media Recommendation # 5: Printed Publications

Maintain a variety of print publications for use on-site, at non-NPS visitor centers, and for communication with stakeholders. While increasing numbers of visitors and potential visitors are learning about the site and its resources through electronic media, many visitors will continue to prefer interpretive materials on paper. Printed publications can be re-read and referred to many times, thereby providing lasting, sustained opportunities for people to form and continue connections to the site’s resources over time.

- Continue producing quarterly newsletter and distributing by mail and email.
- Create a ULSG rack card for wide distribution at non-NPS sites such as state welcome centers, convention and visitor bureaus, and other sites related to Ulysses S. Grant.

- Reassess the number and topics of NPS site bulletins at five-year intervals, as new research emerges, the site changes or as visitor preferences evolve.
 - For example, introduction of a kitchen garden or other 19th-century agricultural aspects at the site might inspire the creation of a site bulletin on 19th-century Missouri agriculture as practiced by the Dent/Grant families and the hired and enslaved people on the estate.
- Consider creating a site bulletin that interprets and explains the restoration and lifestyles exemplified in the Dent/Grant family home, while also relating these issues to current NPS-wide and ULSG goals on reducing facilities' environmental impacts – i.e., comparative energy usage in air-conditioned and un-conditioned spaces, use of geo-thermal heating and cooling, and 19th-century landscaping, building materials, and climate-conscious details such as the wide porch, the stone kitchen, and the cellar.



Sitting Room Games

Interpretive Media

Recommendation # 6: Exterior Interpretive Exhibits

Exterior exhibits give visitors context and meaning regarding the historic buildings and the property as they were in the past. Current exterior exhibits should be maintained and evaluated for effectiveness. If needed, revisions or additions should be considered.

- Reassess condition of all outdoor interpretive exhibits at five-year intervals and upgrade as needed. Explore the possibility of adding links such as QR or bar codes to exterior signs to link visitors using handheld devices such as cell phones and iPads to relevant ULSG site bulletins or other in-depth online materials.
- Continue work with Grant's Trail (St. Louis County) and Jefferson Barracks to support their development of additional exterior interpretation along recreational trails related to the Dent/Grant families and the White Haven estate.
- Explore use of temporary exterior interpretive exhibits or displays which may encourage local residents using Grant's Trail to make return visits to the park.
- Explore the potential of tactile or interactive exterior interpretive exhibits, especially along adjacent recreation trails.
 - For example, a recreational workout trail sign could integrate interactive interpretation by asking visitors to "lift a five-pound weight" equivalent to a cast-iron cook pot or a historic farming implement at ULSG.

Interpretive Media

Recommendation # 7: Interior Interpretive Exhibits

Interior interpretive exhibits provide visitors opportunities to connect with the meanings of specific people, timeframes, events, and elements of the history at the park. Current exhibits should be maintained and evaluated for effectiveness. If needed, revisions or additions to the interior interpretive exhibits should be considered in the museum, the visitor center, the historic house, and the outbuildings.

- Reassess condition of all interior exhibits, including those within the museum, at three-year intervals and upgrade as needed.
- Upgrade text-only panels to include diagrams, photos and other design elements.
 - Upgrade the all-text sign in the Chicken House to a permanent sign with imagery, such as a chicken and eggs in a woven basket, so non-readers will understand. Also consider outfitting the chicken house with authentic egg-laying boxes, roosting bars, and images of heritage-breed chickens to enliven visitor experience while viewing this structure. (See Facilities Recommendations, page 44.)
- Revise (if necessary) and print rack cards for museum.
- Develop a small tabletop traveling exhibit to interpret and promote the site at community events, festivals, conferences, and similar off-site venues.
- Host traveling exhibits from other organizations to highlight park themes.
- Continue to develop temporary exhibits for use in the classroom

and visitor center lobby to provide additional interpretation for special events and anniversaries and to connect with interpretive themes.

- Develop a thematic traveling exhibit to share the park's archeological and architectural collections at selected venues during the Civil War Sesquicentennial. [Centennial Strategy Recommendation, modified]
 - Venues might include local schools, other Grant sites, and universities.

Research in Support of Interpretation

Conduct or commission additional research to support expanded theme-based interpretation on such topics as the life and career of General Grant, the African American experience in Missouri during Grant's lifetime, the White Haven landscape during the Dent/Grant residence on the property, and other theme-related needs.

