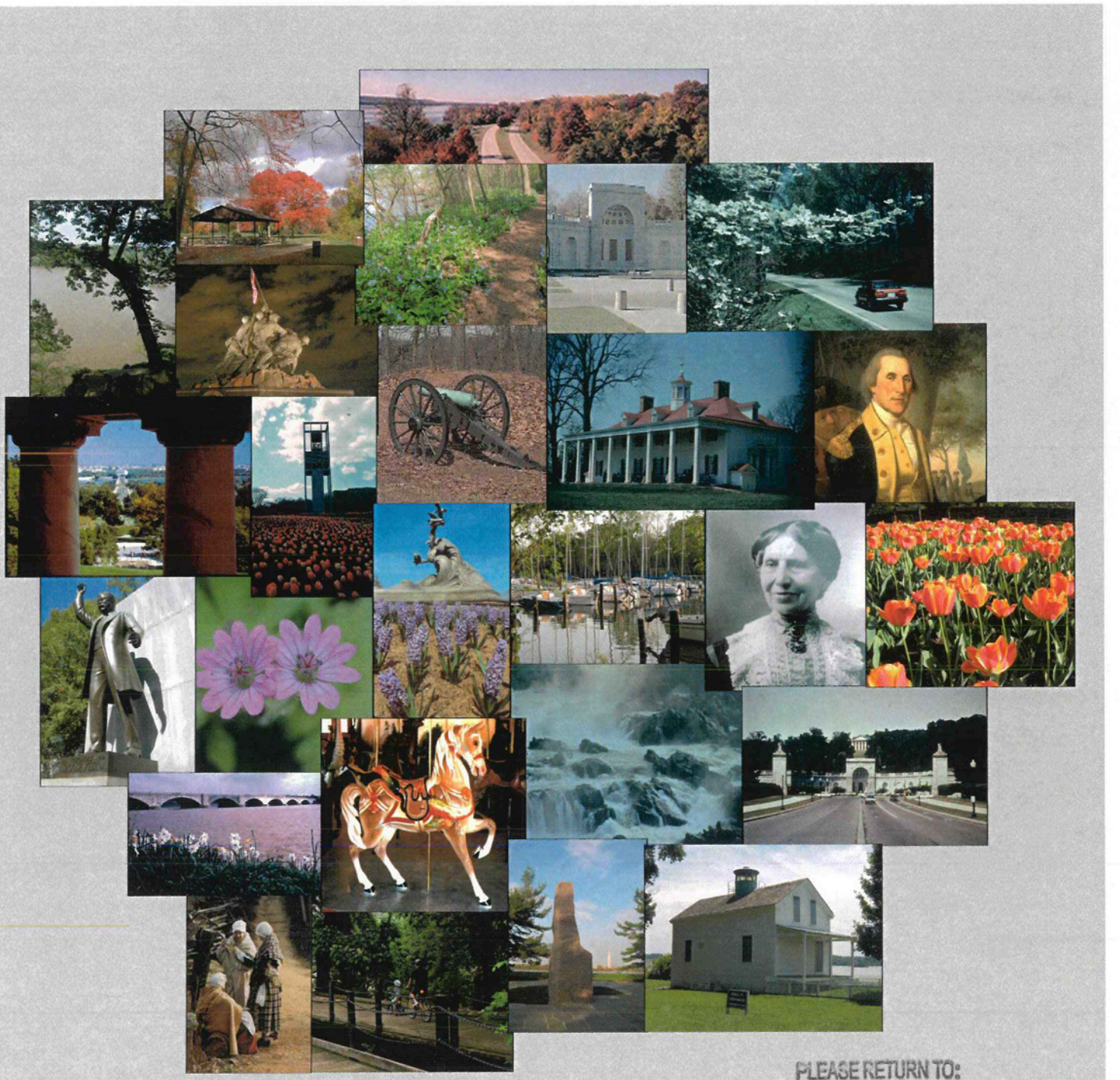
850 / D-196

National Park Service
U.S. Department of the Interior

George Washington Memorial Parkway
Virginia/Maryland

George Washington Memorial Parkway
Long-Range Interpretive Plan



PLEASE RETURN TO:

TECHNICAL INFORMATION CENTER
DENVER SERVICE CENTER
NATIONAL PARK SERVICE

George Washington Memorial Parkway

Long-Range Interpretive Plan

Prepared by the Department of Interpretive Planning
Harpers Ferry Center
and
George Washington Memorial Parkway

November 2005

National Park Service
U.S. Department of the Interior

Contents

Part 1: Introduction 1
Background 3
Planning Context 4
Parkway Meanings 5

Part 2: Parkway-Wide Plan 11
Mission 13
Purpose 13
Significance 13
Primary Interpretive Themes 13
Visitor Experience Goals 14
Existing Conditions 15
Visitation and Visitor Use 17
Recommendations 17

Part 3: Individual Site Plans 31
Arlington House, The Robert E. Lee Memorial 33
Purpose 35
Significance 35
Interpretive Themes 35
Visitor Experience Goals 36
Existing Conditions 36
Visitation and Visitor Use 39
Recommendations 40

Arlington Ridge Park: The Netherlands Carillon 47
Purpose 49
Significance 49
Interpretive Themes 49
Visitor Experience Goals 49
Existing Conditions 50
Visitation and Visitor Use 50
Recommendations 52

Arlington Ridge Park: United States Marine Corps War Memorial 53
Purpose 55
Significance 55
Interpretive Themes 55
Visitor Experience Goals 55
Existing Conditions 56
Visitation and Visitor Use 56
Recommendations 57

Clara Barton National Historic Site 59
Mission 61
Purpose 61
Significance 61
Interpretive Themes 61
Visitor Experience Goals 62
Existing Conditions 62

Visitation and Visitor Use 64
Recommendations 64

Dyke Marsh Wildlife Preserve 69
Purpose 71
Significance 71
Interpretive Themes 71
Visitor Experience Goals 72
Existing Conditions 72
Visitation and Visitor Use 73
Recommendations 74

Fort Hunt Park 75
Purpose 77
Significance 77
Interpretive Themes 77
Visitor Experience Goals 78
Existing Conditions 78
Visitation and Visitor Use 78
Recommendations 79

Fort Marcy 81
Purpose 83
Significance 83
Interpretive Themes 83
Visitor Experience Goals 83
Existing Conditions 84
Visitation and Visitor Use 84
Recommendations 84

Glen Echo Park 87
Mission 89
Purpose 89
Significance 89
Interpretive Themes 90
Visitor Experience Goals 90
Existing Conditions 91
Visitation and Visitor Use 93
Recommendations 95

Great Falls Park 99
Mission 101
Purpose 101
Significance 101
Interpretive Themes 102
Visitor Experience Goals 104
Existing Conditions 104
Visitation and Visitor Use 106
Recommendations 108

Lyndon Baines Johnson Memorial Grove 113
Purpose 115
Significance 115
Interpretive Themes 115

Visitor Experience Goals 115
Existing Conditions 116
Visitation and Visitor Use 116
Recommendations 117

Theodore Roosevelt Island 119
Purpose 121
Significance 121
Interpretive Themes 121
Visitor Experience Goals 122
Existing Conditions 122
Visitation and Visitor Use 123
Recommendations 124

Turkey Run Park 127
Purpose 129
Significance 129
Interpretive Themes 129
Visitor Experience Goals 129
Existing Conditions 130
Visitation and Visitor Use 130
Recommendations 131

Recommendations for Future Interpretive Plans 132
Jones Point Park 132
Memorial Avenue 132

Part 4: Summary Data 133
Summary of Products and Actions 135
Staffing 140
Implementation Plan 147
Planning Team and Consultants 149

Part 5: Appendicies 151
Appendix A: Maps 153
Appendix B: Legislative Summary 169
Appendix C: Programmatic Accessibility Guidelines for Interpretive Media 173

PART 1: INTRODUCTION



BACKGROUND

Few figures in United States history are more revered than George Washington-Revolutionary commander-in-chief, founding father, and first President. Henry Lee's 1799 eulogy to Washington still rings true: "First in war, first in peace, and first in the hearts of his countrymen." Two centuries later, Washington lives on through innumerable places of tribute and through countless national and popular icons. The sites in and around his namesake city can claim special significance, though, for this is where he lived, worked, worshiped, and planned for the future of the nation.

Even during Washington's lifetime, his home at Mount Vernon attracted sightseers, increasing in popularity with each generation. In 1932, the bicentennial of Washington's birth, the Mount Vernon Memorial Highway opened from Arlington Memorial Bridge to the estate. This 16-mile road not only improved automobile access through Virginia, but ushered in a new era of road building. Constructed by the Department of Agriculture's Bureau of Public Roads, it was proclaimed "America's Most Modern Motorway."

While the highway was under construction, Congress renamed it George Washington Memorial Parkway and greatly expanded its length and mission. Under the Capper-Cramton Act of 1930, the Federal Government acquired land along the Potomac River from Great Falls, Virginia, to Mount Vernon to protect the shoreline and palisades, preserve historic features, and provide public recreation areas. In 1939 and in the 1960s, the parkway was again extended northward. Traversing more difficult terrain than the southern leg, this section displays the latest road engineering methods for its time-a wide, gently curving road with a grassy median, low stone guardrails, and soaring steel-and-concrete arched bridges. By 1970, an additional 6.8 miles of road in Maryland was completed; that section was later named in honor of Clara Barton in 1989.

Today, George Washington Memorial Parkway is a 7,600-acre national park protecting the landscape, historic sites, and native habitat of the Potomac shoreline. Within the park, people can visit more than 25 sites associated with George Washington's life, and the nation he helped establish.

A legislative summary for the establishment of the parkway and its major units can be found in Appendix B.

In 2005, the U.S. Department of Transportation (DOT) designated George Washington Memorial Parkway as an All-American Road in the National Scenic Byways Program (NSBP). This program recognizes selected roadways throughout the U.S., based on their archeological, cultural, historic, natural, recreational, and scenic intrinsic qualities and seeks to protect them. To receive an All-American Road designation, a road must possess multiple intrinsic qualities that are nationally significant, and contain one-of-a-kind features that do not exist elsewhere.

The designation recognizes George Washington Memorial Parkway as one of 27 roadways in the Nation that offer visitors a gateway to an experience like no other. It demonstrates that the parkway continues to inspire and excite both local and national communities and is worthy of the mission of the NSBP to preserve, protect, interpret, and promote the park's intrinsic qualities. The NSBP mission dovetails

"More than a road; more than a collection of sites and monuments"

Interpretive planning falls within a spectrum from general management planning through facility and media design. A plan should emphasize whicever parts of that spectrum it needs to.

nicely with the mission created by the enabling legislation for George Washington Memorial Parkway.

The number and variety of sites included within George Washington Memorial Parkway are shown on the parkway map in Appendix A. In addition to addressing interpretation of the parkway in general, the following sites are specifically addressed in this long-range interpretive plan:

- Arlington House, The Robert E. Lee Memorial
- Arlington Ridge Park (Including the U.S. Marine Corps War Memorial and Netherlands Carillon)
- Clara Barton National Historic Site
- Dyke Marsh Wildlife Preserve
- Fort Hunt Park
- Fort Marcy
- Glen Echo Park
- Great Falls Park
- Theodore Roosevelt Island
- Turkey Run Park
- Lyndon Baines Johnson Memorial Grove

In addition, many parkway sites are physically and thematically linked to other NPS affiliated areas and programs throughout the Washington, D.C. Metropolitan Area.

PLANNING CONTEXT

George Washington Memorial Parkway does not have a General Management Plan (GMP) or a Long-Range Interpretive Plan (LRIP); however, an Interpretive Prospectus for Great Falls Park was completed in 1988, and for Arlington House in 1972. A GMP is underway for the Great Falls Park unit, and a preferred management alternative has been developed. Other relevant management documents include: Statement for Management (1992), Education Plan (1995), Glen Echo Management Plan (2001), and a Strategic Plan (updated annually).

The first workshop for this LRIP was held in February 2002 and was facilitated by Interpretive Planner Tom Tankersley of Harpers Ferry Center. Following Tom's untimely death, the project languished for almost two years; however, much of the foundation material developed by the planning team under Tom's leadership is reflected in this document.

A major objective of this plan is to provide continuity for the implementation and future development of the parkway's interpretive programming. While each park unit will retain its unique and independent qualities, the LRIP will identify ways for specific visitor experiences to be presented in unified and compelling ways throughout the entire parkway.

Another objective of this plan is to foster better staff and public realization that George Washington Memorial Parkway connects numerous sites that represent important elements of the collective memories and sentiments of the American people. Throughout the parkway, people can learn about the values of caring for and giving to others, country, duty, equality, freedom, honor, justice, service, resource preservation, and more. These and other values are embodied in the landscapes, monuments, roads, viewsheds, historic structures, and natural areas protected and interpreted at parkway sites.

The structure of the document presents parkway-wide recommendations, followed by site-specific proposals. The individual site recommendations recognize the operational and resource sovereignty of each unit, but place these within the overreaching objective of demon-

strating how each unit contributes to the parkway as a whole.

The LRIP will provide long-term direction and focus for the interpretive program for George Washington Memorial Parkway. Together with the park-produced annual implementation plan and the interpretive database, it will form a comprehensive interpretive plan as specified by National Park Service Director's Order-6. The LRIP will describe the park's primary interpretive themes and visitor experiences, and recommend ways to facilitate those experiences through facility design, interpretive/informational media, personal services programs, and partnership endeavors.

This plan is not an end in itself, but rather establishes the overall framework for the next phases of the process: program planning, and media planning, design, and production over the next 10+ years. This plan is written primarily for park and regional office staff, park partners, and those who will be contracted to implement specific recommendations. Some will need to read the entire document, while others will want to focus only on certain areas. For this reason some text elements are repeated throughout the plan. Also, since some users of this document will not know the parkway's administrative structure, the individual sites in Part 3 are presented in alphabetical order.

PARKWAY MEANINGS

The George Washington Memorial Parkway is many things to many people. A number of people with close ties to the parkway were asked, "What is George Washington Memorial Parkway to you?" The responses illustrate the complexity, diversity, and challenges for interpreting the parkway as a whole and its individual sites.

"Developed as a memorial to George Washington, the parkway connects historical, natural and recreational sites from Mount Vernon, through the nation's capital, to Great Falls. Its scenic route offers respite from the urban pressures of metropolitan Washington, D.C. and also protects the Potomac River shoreline and watershed. This group of sites provides a variety of experiences for local, regional and national visitors. As part of the park and playground system of the nation's capital, the GWMP, and the sites along it, rival that of any national park in the National Park System. It is a great place to be introduced to the values that make a park worthy of national park status. Many of the local and regional visitors may never visit a national park outside of the metropolitan area, but their commitment to park values begins here. It is an honor to be keeper and teacher of this great resource."

Audrey Calhoun, GWMP Superintendent

"The George Washington Memorial Parkway is a microcosm of the entire National Park System. The scenic roadways, historic residences, natural wonders, memorials and the remaining historical traces of our nation's past, all serve millions of visitors each year. The park abounds with special places and compelling stories. A visit to this Parkway may just be the best drive you have made in a long time."

Joseph Lawler, Regional Director, National Capital Region

"Parkway People Have Great Drive"

Corky Mayo, NPS Program Manager, Interpretation and Education

"The George Washington Memorial Parkway contains the best of both natural and cultural history within its boundaries. While some think of the parkway as just a road beside a river, it affords hundreds of thousands of commuters a day the wonderment of viewing the park in all its

seasonal glories. Even when the parkway is backed up with traffic, it sometimes offers a driver the only solace in a very hectic work day. I know, as I drive the parkway every day and never tire of exploring it from my front seat."

Pam West, Director, Museum Resource Center

"The first portion of the George Washington Memorial Parkway was dedicated as the Mount Vernon Memorial Highway for the Bicentennial of Washington's birth in 1932. The 1930 Capper-Cramton Act called for a highway on both sides of the Potomac. The Parkway was extended to the American Legion Bridge in the early 1960s. The Maryland side was renamed Clara Barton Parkway in recent years to avoid confusion. Technically the GWMP extends from Mount Vernon to the American Legion Bridge. Administratively it contains other areas such as Fort Hunt, the Arlington House, Glen Echo, etc."

Gary Scott, Regional Chief Historian

"The George Washington Memorial Parkway of the National Park Service is the guardian, on the Virginia side, of the historic past and natural beauty of the stretch of our national river, the Potomac, as it sweeps by our Nation's capital. Long acquaintanceship with the Dyke Marsh Wildlife Preserve just south of Alexandria has made me particularly enamored of that haven for birds and other wildlife, one of the park's environmental treasures."

Jeb Byrne, Friends of Dyke Marsh

"The George Washington Parkway is one of the most beautiful roadways in our country; I enjoy traveling the Parkway on a Sunday afternoon for a peaceful and relaxing drive."

John C. Metzler, Jr., Superintendent, Arlington National Cemetery

"The George Washington Memorial Parkway was originally constructed with one goal in mind -- to transport Americans in a memorable fashion to the home of our greatest hero. In our estimation some 70 million people have taken this special gateway to Mount Vernon, and in most people's minds, the journey and the destination are inseparable experiences. Gradually, one can leave the 21st century behind, and in just a few short minutes, escape the noise and bustle of the inner city. Along the way, travelers can contemplate the legacies of George Washington and the other founders who sacrificed so much to create this great nation. The word memorial should not be taken lightly, because the parkway continues to remind Americans that George Washington deserves our respect, our admiration, and our appreciation."

James C. Rees, Executive Director, Mount Vernon

"The George Washington Memorial Parkway provides a scenic and relaxing way to enjoy the out-of-doors by car, it protects nearby nationally important historic and natural sites, provides hiking and biking trails along the Potomac River, and enhances the values of Mount Vernon and the Potomac River valley in the nation's capital."

John Byrne, Past GWMP Superintendent

"George Washington Memorial Parkway as a roadway is like a chain that connects the past and present to many obvious and not so obvious (even secret) areas and events that have contributed to the history of our nation and its capital area. To learn about them is an educational and historical treat."

Kitty Roberts, Past GWMP Superintendent, (1990-1993)

"From the profoundness of Arlington Cemetery, to the quietness of Theodore Roosevelt Island, George

Washington Memorial Parkway is a unique collection of parks circling our nation's capital. Each of the 14 sites offers unique experiences and all are connected by a physical Parkway providing a scenic view of the Potomac River and our nation's capital. From a visitor's perspective, I think they see the sites as individual areas, not recognizing the administrative management of the sites. And maybe that's ok."

Chesley Moroz, Eastern National

"The George Washington Memorial Parkway, carefully planned and landscaped by the federal government beginning in the 1920s, was a forerunner of the scenic parkways intended for pleasure driving that became popular in the following decade. The memorial parkway's design and landscaping- and its absence of billboards and other clutter- set a high aesthetic standard for automobile travel routes that reflects what so many American highways could have become, but, unfortunately, did not."

Richard W. Sellars, National Park Service Historian

"The George Washington Memorial Parkway is a ride through history. The U.S. Marine Corps War Memorial is a moment of history and heroism forever frozen in time."

Larry Ward, US Marine Corps Veteran

"I have hosted many visitors - official and personal- in the 50+ years I have resided in this area. When I have to 'one-up' someone, I brag about 'our George Washington Memorial Parkway' and the history it encompasses from Mount Vernon to the American Legion Bridge and beyond. I settled in Arlington the same year the U.S. Marine Corps War Memorial was dedicated. My early visits were rare - the memories of friends and colleagues who didn't return home, as I had, were just too painful. When I am asked today what I think of the new World War II Memorial, I have to say in all candor: We Marines have had 'our' memorial for over 50 years."

Tom Miller, US Marine Corps Veteran, WWII (Iwo Jima)

"The U.S. Marine Corps War Memorial is a magnificent monument which freezes for all time a remarkable instant in our Nation's history. While it honors all the brave Americans who fought and died in a bloody battle on a remote island many years ago, it symbolizes and pays homage to all Marines who have sacrificed themselves for the cause of freedom since our Nation was founded."

Dan Crawford, U.S. Marine Corps History and Museums Division

"The George Washington Memorial Parkway is the fastest north-south automobile route for travel inside the beltway connecting northern Virginia suburbs along the Potomac with Washington DC, Route 395 and Alexandria. Along the northern portion of the Parkway is the Potomac Heritage Trail (PHT), an urban trail that contains almost every hiking experience within its 10-mile length: stream boulder crossings; rock scrambles; climbs (Gulf Branch stairs); descents (down to CIA Run and "roller-coaster" from Fort Marcy to end of Crest Lane); historic locations (Civil War fort, dueling site, former quarry operations; Declaration of Independence hiding place in 1814; Aqueduct Bridge remains, Native American sites); wildlife (beaver, fox, bald eagle, wintering water fowl) and wildflowers (Virginia Bluebells, Virginia malo); fishing (chad, small-mouth bass); scenic views (Washington Monument, Chain Bridge and Little Falls, Potomac River and its palisades); and seclusion (Turkey Run Park to Dead Run)."

Bruce Glendenning, Potomac Applachian Trail Club

"The Parkway is a reminder that the Potomac River corridor was once a significant transportation route. For those who like to explore, the park today provides outstanding access to the River and opportunities for boating, hiking and bicycling."

Don Briggs, Superintendent, Potomac Heritage National Scenic Trail

"The George Washington Memorial Parkway provides visitors with a variety of opportunities, including interaction with the natural beauty of the Potomac River, learning about our region's history, and participating in programs that enrich their lives."

Katey Boerner, Executive Director, Glen Echo Park Partnership for Arts & Culture, Inc.

"Viewed from my car window, George Washington Memorial Parkway is a beautiful, inspiring green corridor into the nation's capital. Looking as an ecologist, I see it as an important refuge for native species that depend on the regionally significant habitats and natural communities within its borders. From a conservation perspective, GWMP is an essential component of a larger Potomac River landscape, one with unique and irreplaceable natural, cultural, historic and aesthetic values."

Doug Samson, Director of the Science and Stewardship, Maryland / District of Columbia Chapter of The Nature Conservancy

"As a resource manager and Parkway commuter, I am blessed with a daily reminder of the Park's natural resources and their immense value to the thousands who enjoy their obvious and subtle aspects. I am also reminded of my responsibility for their preservation and protection."

Jim Sherald, Chief, Natural Resources and Science, National Capital Region

"Thanks to the George Washington Memorial Parkway our approach to the Nation's Capital is not the industrial river corridor that characterizes so many eastern cities. Our native rivers and forests and marshes buffer America's capital and provide a place of rejuvenation in a historic setting for those who come here. This was my personal experience when I drove to Washington in 1978, the first time I was ever East of the Mississippi and caught that glimpse of the Washington Monument through those beautiful forests. What a welcome surprise.

There still are trees in this park that are over 200 years old and shared the same fresh air as George Washington, Thomas Jefferson, Dolly Madison, Abraham Lincoln, Walt Whitman, Clara Barton and Fredrick Douglas. And the marshes, streams, islands and forests they saw, we can see too.

When you look at older aerial photos of the George Washington Memorial Parkway, especially the northern parkway, the roadway appears as the mark of people in an otherwise extensive forest canopy. Today the parkway preserves a native forested green space amidst increasing suburban development. This role is surely much greater than the authors of the bill to create the parks could have envisioned."

Dan Sealy, Deputy Chief, Natural Resources and Science, National Capital Region

"The George Washington Memorial Parkway is an oasis in the midst of a busy urban area. It has the distinction of leading people to the homes of the first and current President while providing the ultimate in vistas and unsurpassed areas for recreation."

Jeanne O'Toole, Captain, United States Park Police

"We've always been proud to be a member of the family of memorials

and historic sites along the George Washington Memorial Parkway. The Parkway, with its well maintained roads and landscapes and its beautiful scenery, is a great compliment to the activities along its route. We consider it a real bonus for the Women's Memorial to be a part of this historic roadway."

Wilma L. Vaught, Brigadier General, USAF, Retired & President, Women In Military Service For America Memorial Foundation, Inc.

"A beautiful and pristine safe-haven of green, Theodore Roosevelt Island comprises a fitting memorial to our great conservationist president. Here TR's spirit lingers amid things forever wild. In communing with nature as found on Theodore Roosevelt Island, visitors can also commune with the most elemental part of TR himself."

Edward J. Renehan Jr., Executive Director, Theodore Roosevelt Association

"Combining the majesty of our national forests, the superiority of our nation's greatest highways, and the scenery of America's rural country roads, the George Washington Parkway is a spectacular greenway leading visitors to the home of our nation's founding father. It is a vibrant, and fitting tribute to the American hero from who it bears its name. Like Washington himself, it is a great national treasure."

John G. Staudt, Associate Director, Theodore Roosevelt Association

"As a child growing up in the City of Alexandria, the George Washington Memorial Parkway was first "that scenic road that would take me and my family to Mount Vernon." As a young adult, I learned to sail near Belle Haven and marveled at the natural resources of Dyke Marsh with only the sounds of the water against the hull. As an adult with a professional interest in the American Civil War, the Parkway gives us an opportunity to walk in the footsteps of the soldiers that were stationed in our region at Fort Marcy, and nearby Fort Ethan Allen and the earthworks hidden in the urban landscape. The Parkway is a great deal more than a road. It is a great linear park with exciting human stories to discover and recreational trails to link those stories together."