- Continue to share and collaborate with other historic sites' programs and resources and initiate new partnerships to share insights and resources that will enrich interpretation and encourage new scholarship on the life and career of Ulysses S. Grant.
 - Among these are the Grant Birthplace (Point Pleasant/ New Richmond, OH), the Grant Boyhood Home (Georgetown, OH), and the Grant Schoolhouse (also in Georgetown), all three managed by the Ohio Historical Society; the U.S. Grant Home State Historic Site (Galena, IL), managed by the Illinois Historic Preservation Agency; the Ulysses S. Grant Cottage State Historic Site (Wilton, NY), managed by the Friends of Ulysses S. Grant Cottage Inc., in

- cooperation with the New York State Office of Parks, Recreation and Historic Preservation and the New York State Department of Correctional Services; and the General Grant National Memorial, more commonly known as Grant’s Tomb (New York City, NY), managed by the NPS.
- Initiate efforts to encourage additional research, including archeology if necessary, on the lives of enslaved African Americans at White Haven during the Dent/Grant ownership of the estate.
- Seek funding for a comprehensive NPS Cultural Landscape Report and Plan on the White Haven estate.
 - Among other issues, such a report will guide ULSG in evaluating the historical authenticity of a possible kitchen garden, determining appropriate replacement of the grove of existing mature non-native hardwoods as they begin to die, and exploring other aspects and potential restoration plans throughout the entire 9-acre site.
- Seek opportunities to research and evaluate visitor interactions with the park.
 - Request a new Visitor Services Project (VSP) visitor studies survey through the NPS Park Studies Unit at the University of Idaho; work with the Park Studies team to customize a survey to explore visitor views of interpretation throughout the site.
 - Encourage colleges and universities to use site to research and study visitor behavior and experiences.
 - Seek opportunities to study why groups or communities of people don’t visit the park.
- Create an annotated bibliography of online databases and collections pertaining to the life and career of Ulysses S. Grant and make available in the ULSG library and as a “For Further Reading” tab on the ULSG website.
- Seek ways to position the ULSG library as a leading virtual research portal for the study of Ulysses S. Grant. While spatial concerns will make on-site expansion of library holdings difficult without a dedicated facility, the ULSG library should explore the development of an integrated, easily accessible online Grant Presidential Library that would compile online versions of Grant-related holdings at the National Archives, the Smithsonian Institution, the Library of Congress, and other museums and archives.
 - The Grant Association’s 31-volume Ulysses S. Grant Presidential Collection, available online via Mississippi State University, is an excellent model for such an approach.

Facilities Needs in Support of Interpretation

Continue identifying and upgrading ULSG facilities and grounds in support of interpretation.

- Identify and consider equipping additional locations for interpretation in outbuildings and grounds on the site, especially for special events. (See Interpretive Media Recommendation # 6, page 42.)
- Review archeological findings from the cistern and, if appropriate, use these findings to develop additional interpretive programming. The cistern is one of the few structures on the property which has little or no interpretation. [outgrowth of Centennial Strategy Recommendation]

Staffing Needs

- Fund the vacant GS 025-5/7/9 Interpretive Ranger position, which will be essential for developing new interpretive and education programs in the years ahead. Some of the recommendations in this document that will require the time and talents of the person selected for this position include:
 - Creating new programs
 - Creating and coordinating new events
 - Expanding Night Walk
 - Hosting the Regional Open house
 - Presenting the annual on-site Teacher Workshop
 - Creating new education curricula, programs and websites
 - Creating and coordinating events for NPS Centennial
 - Developing new traveling trunks
 - Working regularly on social media and the park website
 - Developing new site bulletins
 - Researching African Americans who lived at White Haven
 - Recruiting, training, and mentoring more volunteers
- Evaluate the use of the GS-0090-4 Park Guide positions. As directed by OPM, the Park Guide position is limited to “interpretation where the features are largely self-explanatory, the questions encountered recur repeatedly and usually require use of a limited variety of facts, events, circumstances, personalities, and natural characteristics. . . .” The work outlined in the recommendations above will require expertise and skills beyond this level. Consideration must be given to increasing the grade level or changing to the GS-025 series so that staff members in these positions may perform extensive living history, develop new programs, and assist with items in the list for the GS-025-5/7/9 position above.
- Fund a Curatorial Aide position to assist the ULSG curator with regular maintenance and monitoring of original objects and interpretive exhibits. This LRIP recommends regular evaluation and potential upgrading of exhibits. In order for the ULSG curator to address these concerns, she/he will need someone to assist with regular maintenance and monitoring duties.
- Recruit and train additional Volunteers-in-Parks (VIPs) to ensure the continuity and availability of these valuable team members in the years ahead.
- Add a dedicated staff position as Outreach Coordinator to assist the Chief of Interpretation and the Superintendent in strategic outreach to ULSG constituencies through a variety of public and community relations, programming, and special events. This position could be responsible for recommendations relative to outreach, public relations, and social media.
- Continue to support ULSG interpretive staff in leadership roles in professional organizations, training workshops, and conferences through groups such as the Organization of American Historians, the Missouri Council for History Education, the Lincoln Colloquium, the National Association for Interpretation, and similar organizations.

Implementation Guide

Implementing the recommendations in this Long-Range Interpretive Plan will be a gradual process, and park decision makers should feel free to reevaluate and make adjustments in the plan as circumstances change. This implementation guide is designed to help ULSG set priorities and make concrete, measurable progress toward strengthening and expanding its interpretive program over the next ten years.

The chart below presents step-by-step sequences for each major category of recommendations. Indicators (xx) mark each action as short-term (within the next three years), mid-term (within the next four to seven years), or long-term (seven to ten years away). Entries with indicators across all three timeframes should be considered as continuous, ongoing activities.

The cost projection column provides a rough estimate of the projected costs of each recommendation. The symbol \$ estimates a moderate annual cost (under \$50,000); the \$\$ indicates annual expenditures estimated between \$50,000 and \$100,000; and the \$\$\$ indicates major expenditures, usually capital expenditures such as facilities remodeling, exhibit installations, visitor transportation vehicles, etc.

The theme column illustrates the connection to the interpretive themes.

INTERPRETIVE PLANNING RECOMMENDATIONS	Short-term 1-3 years (2011-13)	Mid-term 4-6 years (2014-16)	Long-term 7-10 years (2017-21)	Cost Projection	Theme Addressed
Parkwide Recommendations: Outreach					
<i>Outreach efforts challenge the park to go beyond its baseline interpretive programming to offer special programs and events for targeted audiences.</i>					
Outreach Recommendation # 1: Community outreach					
<i>Improve awareness of the site among the communities and residents of greater St. Louis, from whom the park might expect year-round usage and personal word-of-mouth recommendations for family members, friends, and out-of-town visitors.</i>					
Continue to provide assistance to Grantwood Village to celebrate its 75 th birthday in 2012	XX			\$	4
Continue to partner with Grant's Farm on 60 th anniversary in 2014	XX	XX		\$	4
Continue to assist Grant's Trail and local parks to promote recreational use and interpretation	XX	XX	XX	\$	4
Support creation of Grant Heritage Trail linking Jefferson Barracks and ULSG	XX	XX	XX	\$	1,4
Stage a series of weekend Community Days around a localized theme with activities by and for metropolitan St. Louis visitors		XX	XX	\$	1-5
Create events which connect with or partner with interest groups outside of history		XX	XX	\$	1-5
Plan a regional Open House and related events to commemorate special anniversaries of the Grants or the site			XX	\$	1-5
Outreach Recommendation # 2: Partner outreach					
<i>Improve awareness among partner organizations and longstanding supporters, including other NPS and Grant sites, other St. Louis-area cultural and heritage institutions, JNPA, and the former members of Save Grant's White Haven.</i>					
Institutionalize and continue ULSG working committee within JNPA	XX	XX	XX	\$	
Create a Scope of Sales for the JNPA-run bookstore in the visitor center	XX			\$	1-5
Participate in existing and help develop new Grant-related affinity groups in the NPS Midwest Region	XX	XX	XX	\$	1-5
Partner with Jefferson National Expansion Memorial in special programming such as Fair St. Louis and Park Palooza	XX	XX	XX	\$	1-5
Explore partnerships for particular events or programs		XX	XX	\$	1-5
Explore forming a ULSG Friends group			XX	\$	
Outreach Recommendation # 3: Education outreach					
<i>Improve K-12 and university usage of the site and its resources.</i>					
Formalize an education taskforce of park staff, volunteers, and educators	XX			\$	1-5
Expand opportunities to establish ULSG as a host site for events, meetings, and training workshops for teaching organizations	XX			\$	1-5
Create an annual teacher workshop at the site		XX	XX	\$	1-5
Explore opportunities to partner with organizations within schools		XX	XX	\$	
Launch a "Book of the Month" selection from ULSG library	XX	XX	XX	\$	1-5
Start a college night at ULSG to introduce the park to college students and professors		XX	XX	\$	1,4,5