Walton H. Owen, Assistant Director/Curator, Fort Ward Museum & Historic Site

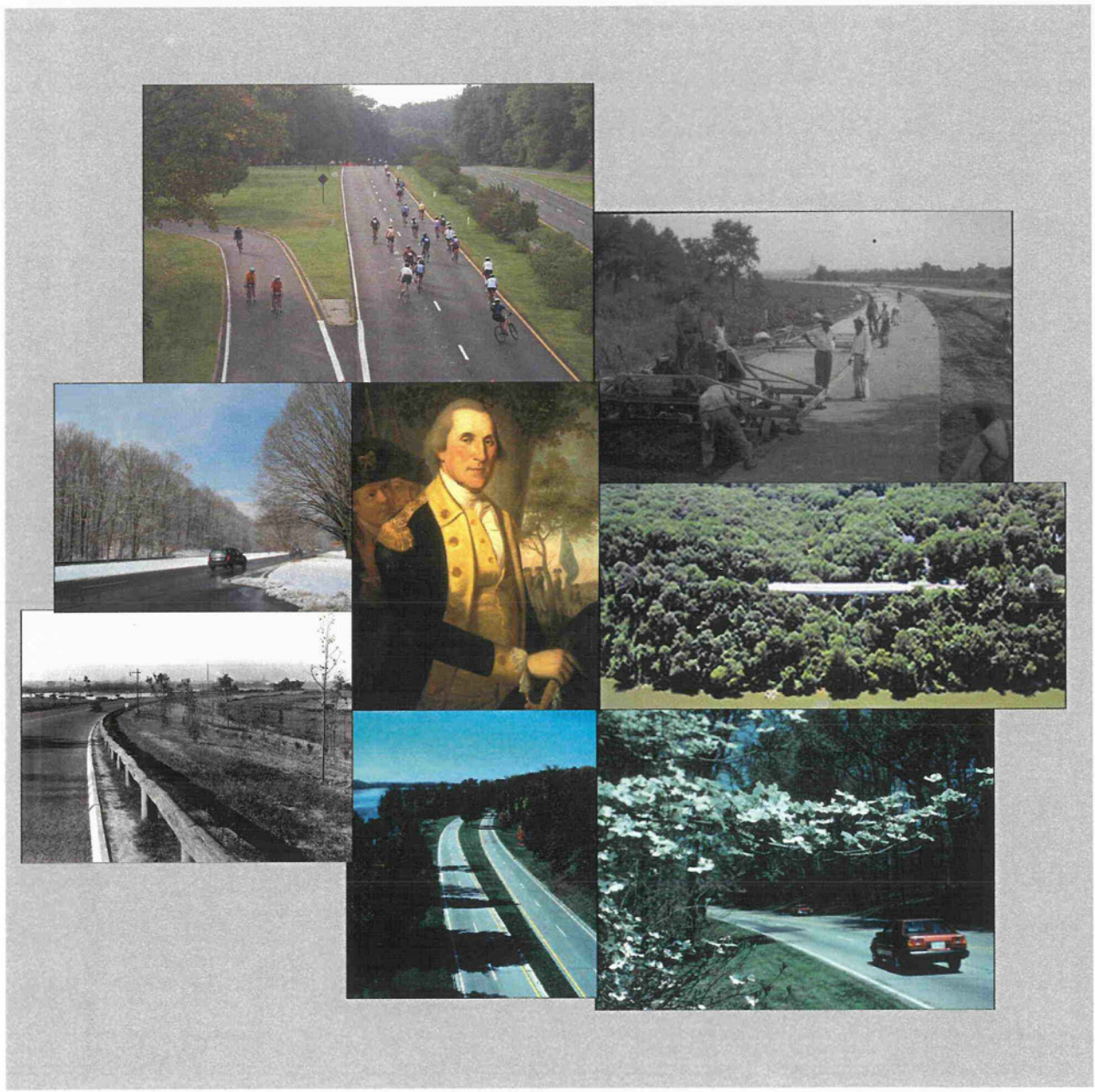
"Several of my fondest memories are of visits to the LBJ Grove with my mother and my young children. Two of my little children participated in the Grove's Groundbreaking. I have photos of them holding President Ford's hand."

Lynda Robb (daughter of President Lyndon Baines Johnson & Lady Bird Johnson)

"George Washington Memorial Parkway…not just another pretty place…to be stuck in traffic, but a Highway to History."

Vincent L. Santucci, Chief Ranger, George Washington Memorial Parkway

PART 2: PARKWAY-WIDE PLAN



MISSION

Based on enabling legislation, the mission of George Washington Memorial Parkway is to:

- Develop, manage and preserve the park, parkway, and playground system of the National Capital area;
- Protect and preserve a wide variety of individual cultural, natural, recreational, and scenic resources throughout the parkway;
- Promote opportunities for the public to learn about and experience parkway resources.

PURPOSE

The purpose of George Washington Memorial Parkway is:

- To honor the memory of George Washington by preserving the memorial character of the parkway through maintaining a scenic gateway and greenway into the Nation's Capital and Mount Vernon;
- To provide opportunities to remember and honor the people, movements, events and places associated with the prehistory and history of the region and the formation, continued development, and protection of the country;
- To foster public stewardship through interpretive, educational, and recreational experiences;
- To protect and manage the natural, cultural, and recreational resources and scenic values of George Washington Memorial Parkway in light of its use as a major commuter route;
- To protect the biodiversity of George Washington Memorial Parkway from pollution, development, and other threats and contribute to the health of the Chesapeake Bay watershed.

SIGNIFICANCE

The significance of George Washington Memorial Parkway is that:

- At the time of its construction, the George Washington Memorial Parkway was the first federally funded parkway project in the nation and a prototype demonstration of the principles of modern highway design;
- George Washington Memorial Parkway is a gateway to and a defining element in the landscape and character of the Nation's Capital;
- George Washington Memorial Parkway protects and provides access to natural, cultural, recreational, and scenic resources within the shadow of a large urban setting;
- George Washington Memorial Parkway is a globally significant natural area for the preservation of biodiversity;
- The collective resources of George Washington Memorial Parkway preserve national symbols and memorials that reflect significant natural and cultural values, ideas, and events.

PRIMARY INTERPRETIVE THEMES

Primary interpretive themes are ideas/concepts about George Washington Memorial Parkway that are key to helping visitors gain an understanding of the park's significance and resources. The themes, which are based on the park's mission, purpose, and resource significance, provide the foundation for all interpretive media and programs in the park. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's importance. All interpretive efforts (through both personal and

Planning begins by understanding why a park was established.

Significance statements describe the importance or distinctiveness of the resources of an area.

Primary themes should be few enough in number to provide focus for the interpretive program, but numerous enough to represent the full range of park significance. There are many ways to prepare interpretive themes, and there is little evidence that favors one technique over another.

non-personal services) should relate to one or more themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

The following theme statements will provide the basis for interpretation at the parkway (the numbers do not denote any prioritization):

Theme 1 - *Natural Resources*
In a world of diminishing biological diversity and threatened natural resources, George Washington Memorial Parkway represents islands of refuge in an urban environment, and provides opportunities for the public to foster awareness about the importance of species preservation, biological diversity, natural systems and processes, and the value of natural open space.

Theme 2 - *Cultural Resources*
People of different cultures have lived here for thousands of years, and their lifestyles, material cultures, and history have contributed to the preserved landscapes. George Washington Memorial Parkway contains a rich collection of historic sites, architecture, archeological sites, artifacts, and cultural landscapes.

Theme 3 - *Recreation*
George Washington Memorial Parkway provides diverse recreational opportunities for park visitors, although specific recreational activities have changed over time. Recreational opportunities on park lands allow an urban population to connect or reconnect with nature.

Theme 4 - *Scenic Values*
George Washington Memorial Parkway includes some of the most scenic and recognizable vistas in the world. The park's river shores, cliffs, woodlands, wetlands, open spaces, views of the Potomac River, the approach to Mount Vernon, and vistas of the Nation's Capital offer dramatic backgrounds and spectacular viewing areas for millions of visitors annually.

Themes 5 - *Public Education and Stewardship*
Adjoining a large urban area and populace, the sites of George Washington Memorial Parkway are laboratories for public education, experience, and involvement in diverse cultural, natural, recreational, and scenic resources and issues.

Theme 6 - *George Washington*
George Washington Memorial Parkway serves to commemorate the accomplishments of our first United States President by preserving a scenic corridor between his Mount Vernon home and Washington, D.C. The parkway highlights important sites associated with his life and times, and the nation he helped to establish.

Theme 7 - *George Washington Memorial Parkway*
The George Washington Memorial Parkway, originally known as the Mount Vernon Memorial Highway, is a nationally significant landmark that was the first federally constructed parkway in the nation.

VISITOR EXPERIENCE GOALS

The following defines the desired parkway-wide visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to George Washington Memorial Parkway will have the opportunity to:

- Learn something about each of the primary interpretive themes.
- Easily find the George Washington Memorial Parkway and its sites, and feel a sense of arrival.
- Discover connections among parkway sites and their relationships.
- Experience solitude in an urban area.
- Find a place to get together with family and friends.
- Obtain information and interpretation geared to their interests and backgrounds.
- Learn about and participate in the parkway's volunteer and education programs and discover how to get involved.
- Express their feelings about the resources through a variety of creative/artistic means.
- Purchase or receive appropriate theme-related items/souvenirs.
- Have their personal needs met (i.e., clean rest rooms, water, garbage cans).
- Develop a sense of responsibility, stewardship, and involvement with the parkway's resources.
- Make personal connections with park resources and their meanings.
- Obtain information 24/7 regarding the parkway sites, resources, activities, etc. through various sources.
- Enjoy a safe visit.
- Encounter knowledgeable and friendly park staff.
- Interact with people of many cultural backgrounds.
- Be exposed to interpretive and education programs that reflect multiple viewpoints.
- Choose from a variety of interpretive and recreational activities.
- Access resources geared to their level of ability.
- Better understand the mission of the National Park Service and significance of George Washington Memorial Parkway.
- See the park as their "Yellowstone Experience" (especially for local, low income families not able to travel west.)
- Leave with a desire to learn more.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the parkway-wide experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A parkway map, along with various individual site maps, can be found in Appendix A.

Outreach and Marketing

For many people George Washington Memorial Parkway is primarily a commuter route to and from work. The commuters likely are not seeking a park experience, although the feeling of driving the parkway is noticeably different from other major roads like the Beltway.

While there are no firm statistics, the majority of commuters probably do not realize that they are traveling through a national park area, and even fewer (commuters or non-commuters) would be able to name many of the sites associated with the parkway. Also, probably few people are aware of the connection between the George Washington Memorial Parkway and the Clara Barton Parkway.

It is likely that many people who regularly use areas of the parkway for recreation and relaxation are unaware of the national park presence or of the various associated sites. Even if visitors to specific sites do recognize the NPS presence, few

"Visitor experience" is what people do, sense, feel, think, and learn; it includes knowledge, attitudes, behaviors, and values; it is affected by experiences prior to the visit and affects behavior after the visit.

probably realize that it is a unit of George Washington Memorial Parkway.

Sites such as the U.S. Marine Corps War Memorial are well known to national and international audiences. Sites like Arlington House receive high visitation from national and international visitors due to its location in Arlington National Cemetery and as a stop on major Washington area commercial tours. Still other sites, such as Great Falls Park, Fort Hunt Park, and Glen Echo Park, attract many local/metropolitan area visitors.

Some GWMP units seem almost autonomous, presenting only an incidental linkage to the parkway as a whole. This is reflected in individual site web sites, education programs, informational literature, and other media and publications. This indicates that some staffs identify themselves first with their individual site and second with the parkway.

With the exception of the website, there is little use of a variety of media such as electronic message boards, broadcast radio, parkway newspaper/newsletter, thematic signing, etc. to reach visitors or commuters.

Arrival

Highway signs generally do a good job of directing people to parkway access points, but they do not make the connection with the NPS. Likewise, exit signs along the parkway identify major roads and bridges, but do not consistently or clearly identify routes to individual parkway sites or note that visitors are leaving the George Washington Memorial Parkway. Some sites may be signed from one direction, but not from the other. In still other cases, once a visitor has reached a parkway site there is little or no signing to direct them back to the parkway.

There is no central visitor center where people can get parkway-wide information and plan their visit to specific sites. Parkway headquarters is only open Monday-Friday during business hours.

Wayside Exhibits

Wayside exhibits throughout the parkway represent a variety of design styles and conditions, and few comply with current NPS graphic identity standards.

Some existing or proposed wayside exhibits have been developed in partnership with park partners or other NPS entities which have their own identity requirements.

There currently are no outdoor orientation/information exhibits that explain the entirety of the parkway to visitors.

Publications

The official parkway brochure contains a map and description of all the sites. Official or park-produced brochures also exist for many of the individual sites. At a number of sites the parkway-wide brochure is displayed alongside the individual site brochure; however, visitors to an individual site may not realize that it actually is part of the parkway.

The parkway has four cooperating association sales outlets. Each outlet carries theme related publications; however, there currently are no publications that address the parkway as a whole.

Personal Services

The parkway offers a variety of personal services interpretive programs throughout the year. The programs are theme-related, and most are well attended and well received by visitors and residents.

Education Program

The parkway web site specifically states that "...Parks as Classroom

programs are given at Theodore Roosevelt Island, Dyke Marsh, Arlington House, and Clara Barton NHS." It does not mention the Parks as Classroom programs offered at Great Falls Park, or partnership programs such as "Bridging the Watershed."

Likewise, if one goes first to an individual unit web site (i.e. Clara Barton, Arlington House, or Great Falls) the education programs for that unit are presented but there are few links to programs at other GWMP sites. In fact, the only listing for the "Bridging the Watershed" program at GWMP is on the Great Falls Park web site.

The parkway does have an education specialist, and several of the individual sites also have people assigned to coordinate education programs. Although there is a limit to the number of programs and groups that individual sites can handle, there is great potential to better coordinate, advertise, and manage the overall education program.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1993 visitor survey for Glen Echo Park, a 1993 visitor survey for Arlington House, a 1994 visitor survey for Belle Haven Park/Dyke Marsh Wildlife Preserve, a 1998 visitor survey for The Netherlands Carillon/The United States Marine Corps War Memorial, and discussions with park staff.

Since Arlington House, Clara Barton NHS, Theodore Roosevelt Island, and LBJ Memorial Grove report visitation figures to WASO separate from the overall GWMP report, Figure 1 shows the collective total number of recreation visits to the parkway and parkway sites over the last 10-years.

For 2004 the total recreation visits for parkway sites were 8,360,729. The total non-recreation visits for 2004 (which primarily consist of people using the parkway as commuter route) were 28,357,773.

Figure 2 illustrates total monthly recreation visits for 2004. The graph clearly shows a peak summer season with prominent shoulder seasons in the spring and fall.

Figure 3 offers a visual comparison of the total recreation visits to the various parkway sites included in this LRIP for 2004. Visitation to Mount Vernon is shown for reference and comparison.

Sites such as the U.S. Marine Corps War Memorial and Mount Vernon are well known to national and international audiences. Sites like Arlington House receive high visitation from national and international visitors due to its location in Arlington National Cemetery and as a stop on major Washington area commercial tours. Still other sites such as Great Falls Park, Fort Hunt Park, and Glen Echo Park attract many local/metropolitan area visitors. It is interesting to note the large difference in visitation between Glen Echo Park and Clara Barton NHS, two sites that are only separated by a parking lot.

Site-specific visitor data is presented in the discussions of the individual units in Part 3.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the park's mission, purpose, resource significance, interpretive themes,

Figure 1

Total Annual Visitation

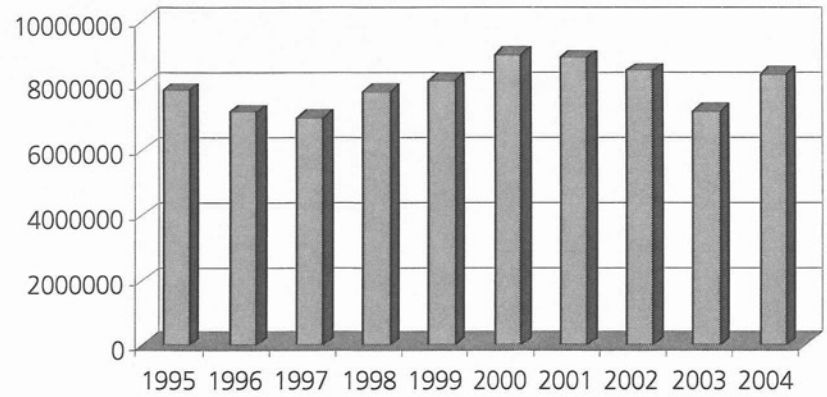
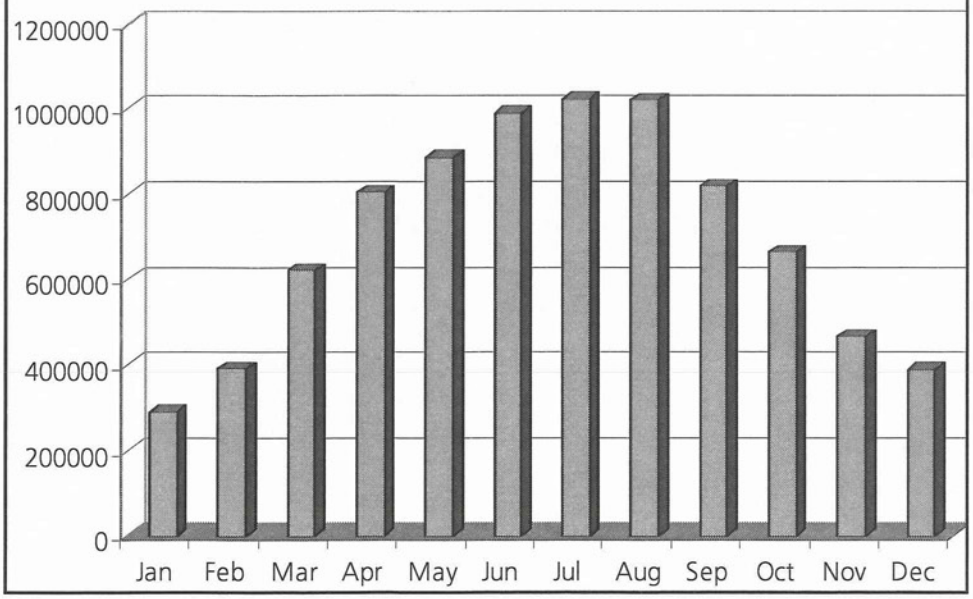


Figure 2

Monthly Visitation 2004

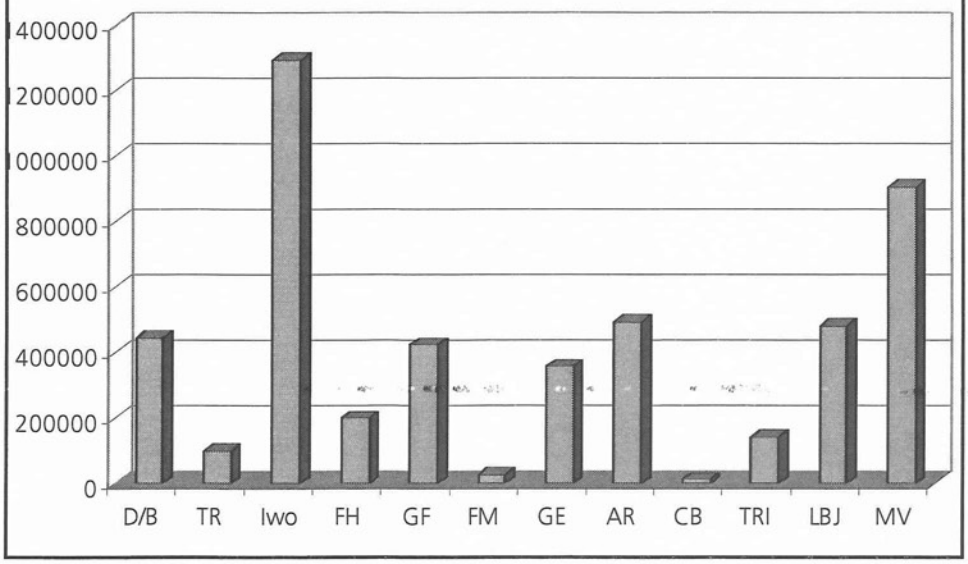


Key to Abbreviations

D/B= Dyke Marsh/Belle Haven Park
TR= Turkey Run Park
Iwo= U.S. Marine Corps War Memorial
FH= Fort Hunt Park
GF= Great Falls Park
FM= Fort Marcy
GE= Glen Echo Park
AR= Arlington House, The Robert E. Lee Memorial
CB= Clara Barton National Historic Site
TRI= Theodore Roosevelt Island
LBJ= Lyndon Baines Johnson Memorial Grove
MV= Mount Vernon (non-NPS)

Figure 3

Site Recreation Visits 2004



and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

Outreach and Marketing

Successful marketing begins and is dependent on first knowing what you want to achieve and who the audiences will be.

The parkway has identified four major goals that can be addressed through an organized outreach and marketing strategy:

- Provide opportunities for people to have deeper and richer experiences at parkway sites.
- Motivate parkway commuters to become parkway visitors.
- Change the perception of the parkway from being just a commuter route to projecting a NPS identity.

Successful marketing also requires a full-time effort by people that know the field. The work cannot simply be assigned to anyone as a collateral duty. Success can be enhanced by partnering with others and contracting with professionals. The parkway is fortunate in having the resources of the National Park Foundation (NPF) close by. The NPF has an active marketing program, and Michael Bento, Senior Vice President of Marketing and Communications, participated in the recommendations phase of this LRIP.

Recommendations should constitute the most effective and cost efficient means of achieving desired outcomes.

Through workshop discussions and related correspondence, a number of potential (but not inclusive) recommendations were developed. These should be considered as topics for further consideration, not as absolute proposals.

- Review parkway signs to ensure consistency of design and that the NPS arrowhead (one of the most well-known symbols in the nation) is used effectively.
- Review signs to ensure that in addition to identifying major exits, intersections, and bridges, people can easily access parkway sites and return to the parkway.
- Make better use of Travelers Information Station (TIS) broadcasts to provide NPS/parkway identity and activity messages. This might be incorporated and changed as part of daily traffic and/or weather information.
- Establish a partnership with a local radio station to explore the potential of a call-in program (perhaps once a week during rush hour) to talk to a parkway ranger.
- Prominently display the George Washington Memorial Parkway title in association with individual sites, facility signs, and parkway-wide publications. This could apply to all official publications (including individual site brochures), press releases, letterheads, activity schedules, and web sites, as well as to sales items and listings in travel/tourism literature. Where possible, literature pertaining to one parkway site should

include something about the other sites.
- Establish a full-time public information officer (PIO) position.
- Publicize current parkway projects and success stories as media events to promote the NPS identity and help people better understand the thematic links among the various sites.
- Produce and announce the availability of a free CD about the parkway (through press releases, TIS broadcasts, web sites, etc.). Also provide a free download of this material so visitors can access it on their MP3 players, Ipods and other devices.
- Develop parkway-wide sales publications (including a driving tour of parkway sites) through the cooperating association and make them available at sales outlets and through the association's web site.
- Explore the potential of marketing parkway sites through Guest Services Inc. (GSI), including options of providing access to more sites via the Tourmobile operation.
- Explore joint marketing options with Mount Vernon so that visitors have a seamless experience and understand the strong thematic connections. This could include making Mount Vernon a prominent part of selected parkway media and perhaps developing an exhibit or providing occasional NPS staff presence at Mount Vernon.
- Explore further potential of partnering with organizations and businesses that have an interest in an individual parkway site and encourage them to assist in promoting the site and its links to the parkway.
- Explore the development of unifying graphic identity/branding materials for parkway sites (such as those being produced through the Greater Washington National Park Fund).
- Develop outdoor and/or indoor exhibits at each parkway site to identify the various units of the parkway, illustrate the thematic linkages, and convey an NPS identity.
- Utilize the Junior Ranger program as a gateway to getting children and families involved with more parkway sites.
- Establish (perhaps in association with park partners) an annual art/craft/photography show featuring parkway sites and resources. Entries (or possibly just the winners) could be displayed at key parkway sites (possibly including Mount Vernon) and on the Internet.
- Produce a parkway newsletter/newspaper (1-2 editions per year).
- Develop more theme-related activities and programs that will attract multi-cultural audiences and show people there is something here for them.
- Work with the local and regional travel industry to ensure that parkway site listings are accurate and current, and that the information clearly shows association with the parkway.
- Encourage and provide reviews of tourism literature (including web sites, radio and television spots) which promote or provide information about the parkway.
- Share parkway visitation statistics and survey results to further illustrate how existing and potential partners can benefit and enhance the visitor experience by working together.
- Provide site and parkway-wide information through roving and other activities.
- Offer continuing information/orientation training opportunities to park staff, volunteers, partners, and other public service providers. Training also should include the people who answer the phones. In addition to basic

information, courses could be offered in interpretive and communication skills, or updates on various on-going projects. Other training could be in the form of an information exchange to ensure that accurate and current information is being distributed.
- Continue providing park information via responses to regular mail, email, and telephone requests. Replies could include the park CD (mentioned above) and instructions regarding downloadable items from the park web site.

Internet

The park will continue to enhance its web sites in order to reach larger and more diverse audiences. This should include the continued development of the park's education program materials for use by students via the Internet.

Two-way web links or references to other sites, museums, and programs that deal with or touch upon theme-related topics should be explored and developed. A direct link with the cooperating association website will allow people to purchase theme-related materials before and/or after their visit.

In making improvements to web site material, it is important that the front page become a portal directly to all of the online content. Access to specific content should be as simple and intuitive as possible. This means that a virtual visitor should be able to gain access to any documents, images, or information within two clicks or fewer. Content should be arranged in a thematic and consistent manner. Developing an interface that allows a visitor easy access to all content available is essential for those looking for specific information and are not just "surfers."

Children are no strangers to the World Wide Web, and they potentially can account for much of the online visitation to parks. It is important that children feel connected to the park even though they may not be able to visit in person. The park should explore the development of both virtual and interactive activities to help children make meaningful connections with the resources and themes.

Further web site development also should comply with NPS graphic identity standards.

Parkway-wide and individual unit web sites would be restructured to achieve the above and emphasize the thematic connections. Additional actions would include:

- Set up a virtual parkway visitor center with displays, site tours, downloadable information, and links to each unit and to the web site that gives traffic and weather conditions. Individual unit web sites would have prominent reciprocal links to the main parkway web site.
- Provide clear web links to partner sites and to the cooperating association.
- Provide information about ordering or downloading a free parkway CD (discussed earlier).
- Provide a central location for parkway-wide education program information.
- Explore the potential of developing an on-line journal (blog) for posting notices of interest to visitors.
- Create a web ring to make the links with other parkway sites easier to access.
- Create theme-related web exhibits of items in the park collections. To maintain continuing interest, the exhibits could be rotated periodically.
- Provide executive summaries along with photos/graphics of cultural and natural resource management projects.

"The George Washington Memorial Parkway is a microcosm of the entire National Park System. The park abounds with special places and compelling stories.

Joseph Lawler,
Regional Director,
National Capital
Region, NPS

Wayside Exhibits

Wayside exhibits can provide round-the-clock information and interpretation at the parkway's many sites where personal services or more expensive facilities are impractical. Judiciously placed wayside exhibits will help visitors connect with the many significant resources of the parkway. Appealing and high quality design, writing, and exhibit production materials will serve to instill and reinforce respect for important resources.

Interpretive wayside exhibits tell the park story on location. They "caption the landscape" and help visitors make direct connections with resources they see before them. With the use of good graphics waysides can show what a site looked like historically and bring the story of another era to life. Wayside exhibits can be effective in conveying site-specific resource preservation messages. In-addition, temporary wayside exhibits can be developed to interpret construction and/or restoration projects.

A parkway-wide wayside exhibit program will help visitors better understand the variety of sites available for their use and enjoyment. Based on NPS graphic identity standards, all wayside exhibits will have a consistent banner layout that will identify the individual sites as being part of George Washington Memorial Parkway and as a unit of the National Park System. The wayside exhibits will provide information, orientation, and interpretation regarding parkway resources and programs with a consistent and coherent voice.

A detailed parkway-wide wayside exhibit proposal is recommended to guide wayside development toward a complete, high-quality, unified system of waysides with NPS identity. Development of a wayside exhibit proposal involves an in-depth assessment of all existing and potential wayside exhibit sites. It includes both informational and interpretive exhibits. The proposal brings a unified, coherent approach to wayside exhibit development, thereby avoiding haphazard development that results in multigenerational waysides that have no common look or quality standard. The proposal can set priorities to guide wayside development in phases as funding allows.