INTERPRETIVE PLANNING RECOMMENDATIONS	Short-term 1-3 years (2011-13)	Mid-term 4-6 years (2014-16)	Long-term 7-10 years (2017-21)	Cost Projection	Theme Addressed
Outreach Recommendation # 4: Media outreach <i>Improve and expand media relations in the St. Louis region, the Midwest, and among travel publications and websites.</i>					
Consider a public relations intern program or a pro bono professional relationship to develop a PR plan for the park	XX		XX	\$	1-5
Seek a media relations volunteer	XX	XX	XX	\$	1-5
Create and disseminate regular news releases	XX	XX	XX	\$	1-5
Consider staging a media day at the park to meet the local news media	XX	XX	XX	\$	1-5
Invite local television stations to spotlight the park and what the park offers on their community programming	XX	XX	XX	0	1-5
Consult with NPS Midwest Region as needed on media relations	XX	XX	XX	0	1-5
Outreach Recommendation # 5: Opinion leader outreach <i>Reinvigorate and enhance the site's image among opinion leaders, elected officials, and other decision makers.</i>					
Create opportunities to invite opinion leaders and decision makers for a first-hand, personalized tour of the site	XX	XX	XX	\$	
Personal Services Recommendations <i>Because of the unique characteristics of the Dent/Grant home, the dominant historic resource at the site, personal interpretive services are and should remain crucial to the visitor experience. These recommendations seek to expand personal services through creative, innovative, and special event approaches.</i>					
Personal Services Recommendation # 1: Ranger-led tours <i>Expand personal services during periods of high visitation.</i>					
Evaluate the effectiveness of the current structure of the house tours	XX		XX	\$	
Schedule a uniformed ranger to offer interior house tours on a limited basis in addition to regular tours	XX	XX	XX	\$\$	1-5
Station a roving ranger in the house at intervals	XX	XX	XX	\$\$	1-5
Schedule employee or volunteer to give talks about topics related to the interpretive themes in other areas in the park such as the classroom, the stable and the museum	XX	XX	XX	\$\$	1-5
Personal Services Recommendation # 2: Special events <i>Expand special events strategically to encourage interest and support from targeted outreach constituencies as well as the general public.</i>					
Continue to leverage existing events to position ULSG for higher visibility and to advance interpretive goals	XX	XX	XX	\$	1-5
Continue and expand Night Walks	Continue	Continue	Expand	\$\$	1-5
Continue and expand short personal programs at the museum	Continue	Expand	XX	\$	1-5
Continue to plan and host Civil War Sesquicentennial events at the site	XX	XX		\$	1
Plan and host events for the NPS Centennial in 2016		XX		\$	
Plan programming for special events series aimed at community audiences			XX	\$	1-5
Personal Services Recommendation # 3: Living history <i>Integrate both active and passive living history scenes into site interpretation to create a vibrant atmosphere where visitors can more easily connect with the lives of the people who lived on the property in the 1800s. To be effective these proposals will require additional trained staff or volunteers.</i>					
Introduce living history interpreters or volunteers into programming on an occasional basis	XX	XX	XX	\$	1-5
Consider costumed background living history personnel in the house and on the grounds during peak season		XX	XX	\$	1-5
Consider staging a series of living history events each season to reflect "A Day in the Life of White Haven"			XX	\$	4,5

INTERPRETIVE PLANNING RECOMMENDATIONS	Short-term 1-3 years (2011-13)	Mid-term 4-6 years (2014-16)	Long-term 7-10 years (2017-21)	Cost Projection	Theme Addressed
Personal Services Recommendation # 4: Educational services					
<i>Continue to develop curriculum-based K-12 educational programming and extracurricular educational programming based on the ULSG resources.</i>					
Continue to collaborate with other St. Louis sites through “Freedom’s Gateway” on developing Civil War Sesquicentennial curriculum materials	XX	XX		\$	1
Add additional education materials to the park’s website such as curriculum materials for teachers and resources for students conducting research	XX	XX	XX	\$	1-5
Develop relevant curricula for subjects and grade-level combinations per state educational standards		XX	XX	\$	1,4,5
Plan curriculum-based student centered programs of varying lengths for school needs		XX	XX	\$	1,4,5
Explore funding for school buses for field trips		XX		\$	
Continue developing traveling trunks to support the ULSG curriculum in classrooms		XX	XX	\$	1,4,5
Update the Reading History online materials as needed		XX	XX	\$	1-5
Personal Services Recommendation # 5: Evaluation and training					
<i>Seek ways to evaluate current programs and to offer training opportunities to ensure quality of future programs.</i>					
Participate in NPS Interpretation Program Assessment field testing in summer 2011. Embrace the metrics developed and tested through this program when development is complete.	XX	XX	XX	\$	
Prepare checklist to evaluate programming against interpretive themes	XX	XX	XX	\$	
Make training opportunities and an interpreters’ library available to staff and volunteers	XX	XX	XX	\$	
Non-Personal Services/Interpretive Media					
<i>ULSG interpretive staff should continue to explore and respond to new interpretive media possibilities in the future. With each recommendation, regardless of the technology used, it will be critical to ground the interpretive media presentation on the park’s interpretive themes and carefully consider how the program will complement other interpretive efforts.</i>					
Interpretive Media Recommendation # 1: Audiovisual media					
<i>Plan and oversee production of a new audiovisuals for the site.</i>					
Create a new film for the visitor center	XX			\$\$\$	1-5
Explore additional audiovisual media options in the house, outbuildings and museum			XX	\$\$	3
Interpretive Media Recommendation # 2: Virtual/web media					
<i>Increase the use of virtual or web-based interpretation on-site and on the web.</i>					
Enhance and enrich the ULSG website	XX	XX	XX	\$	1-5
Create a gallery of photos and images on the website		XX	XX	\$	1-5
Develop an online tour of Grant sites in collaboration with other Grant sites		XX	XX	\$\$	1-5
Install webcams to deliver a virtual tour experience for site venues that are inaccessible to people with disabilities			XX	\$\$	5
Create a virtual tour of the site for multiple uses			XX	\$\$	1-5
Explore possibilities of creating a virtual museum online			XX	\$\$	1-5

INTERPRETIVE PLANNING RECOMMENDATIONS	Short-term 1-3 years (2011-13)	Mid-term 4-6 years (2014-16)	Long-term 7-10 years (2017-21)	Cost Projection	Theme Addressed
Interpretive Media Recommendation # 3: Multi-platform utilization					
<i>Plan for multi-platform media to maximize impact and leverage production costs and staff time across multiple formats for multiple audiences.</i>					
Locate site bulletins and brochures online as downloadable files	XX	XX	XX	\$	1-5
Reassess technology-dependent interpretive materials for new delivery needs every three years	XX	XX	XX	\$	
Add web links to all future print publications; explore QR and bar codes		XX	XX	\$	1-5
Explore options for adapting cell phone tour for download as a podcast/smart phone application		XX		\$\$	1-5
Interpretive Media Recommendation # 4: Social media					
<i>Explore social media for local publicity and two-way communication with volunteers and the community.</i>					
Support the ULSG Facebook page	XX	XX	XX	\$	1-5
Continue to supply materials for JNPA social media sites	XX	XX	XX	\$	1-5
Monitor and expand or correct online information about ULSG	XX	XX	XX	\$	1-5
Consider creating a ULSG blog		XX	XX	\$	1-5
Track and respond or update online reviews and seek to add positive mentions of ULSG to online tourist sites		XX	XX	\$	1-5
Interpretive Media Recommendation # 5: Printed publications					
<i>Create and maintain print publications for use on-site, at non-NPS visitor centers, and for communication with stakeholders.</i>					
Continue quarterly newsletter	XX	XX	XX	\$	1-5
Create a ULSG rack card for welcome centers		XX	XX	\$	
Reassess number and topics for site bulletins at five-year intervals		XX		\$	1-5
Consider creating a site bulletin relating the home restoration and the environment		XX		\$	3
Interpretive Media Recommendation # 6: Exterior interpretive exhibits					
<i>Maintain and expand exterior exhibits to provide engaging interpretation throughout the site.</i>					
Reassess and upgrade outdoor interpretive exhibits at five-year intervals, with special attention to improving universal accessibility	XX		XX	\$\$	1-5
Explore use of temporary exterior interpretive exhibits or displays which may encourage local residents using Grant's Trail to make return visits to the park	XX	XX	XX	\$	1-5
Continue to work with Grant's Trail and Jefferson Barracks to support their development of additional exterior interpretation along recreation trails related to ULSG		XX	XX	\$	1-5
Explore tactile and interactive exhibits along recreational trails			XX	\$	1-5
Interpretive Media Recommendation # 7: Interior exhibits					
<i>Maintain and expand interior exhibits throughout ULSG in the museum, the visitor center, the historic house, and the outbuildings.</i>					
Reassess interior exhibits, including the museum exhibits, at three-year intervals. Upgrade as necessary	XX		XX	\$\$	1-5
Revise (if necessary) and print rack cards for museum	XX	XX	XX	\$	1-5
Host traveling exhibits from other organizations to highlight park themes	XX	XX	XX	\$	1-5
Continue to develop temporary exhibits for use in the classroom and visitor center lobby which provides additional interpretation for special events, anniversaries and connect with interpretive themes	XX	XX	XX	\$	1-5
Upgrade interior text panels to include diagrams, photos and other design elements		XX	XX	\$\$	3,5
Develop a small tabletop traveling exhibit for various uses		XX	XX	\$	1-5
Develop a thematic traveling exhibit for multiple uses, especially during the Civil War Sesquicentennial		XX		\$\$	1