The proposal would describe the purpose of each exhibit, identify graphics available for use, show thumbnail design concept drawings, and determine exact exhibit sizes, base styles, and locations. A detailed budget estimate also would be part of the document.

A parkway-wide orientation exhibit will be a foundation of the wayside exhibit program. These exhibits will be installed wherever they would be likely to engage visitors, particularly at visitor arrival areas. They also will be available to visitors at key pull-outs, unstaffed locations, and pedestrian entry points.

A parkway-wide orientation map, similar to that used in the official parkway brochure, would be a potential device to graphically connect and organize parkway sites and resources. To orient visitors, a unique "You Are Here" indicator on the map would identify the site at which each orientation exhibit is installed. Information capsules for each park site would help visitors identify the site most closely suited to their interests. Engaging photographs of parkway resources would pique visitor interest. Parkway-wide safety, regulatory, administrative, and emergency information, along with a preservation message also would be clearly communicated.

All parkway sites, overlooks, and trails, not just those specifically addressed in this LRIP, will be included in the wayside exhibit proposal.

Personal Services

A variety of personal services activities will continue to be an essential component of the overall interpretive program throughout George Washington Memorial Parkway. These programs have the unparalleled advantage of being inspiring, versatile, alive, and tailored to the needs of individuals and groups. An interpretive staff presence helps with the protection of fragile resources. Interpreters, whether behind an information desk, roving, leading a tour, giving a talk, or conducting a demonstration, are the best of all interactive tools in enabling visitors to experience, understand, appreciate, and make personal connections with resources.

The diversity of the park's overall interpretive program presents almost limitless opportunities for both standard and innovative activities. Keeping within the parameters of the interpretive themes and visitor experience goals, park staff should be given a high degree of creative freedom to explore and experiment with new programs. This will help to maintain a creative edge and attract new and returning audiences.

Since personal services interpretive programs are relatively easy to change, the activities should be evaluated on a regular basis to discontinue those that are not effective, modify and improve those that require it, and validate those that are successful.

Personal services programs and activities also are most easily affected by changing budgets, management styles, and the comings and goings of individual interpreters with special skills. Because of the need to retain flexibility, few specific personal services recommendations are presented in this document. Many of these decisions/recommendations are perhaps best left for incorporation into the Annual Implementation Plan component of the CIP.

Mobile Parkway Visitor Center

George Washington Memorial Parkway does not have a central visitor contact point to provide parkway-wide information/orientation or to communicate parkway themes. Likewise, none of the Virginia District sites have a visitor contact facility.

While proposing a specific site for a parkway visitor contact station is beyond the purview of a LRIP, some basic criteria were developed. Such a facility would require:

- High visibility from primary visitor routes.
- Easy access and egress.
- Sufficient parking.
- Rest rooms

Potential sites along the parkway that might meet most or all of these criteria include:

- Mount Vernon-which is building an orientation/education center on its property.
- Partnering with another agency/museum and using an existing structure in Alexandria or Arlington.
- Fort Hunt Park-possibly adaptively using an existing historic structure.

Some possible functions of the center would be to:

- Present the overall story of the parkway.

"The George Washington Memorial Parkway contains the best of both natural and cultural history within its boundaries. ...it affords hundreds of thousands of commuters a day the wonderment of viewing the park in all its seasonal glories. Even when the parkway is backed up with traffic, it sometimes offers a driver the only solace in a very hectic work day.

Pam West, Director,
Museum Resource
Center, NPS

- Show all parkway sites and the thematic connections among them.
- Provide parkway-wide and site-specific information and orientation.
- Provide in-depth interpretation of specific parkway sites.
- Advertise all parkway activities.
- Provide indoor space for education and interpretive programs.
- Sell theme-related publications through a cooperating association outlet.
- Display (perhaps on a rotating basis) theme-related objects from the park's museum collection.

While the team supported many of the above suggestions, further discussion led to a general feeling that developing a new or even rehabilitated facility within the life of this LRIP was remote. It also was felt that having a visitor contact center in a single location would automatically limit its access to visitors in a particular area of the parkway. Consequently, it is recommended that the potential of developing a mobile visitor contact/education center be explored.

Outfitted with exhibits, publications, and an audiovisual capability, a mobile interpretive vehicle could perform the functions of a visitor information and interpretive center. The vehicle could be set up at various sites on a rotating basis, or used at special events. Attractive exterior graphics could make the vehicle itself a draw. A supplemental pop-up tent or banner stands could provide a more defined visitor gathering area and function as "grabbers."

By including some changeable exhibits, the interpretive focus could be adapted to a variety of locations. For example, occasional personal objects of remembrance are left at the U.S. Marine Corps War Memorial, but there is no place to display them on-site. As one of its changeable exhibits, the mobile interpretive/education vehicle could serve as a venue to periodically display some of these items.

Adapting a vehicle for mobile interpretation is not a new concept to the NPS or to the National Capital Region. Several decades ago the region experimented with an "interp-mobile." The successes and failures of this former endeavor, along with other similar projects should be studied and evaluated before making any commitments for the parkway.

If further study determines that a mobile interpretive center is worth a try, it could be stationed at different locations throughout the parkway, perhaps going where people are, or attracting visitors to specific sites. The vehicle could be used at special events (including off-site events such as city and county fairs) and in conjunction with scheduled education activities.

A mobile facility would be more adaptable to experimentation than would a fixed one, and at considerably less cost. Good temporary signing and/or high visibility would be needed to alert people to the facility, and safe access and egress would be a factor in determining good locations. Yellowstone and Grand Teton National Parks are currently using donated alternative fuel vehicles with decorative scenes painted on the sides. In addition, at Santa Monica Mountains National Recreation Area, which serves an urban population at many non-contiguous park sites, the mobile interpretation/education van concept was developed and utilized with success.

Education Program

School groups will continue to be one of the parkway's primary audi-

"In our estimation, some 70 million people have taken this special gateway to Mount Vernon, and in most people's minds, the journey and the destination are inseparable experiences.

James C. Rees,
Executive Director,
Mount Vernon

ences. With the huge number of students in the metropolitan area, there is great potential to communicate elements of park themes and mesh them with existing curricula for multiple age/grade levels. Students also are an excellent audience for presenting the integrated parkway theme concepts. Over time, and as students become adults with children of their own, the NPS identity of the parkway and the connectivity of the sites will become more pervasive.

All of the following recommendations are based on updating or revising the 1995 George Washington Memorial Parkway Education Plan. The new education plan will articulate the education mission, assess current programs, describe initiatives for future development, identify potential partnerships, analyze the most pressing issues, and present program proposals. Considering the size of the Washington Metropolitan Area, the parkway should consider establishing an education advisory group. The group, perhaps consisting of multi-agency staff and educators already involved in site programs, could provide expertise and guidance on elements of program development.

Educators throughout the metropolitan area will benefit from centralized coordination, advertisement, and management of the overall parkway education program. Centralization will make it easier for educators to learn about the different programs, participate in workshops, and find activities that will coincide with specific curriculum requirements. Because of various staff and structural limitations, individual parkway sites would still be responsible for scheduling most pre-, on-, and post-site activities.

While individual unit web sites would continue to display their own education program offerings, they also would provide clear links to the education program page on the main parkway web site. The main parkway web site would become the central point for information about the entire education program, and would include things like:

- A listing of all parkway education programs, including all available downloadable pre-, on-, and post-site materials. These could be organized by site, grade level, theme, etc.
- An interactive "Teachers' Corner" where teachers could download lesson plans, read or post to a massage board, and find out about workshops or other special activities.
- Contact information.
- Links to related sites and programs such as Teaching with Historic Places and education programs offered at park partner sites.

Besides providing education program information on the Internet, a parkway-wide brochure is recommended. The brochure would describe much of the same material as the web site, and it could even be available as a download on the web. Used as a handout at meetings, workshops, outreach, and other off-site activities, the brochure also could be distributed at visitor centers and via various roving activities.

In addition to individual site education programs, some parkway-wide or multi-site programs should be developed. For example, the parkway itself was the result of a pioneer effort in progressive scenic roadway design for its day. This concept could become the basis for a new Teaching with Historic Places lesson plan. Other such programs (possibly developed in partnership with Mount Vernon, various

"The George Washington Memorial Parkway is an oasis in the midst of a busy urban area.

Jeanne O'Toole,
Captain, United States
Park Police

"The George Washington Parkway is one of the most beautiful roadways in our country; I enjoy traveling the Parkway on a Sunday afternoon for a peaceful and relaxing drive."

John C. Metzler, Jr., Superintendent, Arlington National Cemetery

Potomac River/Chesapeake Bay preservation organizations, and others) would help promote the parkway as being more than just a road and provide stronger thematic links among the sites.

The parkway will continue to facilitate periodic forums with area educators to discuss the effectiveness of current education programs and suggest improvements or additions. One discussion item could be the value of centralized and site-based education programs.

Teacher training is an important element of almost all NPS education programs. Education programs at some parkway sites require a strong NPS staff presence. This is especially true for programs that utilize historic/period exhibits like those at Clara Barton House and Arlington House. Other programs, such as those that utilize outdoor resources or visitor centers, have the potential of being led primarily by teachers, with minimal involvement of park staff. Workshops can be structured to train teachers how to use the resources on their own and to feel comfortable doing so. This would enable some parkway sites to provide more educational opportunities to area schools without additional stress on limited staff.

Teacher workshops could begin with those schools already participating in parkway programs and gradually expand as needed or feasible. By working with school district officials, workshops could be scheduled in conjunction with teacher in-service training days and might even qualify for in-service academic credit. Some training materials also could be provided via the parkway web site. The main outcome of the workshops would be to prepare educators for bringing their classes to parkway sites, and to conduct their own pre-, on-, and post-site activities with minimal assistance from NPS staff.

Much of the future growth of the parkway's education programs, however, is primarily contingent on having sufficient education staff (see Staffing section in Part 4). Current staffing levels limit the extent to which the education program can develop and meet the growing needs of teachers and students throughout the metropolitan area.

Primary roles of park education specialists would be to secure resources and facilitate the development and growth of a curriculum-based program based on national, state, and local education standards. Other roles for education specialists and goals of the education programs will be to:

- Set up workshops with park staff, partners, and professional educators to develop additional curriculum-based programs, lesson plans, and props (i.e. traveling trunks) for pre-, on-, and post-visit activities.
- Organize staff and teacher training workshops utilizing the tenants of Module 270 of the NPS Interpretive Development Program (IDP).
- Coordinate expansion of the park web site to include the posting of new downloadable education programs for schools planning a visit, for home-schooled students, and for those who may never be able to travel to the Washington area.
- Establish and/or maintain education partnerships with Mount Vernon, various Potomac River/Chesapeake Bay preservation organizations, the National Museum of the American Indian, and others. This also would include other NPS units and programs such as the Potomac Heritage National Scenic Trail and

the National Underground Railroad Network to Freedom program.
- Explore potential education partnerships involving the arts. This might include partnering with local groups such as the McLean Arts Center.
- Explore ways to eventually expand the program to include working with colleges, universities, and elder hostels.

Partnerships

The implementation of many recommendations in this long-range interpretive plan will depend on the continuation and strengthening of existing partnerships and the establishment of new ones. Virtually all of the parkway sites are linked to other adjacent or theme-related parks, historic sites, neighborhoods, and communities. Parkway sites contain resources that connect directly with many curriculum goals and standards of area schools. All of the sites also contribute to the overall visitor and resident experience of the greater Washington, D.C. Metropolitan Area.

Many of the individual partnerships (both existing and potential) that relate to the parkway's interpretive and education programs are mentioned in connection with the individual sites in Part 3 of this document. All partnerships, both formal and informal, offer ways to ensure that the overall visitor experience goals for the parkway and for the individual sites are achieved, and that elements of the primary interpretive themes are communicated. Parkway partnerships involve individuals, organizations, and agencies that have great interest in and significant knowledge of general and site-specific cultural and natural resources. Others have much to contribute in the fields of interpretation, education, training, media planning/development, and visitor orientation.

Partnerships are successful when all parties contribute to and gain from the alliance, when all parties are involved in defining the goals and responsibilities of each participant, and when there is a continuous liaison among all members.

In most cases it is important that visitors become aware of the existence of partnerships and the programs and activities they manage. This not only helps visitors become better oriented to a site and aware of the available activities, but it also can show people other avenues for getting involved.

Publications

The following recommendations related to publications were initially presented in the Outreach and Marketing section:

- Prominently display the George Washington Memorial Parkway title in association with individual site and parkway wide publications. This could apply to all official publications (including individual site brochures), press releases, letterheads, activity schedules, and web sites, as well as to sales items and listings in travel/tourism literature. Where possible, literature pertaining to one parkway site should include something about the other sites.
- Produce and announce the availability of a free CD about the parkway (through press releases, TIS broadcasts, web sites, etc.).
- Develop parkway sales publications (including a driving tour of parkway sites) through the cooperating association and make them available at sales outlets and through the association's web site.
- Explore the development of unifying graphic identity/branding materials for parkway sites (such as those being produced through the Greater Washington National Park Fund).

- Produce rack cards for specific parkway sites and for the parkway as a whole.
- Produce a parkway newsletter/newspaper (1-2 editions per year).

In addition to the above, the park should:

- Provide assistance to individual sites in developing publications related to education programs.
- Produce key brochures and safety information in multiple languages.
- Explore the potential of reprinting for sale theme-related but out-of-print publications such as *The Escape Factory: The Story of MIS-X, The Super-Secret U.S. Agency Behind World War II's Greatest Escapes* by Lloyd R. Shoemaker (a book about Fort Hunt). There also are a number of out-of-print publications about the defenses of Washington, American Indians who lived in the area, and numerous other topics.

It is suggested that the park continue periodically reviewing the various site bulletins and self-guiding publications for needed updates. Except perhaps for reproductions of historic publications or items intended for use in living history or costumed interpretation, all site produced materials should comply with NPS graphic identity standards and also present a unified identity with the parkway. All new or updated items should be added to changeable displays of free literature so that visitors know what is available.

A review of all publications, including those sold through the cooperating association, is recommended. This often takes the form of a Scope of Sales review, which evaluates all publications in light of price, intended audiences, and interpretive themes addressed. The review can identify strengths, as well as areas where the publication program needs to concentrate its efforts. A similar review also could evaluate how prominently publications key to on-site experiences are displayed and how information about other park sites could be incorporated into parkway sales outlets.

Special Populations

Provisions will be made to accommodate the needs of special populations who visit George Washington Memorial Parkway and its affiliated sites. Special populations are identified as those with sight, hearing, learning, and mobility impairments; visitors who do not speak English; and, the elderly and young children.

Public Law 90-480, the Architectural Barriers Act, and the Americans with Disabilities Act of 1990 establish standards for physical access. Other regulations, laws, and standards include Sections 504 and 508 of the Rehabilitation Act of 1973, Director's Orders No. 42, and the Accessibility for Visitors with Disabilities in National Park Service Programs, Facilities, and Services. All newly constructed facilities, as a matter of course, will be designed for accessibility for physically disabled visitors and employees. This includes providing access to buildings, pathways, and wayside exhibit locations along roads and at accessible portions of sidewalks and trails. Every effort will be made to provide full access to interpretive media and programs to ensure that people with physical and mental disabilities, as well as people who do not speak or understand English, have access to the same information necessary for a safe and meaningful visit. All new interpretive media will follow the standards for accessibility as described in the NPS, June 1999 Programmatic Accessibility Guidelines for Interpretive Media. These guidelines (see Appendix C)

will be consulted by park staff and media developers during the planning and design of new interpretive media.

Research Needs

Parkway interpreters need to continue working closely with resource management staff to keep up-to-date with research activities and results. In collaboration with the Urban Ecology Research Learning Alliance (the Research Learning Center of the National Capital Region), interpreters will seek opportunities and innovative ways to communicate about research efforts at the parkway. Resource management specialists should be encouraged to present regular briefings on projects to the entire park staff, especially interpreters. Agency and contract researchers also should be encouraged to produce executive summaries and programs that translate research results for park staff and the public.

Staffs of George Washington Memorial Parkway and affiliated sites need to continue learning more about actual and potential audiences: Who visits? What are their motivations, expectations, and satisfaction levels? What can be done to increase visitor stays and interaction with park resources? Who doesn't visit and why? How do answers to these and other questions vary from season to season? While relatively recent visitor survey data exists for some parkway sites, for others the data is non-existent or over a decade old.

Research is important in the development of specific media and programs. For example, front-end evaluations would query potential users of programs, facilities, and media before products and activities are developed. This type of research is targeted so that practical use can be made of the results. Formative evaluations would be conducted during conceptual design, and would test inexpensive mockups of interpretive media and programs before fully investing in final products. Summative evaluations are valuable in helping to determine the effectiveness of final media, facilities, and programs, i.e. whether the intended themes are being communicated, if people actually make use of the information, or if visitor behavior is affected.

Research also is needed on a number of theme-related topics. One specific area is the need to more effectively and accurately interpret the American Indian presence throughout the area. Other topics include the U.S. Colored Troops stationed at Theodore Roosevelt Island and elsewhere in the Washington area, and oral histories of people associated with Glen Echo Park, the U.S. Marine Corps War Memorial, and Fort Hunt Park.

In general, complete resource studies and surveys still need to be completed for the majority of parkway sites. These include cultural landscape inventories, archeological identification and evaluation studies, historic resource studies, updates to nominations and listings on the National Register of Historic Places, and natural resources studies.

"The word memorial should not be taken lightly, because the parkway continues to remind Americans that George Washington deserves our respect, our admiration, and our appreciation."

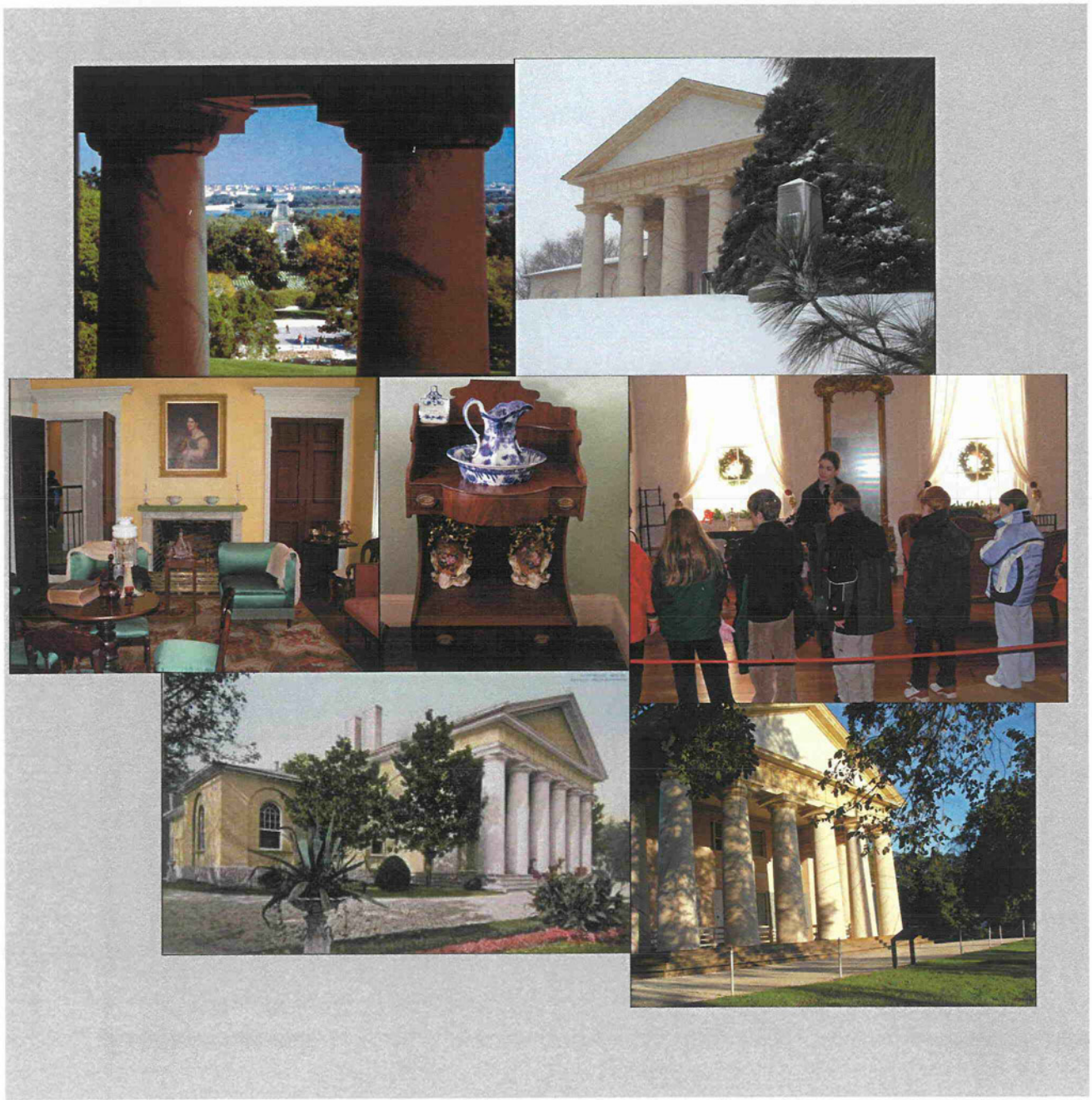
James C. Rees,
Executive Director,
Mount Vernon

PART 3: INDIVIDUAL SITE PLANS

George Washington Memorial Parkway consists of many individual sites. This long-range interpretive plan developed specific recommendations for many sites, while others are covered by the parkway-wide proposals. The individual sites addressed in this plan are presented in this section in alphabetical order.

Jones Point Park and Memorial Avenue are not listed in the alphabetical order and were not discussed in-depth during the planning workshops. Other than elements of the parkway-wide proposals (such as the wayside exhibit plan), new media and program proposals for these two sites would likely not be implemented during the life of this long-range interpretive plan. However, the need for future interpretive media and programs at these two sites was subsequently discussed and is presented in a sub-section titled "Recommendations for Future Interpretive Plans."

ARLINGTON HOUSE, THE ROBERT E. LEE MEMORIAL



PURPOSE

The purpose of Arlington House, The Robert E. Lee Memorial is to honor and pay tribute to Robert E. Lee and the Virginia family of which he was a part and recognize his military accomplishments, his personal character, and his contributions to reuniting the nation after the Civil War.

SIGNIFICANCE

Arlington House's significance is attributed to the following factors:

- Arlington House was the residence of record for Robert E. Lee and his family from his marriage to Mary Custis in 1831 until his resignation as a Colonel in the U.S. Army in 1861 when Virginia seceded from the Union.
- The property, once part of an 1,100 acre plantation, was occupied by the U.S. Army a month after Robert E. Lee's resignation in April 1861. Subsequently the site was used as an army camp, a settlement for freed slaves, and as a federal military cemetery beginning in 1864. The home was never returned to private ownership.
- Arlington House is directly tied to the nation's first president and was a living memorial to George Washington. Hence, the house served as the focal point of the western axis of the monumental core of the nation's capital.
- The House serves as the western anchor to Memorial Bridge and signifies, along with the Lincoln Memorial on the eastern end, the reunification of the North and South after the Civil War.
- Arlington House, a National Historical Landmark, represents significant ideas in architecture and landscape development. The Mansion is possibly the first example of residential neo-classical architecture in the nation, and the site preserves a remnant of virgin woodlands in the heart of a major metropolitan area, that was part of the original landscape design.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Arlington House.

Theme 1 - *Life and Career of Robert E. Lee*
Robert E. Lee's career and life are directly tied to Arlington House and are an important influence on his decision to resign from the U.S. Army on the eve of the Civil War.

Theme 2 - *Plantation and Family Life*
Arlington House preserves an example of an upper south plantation of the mid-nineteenth century. The every day workings of the plantation, the role of women and children, and the importance of religion

"Arlington...where my affections are more strongly placed than any other place in the world.

Robert E. Lee

are a significant part of the Arlington story.

Theme 3 - *Slavery and Freedom*
The institution and practice of slavery in the United States generally, and at Arlington House specifically, is a critical part of understanding the site's story and provides important context for understanding Lee's character and his decision to resign from the Army.

Theme 4 - *Historic Landscape and Environment*
The National Park Service is dedicated to preserving the cultural and natural landscape of Arlington and interpreting its evolution from woodlands to Arlington National Cemetery.

Theme 5 - *Antebellum, Civil War, and Reconstruction*
The Antebellum, Civil War, and Reconstruction eras would have a profound effect on Arlington and its residents.

Theme 6 - *Washington - Custis - Lee Family and Legacy*
The connection to the legacy of George Washington is a major factor in the development of the character of Robert E. Lee.

"I would not stir from this house even if the whole Northern army were to surround it."

Mrs. Lee to her daughter, Mildred, May 5, 1861

Theme 7 - *Natural History*
The site's natural history shaped its use. Fertile soils made it ideal to grow crops, and nearby forests provided firewood for cooking and heating. The remaining stand of trees (some of the oldest in the region) provides a direct link to the past.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to Arlington House will have the opportunity to:

- Learn something about each of the interpretive themes.
- Be welcome into the Lee home to see it as it would have been during the time of the family's occupation.
- Observe artifacts and furnishings of the Lee and Custis families.
- Feel Lee's anguish in making his decision to join the Confederacy.
- Appreciate the home's setting and views of the city.
- Identify with the roles of the individuals who were enslaved on the plantation.
- Identify with the soldiers and freed slaves who occupied the Arlington House property.
- Understand and appreciate the efforts to restore and maintain the cultural resources.
- Explore and learn about the "old growth" forest.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

Although a unit of George Washington Memorial Parkway, Arlington House also has an independent NPS designation. The site was transferred to the NPS from the War Department in 1933. Designated by Congress as the Custis-Lee Mansion in 1955, in 1972 the unit was renamed Arlington House, The Robert E. Lee Memorial.

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to

describe all existing conditions, activities, and programs.

Site maps/drawings can be found in Appendix A.

Outreach and Marketing

With its separate designation from the parkway, the site has its own official park brochure. Except for the contact address, the brochure makes no mention of its affiliation with the parkway. If the Arlington House and parkway brochures were sitting side-by-side, most visitors would think they were two different parks.

The Arlington House web site does reference its connection to George Washington Memorial Parkway on its home page, but there is no live link to the parkway web site. There is a link, but one has to go to the in-depth page to find it.

All of the site's education programs are presented on the in-depth web page, but there is no link to the overall parkway education program.

Most visitors to Arlington House probably do not realize that this is a unit of George Washington Memorial Parkway.

Arlington House produces a monthly newsletter that is primarily targeted to volunteers, but it also is distributed to other stakeholders and is posted to the web site. Arlington House also maintains an active outreach relationship with a number of professional, community, and civic organizations.