INTERPRETIVE PLANNING RECOMMENDATIONS	Short-term 1-3 years (2011-13)	Mid-term 4-6 years (2014-16)	Long-term 7-10 years (2017-21)	Cost Projection	Theme Addressed
Research in Support of Interpretation <i>Conduct or commission additional research to support expanded theme-based interpretation at ULSG.</i>					
Continue to share and collaborate with other historic sites' programs and resources to initiate partnerships to share insights and resources	XX	XX	XX	\$	1-5
Encourage additional research on African Americans at White Haven	XX	XX	XX	\$	5
Seek funding for an NPS Cultural Landscape Report and Plan on the White Haven estate		XX	XX	\$\$	3
Seek opportunities to research and evaluate visitor interactions with the park	XX	XX	XX	\$	
Seek ways to position the ULSG library as a major virtual research portal for Grant studies		XX		\$\$	1-5
Compile an annotated bibliography of online databases and collections pertaining to Ulysses S. Grant			XX	\$	1-5
Facilities Needs in Support of Interpretation <i>Continue upgrading ULSG facilities and grounds in support of interpretation.</i>					
Identify and equip additional locations for interpretation in outbuildings and grounds of ULSG		XX	XX	\$\$	1-5
Review archeological findings from the cistern for interpretive use		XX		\$	3,5
Staffing Needs for Interpretation					
Fund the position for a GS-025-5/7/9 Interpretive Ranger	XX	XX	XX	\$\$	
Recruit and train additional Volunteers-in-Parks		XX	XX	\$	
Evaluate the use of the GS-0090-4 Park Guide positions		XX	XX	\$\$	
Continue to encourage and support the ULSG interpretive staff in leadership roles in professional organizations	XX	XX	XX	\$	
Fund Curatorial Aide position		XX	XX	\$\$	
Add an Outreach Coordinator position			XX	\$\$	



Appendices

"If we are to have another contest in...our national existence I predict that the dividing line will not be Mason and Dixons but between patriotism, & intelligence on the one side, & superstition, ambition, & ignorance on the other..."

- President Ulysses S. Grant, speech given in Des Moines, IA, on Sept. 29, 1875.
Papers, v. XXVI, p. 343

Appendix A: Legislation

Public Law 101-106
101st Congress
An Act

To provide for the establishment of the Ulysses S. Grant National Historic site in the State of Missouri, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of American in Congress assembled,

SECTION 1. ULYSSES S. GRANT NATIONAL HISTORIC SITE.

In order to preserve and interpret for the benefit and inspiration of all Americans a key property associated with the life of General and later President Ulysses S. Grant and the life of First Lady Julia Dent Grant, knowledge of which is essential to understanding, in the context of mid-nineteenth century American history, his rise to greatness, his heroic deeds and public service, and her partnership in them, there is hereby established the Ulysses s. Grant National Historic Site near St. Louis, Missouri.

SEC. 2. PROPERTY ACQUISITION.

(a) **WHITE HAVEN PROPERTY.**—The Secretary of the Interior is authorized to acquire by donation the property and improvements thereon known as White Haven in the unincorporated portion of St. Louis county adjacent to Grantwood Village within the area generally depicted on the map entitled “Boundary Map, White Haven National Historic Site”, numbered WHHA-80,000 and dated July 1988. The map shall be on file and available for public inspection in the offices of the Director of the National Park Service, Department of the Interior.

(b) **PERSONAL PROPERTY.**—The Secretary is authorized to acquire by donation or purchase with donated or appropriated funds personal property directly associated with White Haven or President or Mrs. Grant for the purposes of the national historic site referred to in section 1.

SEC. 3. ADMINISTRATION

The property acquired pursuant to section 1 of this Act shall be administered by the Secretary of the Interior in accordance with provisions of law generally applicable to units of the National Park System, including the Act of August 25, 1916 (39 stat. 535), and the Act of August 21, 1935 (49 Stat. 666). The Secretary is authorized to enter into cooperative agreements with adjacent landowners for the provision of such parking and safe access to the property as may be necessary for public use.

SEC. 4. AUTHORIZATION OF APPROPRIATIONS.

There are hereby authorized to be appropriated such sums as may be necessary to carry out the purposes of this Act.

Approved October 2, 1989.

Appendix B: Planning Team

National Park Service

Ulysses S. Grant National Historic Site

Timothy Good, Superintendent
 Arlene Jackson, Chief of Interpretation
 Karen Maxville, Curator
 Terry Orr, Park Guide
 Bob Pollock, Park Guide
 Pam Sanfilippo, Historian
 Abbi Telander, Park Guide

Other NPS Sites/Representatives

Todd Arrington, Chief of Interpretation, James A. Garfield National Historic Site
 Bob Moore, Historian, Jefferson National Expansion Memorial
 Tim Townsend, Historian, Lincoln Home National Historic Site
 Toni Dufficy, Contracting Officer's Representative, Harpers Ferry Center

Stakeholders

Jeannine Cook, Founding Member, Save Grant's White Haven, and Board Member, Jefferson National Parks Association
 Jack Goldman, Founding Member, Save Grant's White Haven, and Board Member, Jefferson National Parks Association
 Randy Harnish, ULSG Volunteer
 Dave Herries, ULSG Volunteer
 Joan Musbach, Webster University, Missouri Council for History Education
 Kimberlee Riley, Jefferson National Parks Association
 Carol Shelton, Retired teacher, living history presenter, former NPS seasonal employee
 John Wright, Former Assistant Superintendent, Ferguson-Florissant School District; author, *Discovering African American St. Louis*
 Kris Zapalac, Missouri Department of Natural Resources State Historic Preservation Office

Consultant Team

Faye Goolrick, Certified Interpretive Planner, Goolrick Interpretive Group
 Alison Smith, Project Manager, Pond|Ecos

Appendix C: Themes/Locations Matrix

The following matrix was developed by the interpretive planning workshop participants to analyze the relationship between the ULSG primary interpretive themes and the tangible resources of the site – i.e., the locations and physical spaces visitors could learn or experience the stories and meaning of the site.

Primary Interpretive Themes		Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
		Grant as an individual	Ulysses and Julia's partnership	White Haven	Microcosm	Slavery
LOCATION	Visitor Center	x	x	x	x	x
	House	x	x	x	x	x
	Library	x	x	x	x	x
	Museum	x	x	x	x	x
	Unconditioned Space in Stable			x	x	
	Trace			x	x	x
	Park Grounds			x		
	Chicken House			x	x	x
	Ice House			x	x	
	Laundry			x		x
	Summer Kitchen			x		x
	Winter Kitchen			x		x
OFF-SITE	Trail			x		
	Web (Virtual)	x	x	x	x	x
	Hardscrabble		x	x	x	
	Off-Site/ Other	x	x	x	x	x



Ulysses S. Grant National Historic Site

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