Arrival

During a 1992 visitor survey, fifty-nine percent of visitors to Arlington House arrived by Tourmobile. The remainder entered via the Arlington National Cemetery Visitor Center and the Kennedy grave along Custis Walk or from the Tomb of the Unknowns along Crook Walk. For most visitors, Arlington National Cemetery is the primary destination, and Arlington House is one of several stops during their stay.

Currently, there is no entrance sign announcing arrival to the site or a place to orient visitors to the site and prepare them for a tour of the house and grounds. Most visitors stop first at the Arlington National Cemetery Visitor Center; however, there is little there to introduce visitors to Arlington House or the NPS presence. Eastern National operates a bookstore in the visitor center, and some of the merchandise is related to Arlington House and the parkway.

Mansion

All visitors desiring to enter the mansion are able to do so; however, there often is a wait time on busy days. Staff and volunteers are stationed throughout the house to provide interpretation and security for objects on display. The person stationed in the center hall is responsible for controlling the number of visitors entering the house and for orienting people to the house and grounds.

An additional staff person often is stationed on the portico in summer to present an interpretive orientation to waiting visitors. Timed entry is used when more staff is available. This severely restricts the overall number of visitors able to enter the mansion, but provides a pulse of visitors more suitable for normal tours and offers a higher degree of resource protection.

Although all visitors typically are able to tour the house, the average stay is from 15-30 minutes. Student groups participating in the Parks as Classroom activities must be accommodated along with general visitors. There is a need to consider the

"War is inevitable, and there is no telling when it will burst around you...you have to move and make arrangements to go to some point of safety...."

Robert E. Lee to Mrs. Lee, April 27, 1861

quality of the visitor experience along with the desire to turn no one away.

The mansion operational hours currently expand by one hour in summer, if staffing levels permit.

Slave Quarters

Investigation and restoration work on the two brick dependency buildings (slave quarters) is currently underway to establish their appearance at the outbreak of the Civil War. Information resulting from this research is revealing that these buildings, particularly the north slave quarters, were highly unusual in their architecture and use. From the split-level plan of the north slave quarter's kitchen to the south quarter's center room function of storing and smoking meat, the structures together are truly unique.

Past research also has revealed much about individuals who lived and worked in these buildings. Consequently, the need to interpret the structures and their functions must be balanced with the need to interpret the lives of the people.

Potting Shed

A small museum is located on the north side of the vegetable garden in the old potting shed. It contains exhibits about the life of the Lee family and a diorama with audio depicting Lee's resignation from the U.S. Army on the eve of the Civil War.

Most of the media is outdated and contains some inaccuracies. Neither the site brochure nor the web site mentions the museum, and few visitors find it.

Grounds

The grounds and views around Arlington House are interpreted primarily with wayside exhibits. The wayside exhibits require upgrading and should reflect current NPS graphic identity standards.
The historic woodlands are an important adjunct to the site and were part of the original design of the estate. Few people are aware of the efforts to save these woodlands during the Civil War, efforts that continue to the present. Some view this land as unimportant and unused. Initial planning has begun to develop an interpretive trail around the woodlands. There is a woodlands wayside with a three-dimensional exhibit, and there is a strong woodlands constituency among park partners.

Partnerships

Many people have expressed a desire to have a stronger and long term relationship with the site, particularly the Robert E. Lee Chapter of the Questers civic organization. The site staff is interested in exploring ways to capitalize on the interests of these people and encourage their participation in meaningful programs and activities.

The Black Heritage Museum of Arlington has been a partner in developing interpretive exhibits and owns some materials on display in the south slave quarters. The Society of Lees of Virginia has loaned original museum objects for display in the mansion. The Arlington Historical Society cosponsors the largest public event held at the site each year, and the Ancient Order of Hibernians has a 50-year history of cosponsoring a Custis-centered event each year.

Education Program

Arlington House has an education program focusing on Arlington County and some Washington, D.C. schools. Since almost all of the activities entail entering the house, the program requires heavy staff involvement.

A new curriculum-based distance learning program (web-based)

focusing on the museum collection will be on-line in FY06.

As stated above, the information about the education programs is posted on the Arlington House web site, but there is no link to the overall education programs of the parkway.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1993 visitor survey for Arlington House, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Arlington House relates to parkway-wide visitor data.

Figure 4 shows total annual Arlington House visitation over the last ten years, and Figure 5 illustrates the total monthly visitation for 2004.

From August 2-8, 1992 a visitor survey of Arlington House visitors was conducted by the University of Idaho Cooperative Park Studies Unit. The report was completed in 1993 and summary data revealed that:

- Visitors were often in family groups (70%). Twenty-eight percent of visitors were 15 years old or younger, and 27% were between 35-45 years old.
- Most visitors (69%) were first time visitors to Arlington House.
- Visitors from foreign countries comprised 9% of the visitation. Of the international visitors 31% were from Canada, 18% from Germany, and 11% from the United Kingdom.
- Twenty-two percent of the U.S. visitors came from California, Ohio, and Virginia, with smaller numbers from many other states.
- Fifty-nine percent of visitors identified Tourmobile as the form of transportation they used to reach the Arlington House site after they reached the Arlington National Cemetery. Eighty-six percent of visitors spent one hour or less at the Arlington House site, while 90% spent three house or less at Arlington National Cemetery.
- Ninety-four percent of visitors said they visited the inside of the Arlington House, 89% visited the grounds, 61% visited the flower garden, 39% visited the museum building, 34% entered the book

Figure 4

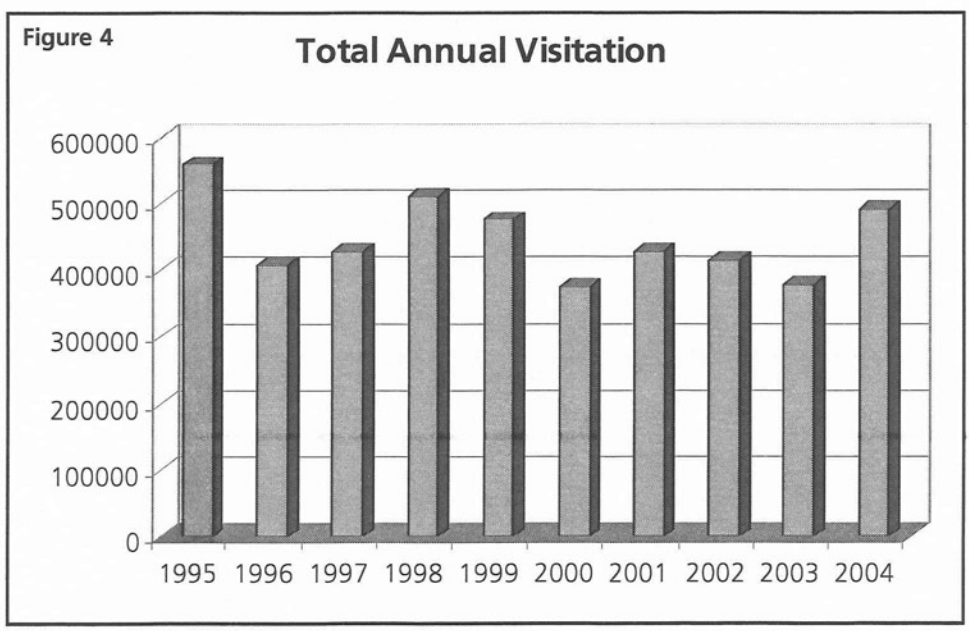
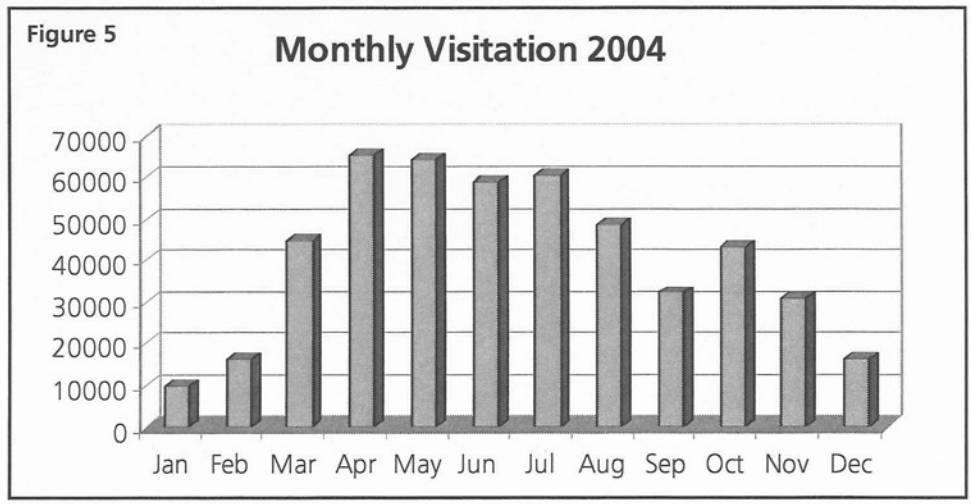


Figure 5



store, and 32% visited the slave quarters.

- Most visitors (93%) visited the Tomb of the Unknowns, the Arlington Cemetery Visitor Center (81%), and the rest rooms (69%) while visiting the Arlington National Cemetery.
- Most visitors (56%) found original artifacts, what happened to the Arlington estate during the Civil War (52%), and photographic displays (30%) as the three most interesting subjects in the current museum.

Since this study was conducted in a shoulder season (early August), care should be taken in applying the results to other times of the year. The fact that the results are over a decade old also impacts the reliability of the data for today's visitors; however, the staff has seen little evidence of any significant changes in visitor patterns.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Arlington House, please refer to the parkway-wide recommendations in Part 2 of this document.

Outreach and Marketing

The official site brochure should be revised to clearly identify Arlington House as a unit of George Washington Memorial Parkway. If the Arlington House and parkway brochure are displayed alongside each other (or even with other parkway site brochures) some display text should be provided to help visitors see that the sites are connected.

The tour map and numbered descriptions in the official site brochure should be revised to include other outbuildings, gardens, woodlot, and eventually the visitor contact center.

Although the Arlington House web site won a design award in 2002, it needs to be revised (starting with the home page) to clearly show its connection with the parkway. A link to the parkway web site should be evident in multiple locations.

The site's education programs, presented on the in-depth web page, also should have an obvious link to the overall parkway education program.

Arrival

Arlington House needs a visitor contact center, an arrival point where visitors can be oriented to the site, obtain information and tickets for touring the house, purchase theme-related materials, and learn about aspects of the Lee and Custis families that may be difficult to relate on the house tours.

Some of the media concepts that might be developed in the center include:

- Lee's decision to resign from the U.S. Army and the impacts of that action.
- History of slavery at the site.
- Creation of the cemetery.
- Overview of the family
- Lee's post war legacy.
- Family life at Arlington House.
- History of preservation of the site.
- Personal family insights such as their religion, political convictions, ideas toward slavery, staying in contact during the Civil War, etc.

Some of the exhibit concepts (but not the exhibits) from the current museum might be added to the above list. The current museum exhibits would be removed and the building used for other purposes. Consideration also would be given to moving the Freedman's Village exhibit from the south slave quarters to the center.

The center also would have an information desk and orientation media that would answer commonly asked questions. One exhibit would identify all the units of the parkway, illustrate the thematic linkages, and reinforce the NPS identity.

The cooperating association bookstore also will be moved to the visitor contact center.

While some of the exhibits might contain audiovisual elements, a separate AV program should be considered. The film would set a mood for experiencing Arlington House, but it should not be a programmatic tour of the home. It might address some of the theme-related topics above and be an excellent introduction to the site's significance. All visitors would be encouraged to view the film before touring the site. Copies of the film also could be available for purchase through the cooperating association bookstore.

The ideal location for the visitor contact center would be close to the house. The old cemetery administration building (currently used for NPS site offices) has been considered. A draft management prescription (based on a 1966 Master Plan) exists that calls for using this building as a visitor center. In this option most of the park offices would move elsewhere-possibly to the potting shed or other nearby structures.

Other options considered for a visitor contact center include space in the Arlington National Cemetery

"As to our old house, if not destroyed, it will be difficult even to be recognized. Even if the enemy had wished to preserve it...it is vain to think of its being in a habitable condition. It is better to make up our minds to a general loss. They cannot take away the remembrances of the spot, & the memories of those that to us render it sacred. That will remain to us as long as life will last, & that we can preserve."

Robert E. Lee to Mrs. Lee, Christmas Day, 1861

Visitor Center, space in the Women in the Military Service for America Memorial, or possibly a new structure on the site. A new structure is seen a highly unlikely during the life of this LRIP, and the Women in the Military facility, along with the Cemetery visitor center are too far away. However, more information about Arlington House is recommended at the Cemetery visitor center, perhaps utilizing some space in the Eastern National bookstore. One useful item would be a flyer with directions on getting to the site.

A more detailed feasibility study and site planning will be needed to make any formal recommendations on the location of this facility. Basic criteria for the center location should include:

- Close proximity to a Tourmobile stop.
- Large enough to comfortably handle peak visitation loading.
- Close proximity to the Arlington House (meeting ADA standards) so visitors can easily make a scheduled tour.

In the interim, before a visitor contact center is established, the gazebo could be used to display temporary site orientation panels, probably using wayside exhibit materials. At peak times staff could be present to provide more specific information and answer questions. Another possibility would be to adaptively rehabilitate/reconstruct the historic rose garden pavilion for use as an information gazebo.

Parkway staff, in partnership with Arlington National Cemetery, would develop an entrance sign for the site. Visitors should see the sign as they approach, perhaps along the road next to the woodlands. Other entry signs might be needed at the approach to the site from Custis Walk and Crook Walk. This same partnership group also should evaluate current Cemetery, Arlington House and area directional signing for effectiveness in helping visitors reach their destinations and return to the parkway.

NPS staff also should work with Metro to provide some parkway-wide and Arlington House information at the Arlington Metro stop.

Mansion

Personal services interpretation will continue to be the primary means for visitors to experience the Arlington House mansion. The official site brochure also will continue to supplement the experience as a self-guiding publication. Having a visitor contact center nearby will alleviate some of the orientation burden of the staff stationed in the house, allowing them to focus more on resource/theme-based interpretation.

Staff will continue to explore ways to enhance the quality of the house tour experience while continuing to accommodate all visitors. Some potential options for consideration include:

- Offer a combination of guided and self-guided tours. The volume of visitation at a particular time would determine which mode to use.
- Examine the potential of partnering with Tourmobile to have them fund a NPS interpreter to ride or meet the buses and possibly give the groups a tour of the home.
- Ensure sufficient seasonal staffing to allow continued extended hours of operation during the summer.
- Continue giving a general tour, but also offer a variety of specialized tours.

It is proposed that the kitchen be refurnished with reproduction

pieces and used as an interactive or demonstration area. In this way, the kitchen could become a key element of the site's education program as well as providing hands-on experiences for general visitors.

Additionally, the dairy area in the south wing basement would be rehabilitated and opened for interpretation. This area provides one of the few remaining, tangible links for interpreting the larger context of plantation life for enslaved residents. To improve accessibility, consideration would be given to routing visitors through the house basement from the winter kitchen exhibit.

Slave Quarters

By visiting the slave quarters, visitors will understand more about the slave experience on the estate, meet some of the people, learn about their lives and roles, and gain an appreciation of the number of enslaved people who once worked here. Visitors also will discover how the buildings were referred to by the Lee family-i.e. use of the terms "dependencies" and "servants" rather than "slaves."

South Slave Quarters

The restored south slave quarters will contain historic furnished exhibits of Selina Gray's quarters, the store room, and smokehouse. A formal historic furnishings plan will be developed and implemented for these three spaces.

Interpretation will enable visitors to understand how these areas functioned, how they contributed to the overall operation of the estate, and to get glimpses into the lives of Selina Gray and others who worked here.

North Slave Quarters

The restored north slave quarters will contain the historically furnished summer kitchen and cook's quarters, and it will highlight the unusual architecture of the building. Visitors will be able to look inside and notice the unusual historic interior of the building; however, because of accessibility issues associated with the architecture, much of the structure will function as a look-in experience.

As with the south slave quarters, a formal historic furnishings plan will be developed for the cook's quarters and summer kitchen. Some of the original objects from the main house kitchen will be transferred here.

The current slavery exhibit in the south slave quarters will be moved to the north building in lieu of simply furnishing more slave quarters. This exhibit gives in-depth insights into slavery at Arlington House and insights into individuals and their descendants. Consideration will be given to moving the post-Civil War Freedman's Village exhibit to the new visitor contact center.

In addition to addressing some of the same basic interpretive goals as the south slave quarters, interpretation of the north slave quarters will help visitors understand the building's architecture. One idea is to develop a cut-away drawing or model of the structure. It also may be desirable to help visitors understand something of the architectural history of the building and how the historic configuration was determined.

The cooperating association bookstore that previously occupied a portion of the north slave quarters would eventually move to the new visitor contact center.

Potting Shed

The long-term recommendation is to close the current museum,

"We were standing with the other black folks apart from the white folks, when they laid Mr. Custis beneath his own trees not far from the great house that stands today overlooking the Capital City."

-from the 1928 *Sunday Star* article written about Jim Parks

remove the exhibits, and consider other (perhaps administrative) uses for the building. Some of the exhibit concepts (but not the exhibits) would be considered in the media plans for the proposed new visitor contact center.

In the short term the museum would remain where it is; however, better signing is needed to direct visitors to the facility. Also, if the official site brochure is updated before a new contact center is developed, it should include a mention of the museum and possibly included in an expanded map of the grounds and outbuildings.

Grounds

The grounds at Arlington House will continue to be interpreted through a variety of personal services activities and wayside exhibits. The wayside exhibits will be upgraded/replaced as a component of the parkway-wide wayside exhibit proposal. New waysides will reflect current NPS graphic identity standards and also convey a parkway connection.

To enable visitors to experience more of the site, a self-guiding interpretive trail is proposed that would lead visitors around the edge of the historic woodlands. Interpretive wayside exhibits along the trail will help visitors appreciate the value of the woodlands as an important component of the site and that it was part of the original design of the estate. Other potential stories/topics that could be addressed along the trail include:

- The location of the ice house
- Use of the woodlands by children
- Use of the woodlands by slaves
- Early efforts to save these woodlands during the Civil War
- Discovery of prehistory artifacts
- The size of the original plantation compared to what remains today
- Recognition of the woodlands as a superlative remnant example of a Terraced Gravel Uplands natural environment

The woodlands trail also would provide opportunities for periodic guided interpretive walks, and for use by the education program.

Partnerships

A new partnership is recommended to provide a structure for the many people who have expressed a desire to have a stronger and long-term relationship with Arlington House. While a restructuring of the existing VIP program might be able to accommodate this need, another format may be desirable. Various options would be explored.

This new group would not engage in fund raising, as that is the role of the Greater Washington Area Parks Fund in the National Capital Region. However, the group could play a valuable role in promoting the history of the site, assisting with developing and coordinating special events, participating in training sessions, and maintaining a database of people who want to be kept informed about site activities and programs.

Education Program

The current education programs for multiple age groups at Arlington House will continue. These programs are well established, popular, and successful in meeting the curriculum requirements of participating schools.

Site staff will continue to explore ways to better accommodate school groups in the main house along with general visitation. This may require a rerouting of the tour pattern.

Restoration of the slave quarters, establishment of the woodlands trail, rehabilitation of the dairy, and

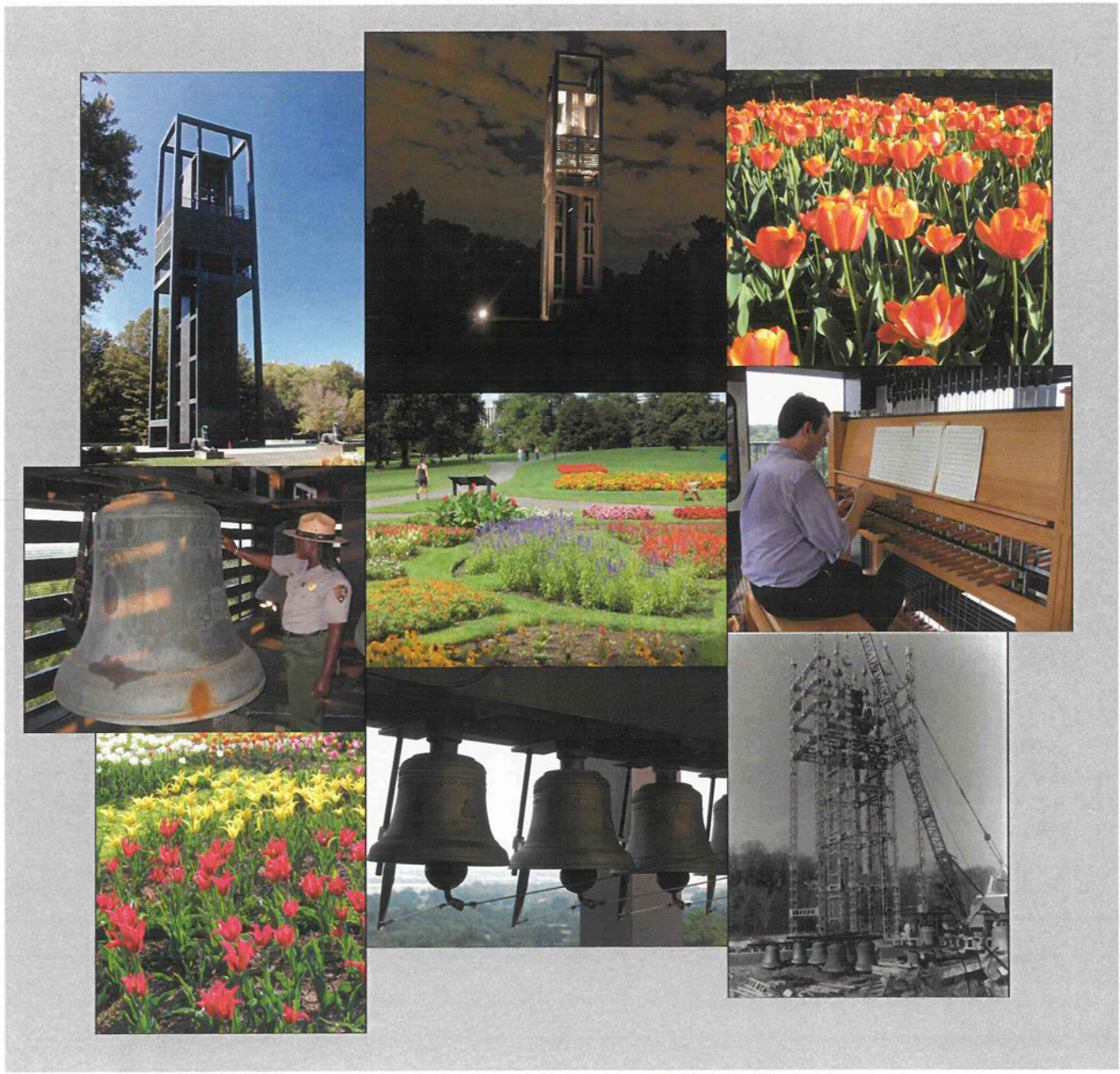
furnishing the main house kitchen with reproduced objects will create potential for new education programs. Coupled with a good teacher training program, some activities could be designed to minimize the involvement of park staff. Parks as Classroom grants may be available to develop some of these programs. Other potential programs might be developed through the Teaching with Historic Places program.

Even with teachers trained to conduct some activities on their own, additional programs and the involvement of more school groups will require an increase in education staff at Arlington House (see Staffing section in Part 4).

Web site information about the Arlington House education programs needs to be linked to the overall education programs on the parkway.

The development of a curriculum-based virtual tour of the site is recommended. Available in CD or DVD format, the program would be available for use in schools as pre- and post-visit learning activities. The program also could be available to the general public.

ARLINGTON RIDGE PARK:
THE NETHERLANDS CARILLON



PURPOSE

The purpose of the Netherlands Carillon is to express the gratitude of the Dutch people for American aid received during and after World War II and to symbolize our shared friendship with common allegiance to the principles of freedom, justice, and democracy.

SIGNIFICANCE

The significance of the Netherlands Carillon is attributed to the following:

- According to Pierre L'Enfant's original design plan for Washington, D.C., the Netherlands Carillon occupies the end of the National Mall axis, hence the great views from this location.
- The tower depicts a unique architectural style that compliments the landscape of Washington, D.C.
- The tower is used regularly (May-September) for a variety of performances.
- Today, the tower houses a camera used to monitor Washington's air quality.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program.

Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at the Netherlands Carillon.

Theme 1 - *Freedom*
The Carillon and the adjacent U.S. Marine Corps War Memorial both symbolize the fight for freedom during World War II.

Theme 2 - *Friendship and Gratitude*
The carillon symbolizes the gratitude of the Dutch people for America's role in liberating the Netherlands during World War II and the friendship and common allegiance to key principles shared by both countries.

Theme 3 - *Voice of the Bells*
The carillon bells themselves have symbolic meaning as voices - sometimes tiny - speaking out in a troubled world.

Theme 4 - *Design of the Nation's Capital*
The beautiful views from the Netherlands Carillon are not an accident, as this location was designed by L'Enfant to be the end of the National Mall axis.

Theme 5 - *Air Quality*
The quality of the air not only affects the views of the city, but it also impacts buildings, monuments, natural resources, and the overall quality of life in the Nation's Capital.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this

"So many voices in our troubled world are still unheard"

-dedication on the Netherlands Carillon

document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Netherlands Carillon will have the opportunity to:

- Make intellectual and emotional connections with site resources.
- Hear the bells.
- See the amazing views of Washington and Arlington National Cemetery.
- Admire and appreciate the structure's architecture.
- Experience a Carillon performance.
- Understand how a Carillon works.
- Experience some form of interpretation and/or education program.
- Obtain information about programs and activities.
- Learn about efforts to monitor air quality in the national parks.
- Learn about volunteer opportunities.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map of Arlington Ridge Park can be found in Appendix A.
The Netherlands Carillon is administered through the parkway's Virginia District. The site is located in Virginia and borders the northern end of Arlington National Cemetery, adjacent to the U.S. Marine Corps War Memorial. The combined sites are referred to as Arlington Ridge Park.

The site is interpreted by two wayside exhibits. A park-produced brochure is distributed through an on-site dispenser. There are no other interpretive facilities, in fact by law no additional structures can be built at the site (including an informational kiosk).

Parkway staff, volunteers, and others provide information and formal and informal interpretation at the site on a regular basis. Following carillon concerts, the carillonneurs are often available to talk with visitors.

A web page for the Netherlands Carillon is provided through the main parkway Internet site. This web page also provides a live link to the U.S. Marine Corps War Memorial page; however there is not a reciprocal link.

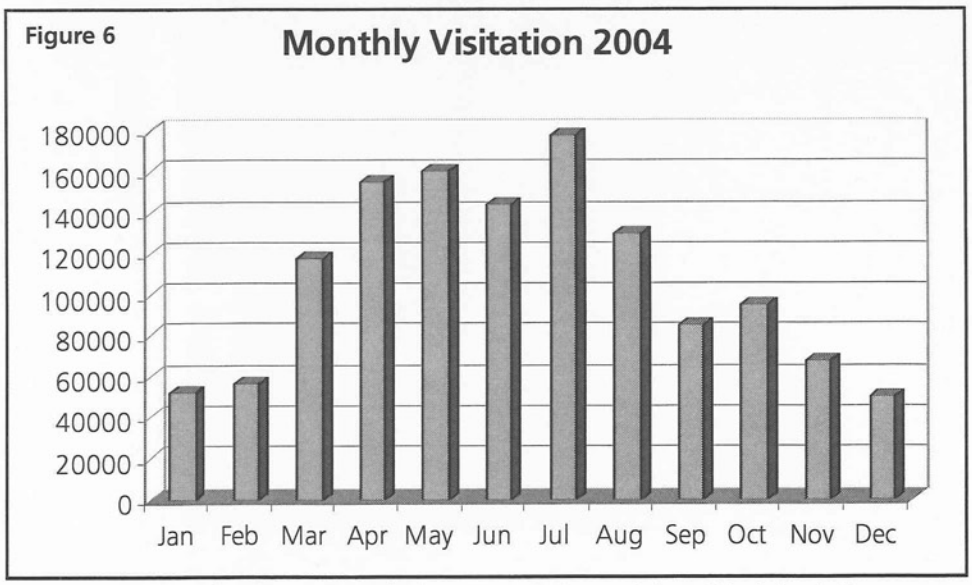
VISITATION AND VISITOR USE

The following information regarding site visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1998 visitor survey, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how the Netherlands Carillon relates to parkway-wide visitor data.

Visitation figures for the Netherlands Carillon are combined with those for the U.S. Marine Corps War Memorial. Total annual visitation for the combined sites for 2004 was 1,293,209. Figure 6 illustrates the total monthly visitation for the combined sites for 2004.

During May 30- June 7, 1998, a survey was conducted of combined

Figure 6



site visitors. The final report titled *The Netherlands Carillon/The United States Marine Corps War Memorial (Iwo Jima) Visitor Study*, revealed that:

- Thirty-seven percent of visitor groups were families; 20% arrived alone; and 26% came in a group of 11 or more people.
- Twenty-five percent of combined site visitors were part of an organized tour group.
- Thirty-one percent of visitors were between the ages of 36-50; 29% were between the ages of 16-35; 14% were between the ages of 11-15; and 7% were 10 years of age or younger.
- Half (50%) of visitors were making their first visit to the combined sites. Of the repeat visitors, 58% said they visited the site more often than once a month.
- Regarding overall length of stay, 82% of visitors spent one hour or less at the combined sites, and of those 44% stayed one half hour or less.
- For length of stay at specific sites, 77% of visitors stayed 15 minutes at the Netherlands Carillon, 45% of visitors stayed 15 minutes and another 45% stayed 30 minutes at the U.S. Marine Corps War Memorial.
- Eighty-nine percent of visitors visited the U.S. Marine Corps War Memorial, 50% visited the grassy, open field, and 40% visited the Netherlands Carillon.
- Visitors came from many states and foreign countries. Eight percent of visitors were of international origin.
- Reasons for visiting included: visiting the U.S. Marine Corps War Memorial (74%), recreation (26%), personal reasons (19%), being part of a prepackaged tour (17%), and visiting the Netherlands Carillon (12%).
- Forty-six percent of visitors were aware that the sites were managed by the National Park Service. Of course, this also means that the remainder did not know or were not sure who managed the sites.
- Regarding the sufficiency of information (interpretation?) provided at the sites, 49% of visitors said that they received enough information, while 41% indicated that they did not receive sufficient information. Visitors who said that they did not receive enough information indicated they would have liked more in the form of brochures (68%), written exhibits (47%)[Note: this may indicate wayside exhibits.], and on-site rangers (42%). "Other" sources of information preferred by visitors included a combination of brochures and audio tapes, documentary videos, and the internet.

Since the study was conducted from late May to early June, care should be taken in applying the results to other times of the year.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

"To achieve real harmony, justice should be done also to the small and tiny voices, which are not supported by the might of their weight. Mankind could learn from this. So many voices in our troubled world are still unheard. Let that be an incentive for all of us when we hear the bells ringing."

Queen Juliana, The Netherlands

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for The Netherlands Carillon, please refer to the parkway wide recommendations in Part 2 of this document

The roving and other personal services interpretive activities at the site will continue.

The existing and potential wayside exhibits at The Netherlands Carillon will be included in the proposed parkway-wide wayside exhibit proposal. All exhibits will be designed to help visitors establish connections with the resources. The wayside exhibits will convey an identity with the parkway, the NPS, and comply with NPS graphic identity standards. The wayside plan for the combined sites also would include a parkway wide orientation exhibit (see the parkway-wide Wayside Exhibit section in Part 2 of this document).

Site publications should be evaluated with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The resources and themes at the site offer potential opportunities for the development of a curriculum-based education program. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement of park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document.

The site web page would include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page.

Add a link to the national website for the air resources program.

ARLINGTON RIDGE PARK:
UNITED STATES MARINE CORPS WAR MEMORIAL



PURPOSE

The U.S. Marine Corps War Memorial symbolizes our nation's high regard for the honored dead of the Marine Corps. Although the statue depicts one of the most famous incidents of World War II, the memorial is dedicated to all marines who have given their lives since 1775.

SIGNIFICANCE

The significance of the U.S. Marine Corps War Memorial lies in honoring all Marines killed in action since 1775. Although the memorial is popularly nicknamed the "Iwo Jima Memorial," it is dedicated to more than one single battle. In addition, the area in and around the memorial serves as a prime setting for a variety of Marine Corps ceremonies and special events.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at the U.S. Marine Corps War Memorial.

Theme 1 - *Symbolism*
The U.S. Marine Corps War Memorial statue, symbolizing freedom, honor, and valor, has become an icon for Marines as well as the general public.

Theme 2 - *Tribute*
While the monument depicts one of the most famous incidents of World War II, it is dedicated to all Marines who have given their lives in defense of our country since 1775.

Theme 3 - *Iwo Jima*
Iwo Jima's location, midway between American bomber bases in the Mariana Islands and the country of Japan, was key to military strategies during World War II.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the U.S. Marine Corps War Memorial will have the opportunity to:

- Learn something about each of the interpretive themes.
- Make intellectual and emotional connections with the resources and the events they represent.
- Remember important people, places, and events.
- Come to a sense of closure.
- Take photos.
- Meet U.S. Marine Corps veterans.

"The U.S. Marine Corps War Memorial is a monument of history and heroism forever frozen in time."

Larry Ward, U.S. Marine Corps Veteran

- Attend live U.S. Marine Corps ceremonies/events.
- Appreciate the memorial's architecture and design.
- Experience some form of interpretative and/or educational program.
- Obtain information about programs and activities.
- Find information about volunteer opportunities at the park.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

"I settled in Arlington the same year the U.S. Marine Corps War Memorial was dedicated. My early visits were rare - the memories of friends and colleagues who didn't return home, as I had, were just too painful."

Tom Miller, U.S. Marine Corps Veteran, WWII (Iwo Jima)

A site map of Arlington Ridge Park can be found in Appendix A.

The parkway's Virginia District administers the U.S. Marine Corps War Memorial (also commonly nicknamed the Iwo Jima Memorial). The site is located on the Virginia shore of the Potomac River opposite Washington, D.C. and borders the northern end of Arlington National Cemetery, adjacent to the Netherlands Carillon. The site, when combined with the Netherlands Carillon, is referred to as Arlington Ridge Park.

Visitors to the site may view four wayside exhibits, which were installed in 2003. The previous site brochure, which is currently being revised by Harpers Ferry Center, reflects an old NPS design. There are no other interpretive facilities. In fact, by law no additional structures can be built at the site (including an informational kiosk).

Parkway staff and volunteers provide interpretation at the site on a regular basis.

A web page for the memorial is provided through the main parkway Internet site. Although there is a link to the U.S. Marine Corps War Memorial page from the Netherlands Carillon web page, there is not a reciprocal link.

VISITATION AND VISITOR USE

The following information regarding site visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1998 visitor survey, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how U.S. Marine Corps War Memorial relates to parkway-wide visitor data.

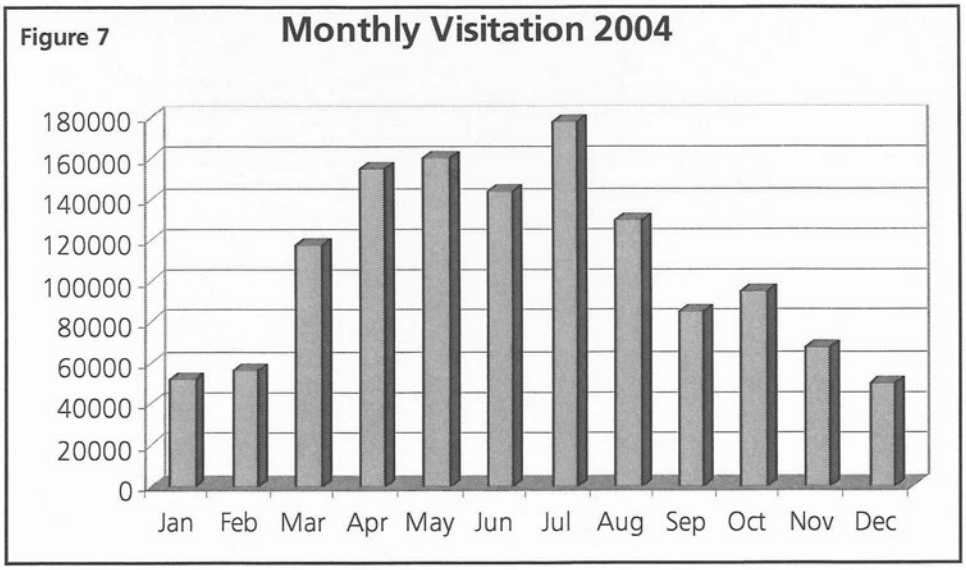
[Note: This following is a duplicate of the information presented in the Netherlands Carillon section.]

Visitation figures for The Netherlands Carillon are combined with those for the U.S. Marine Corps War Memorial. Total annual visitation for the combined sites for 2004 was 1,293,209. Figure 7 illustrates the total monthly visitation for the combined sites for 2004.

During May 30- June 7, 1998, a survey was conducted of combined site visitors. The final report titled *The Netherlands Carillon/The United States Marine Corps War Memorial (Iwo Jima) Visitor Study*, revealed that:

- Thirty-seven percent of visitor groups were families; 20% arrived alone; and 26% came in a group of 11 or more people.
- Twenty-five percent of combined site visitors were part of an organized tour group.

Figure 7



- Thirty-one percent of visitors were between the ages of 36-50; 29% were between the ages of 16-35; 14% were between the ages of 11-15; and 7% were ten years of age or younger.
- Half (50%) of visitors were making their first visit to the combined sites. Of the repeat visitors, 58% said they visited the site more often than once a month.
- Regarding overall length of stay, 82% of visitors spent one hour or less at the combined sites, and of those 44% stayed one half hour or less.
- For length of stay at specific sites, 77% of visitors stayed 15 minutes at the Netherlands Carillon, 45% of visitors stayed 15 minutes and another 45% stayed 30 minutes at the U.S. Marine Corps War Memorial.
- Eighty-nine percent of visitors visited the U.S. Marine Corps War Memorial, 50% visited the grassy, open field, and 40% visited the Netherlands Carillon.
- Visitors came from many states and foreign countries. Eight percent of visitors were of international origin.
- Reasons for visiting included: visiting the U.S. Marine Corps War Memorial (74%), recreation (26%), personal reasons (19%), being part of a prepackaged tour (17%), and visiting the Netherlands Carillon (12%).
- Forty-six percent of visitors were aware that the sites were managed by the National Park Service. Of course, this also means that the remainder did not know or were not sure who managed the sites.
- Regarding the sufficiency of information (interpretation?) provided at the sites, 49% of visitors said that they received enough information, while 41% indicated that they did not receive sufficient information. Visitors who said that they did not receive enough information indicated they would have liked more in the form of brochures (68%), written exhibits (47%)[Note: this may indicate wayside exhibits.], and on-site rangers (42%). "Other" sources of information preferred by visitors included a combination of brochures and audio tapes, documentary videos, and the internet.

Since the study was conducted from late May to early June, care should be taken in applying the results to other times of the year.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor

"While it honors all the brave Americans who fought and died in a bloody battle on a remote island many years ago, it symbolizes and pays homage to all Marines who have sacrificed themselves for the cause of freedom since our Nation was founded."

Dan Crawford, U.S. Marine Corps History and Museums Division

experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for the U.S. Marine Corps War Memorial, please refer to the parkway wide recommendations in Part 2 of this document

The roving and other personal services interpretive activities at the site will continue and expand.

Even though they are relatively new, the existing wayside exhibits at the U.S. Marine Corps Memorial will be included in the proposed parkway-wide wayside exhibit proposal. All exhibits will continue to be designed to help visitors establish connections with the resources. The wayside exhibits will convey an identity with the parkway, the NPS, and comply with NPS graphic identity standards. The wayside plan for the combined sites also would include a parkway-wide orientation exhibit (see the parkway-wide Wayside Exhibit section in Part 2 of this document).

The new site brochure should be evaluated with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The resources and themes at the site offer potential opportunities for the development of a curriculum-based education program. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document.

The site web page would include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page.

A link to the Netherlands Carillon web page also is recommended. The potential of including excerpts of future oral history interviews also could be considered.

CLARA BARTON NATIONAL HISTORIC SITE















MISSION

Based upon the legislation and the park's management plan, the mission of Clara Barton National Historic Site is to preserve the home and tell the story of Clara Barton and her association with the American Red Cross.

PURPOSE

The purpose of Clara Barton National Historic Site is:

- Clara Barton National Historic Site tells the early story of the American Red Cross through the interpretation of the life, times and home of its founder, Clara Barton.
- Clara Barton National Historic Site preserves the home, artifacts, and archives related to Clara Barton.

SIGNIFICANCE

The significance of the Clara Barton National Historic Site is attributed to the following:

- The building and its contents in Glen Echo, Maryland, serve as tangible physical reminders of Miss Barton's accomplishments as founder and first president of the American Red Cross.
- The house was constructed in 1891 and served as a warehouse for relief supplies for the American Red Cross. In addition to serving as a warehouse, the structure later became Miss Barton's residence and headquarters of the American Red Cross. She resigned from the American Red Cross in 1904 and resided in the house until her death in 1912. The home is designated as a National Historic Landmark and is listed on the National Register of Historic Places.
- After resigning from the American Red Cross, Miss Barton focused her efforts on establishing the American First Aid Association until her death in 1912.
- In order to promote the development of the Glen Echo Chautauqua, the construction of the house was financed by the Baltzley Brothers, founders of the Glen Echo Chautauqua.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Clara Barton National Historic Site.

Theme 1 - *Early history of American Red Cross*

Clara Barton traveled to Europe and became involved with the International Red Cross during the Franco-Prussian War of 1870. She brought this concept of neutral, independent relief activities back to America leading to the founding of the American Red Cross in 1881.

"She was a remarkable person who dedicated her life and energies to help others in times of need - both home and abroad, in peacetime as well as during military emergencies. Glen Echo was her home the last [15] years of her life and this structure illustrates her dedication and concern for those less fortunate than herself."

--House Resolution 13157 for the establishment of Clara Barton National Historic Site

"Their first view of the home was the fluttering of the United States flag from the tall flagpole above the house, and next, the Red Cross flag floating in the breeze over the central door, which was thrown hospitably open to receive the guests."

Stephen E. Barton, nephew of Clara Barton

Theme 2 - *Disaster Relief*
The early activities of the American Red Cross were devoted to natural disaster relief.

Theme 3 - *Life and times of Clara Barton*
As a liberal woman in 19th Century America, Clara Barton was a leader in several major humanitarian activities including: civil rights, black male suffrage, prison reform, disaster relief, women's rights, and educational reform.

Theme 4 - *Self Help*
In Clara Barton's American Red Cross relief work she took special care in helping victims rebuild their lives by showing them how to help themselves.

Theme 5 - *History of Science and Technology*
Clara Barton's interest in technology is reflected in many features throughout the house.

Theme 6 - *A Lifetime of Service*
Clara Barton's courage, patriotism, and willingness to serve in disaster recovery work gave her a depth of understanding that few people would experience.

Theme 7 - *The House*
The house at Glen Echo served concurrently as warehouse for relief supplies, headquarters for the American Red Cross, and for the last fifteen years of her life, Clara Barton's home.

Theme 8 - *Architecture of House*
The house at Glen Echo, constructed in 1891, with its unique architectural details and original interior treatments, serves as the nucleus of the Clara Barton National Historic Site collection.

Theme 9 - *Relationship with Glen Echo*
The founders of the Chautauqua at Glen Echo hoped that Clara Barton's celebrity would attract investors to their development. Therefore, the Baltzley brothers financed the construction of the structure later used as Clara Barton's home. In return, Clara Barton served as president of the Chautauqua Women's Executive Committee.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Clara Barton National Historic Site will have the opportunity to:

- Experience the time period in which Clara Barton lived.
- Appreciate the volume and range of Clara Barton's achievements.
- Gain a broader understanding of Clara Barton's life and character.
- Experience a well maintained home.
- Participate in a variety of special events and changeable displays.
- Discover the connection between Clara Barton National Historic Site and Glen Echo Park.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

Although a unit of George Washington Memorial Parkway, the Clara Barton House also has an independent NPS designation. The site was authorized in 1974 and established a year later as the Clara Barton National Historic Site. In 1989 a 6.8 mile section of the George Washington Memorial Parkway in Maryland was renamed in honor of Clara Barton.

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map/drawing can be found in the Maps section in Appendix A.

Outreach and Marketing

With its separate designation from the parkway, the site has its own official park brochure. The existing site brochure makes no mention of its affiliation with the parkway. If the Clara Barton NHS and parkway brochures were sitting side-by-side, most visitors would think they were two different parks. Currently, a new brochure is in production that will include references to the parkway.

Many program-specific handouts have been prepared by the site and distributed as part of a special event or program.

The Clara Barton National Historic Site web site does reference its connection to George Washington Memorial Parkway on its home page, and on the in-depth page a link to the parkway web site is provided. However, this link to the parkway is listed under a heading "Adjacent Visitor Attractions." Links with a number of other theme-related sites also are provided, although there are few, if any, reciprocal links. For example, there is a link to the American Red Cross Museum. The Red Cross web site does mention the Clara Barton NHS, but provides no live link.

All of the site's education programs are presented on the in-depth web page, but there is no link to the overall parkway education program. Links to an education partnership program with Adventure Theater is provided, but not on the "Education Programs" page.

Most visitors to Clara Barton National Historic Site probably do not realize that this is a unit of George Washington Memorial Parkway.

Figure 3 on page 8 shows that of all the parkway sites for which visitation figures are reported, Clara Barton NHS received the lowest number of visitors. While the number of visitors on a tour of the house is limited due to the need to protect the historic structure and the many original objects, and to provide a quality visitor experience, there is potential to accommodate significantly more visitors.

A survey of Glen Echo Park visitors conducted in May 1992 showed that only 2% of weekday and weekend visitors to Glen Echo Park also visited Clara Barton National Historic Site. If this percentage holds close for today's visitors and for visitors at other times of the year, then the need to market the two sites together is obvious.

Arrival

Signs direct visitors to a parking lot that is shared with the Glen Echo Park unit. Once in the parking lot, the signing for the two sites is not clear. This can be especially troublesome for first-time visitors who often are not sure where to go once they arrive.

Currently, there is no place to adequately orient visitors to the site and prepare them for a tour of the house and grounds.

House Interior

All visitors to the house receive a guided tour. Currently, visitors who

must wait for the next tour must do so outside. During inclement weather, if people need to wait for the next tour, some just leave. This waiting time would be an excellent opportunity for visitors to get oriented to the site and learn about aspects of Clara Barton's life that cannot be presented well through the historically furnished rooms.

Additional rooms are currently being furnished by Harpers Ferry Center through an amendment to the historic furnishings plan.

One room on the main floor is used to show audiovisual programs and for rotating exhibits on various aspects of Clara Barton's life. Currently, this same room is used to show a commercially produced 30-minute video on Clara Barton and an in-house produced slide program. No professionally produced audiovisual program specifically for Clara Barton National Historic Site has been developed.

Grounds

The grounds around the house look nothing like they did when Clara Barton lived here. Historic photos exist which show the grounds during the period of historical significance

Education Program

The site offers excellent education programs, developed in partnership with the Montgomery County, MD school system. Since almost all of the activities entail entering the house, the program requires heavy staff involvement.

As stated above, the information about the education programs is posted on the Clara Barton National Historic Site web site, but there is no link to the overall parkway education programs.

The site has developed a partnership program with Adventure Theater within Glen Echo Park that brings Ms. Barton's accomplishments to life.

The site also wishes to develop additional partnership programs with entities like the Discovery Creek Children's Museum.

VISITATION AND VISITOR USE

The following information regarding site visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, and discussions with park staff. No separate visitor survey data for the site is available. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Clara Barton National Historic Site relates to parkway-wide visitor data.

Figure 8 shows total annual Clara Barton NHS visitation over the last ten years, and Figure 9 illustrates the total monthly visitation for 2004.

Although no visitor survey has been conducted for the site, in May of 1992 a survey was conducted for Glen Echo Park. The results of that survey included one reference to the Clara Barton House. It indicated that about 2% of weekday and weekend visitors to Glen Echo Park also visited the Clara Barton National Historic Site.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's mission, purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able

Figure 8

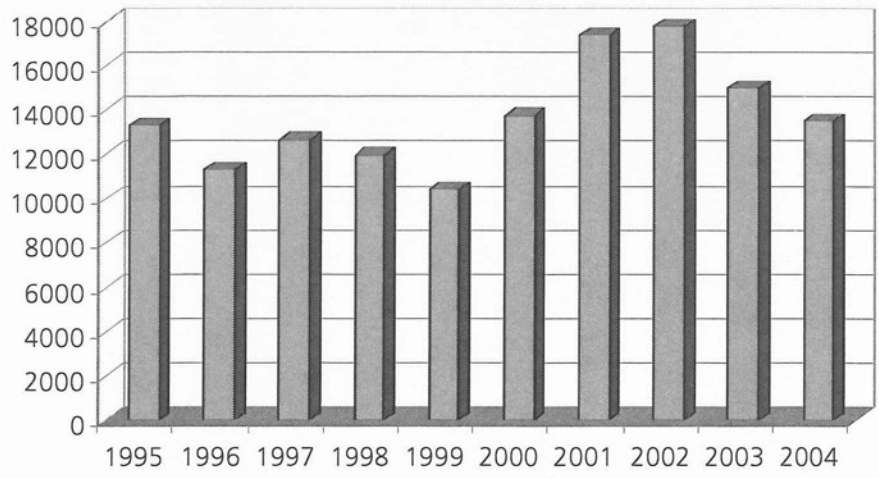
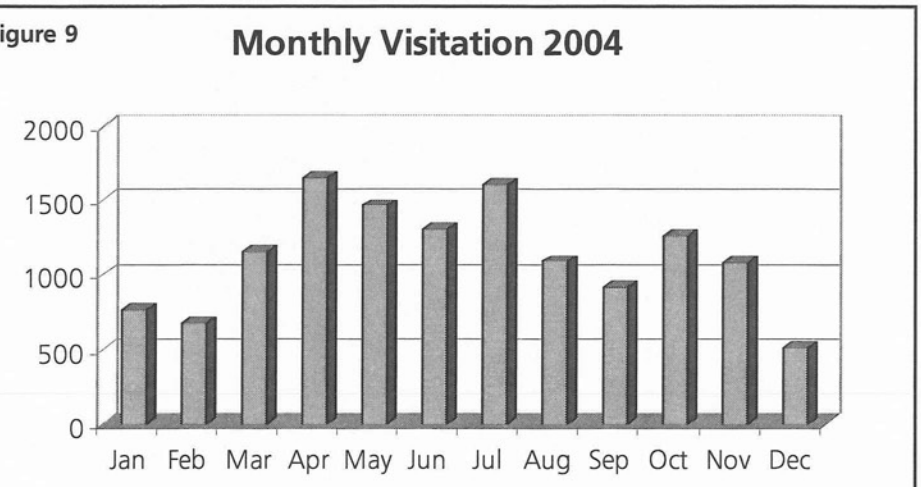


Figure 9



to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Clara Barton National Historic Site, please refer to the parkway-wide recommendations in Part 2 of this document.

Outreach and Marketing

The official site brochure should be revised to comply with current NPS graphic identity standards and to clearly identify Clara Barton National Historic Site as a unit of George Washington Memorial Parkway. If the site brochure is displayed along with the parkway brochure (or even with other parkway site brochures) some text should be provided to help visitors see how the sites are connected.

The Clara Barton NHS web site also should be revised to clearly show its

connection with the parkway. A link to the parkway web site should be evident in multiple locations. Reciprocal web site links should be encouraged from theme related sites. The site's education programs also should have an obvious link to the overall parkway education program.

An informal survey of visitors to Clara Barton National Historic Site and Glen Echo Park is recommended to see how many visitors to one site actually visit (or have visited) the other. If the results are anywhere near those of the 1992 survey, then various marketing strategies (including those presented in the parkway-wide section in Part 2 of this document) should be explored.

Arrival

The site needs an initial visitor contact area, an arrival point where visitors can get out of the weather, get oriented, obtain information for touring the house, purchase theme-related materials, and learn about aspects of the life and accomplishments of Clara Barton that may be difficult to relate on the house tours.

A portion of the basement of the house has been considered for use as the initial contact space. Although considerable adaptive use restoration work would be required along with necessary compliance, the basement offers sufficient space for greeting visitors and providing various forms of interpretive media. However, a more detailed feasibility study and site planning will be needed to make any formal recommendations on the location of this facility.

In addition to work on the interior, an accessible approach and entrance to the basement would be required. Signs and a redesigned walkway would be needed to direct visitors to the contact area entrance rather that to the front door of the house.

Some of the media concepts that might be developed for the proposed initial contact area include:

- The breadth of Clara Barton's accomplishments during her life.
- Her life before coming to the house.
- Her work with the women's movement.
- Her work with minorities.
- Her work with prison reform.
- Her Civil War activities.
- That she was the first woman employed full-time by the federal government.
- Dispelling some of the myths about the house.

Since elementary school groups constitute a significant portion of the site's visitation, much of the media developed should be geared toward the K-6 level. This would include the development of interactive elements, and providing enough space around the exhibits to gather a group of students. An area for interactive activities, such as tent raising (an element of an education program activity), also would be needed.

An information desk and an exhibit that would identify all the units of the parkway, illustrate the thematic linkages, and reinforce the NPS identity would be included in the design. The cooperating association bookstore also would be moved into this area.

A new professionally produced audiovisual program will be developed. The film would set a mood for experiencing the site, but it should not be a programmatic tour of the house. It might address some of the theme-related topics above and it would be an excellent intro-

duction to the site's significance. All visitors would be encouraged to view the film before touring the house. Copies of the film also could be available for purchase through the cooperating association bookstore.

Parkway staff, in partnership with appropriate highway authorities, will evaluate area and site directional signing for effectiveness in helping visitors reach their destinations and return to the parkway. Key signs also should have a prominent NPS identity.

House Interior

Personal services interpretation and special events will continue to be the primary means for visitors to experience the site. Having an initial visitor contact area will alleviate some of the orientation burden of the staff stationed in the house, allowing them to focus more on resource/theme-based interpretation.

Staff will continue to explore ways to enhance the quality of the house tour experience while continuing to accommodate all visitors. Because of structural load limitations and security considerations, the maximum number of visitors per tour will continue to be kept at 20.

Completion of the amended historic furnishing plan will provide additional opportunities for visitors to learn more about the house and its functions. Moving the bookstore, audiovisual and other media to the visitor contact area will allow the historic furnishing of two additional rooms on the main floor. The "red room" once served as a storeroom, and furnishing it would give visitors a better understanding of the multiple Red Cross functions the house contained.

Grounds

The grounds at Clara Barton NHS will be interpreted through a variety of personal services activities and wayside exhibits. The wayside exhibits will be developed as a component of the parkway wide-wayside exhibit proposal. New waysides will reflect current NPS graphic identity standards and also convey a parkway connection.

Wayside exhibits would be kept to a minimum (perhaps no more the 2-3) and would not intrude on photo opportunities of the house. The use of historic images on the wayside exhibits will help people visualize the site during the period of historic significance.

Education Program

The current education programs for Clara Barton National Historic Site, including the current partnership with Adventure Theater at Glen Echo Park, will continue. These programs are well established, popular, and successful in meeting the curriculum requirements of participating schools.

Opportunities to expand the education program to more schools and grade levels and to develop additional education partnerships will be explored. One specific partnership would be explored with the Discovery Creek Children's Museum to develop an interpretive exhibit on the natural resources of the Clara Barton National Historic Site.

However, even with teachers trained to conduct some activities on their own, additional programs and the involvement of more school groups will require an increase in education staff at Clara Barton NHS (see Staffing section in Part 4).

Web site information about the Clara Barton National Historic Site education program needs to be

"Office work today consists of indexing books, filing letters, writing several letters for Miss Barton, and in the afternoon writing Dr. Hubble's report of Sea Island relief, the latter to be used in Miss Barton's book."

--diary entry for November 23, 1898

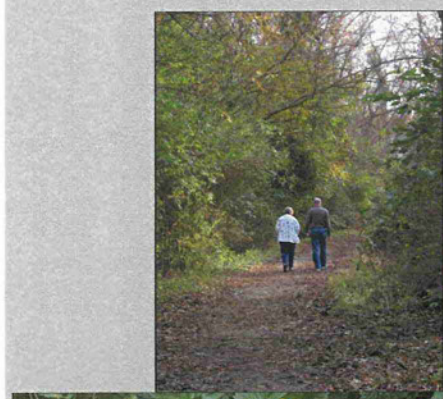
"Clara Barton lived and died surrounded by all that went into the daily performance of her work. ...[She] gloried in those undecorated board walls as if they had been palatial...It was a place for service, and that service was the joy and glory of her life."

William E. Barton, from *The Life of Clara Barton*

linked to the overall education programs on the parkway. Other web site improvements might include a virtual tour of the house or a timeline of Clara Barton's life and accomplishments.

The development of a curriculum-based virtual tour of the site is recommended. Available in CD or DVD format, the program would be available for use in schools as pre- and post-visit learning activities. The program also could be available to the general public.

DYKE MARSH WILDLIFE PRESERVE



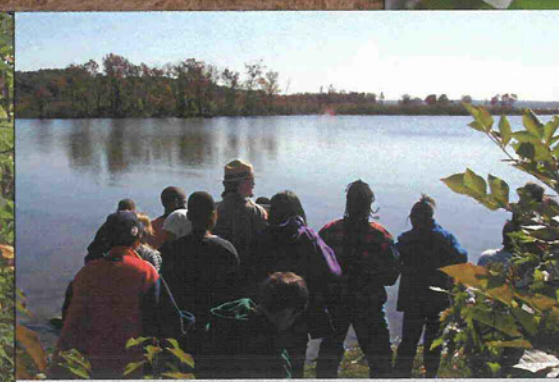












PURPOSE

The purpose of Dyke Marsh Wildlife Preserve is to protect irreplaceable wetlands which are valuable for the reproduction and preservation of wildlife near the Nation's Capital.

SIGNIFICANCE

The significance of Dyke Marsh Wildlife Preserve includes:

- Dyke Marsh, one of the largest naturally occurring freshwater tidal marshes in the National Park System, contains a relic narrowleaf cattail community that remains a dominant vegetative feature.
- Dyke Marsh is an oasis in metropolitan Washington, D.C. that provides diverse opportunities for inspiration, wildlife observation, interaction with the natural environment, exercise, and fun through a variety of outdoor experiences.
- Dyke Marsh contributes to the health of the Potomac River and the Chesapeake Bay Watershed by filtering pollutants arising from adjacent urban land uses.
- The question and process of restoring Dyke Marsh provides lessons in modern-day natural resource management practices and philosophies.
- The history of Dyke Marsh illustrates a lineage of human interaction with this environment, from American Indian hunting and fishing, colonial farming with the creation of dykes, sand and gravel dredging, to its current use as a preserve and recreation area.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Dyke Marsh Wildlife Preserve.

Theme 1 - *Habitat Recovery*
Dyke Marsh serves as an example of human impact on the environment and the ability of the resource to recover.

Theme 2 - *Importance of Wetlands*
Dyke Marsh filters pollutants, provides critical habitat and nurseries for an abundance of wildlife, serves as nature's flood control, and offers beautiful settings for education and recreation.

Theme 3 - *Watershed*
Lying within the Potomac River and Chesapeake Bay watersheds, Dyke Marsh serves as a "living laboratory" to study the health of this rare and endangered ecosystem.

Theme 4 - *People and Geography*
People, drawn to the beauty and utility of the Potomac River, have chosen to live, work, and play along its shores for centuries and have in

"Long acquaintanceship with the Dyke Marsh Wildlife Preserve just south of Alexandria has made me particularly enamored of that haven for birds and other wildlife, one of the park's environmental treasures."

Jeb Byrne, Friends of Dyke Marsh

turn greatly affected the landscape of Dyke Marsh.

Theme 5 - *Transportation*
Dyke Marsh, located adjacent to one of the nation's first "water highways" (the Potomac River), is inextricably tied to the maritime history and growth of the Nation's Capital.

"As a young adult, I learned to sail near Belle Haven and marveled at the natural resources of Dyke Marsh with only the sounds of the water against the hull."

Walton H. Owen, Assistant Director/ Curator, Fort Ward Museum & Historic Site

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Dyke Marsh will have the opportunity to:

- Learn something about each of the interpretive themes.
- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Imagine the historic uses of Dyke Marsh throughout time.
- Explore and discover the marsh's history, diversity of plant and animals, and possible recreation activities.
- Enjoy the beauty of the swamp, forest, and marsh environments.
- Obtain information about future interpretive programs.
- Volunteer to assist with public education and/or preservation of park resources.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in Appendix A.

Dyke Marsh Wildlife Preserve is administered through the parkway's Virginia District. Visitors access the marsh via a gravel path, and it is about a mile walk from the trailhead to the river. Until destroyed by Hurricane Isabel in 2003, a boardwalk allowed visitors to walk out into the marsh. The boardwalk is scheduled to be rebuilt in the future. A bulletin board and brochure box are located at the site. There are no other interpretive facilities.

Interpretation at the site consists mainly of bird walks led by the Friends of Dyke Marsh and roving interpretation by park rangers. The site also is used by education groups who engage in the Park as Labs Bridging the Watershed program offered by the NPS in partnership with the Alice Ferguson Foundation. In addition, parkway staff provide occasional theme-related interpretive programs to the public upon request for special groups.

Some initial work has begun on developing a series of wayside exhibits for Dyke Marsh, but this effort was halted temporarily with the destruction of the boardwalk and previous low staffing levels.

The parkway web site includes a separate page on Dyke Marsh. This page describes the special habitat and some of the related resource management issues; however, it does not mention or provide links

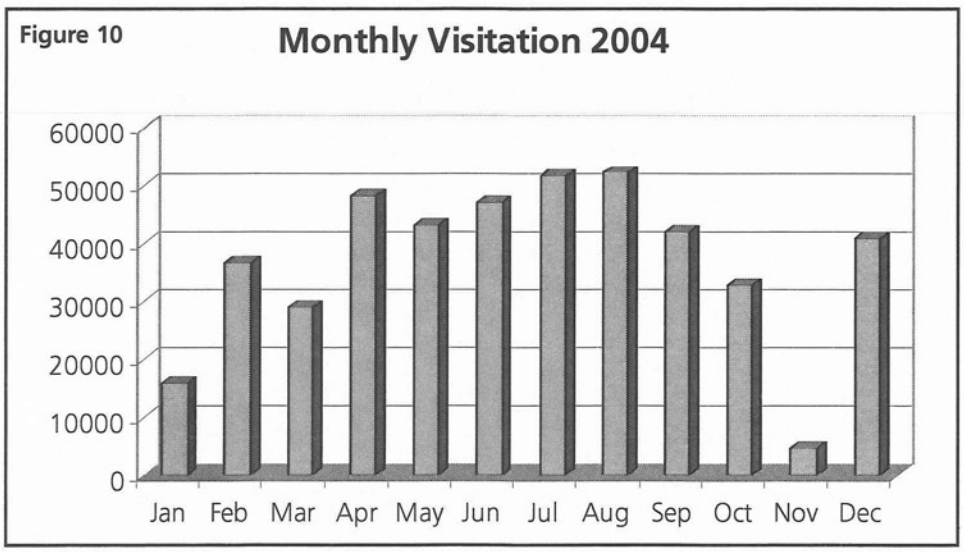
to the interpretive or education activities.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1993 visitor survey, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Dyke Marsh relates to parkway wide visitor data.

Visitation figures for Belle Haven and Dyke Marsh are combined in the data submitted to WASO. Total annual visitation for the combined sites for 2004 was 445,692. Figure 10 illustrates the total monthly visitation for the combined sites for 2004.

Figure 10



During May 2-8, 1993 a survey was conducted of Belle Haven/Dyke Marsh Wildlife Preserve visitors. The results of this survey revealed:

- Visitors were often alone (45%) while 38% were in groups of two. Fifty-four percent of visitors were 26-45 years old. Most (79%) had visited the park before.
- Visitors from foreign countries comprised 2% of the visitation. Seventy-eight percent of the U.S. visitors came from Virginia, 9% from Maryland, 5% from Washington, D.C., with smaller numbers from many other states.
- Fifty percent of visitors identified private vehicles as the form of transportation used to reach the site. Thirty-four percent of visitors arrived by bicycle and 20% by walking. [Note: Bicycles are not allowed in Dyke Marsh.]
- Seventy percent of visitors spent 1-2 hours at the site. Ninety-one percent of visitors stayed 3 hours or less.
- During their visit, 55% of visitors used the Mount Vernon Trail, 44% went to the Belle Haven Picnic Area, 31% visited the Belle Haven Marina, and 21% took the Dyke Marsh Trail.
- The most commonly used services at the site were park staff (42%), the bulletin board (34%), bird walks (14%), the bird brochure (14%), and boat rentals (10%).
- The most common activities engaged in by visitors were enjoying the waterfront (55%), enjoying nature (54%), walking (46%), biking (42%), and wildlife observation (28%).
- Eighty-four percent of visitors said that the activities of other visitors did not interfere with their visit to the site.

Since this study was conducted in early May, care should be taken in applying the results to other times of the year. The fact that the results are over a decade old also impacts the reliability of the data for today's visitors.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Dyke Marsh Wildlife Preserve, please refer to the parkway-wide recommendations in Part 2 of this document.

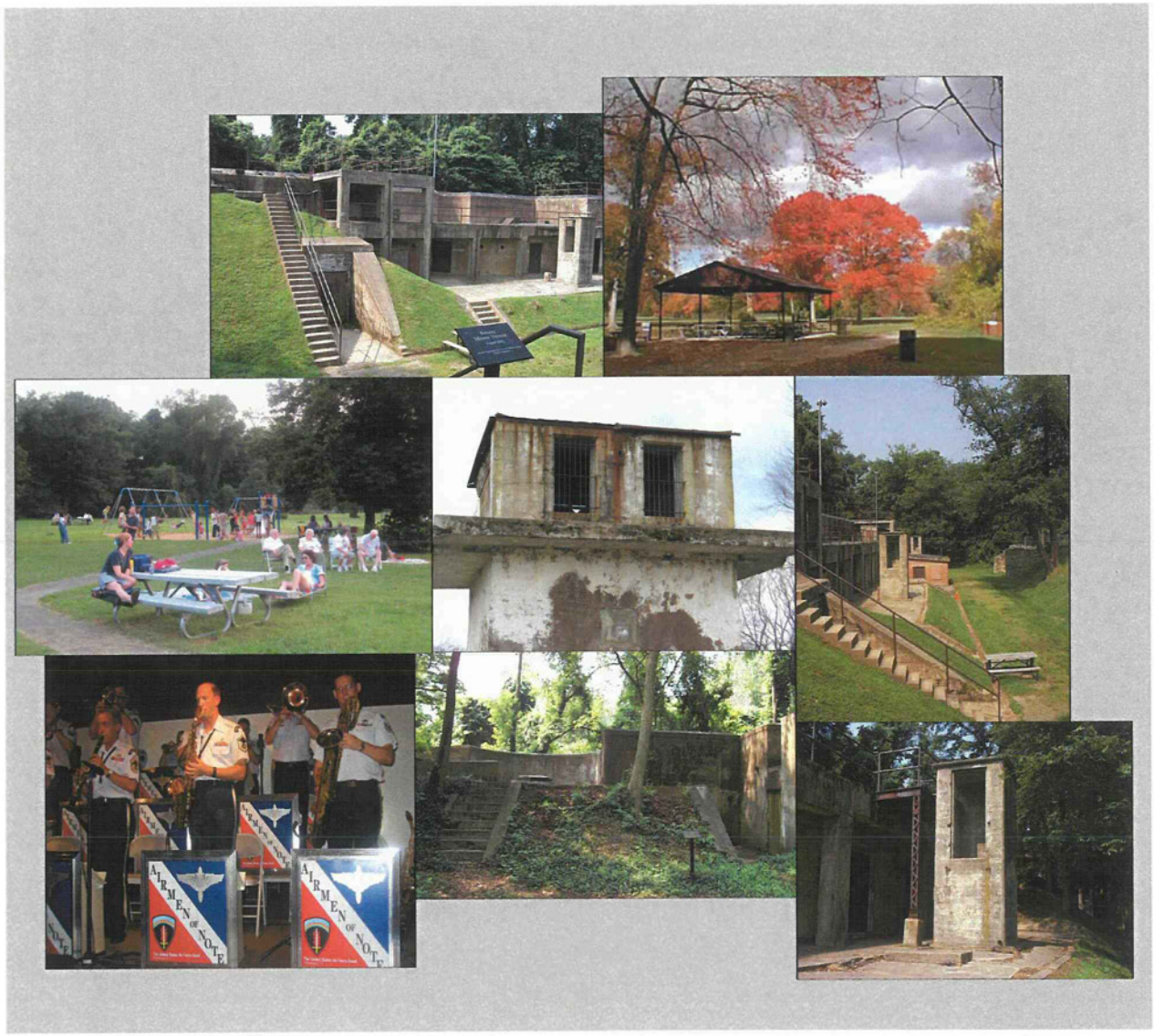
Personal services interpretive activities and education programs at the Dyke Marsh Wildlife Preserve will continue. They have been popular with visitors and school groups; they address key interpretive themes and resource management issues; and, over time, they likely will continue to motivate a cadre of people to respect and contribute to the preservation of the marsh, the Potomac River, and Chesapeake Bay resources.

To help visitors better appreciate the resources of the marsh, the boardwalk will be rebuilt and wayside exhibits completed and installed. The exhibits would be produced as part of the parkway-wide wayside exhibit proposal. In addition to interpretive messages to help visitors establish connections with the resources, the wayside exhibits also would convey an identity with the parkway and the NPS. The wayside plan for Dyke Marsh also would include a parkway-wide orientation exhibit (see the parkway wide Wayside Exhibit section in Part 2 of this document).

Site publications, provided via the brochure box at the trailhead, would be evaluated in regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The Dyke Marsh page on the parkway web site should include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page.

FORT HUNT PARK



PURPOSE

The purpose of Fort Hunt Park is to preserve and interpret the historical and natural resources and history of Fort Hunt.

SIGNIFICANCE

Fort Hunt's significance is attributed to the following factors:

- During the colonial period, George Washington owned and operated the area now known as Fort Hunt as part of his River Farm.
- Fort Hunt preserves the remains of a coastal defense system dating from the Spanish American War through World War I.
- In the 1930s Fort Hunt served as a camp for the Civilian Conservation Corps (CCC) which completed many projects in the metropolitan Washington, D.C. area.
- During World War II the site was utilized as a Joint Interrogation Center for captured German submarine officers and crew, as well as a super top secret center for the development of escape devices for American prisoners-of-war abroad.
- Fort Hunt contains some of the largest contiguous areas of Coastal Plain Forest found in GWMP.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Fort Hunt Park.

Theme 1 - *River Farm*
During the colonial period, the site was managed as part of George Washington's River Farm-a farm that utilized slave labor.

Theme 2 - *Coastal Defense*
The coastal defenses at Fort Hunt were the most modern fortifications available during the late 19th century and were strategically placed to protect the nation's most vital cities and ports.

Theme 3 - *Prisoner of War Camp*
Fort Hunt was used as the initial internment and interrogation center for German submarine officers and crew captured during World War II.

Theme 4 - *Military Intelligence Technology*
Fort Hunt's history includes the development and dissemination of top secret military packages filled with hidden escape devices, which were sent to American POWs abroad.

Theme 5 - *Civilian Conservation Corps (CCC)*
The CCC , with camps located throughout the country including Fort Hunt, completed a wide variety

"Fort Hunt Park has been the scene of a constantly shifting panorama of people and activities which mirror the major social and political trends of the first half of this century. Seldom has one geographical area been put to so many different uses as has Fort Hunt."

--from "Fort Hunt - The Forgotten Story"

of public service projects throughout the parkway, Washington, D.C. area, and across the nation.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

"Fort Hunt is a particularly rewarding site for political and social study. From the militant eagerness of the 1890s to the security consciousness of the 1940s, it was a living laboratory for the national mood."

--from "Fort Hunt - The Forgotten Story"

Visitors to Fort Hunt will have the opportunity to:

- Learn something about each of the interpretive themes.
- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Imagine the historic uses of Fort Hunt throughout time.
- Visualize the site's development and uses over time.
- Enjoy a variety of recreational activities.
- Obtain information about future interpretive and educational programs.
- Be aware of safety issues around the battery ruins.
- Find information about volunteer opportunities at the park

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in the Maps section in Appendix A.

Fort Hunt Park is administered through the parkway's Virginia District. Visitors can access the site by vehicle from the parkway and from multiple pedestrian access points along the park boundary.

A series of eight wayside exhibits have recently been developed to interpret the site's varied past, including the extant Spanish-American War fortifications, the Civilian Conservation Corps (CCC) camp, the former secret World War II prisoner of war interrogation center, etc.

Bulletin boards with information about using the facilities and interpretive activities are located at the site. There are no other interpretive facilities.

Parkway staff provide a variety of interpretive programs at the site.

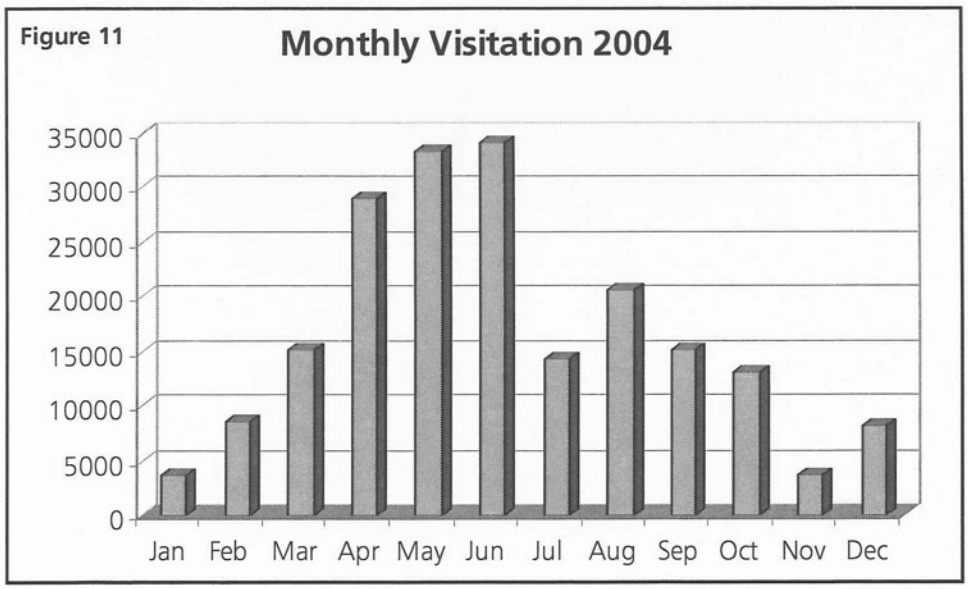
The parkway web site includes a separate page on Fort Hunt Park. This page describes the recreation activities available and the site's multi-faceted history. Two expanded pages provide more in-depth historic accounts.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Fort Hunt Park relates to parkway wide visitor data.

Total annual visitation for Fort Hunt Park for 2004 was 198,996. Figure 11

Figure 11



illustrates the total monthly visitation for 2004.

Picnicking and related recreation activities are the reasons most visitors come to the site. No visitor surveys have been conducted at Fort Hunt Park.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Fort Hunt Park, please refer to the parkway-wide recommendations in Part 2 of this document

Personal services interpretive activities at Fort Hunt Park will continue. They have been popular with visitors and they address key interpretive themes.

Wayside exhibits for Fort Hunt Park have been developed and will soon be fabricated and installed. In addition to interpretive messages to help visitors establish connections with the resources, the wayside exhibits also should convey an identity with the parkway and NPS. The wayside plan for Fort Hunt Park should include a parkway-wide orientation exhibit (see the parkway wide Wayside Exhibit section in Part 2 of this document).

Future site publications should be created with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The resources and themes at Fort Hunt Park offer excellent opportu-

nities for the development of curriculum-based education programs. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document. Parkway staff also should explore the potential of an educational partnership with Fort Washington directly across the river. The Fort Hunt page on the parkway web site should include a description of the various interpretive and educational programs available and a link to the future parkway-wide education page.

FORT MARCY



PURPOSE

The purpose of Fort Marcy is to preserve and interpret the Civil War earthworks, as a vital part of the defenses of Washington, and the lives of the individuals who built and garrisoned the fort.

SIGNIFICANCE

Fort Marcy's significance is attributed to the following factors:

- Fort Marcy was an important element of the defenses of the Capital City of Washington, D.C. during the American Civil War.
- The site represents the only intact example of the Fort Circle Parks preserved in Virginia which is administered by the National Park Service.
- Fort Marcy was strategically located to control the Chain Bridge approach, the principle crossing of the Potomac River into Washington, D.C., in tandem with Fort Ethan Allen.
- The site preserves a section of the Potomac Gorge which, due to the effects of periodic flooding, contains an incredible diversity of plantlife.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Fort Marcy.

Theme 1 - *Defense of Washington within Virginia*
Built in the state of Virginia, Fort Marcy was part of a system of fortifications designed to protect the Nation's Capital during the American Civil War.

Theme 2 - *Human History*
People, including American Indians, soldiers, and visitors, have used what is now Fort Marcy Park for centuries.

Theme 3 - *Resource Protection*
The protection of Fort Marcy has, over time, contributed to efforts in preserving the Potomac River Gorge and the Civil War defenses of Washington.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to Fort Marcy will have the opportunity to:

- Learn something about each of the interpretive themes.

"...the Parkway gives us an opportunity to walk in the footsteps of the soldiers that were stationed in our region at Fort Marcy, and nearby Fort Ethan Allen and the earthworks hidden in the urban landscape."

Walton H. Owen,
Assistant Director/
Curator, Fort Ward
Museum & Historic
Site

- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Visualize the site's development and use over time.
- Enjoy the beauty of the woods and adjacent Pimmit Run.
- Obtain information about future interpretive and educational programs.
- Learn about the trail system and have the opportunity to explore.
- Find information about volunteer opportunities at the park.
- Learn something about the impacts of the Civil War on the area surrounding the Nation's Capital.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map, along with a map showing the location of all the Fort Circle Parks, can be found in Appendix A.

Fort Marcy is administered through the parkway's Virginia District. Visitors access the site from the northbound lanes of the parkway just north of the Chain Bridge exit. Recently, the existence of an outlying arm of entrenchments from Fort Ethan Allen were discovered.

Wayside exhibits interpret the remnants of earthen fortifications; however, it is felt that many visitors do not understand the historic landscape or the details of how the fortifications functioned.

Three wayside exhibits provide information about the site. A site bulletin is being produced. There are no other interpretive facilities.

Other than the wayside exhibits and proposed site bulletin, interpretation at the site consists mainly of very limited roving ranger contacts with visitors. No fort-related education program has been developed.

The parkway web site includes a separate page on Fort Marcy. This page describes the Civil War history of the site. There is no link to the Civil War Defenses of Washington, D.C. web page. This site, which can be accessed from the Rock Creek Park NPS web page, gives an overall interpretation of the circle forts and includes a map that identifies all the fortifications, including Fort Marcy. Fort Dupont Park also has a link to this web site.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Fort Marcy relates to parkway wide visitor data.

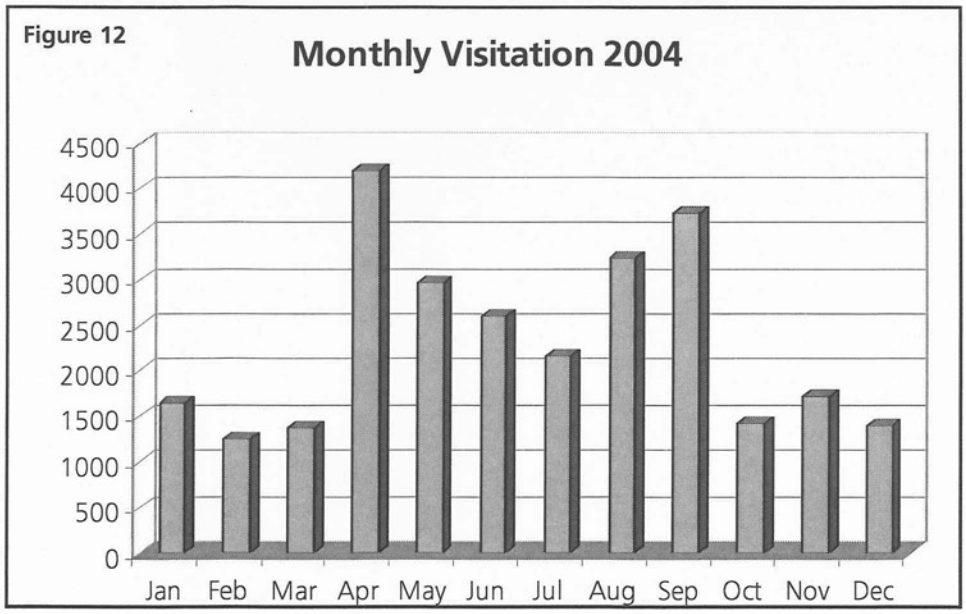
Figure 12 illustrates the total monthly visitation for 2004.

Picnicking, hiking, and related recreation activities are the reasons most visitors come to the site. No visitor surveys have been conducted at Fort Marcy.

RECOMMENDATIONS

The following is a description of program and media recommenda-

Figure 12



tions designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Fort Marcy, please refer to the parkway-wide recommendations in Part 2 of this document

Roving and other ranger-guided interpretive activities at Fort Marcy will be increased. These activities offer a means of relating elements of the interpretive themes and helping visitors better appreciate the historic landscape and its significance.

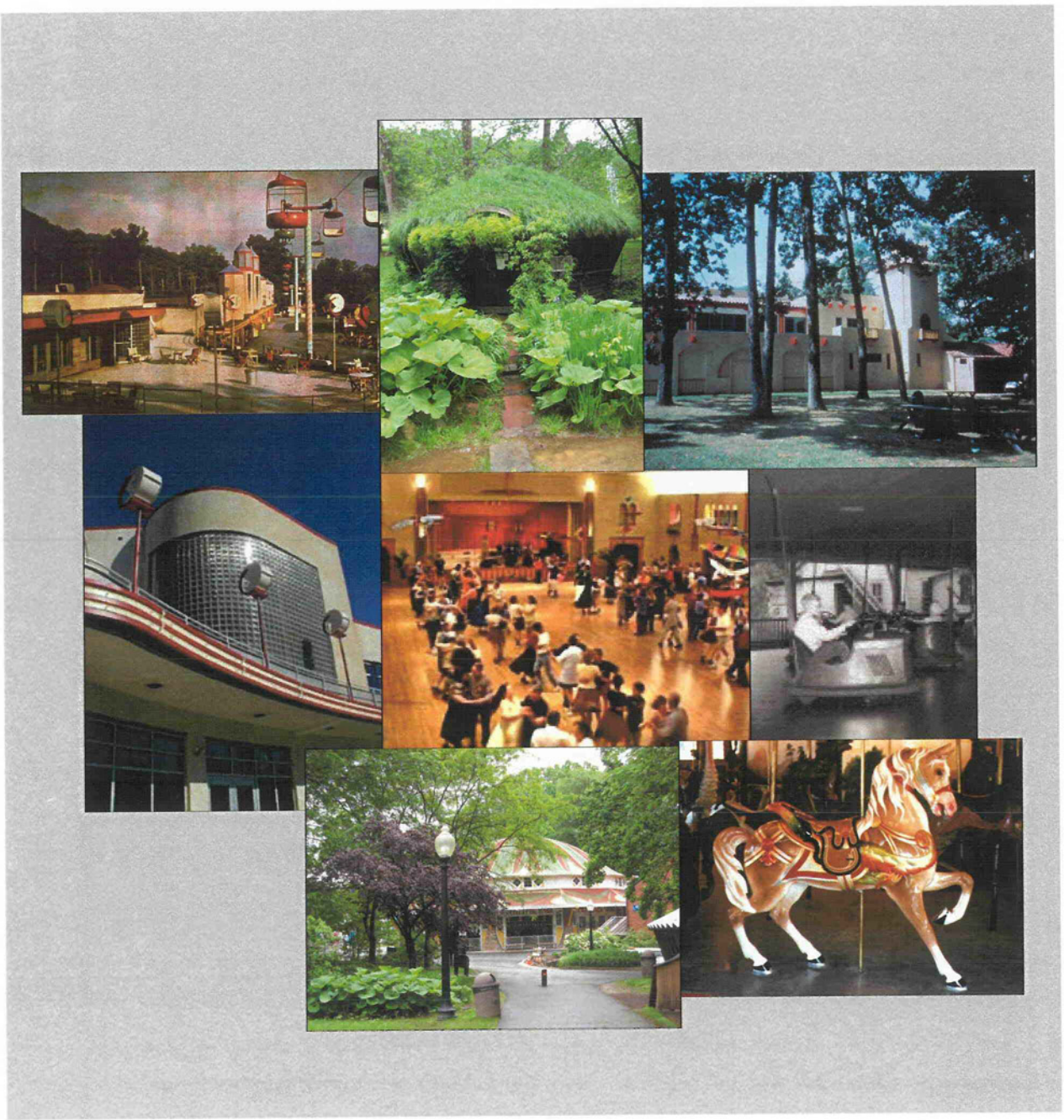
Wayside exhibits for Fort Marcy will be evaluated as part of the parkway-wide wayside exhibit proposal. In addition to interpretive messages to help visitors establish connections with the resources, the wayside exhibits also would convey an identity with the parkway and the NPS. The wayside plan for Fort Marcy also would include a parkway-wide orientation exhibit (see the parkway wide Wayside Exhibit section in Part 2 of this document). A major goal of wayside exhibits at Fort Marcy will be to assist visitors in visualizing the historic landscape, understanding how the fort looked and functioned during the Civil War, and seeing how Fort Marcy was a component of a larger system of Washington defenses.

Site publications, such as the proposed site bulletin, should be produced with a design uniformity with other parkway literature and in compliance with NPS graphic identity standards.
The resources and themes at Fort Marcy offer excellent opportunities for the development of curriculum-

based education programs. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document. Parkway staff also should explore the potential of an educational partnership with Fort Washington, Fort Dupont Park and Rock Creek Park, NPS units which share similar circle fort resources. Partnership options also could be explored with Fort C.F. Smith (managed by Arlington County Department of Parks, Recreation and Community Resources) and Fort Ward (managed by the City of Alexandria).

The Fort Marcy page on the parkway web site should be rewritten. The rewrite should include a description of the various education programs available, and a link to the parkway-wide education page. The historical summary also needs to be updated.

GLEN ECHO PARK



MISSION

Based upon the legislation and the park's management plan, the mission of Glen Echo Park is to:

- Serve as a multi-use park for the arts and humanities, continually improving the quality of the programs for a national audience in a financially responsible manner.
- Operate a high quality, multi-faceted cultural arts program drawing a diverse audience. At the park, both aspiring and master artists explore, develop and share their skills with students and other park visitors.
- Encourage exploration and participatory learning in the arts by providing a safe environment that fosters creativity. In this atmosphere, free expression and exchange of ideas and talents flourish.
- Preserve traditional arts and respond to contemporary interests.
- Protect the integrity of the Potomac River Palisades and water quality of the Potomac River through exemplary land management and conservation practices.

PURPOSE

Glen Echo Park was acquired under the Capper/Cramton Act of May 29, 1930 (46 Stat. 482), which authorized, "... acquisition of lands in the District of Columbia and the State of Maryland and Virginia requisite to the (development of a) comprehensive park, parkway and playground system of the National Capital ... Preservation of the flow of water ... and (the construction of) the George Washington Memorial Parkway up the valley to Cabin John Creek."

The rationale for Federal government acquisition of the Glen Echo Park site is established in the park's purpose statement. The purpose of Glen Echo Park is:

"to protect the land and scenery adjacent to the Potomac River Palisades, to preserve the natural and cultural resources within the park and provide for public enjoyment and appreciation of these resources."

SIGNIFICANCE

Glen Echo Park's significance is found in its resources and in the values central to park management. These values can be summarized as follows:

- Glen Echo Park is integral to protecting the visual and environmental qualities of the Potomac Palisades, the C&O Canal National Historical Park, the Clara Barton National Historic Site, the Potomac River, and the Clara Barton Parkway.
- Glen Echo Park is a site of the Chautauqua movement of the late 19th century that served as a center for art, science, and literary education.
- Glen Echo Park is a rare example of an early 20th century amusement park and is listed on the National Register of Historic Places. The site represents the only example of an amusement park preserved within the National Park System and maintains an operating carousel and historic ballroom.
- Glen Echo Park represents a microcosm of American society and its involvement in the civil rights movement in America.
- As a national leader in park partnerships and public involvement, Glen Echo Park provides opportunities for hundreds of people to participate in stewardship of the park through restoration and interpretive activities. In looking to the future, Glen Echo Park expands this interaction with today's world through the ever growing cultural, environmental, and educational programs offered

"To promote liberal and practical education, especially among the masses of the people...to prepare its patrons for their several pursuits and professions in life, and to fit them for the duties which devolve upon them as members of the society."

Chautauqua philosophy, 1891

by park staff, volunteers, and partners.
- Glen Echo Park and Clara Barton National Historic Site are the only areas in GWMP that protect the Maryland side of the Potomac Gorge.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Glen Echo Park.

Theme 1 - *Chautauqua Movement*
Glen Echo Park traces its founding to the 19th century Chautauqua ideals of offering educational and cultural opportunities for the general population.

Theme 2 - *Amusement Park*
As the site of an early 20th century amusement park, Glen Echo Park preserves the memories, stories and artifacts of a bygone era.

Theme 3 - *Trolley Company Ownership*
In pre-automobile America, amusement parks run by trolley companies, such as Glen Echo Park, provided entertainment and a destination beyond city life for the urban populace.

Theme 4 - *Preservation of Glen Echo*
The National Park Service is dedicated to preserving the important cultural landscape of Glen Echo Park and oversees the rehabilitation and adaptive reuse of many of its historic buildings.

Theme 5 - *Civil Rights*
The civil rights activities at Glen Echo Park reflected the racial unrest in the country as a whole in the late 1950s and early 1960s.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Glen Echo Park will have the opportunity to:

- Hear amusement park sounds as they approach the site.
- Experience various art forms.
- Take part in special events that include a year round program of public lectures, seminars, forums, cultural festivals, and concerts.
- Take part in environmental stewardship programs.
- Select from a wide variety of interactive cultural/natural theme-related programming.
- Go dancing.
- Encounter visitors of many cultures.
- Ride the carousel.

- Discover the connection between Glen Echo Park and Clara Barton National Historic Site.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in the Maps section in Appendix A.

This former Chautauqua and amusement park (situated next door to the Clara Barton National Historic Site in Glen Echo, MD) was added to the George Washington Memorial Parkway in 1976. Many of the historic buildings have been restored (a process which still continues). As restored space became available, the NPS gradually developed a multi-disciplinary arts and culture program. On October 1, 2003 the NPS transferred the management of Glen Echo Park programmatic planning to the non-profit Glen Echo Park Partnership for Arts and Culture, Inc. (GEPPAC). NPS staff at the site can now devote more of their time to restoring the historic structures and providing more interpretive and educational media and activities.

Outreach and Marketing

The site has its own official park brochure. Except for the contact information, the brochure makes no mention of its affiliation with the parkway. If the Glen Echo Park and Parkway brochures were sitting side-by-side, most visitors would think they were two different parks.

GEPPAC produces seasonal catalogs of classes and events. The catalogs also include a history of the site and a section on NPS programs and information. Both NPS and GEPPAC web sites and phone numbers are listed.

The Glen Echo Park web site does reference its connection to George Washington Memorial Parkway on its home page, but no link to the parkway web site is provided. A direct and reciprocal link to the adjacent Clara Barton National Historic Site and to the GEPPAC web site are provided.

Most visitors to Glen Echo Park probably do not realize that this is a unit of the George Washington Memorial Parkway.

A survey of Glen Echo Park visitors conducted in May 1992 showed that only 2% of weekday and weekend visitors to Glen Echo Park also visited Clara Barton National Historic Site. If this percentage holds close for today's visitors and for visitors at other times of the year, then the need to market the two sites together is obvious.

Arrival

Signs direct visitors to a parking lot that is shared with the Clara Barton National Historic Site. Once in the parking lot the signing for the two sites is not clear. This can be especially troublesome for first-time visitors who often are not sure where to go once they arrive.

The current edition of the park brochure does not show the new NPS visitor center.

Visitor Center

The NPS has recently opened a visitor welcome desk in the lobby of the Arcade building. The desk is staffed by park rangers and volunteers who can answer questions and

help people plan their visit. Information about the park and neighboring attractions is also available.

The center contains a timeline exhibit which illustrates the evolution of the park within the context of social changes and technological innovations. The original Chautauqua safe also is on display.

A small video viewing area containing a 60" plasma monitor and surround sound system is used to show all or portions of a 50-minute DVD on the history of Glen Echo Park, as well as to display rotating exhibits, including some historic objects.

The center also functions as the assembly point for ranger-guided tours.

Exhibits

In addition to the exhibits in the visitor center, a number of other buildings contain historic exhibits. These include the operating 1921 Dentzel Carousel and the shooting gallery (currently in production/restoration).

The Candy Corner building is to be moved to a new location and developed as a museum on the Civil Rights movement at Glen Echo and the surrounding area.

The park has recently acquired the first of two PCC trolley cars; however, neither is of the type used at Glen Echo. The car is currently displayed at the historic entrance to the park by the Chautauqua tower. The plan is to exchange one car for a PCC trolley car that originally ran in Washington, D.C. There is the potential of acquiring and displaying such a car from the Virginia Transportation Museum in Roanoke.

Many objects associated with Glen Echo's history continue to be donated to the NPS. The park also continues to collect oral histories of people's experiences at the park.

Wayside Exhibits

The park currently produces its own wayside exhibits in-house. These exhibits are moveable and the panels can be changed as desired. The current wayside exhibits do not meet NPS graphic identity standards and they do not provide an identity with the parkway. The site needs an overall wayside exhibit plan.

Education Program

No formal curriculum-based NPS education programs have been developed; however the on-site Adventure Theater does provide education programs in partnership with Clara Barton National Historic Site.

Partnerships

As a new park partner, GEPPAC has opened up the potential for site NPS staff to present interpretive programs on a regular basis. GEPPAC has taken over the administration of the fine and performing arts educational programs that the NPS had administered since 1973. This includes the production of the course catalogs, registration for, and administration of all the classes and the social dance program. GEPPAC also has the ability to raise funds for the park by renting various structures in the park for private events such as bar/bat mitzvahs, wedding receptions, high school proms, wedding anniversaries, and similar activities.

GEPPAC and the NPS share responsibilities for large festivals and public events. The NPS provides traffic control, crowd control, and alcohol permits for all events. The NPS handles all film permits, weddings, demonstrations, walk-a-thons, and large scale interpretive

"Through consultation with educators, artists, community leadres, and special interest groups, an initial theme evolved - to use the land as a resource center, an educational and cultural forum where artists, students, teachers, and visitors could meet and exchange ideas, as well as learn from each other. It was not a new idea, but a recycled one from the days when the park functioned as the Chatauqua Assembly."

--from Glen Echo Park "A History"

programs. The NPS also has sole responsibility for all interpretive tours and special programs.

The ability of the NPS to focus on interpretation has led to the development of scheduled tours geared to the season of the year and a scheduled series of audiovisual programs in the new visitor center.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1992 visitor survey, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Glen Echo Park relates to parkway wide visitor data.

Total annual visitation for Glen Echo Park for 2004 was 356,968. Figure 13 illustrates the total monthly visitation for 2004.

The schedule of classes and events at Glen Echo Park draws many area residents throughout the year. The carousel and other programs operate from May through September, and as can be seen in the graph, this creates a significant jump in visitation.

During May 22-31, 1992 a survey was conducted of Glen Echo Park visitors. Since this study was conducted, many changes have occurred. Consequently, much of the following data is obsolete. It is included here for reference and for comparison with any future visitor surveys.

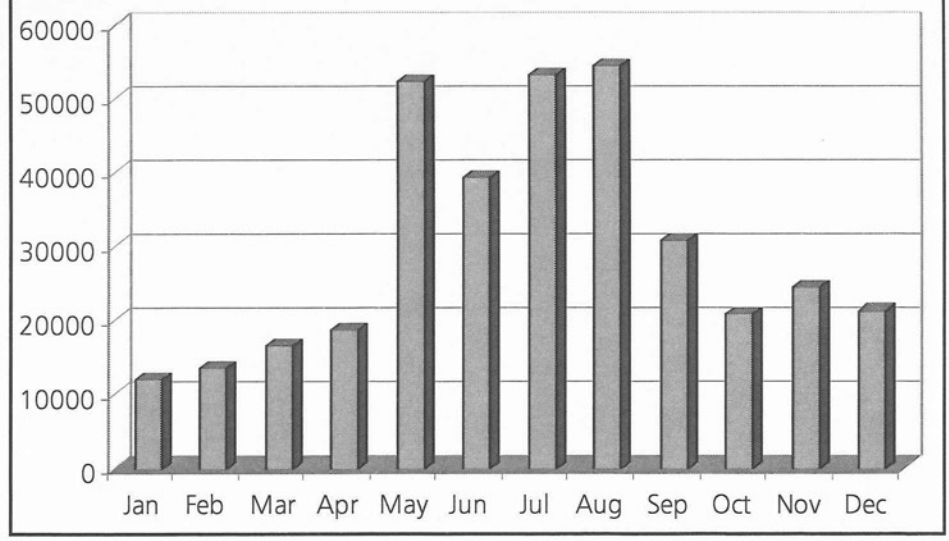
Two kinds of visitors are described in the report titled *National Park Service Visitor Services Project: Glen Echo Park*. Weekday visitors were visitors who came to the park Monday through Friday. Festival visitors were those who came to the park on Saturdays and Sundays when the Folk Festival and the Irish Festival were being held. For weekday visitors the results of this survey revealed:

- Thirty-one percent of visitors arrived as a family group, 28% arrived alone, 19% came with friends, 9% arrived with family and friends, and 6% arrived as a school group.
- Twenty-six percent of visitors were 10 years old or younger, 21% were between the ages of 20-35, 24% were between the ages of 36-45, and only 4% were between the ages of 11-20 and 23% were 46 years of age or older.
- Regarding the number of repeat visits, 47% percent of weekday visitors had been to the park ten of more times before, while 19% were first-time visitors.
- Ninety-seven percent of weekday visitors came from the Washington metropolitan area: 67% came from Maryland, 19% came from Virginia, and 11% came from Washington, D.C.
- Regarding length of stay at the park, 26% of weekday visitors spent one hour, 36% sent two hours, 26% stayed three hours, and the remainder stayed four hours or longer.
- The activities that weekday visitors participated in during their visit included dancing (29%), taking classes (28%), riding the carousel (22%), using playground equipment (20%), watching theater (15%), picnicking, (12%), viewing gallery exhibits (8%), attending a festival (8%), touring the Clara Barton House (2%), and attending a ranger talk (2%).
- The most used interpretive/informational services by weekday visitors were signs (51%), park staff (41%), the Glen Echo class schedule (33%), park brochure (30%), and the bulletin board (29%).

"From the rear verandah of the dance hall [the] modern swimming pool and ample beach show to advantage and lend a cooling atmosphere to the surroundings. The rest of the park is taking on the same modernistic motif. It all shows progress...."

Billboard Magazine, 1933

Figure 13 **Monthly Visitation 2004**



For festival visitors (those arriving on Saturdays and Sundays) the survey results revealed:

- Forty-six percent of visitors arrived as a family group, 14% arrived alone, 25% came with friends, 14% arrived with family and friends, and less than 1% arrived as a school group.
- Twenty-one percent of visitors were 10 years old or younger, 24% were between the ages of 21-35, 25% were between the ages of 36-45, only 4% were between the ages of 11-20, and over 25% were 46 years of age or older.
- Regarding the number of repeat visits, 31% percent of weekend visitors had been to the park ten of more times before, while 27% were first-time visitors.
- Eighty-nine percent of weekend visitors came from the Washington metropolitan area: 55% came from Maryland, 23% came from Virginia, and 11% came from Washington, D.C.
- Regarding length of stay at the park, 10% of weekend visitors spent one hour, 22% sent two hours, 22% stayed three hours, and the remainder stayed four hours or longer.
- The activities that weekend visitors participated in during their visit included attending a festival (79%), riding the carousel (35%), dancing (26%), picnicking (24%), visiting artist studios (16%), watching theater (12%), viewing gallery exhibits (15%), using playground equipment (14%), taking a class (11%), and touring the Clara Barton House (2%).
- The most used interpretive/informational programs or services by weekend visitors were festival performances (78%), festival activity schedule (50%), craft displays and sales (45%), park staff (41%), directional signs (39%), park brochure (25%), evening ballroom dance (22%), festival workshops (19%), bulletin boards (16%), and the Glen Echo class schedule (14%).
- Most often used sources of information about the park use by festival visitors were previous visits (59%), newspaper articles (54%), friends and relatives (43%), posters and flyers (19%), and radio (17%). Note: the survey was conducted before the availability of the internet.

Since the study was conducted in late May, care should be taken in applying the results to other times of the year. The fact that the results are over a decade old also impacts

the reliability of the data for today's visitors.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the park's mission, purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Glen Echo Park, please refer to the parkway-wide recommendations in Part 2 of this document

Outreach and Marketing

The official site brochure should be updated to reflect the current NPS graphic identity standards. The brochure also should clearly show its affiliation with the parkway. Other NPS site publications, such as site bulletins, should present the same design uniformity with other parkway literature and in compliance with NPS graphic identity standards.

The Glen Echo Park web site needs to establish a live link to the main parkway web site. The site's education programs (when developed) also should have an obvious link to the overall parkway education program.

In addition to a new formal visitor survey, an informal study of visitors to Clara Barton NHS and Glen Echo Park is recommended to see how many visitors to one site actually visit (or have visited) the other. If the results are anywhere near those of the 1992 survey, then various marketing strategies (including those presented in the parkway-wide section in Part 2 of this document) should be explored.

Arrival

To give visitors a sense of arrival, an entrance sign would be developed at the Glen Echo Park entrance from the parking lot. In addition, parkway staff, in partnership with appropriate highway authorities and GEPPAC, will evaluate area and site directional signing for effectiveness in helping visitors reach their destinations and return to the parkway. Key signs also should have a prominent NPS identity.

As part of the entry experience, consideration would be given to creating the soundscape of an amusement park. The sounds would add a multi-sensory element to the historic ambience of the site. It would be essential, however, to be able to easily turn the sound off for any reason.

In addition to the proposals for updating the official site brochure mentioned in the Outreach and Marketing section above, the map should be amended to include new facilities (such as the visitor center) as they are completed.

"The Dentzel carousel was the jewel of the park. An afternoon outing was not complete without a ride on the elaborately decorated carousel."

--from "The Dentzel Carousel," NPS

Visitor Center

Since much of the work on the informational and interpretive media for the visitor center has been completed or is in progress, few additional recommendations are proposed.

The rotating exhibits in the North Arcade lobby in front of the information desk will be developed with a standard case and panel design. This will make it easier and less expensive to change displays that will fit into the small space.

If the site brochure is displayed along with the parkway brochure (or even with other parkway site brochures), some text should be provided to help visitors see how the sites are connected.

Exhibits

Since planning for the shooting gallery exhibit and civil rights museum are already underway, few additional recommendations are proposed. The planning and design of these exhibits will need to consider the fact that young children constitute a significant volume of park visitation. The exhibits, therefore, should include interactive elements and text aimed at an appropriate level. If some displays are to become elements of future education program activities, then sufficient space should be provided to allow a group to gather around them.

The park will continue with plans to purchase new trucks (the part of the car that holds the wheels and brakes) for the display trolley. This will allow the car to be placed on the original Capital Transit rails that have been in place since the early twentieth century. The car will be rehabbed so it can be used as a hands-on interpretive exhibit. A ramp will provide access to the trolley interior where visitors can attend interpretive programs on transportation, the evolution of amusement parks, and the civil rights struggles in the Washington, D.C. area. The remodeled car also will contain an audiovisual area for viewing the site's growing collection of historic trolley films.

The park will continue to collect artifacts and oral histories of people who were part of the site's history. The potential of partnering with GEPPAC will be explored to assist in the acquisition of historic objects and in selling theme-related items in their gift shop.

Wayside Exhibits

The wayside exhibits for Glen Echo Park will be developed as a component of the parkway-wide wayside exhibit proposal. Wayside development also will utilize and possibly amend the existing Glen Echo Park Wayside Exhibit Proposal that was completed by Harpers Ferry Center in 1992. New waysides will reflect current NPS graphic identity standards, convey a parkway connection, and highlight the partnership with GEPPAC.

Some of the waysides would be developed for use on portable bases so that they could be moved to accommodate different visitor flow patterns and special events. Different panels also could be developed for these bases to address seasonal or special topics.

The use of historic images on the wayside exhibits will help people visualize the site during the period of historic significance.

The wayside plan for Glen Echo Park also would include a parkway-wide orientation exhibit (see the parkway wide Wayside Exhibit section in Part 2 of this document).

Education Program

Now that site staff can focus more on more traditional park functions, the development of a formal curriculum-based education program will be explored. Potential curriculum areas might include civil rights, lifestyles, and the development of neighborhoods.

Glen Echo Park is fortunate in having potential on-site partners, such as Adventure Theater and the adjacent Clara Barton NHS, to help with program development. Assistance also can be provided by the parkway education coordinator, the regional office, and the education specialist at Harpers Ferry Center.

Web site information about the site's education programs would be linked to the overall education programs on the parkway. Other potential web site improvements might include the use of historic film clips and the music of the carousel.

GREAT FALLS PARK



MISSION

Based upon the legislation and the park's management plan, the mission of Great Falls Park is to:

- Protect, preserve, and maintain the natural and cultural resources and values of Great Falls Park in good condition and managed within their broader ecosystem or cultural context.
- Ensure visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park resources, facilities, services, and appropriate recreational opportunities.

PURPOSE

Great Falls Park was established, as a site within George Washington Memorial Parkway, to preserve and protect the natural scenery of the Potomac River Gorge, the Great Falls of the Potomac River and the historic Patowmack Canal for future generations.

This upland piedmont forest is the focal point of human history from the American Indians who utilized the ravine and woodland resources, through the efforts of George Washington, to construct a canal that circumvented the falls in order to trade with the west, to the preservation and recreational activities of recent generations. The park's notable features provide visitors a chance to recreate in a superlative green space within the metropolitan Washington area. The park also provides opportunities for visitors to gain an understanding of the natural and cultural resources of the area, and the social and political values of the American people.

SIGNIFICANCE

Great Falls Park's significance is attributed to the following factors:

- Great Falls Park preserves the spectacular scenic views of the Great Falls and the Mather Gorge, the narrowest section of the river in the Potomac River Gorge.
- The park contains one of the first canal systems built in the country (1785 - 1802), often referred to as George Washington's "Dream Canal." This National Historic Landmark was one of the first river navigational systems that supported trade with the Upper Potomac Region.
- Despite its location in an expanding metropolitan area, the Potomac River Gorge is one of the most noteworthy natural areas in the National Park System. It extends 15 miles along the Potomac River, from a location above Great Falls, south to Theodore Roosevelt Island. Due to the unusual hydrogeology, the Gorge is one of the country's most biologically diverse areas that serves as a confluence for more than 200 rare plant species and 30 biological communities.
- The park is within the Potomac River watershed, which covers approximately 14, 670 square miles in four states (Virginia, Maryland, West Virginia, and Pennsylvania). The Potomac River is the second largest contributor to the Chesapeake Bay.
- Great Falls Park protects cultural artifacts associated with American Indians, the building of the canal, the Great Falls Amusement Park, and other cultures in their original locations.
- Great Falls Park offers a diversity of resource-based recreational experiences in close proximity to the nation's capital. Activities range from picnicking, birding, guided ranger programs, hiking, horseback riding to bicycling through scenic wooded trails, rock climbing along the Mather Gorge, and white water activities on the river.
- The exposed bedrock reveals a complex geologic history.

"The Parkway is a reminder that the Potomac River corridor was once a significant transportation route. For those who like to explore, the park today provides outstanding access to the River and opportunities for boating, hiking and bicycling."

Don Briggs,
Superintendent,
Potomac Heritage
National Scenic Trail

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Great Falls Park.

Planning and design work for the Great Falls Park visitor center was already underway at the onset of this long-range interpretive planning process. To aid in the process of media planning, theme development was taken a step farther to produce a list of key concepts and topics that relate to each primary theme statement.

Theme 1 - *Scenic Values*
Great Falls Park provides visitors with opportunities to view spectacular scenes of the Great Falls of the Potomac and the Mather Gorge, the narrowest section of the Potomac River Gorge.

Interpretation of this theme will enable visitors to better understand and appreciate:

- The variety of views (closest, widest, most dramatic)
- Changes in the view over time (during the day, seasonally, after storms or floods)
- The power of the river visible here.
- That the area was previously owned by Potomac Edison Power Company.
- Other views of the gorge, besides the falls, which are also spectacular.
- The lack of modern intrusions.
- The story of the National Park Service acquisition.
- The formation of the landscape.
- That the area probably looks close to the way it did when George Washington saw it.
- The dangers in the beauty.
- That the river still retains its wild and scenic characters.

Theme 2 - *Canal*
The Patowmack Canal represents our founding father's dream, desire, and determination to unite the country through commercial inland navigation beyond the Appalachians.

Interpretation of this theme will enable visitors to better understand and appreciate:

- The engineering feat.
- The canal's role in pioneering river navigation.
- George Washington as the driving force for a canal ("Dream Canal") to reach westward.
- That the canal provided westward navigation for trade in the Ohio River Valley and tied these areas politically and economically to the rest of the nation.
- The canal's designation as a Virginia Historic Landmark, National Historic Landmark, and

National Engineering Landmark.
- That construction of the canal fostered interstate cooperation which was one of the issues that led to the framing of the Constitution.
- Slavery and its implications relative to the canal.
- Reasons for choosing the site for the town of Matildaville.
- The unpredictable nature of the Potomac River.
- The role of other important figures connected to the canal (i.e. Lighthorse Harry Lee, James Rumsey).
- How a lock works.
- The amount of use (number of boats).
- What a trip on the canal and river was like.
- The types of boats used.
- That some boats went both directions.
- That George Washington put a lot of energy into the creation of the canal.
- The number of years in operation.
- That they are looking at the "real thing" related to George Washington and not a reconstruction or monument.
- How the construction of the canal is tied to the geology and hydrology of the site.

Theme 3 - *Biodiversity*
The Mather Gorge, a mile long section of the globally rare Potomac River Gorge ecosystem, is home to biologically diverse communities and rare plant species.

Interpretation of this theme will enable visitors to better understand and appreciate:

- The conservation strategies used to protect the biodiversity.
- The river's influence.
- The combination and interrelationship of physical and biological factors that make up the biodiversity of the Potomac Gorge.
- The Potomac River as a major tributary to the Chesapeake Bay.
- That the river supports many anadromous species of fish.
- That some plants and animals living here are on the rare and endangered species list.
- The impact of invasive species.
- Human threats to the biodiversity.
- That periodic flooding maintains and supports rare plant communities.

Theme 4 - *Watershed*
From here, you see a portion of the second largest watershed feeding the Chesapeake Bay. What happens in this watershed has global consequences.

Interpretation of this theme will enable visitors to better understand and appreciate:

- What a watershed is.
- The human impacts on the watershed.
- That watersheds are much more than water; they also include the land and people.
- What people can do to protect and preserve the watershed.
- Interagency efforts to protect the watershed.
- How the health of a watershed is assessed.
- The area's water supply and water conservation issues.
- That Chesapeake Bay is one of the largest estuaries in the world.

Theme 5 - *American Indians and Prehistoric People*
Archeological remains found at Great Falls suggest the presence of early inhabitants spanning thousands of years, indicating the location's importance economically for natural resources and trade for early cultures in the region. Great Falls Park protects the resources and provides educational opportunities connecting visitors to American Indian history and features indigenous to the area.

"Viewed from my car window, George Washington Memorial Parkway is a beautiful, inspiring green corridor into the nation's capital. Looking as an ecologist, I see it as an important refuge for native species that depend on the regionally significant habitats and natural communities within its borders."

Doug Samson,
Director, Science & Stewardship,
Maryland/District of Columbia Chapter of
The Nature Conservancy

Interpretation of this theme will enable visitors to better understand and appreciate:

- Who these people were.
- What we know about them.
- First hand accounts.
- Related artifacts.
- Their use of the resources.
- Relationships to the river (trade routes).
- That native people were here for thousands of years.
- The lack of many tangible items causes us to forget about their presence.
- How native inhabitants interacted with the land.
- That there is a lack of baseline information about the American Indians that inhabited the area.
- Why there are so few native peoples left who can trace their ancestry to those who previously inhabited the area.

Theme 6 - *Recreation*
Great Falls Park has offered highly diverse recreational opportunities to thousands of people for decades and continues to do so today.

Interpretation of this theme will enable visitors to better understand and appreciate:

- The role and impact of the trolleys in bringing people to Great Falls.
- The importance of practicing safe forms of recreating, and that safety has been an issue at Great Falls for a very long time.
- The value of low impact (leave no trace) forms of recreation.
- That the park is a place where many cultures and nationalities mix.
- The types of recreation available or allowable.
- That there was once an amusement park on site.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Great Falls Park will have the opportunity to:

- See and hear the power of the Potomac River.
- Realize that everything here (the resources and their stories) are tied to the river.
- Express their feelings about the resources through a variety of creative/artistic means.
- Have a safe visit.
- Know how to act responsibly (visitor education).
- Explore the Patowmack Canal resources outdoors and understand what they are seeing.
- Find the visitor center and go inside.
- Feel invited to an attractive facility.
- Learn about the availability of formal and informal education programs.
- Learn how this area became a National Park Service site.
- Discover that there is another theme-related NPS unit on the other side of the river.
- Learn about the trail systems and opportunities to explore a well signed system.
- Get accurate and up-to-date site information.
- Find solitude
- Interact with friends and family.
- Conservation efforts engaging the NPS and partners.
- The regional, national, and global importance of the gorge.
- Learn about good visitor practices (i.e. Leave No Trace).

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and

conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in the Maps section in Appendix A.

Great Falls Park is currently developing a General Management Plan (GMP). Recommendations in this LRIP support those presented in the GMP's preferred actions with regard to visitor information, orientation, interpretation, and education.

Outreach and Marketing

With its separate designation from the parkway, the site has its own official park brochure. Except for the contact address, the brochure makes no mention of its affiliation with the parkway. If the Great Falls Park and parkway brochures were sitting side-by-side, most visitors would think they were two different parks.

The Great Falls Park web site does reference its connection to George Washington Memorial Parkway on its home page, and a live link to the web site has been established. There also is a Links page that lists the C & O Canal and many other parks in the National Capital Region.

All of the site's education programs are presented on an in-depth web page, and there is a link to the overall parkway education program. Other than the main parkway web site, this is the only parkway unit that specifically mentions the partnership Bridging the Watershed education program.

Most visitors to Great Falls Park probably do not realize that this is a unit of George Washington Memorial Parkway.

Arrival

Highway entrance signs direct visitors to the park and present a NPS identity. However, on arrival no clear visual links are made to show the park's affiliation with the parkway.

On arrival, many visitors are confused as to where to go. Many people want to see the falls right away. They hear the water, but the river is not visible from the parking lot, and signing is not obvious.

Visitor safety has been a major concern at Great Falls Park for many years, but the number of recent drownings has accentuated this concern and the need to find more effective means of affecting visitor behavior near the water.

Visitor Center

Most visitors do not go to the visitor center. The entrance to the building is not welcoming or clearly identified. Repeat visitors may have gone into the visitor center on an earlier visit, and now feel that there is nothing new to see.

At the onset of this long-range interpretive planning process Great Falls Park had already initiated a planning and design project with Harpers Ferry Center for replacing the interpretive media in the visitor center. This process has continued in tandem with the LRIP, although a number of detailed planning/design decisions will likely be made before the LRIP is finalized. In this regard, recommendations for the visitor center in this document will consist mainly of notes from two joint planning meetings held at the park. The first meeting resulted in the interpretive themes, visitor experience goals, and other planning foundation elements presented earlier. The

second meeting made some generalized recommendations for future media solutions at the visitor center.

Wayside Exhibits

In addition to the visitor center project, the park has initiated a wayside exhibit project, the Potomac River Gorge Interpretive Trail, in partnership with neighboring River Bend Park.

Partnerships

Great Falls Park has a number of active partnerships, including those with River Bend Park, Bridging the Watershed, Friends of the Potomac, The Nature Conservancy, The Potomac Conservancy, and Chesapeake Bay Gateways. There is potential to strengthen these existing partnerships and to develop new ones.

Education Program

Great Falls Park has an excellent education program focusing on multiple theme-related topics. There is potential to develop education partnerships with River Bend Park and the C & O Canal National Historical Park.

As stated above, the information about the education programs is posted on the Great Falls Park web site.

"The way is easy and dictated by our clearest interest. It is to open a wide door, and make a smooth way for the produce of that Country to pass to our Markets...."

George Washington

VISITATION AND VISITOR USE

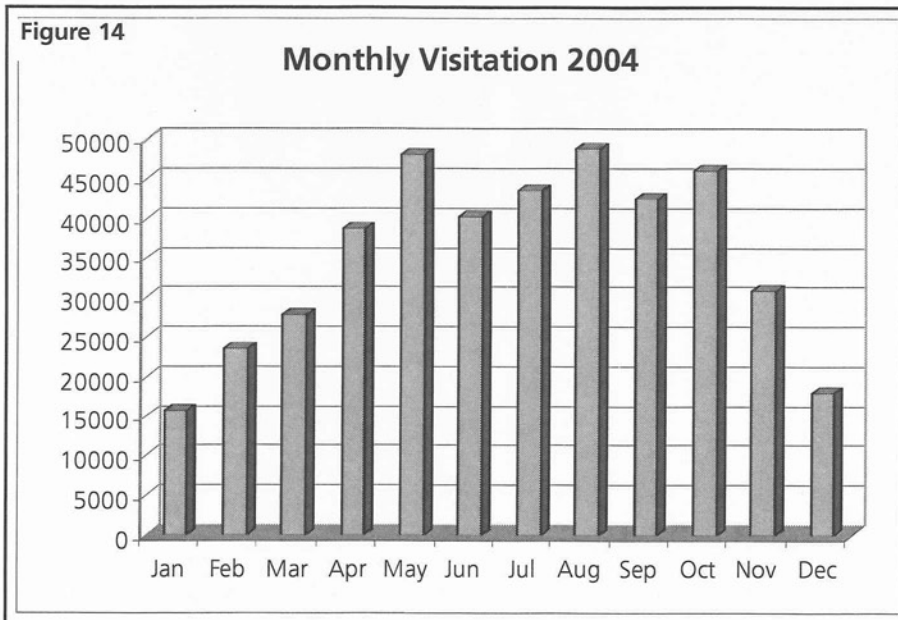
The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver, a 1996 visitor survey, a 2003 focus group report titled *Trends in Demographics and Information Technology Affecting Visitor Use*, the draft GMP, and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Great Falls Park relates to parkway-wide visitor data.

Total annual visitation to Great Falls Park in 2004 was 425,289. Figure 14 illustrates the total monthly visitation for 2004.

During April 28- May 4, 1996 a survey was conducted of Great Falls Park visitors. The final report titled *Great Falls Park, Virginia Visitor Study*, revealed that:

- Thirty-four percent of visitors were in groups with friends; 31% were in family groups; and, 23% arrived alone.
- Thirty-eight percent of visitors were in groups of two, and 37% were in groups of three or more.
- Over half of the visitors (51%) were between the ages of 21-40, and 11% were 15 years old or younger.
- About one-third (34%) of visitors were visiting Great Falls Park for the first time. Another one-third of visitors (33%) had visited the park ten or more times previously.
- Seventy-seven percent of visitors came from the nearby states and/or the metropolitan area: Virginia 56%, Maryland 11%, and Washington, D.C. 10%.
- International visitors (representing many foreign countries) comprised 6% of visitors to Great Falls Park.
- Twenty percent of visitors spent one hour or less in the park, 32% stayed two hours, 26% spent three hours, and 22% stayed four hours or longer.
- The most common activities engaged in by visitors while in the park were viewing the falls (73%), walking/hiking (56%), viewing wildlife (41%), visiting the Patowmack Canal (31%), picnicking (19%), climbing (16%), bicycling (13%), walking pets (11%), nature study (9%), white water boating (7%), jogging (6%),

Figure 14



fishing (4%), attending ranger programs (2%), and horseback riding (1%).

- The most visited sites at Great Falls Park were Overlook #2 (60%), Overlook #1 (56%), and the visitor center (54%). Note: The report does not indicate if visitors actually entered the visitor center proper (upper level). [By contrast park staff report that about 17% of visitors come to the upper level of the visitor center.]
- Sites that were most often visited first were the visitor center (31%), Overlook #1 (22%), Difficult Run (15%), and Overlook #2 (10%). Note: The report does not indicate if visitors actually entered the visitor center proper (upper level). [By contrast park staff report that about 17% of visitors come to the upper level of the visitor center.]
- Means by which visitors learned about river safety hazards were park signs (96%), park bulletin boards (51%), park brochures (44%), television (33%), park staff (30%), newspapers (29%) and radio (19%). The least used method of receiving safety information was the radio (19%). The information sources that received the highest "very effective" to "extremely effective" ratings were park signs, park bulletin boards, park staff, and park brochures.

Since the study was conducted in late April and early May, care should be taken in applying the results to other times of the year. The fact that the results are almost a decade old also impacts the reliability of the data for today's visitors.

The following statements are excerpted from the July 2003 focus group report: *Trends in Demographics and Information Technology Affecting Visitor Use*. The purpose of the report was to assist the NPS in planning visitor centers and related projects that are cost effective and of appropriate scope and size. Part of the study included an evaluation of the visitor center at Great Falls Park, Virginia.

- The Great Falls visitor center has several shortcomings in its design and its interpretation.
- There was no clear indication that the building was a visitor center.
- I wasn't sure of the message. The interpretation wasn't thematic.
- It (the center) was unappealing and unwelcoming and had lighting problems.
- There are a lot of repeat visitors at Great Falls Park, which means

there is a need for a different kind of visitor center than if there were lots of first-time visitors.
- The exhibits are historical and natural, but the purposes of most visits are largely recreational. As a visitor, I would want to know how people could use the place for multiple activities.
- Park users seem to go to this visitor center for directions, the rest room, and the store. The interpretive component isn't a critical motivation....

Further support for the above views comes from the 1988 Interpretive Prospectus for the park. In describing the existing situation the document states:

- The visitor center's interpretive media content is generally poor or obsolete, to the extent that the building has little drawing power. It is bypassed by most people.
- The visitor center's design and placement of functions make it a difficult structure for visitors to use. It is not user friendly.
- Directional and regulatory signs are generally poor throughout the park.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the park's mission, purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Great Falls Park, please refer to the parkway-wide recommendations in Part 2 of this document

Outreach and Marketing

The official site brochure should be updated to reflect the current NPS graphic identity standards. The brochure also should clearly show its affiliation with the parkway. Other NPS site publications, such as site bulletins, should present the same design uniformity with other parkway literature and in compliance with NPS graphic identity standards. If the site brochure is displayed along with the parkway brochure (or even with other parkway site brochures), some text should be provided to help visitors see how the sites are connected.

Arrival

Park staff will provide directional signing to ensure that visitors can easily learn where key facilities and resources are located and get where they want to go.

Safety messages, especially regarding the dangers associated with the river, need to be effectively communicated to all visitors. Site, headquarters, and regional, and Washington office staffs have formed a committee to look at safety on the river at Great Falls. The committee, The Potomac River

Safety Committee, has begun to research and develop effective safety strategies to positively influence visitor behavior toward the dangers of the river. The 1996 visitor survey showed that signs, bulletin boards, and park staff presence have been effective; however, a body of significant and more recent research exists on effective means of altering visitor behavior.

Recent search by park staff has discovered reports of drownings at Great Falls going back to the late 19th century. Perhaps this information could be used to heighten awareness of visitors today.

Visitor Center

Since the planning and design of new media for the Great Falls Park visitor center is already underway, the recommendations below consist mainly of notes from joint planning meetings held at the park. These notes have been organized into broad categories and include:

Overall Goals/Concepts

- This park is primarily about the river and its connections to the Patowmack Canal.
- Media at the visitor center should inform, excite, and motivate people.
- The exhibits should be relevant to children and interesting to families. This would include the possible use of interactive, audiovisual, and tactile elements.
- Respect that many visitors want to see the falls first. Encourage them to return to the visitor center to learn/experience more.
- The visitor center should have continued interest for repeat park visitors.

Design Elements

- Develop a clear entrance that easily directs visitors into the building.
- Mitigate the accessibility issues of the ramps.
- Consider developing outdoor interpretive areas that would help draw people into the center, but also attract those who may not want to go inside. The design might include some type of water feature.
- Incorporate more sustainable design elements into the structure and interpret them to show that we indeed are conservation-minded and practice what we believe.
- Include wayfinding elements so that visitors can easily find things like the auditorium, exhibit area, rest rooms, and know which doors lead to the falls or to the parking lot.
- Engage architects, engineers, and others in the planning/design process.

Content

- Provide introductory and/or in-depth interpretation of various theme elements. This might include something to illustrate the various habitats/environments of the gorge. Displaying objects to help tell aspects of the American Indian association with the area also could be considered.
- Use the visitor center as another (but not the primary) source of river safety information.
- Encourage repeat visitation by developing changeable theme-related exhibit elements and/or establishing a program of special traveling or rotating exhibits. To have drawing power, these exhibits will need to be more than simple text/graphic panels.
- As part of the changeable exhibit concept, consider displays using various forms of artistic expression to convey theme-related concepts.

Theater

- Develop a new audiovisual program. A new film will provide a dramatic and emotional focus

"Today the parkway preserves a native forested green space amidst increasing suburban development. This role is surely much greater than the authors of the bill to create the parks could have envisioned."

Dan Sealy, Deputy Chief, Natural Resources & Science, National Capital Region

on elements of the primary interpretive themes. Visitors would gain a better understanding of the site's multi-faceted history as well as the ecological significance of the falls and the Potomac River Gorge. The film also would illustrate the important links between the park, the river, and the Chesapeake Bay ecosystem.

Wayside Exhibits

Although some wayside exhibits for Great Falls Park may be in place before the completion of this long-range interpretive plan, all exhibits should be evaluated as part of the parkway-wide wayside exhibit proposal. In addition to interpretive messages to help visitors establish connections with the resources, wayside exhibits also will reflect current NPS graphic identity standards and convey a parkway connection.

At least one wayside exhibit should inform visitors that there are two National Park units at Great Falls, and that they can visit the C & O Canal on the other side of the river. Wayside exhibit messages at the most popular falls overlooks also should encourage people to come to the visitor center to discover more.

Wayside exhibits can play an important role in conveying river safety messages. The park could develop an inexpensive temporary exhibit, perhaps on a moveable base, to study its effectiveness at different locations. Different panels could be developed to experiment with a variety of messages.

The wayside plan for Great Falls Park also would include a parkway-wide orientation exhibit (see the parkway-wide Wayside Exhibit section in Part 2 of this document).

Education Program

The current education programs at Great Falls Park will continue. These programs are well established, popular, and successful in meeting the curriculum requirements of participating schools.

The GMP calls for moving park offices out of the visitor center to a new location. When this happens, the lower level of the visitor center can be developed into a dedicated education center. Here, portions of various education program activities could be conducted. By using the education programs currently in place and those considered for the foreseeable future, the lower level space would be developed and furnished with necessary materials. This would include props, exhibits, or any lab/field equipment used in conducting the activities.

Through a partnership with the C & O Canal and others, the park can explore the potential of developing new education programs, possibly through joint grant proposals. Other potential programs might include those developed:

- through the Teaching with Historic Places or Parks as Labs program.
- with assistance from the Museum of the American Indian.
- in partnership with other Potomac River/Chesapeake Bay organizations.

Teacher workshops could be developed to train teachers how to use the resources on their own and to feel comfortable doing so. This would allow for an expansion of the Great Fall Park education program in some areas with minimal additional stress on limited staff.

The value of off-site programs involving schools, senior citizen centers, nursing homes, etc. also should be considered as part of the overall education program. Potential web site improvements

could include a web cam of the falls; showing the way the area may have looked when George Washington saw it; depicting how boats navigated the canal and the locks; or, providing a virtual tour of the gorge and the entire watershed.

LYNDON BAINES JOHNSON MEMORIAL GROVE



PURPOSE

The purpose of Lyndon Baines Johnson Memorial Grove is to honor President Johnson and protect the natural beauty of the Potomac River and view of Washington D.C.

SIGNIFICANCE

Lyndon Baines Johnson Memorial Grove's significance is attributed to the following factors:

- Located in the Potomac River across from the Nation's capital, the Lyndon Baines Johnson Memorial Grove honors our 36th President, for his legacy. The memorial area was a special place where the President and his wife, Lady Bird Johnson, often stopped to admire the city. The grove contains a 19-ft. monolith of sunset red granite surrounded by a plaza with four granite tablets bearing quotations about the environment, education, civil rights and the Presidency. There are many white pines, azaleas, rhododendron and perennial and spring bulbs through out the park.
- The memorial was designed to be a place where people can stop to enjoy the beauty of nature. People picnic, walk, jog, and bicycle through the memorial area.
- The memorial is part of Lady Bird Johnson Park.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statement will provide the basis for interpretation at LBJ Memorial Grove.

Theme 1 - *Presidential Memorial*
Lyndon Baines Johnson Memorial Grove honors our 36th President's contributions to the environment, education, civil rights, and the Presidency in general.

Theme 2 - *Lady Bird Johnson*
As part of Lady Bird Johnson Park, Lyndon Baines Johnson Memorial Grove honors the conservation and beautification legacy of our former First Lady.

VISITOR EXERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the LBJ Memorial Grove will have the opportunity to:

- Learn something about each of the interpretive themes.

"Several of my fondest memories are of visits to the LBJ Grove with my mother and my young children. Two of my little children participated in the Grove's Groundbreaking. I have photos of them holding President Ford's hand."

Lynda Robb (daughter of Lyndon Baines Johnson)

"All my life I have drawn sustenance from the rivers and from the hills of my native state. ...I want no less for all the children of America than what I was privileged to have as a boy."

Lyndon Baines Johnson
Monument Inscription

- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Obtain information about future interpretive/education programs.
- Enjoy recreational activities, including picnicking, walking, running, bicycling, etc.
- See the view of Washington.
- Take photos.
- Learn about volunteer opportunities.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in the Maps section in Appendix A.

LBJ Memorial Grove is administered through the parkway's Virginia District. Visitors access the site from the parkway near Arlington National Cemetery and the Pentagon.

A bulletin board at the Columbia Island Marina provides information about the site. A site brochure has been produced, but there is no on-site box for it and no current funds for reprinting. The brochure needs to be revised to meet NPS graphic identity standards. There are no other interpretive facilities.

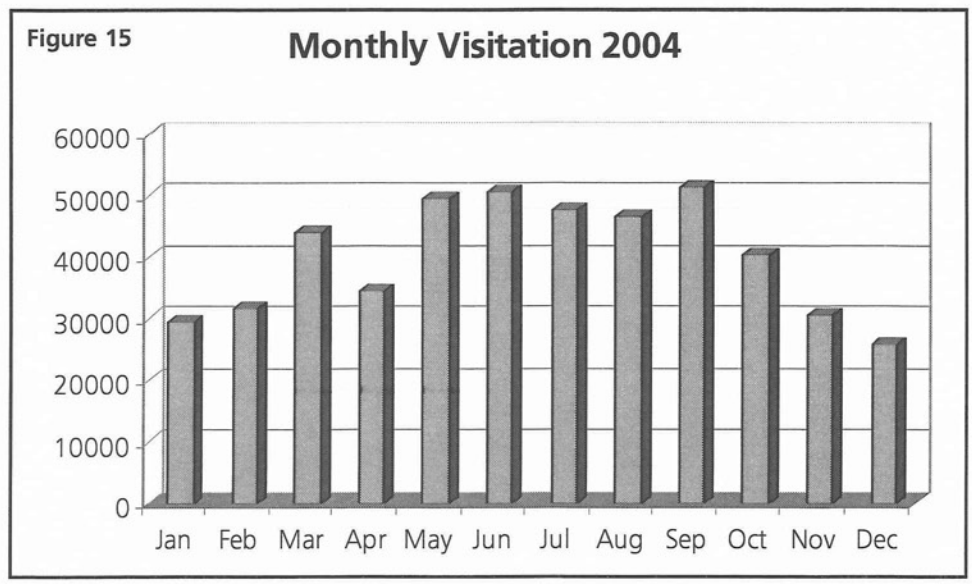
Parkway staff provide roving interpretation at the site on a regular basis.

The site has a separate listing on the main National Park Service internet site. The separate listing shows a connection with the parkway; however there is no live link to the parkway web site. The parkway web site also includes the LBJ Memorial Grove on its in-depth page.

VISITATION AND VISITOR USE

The following information regarding site visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how the LBJ Memorial Grove relates to parkway wide visitor data.

Figure 15



Total annual visitation for the LBJ Memorial Grove for 2004 was 482,250. Figure 15 illustrates the total monthly visitation for 2004.

No visitor surveys have been conducted for the site.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for LBJ Memorial Grove, please refer to the parkway-wide recommendations in Part 2 of this document

The roving interpretive activities at the site will continue. Occasional interpretive and community programs related to the site will be offered.

The LBJ Memorial Grove will be included in the proposed parkway-wide wayside exhibit proposal. All exhibits will be designed to help visitors establish connections with the resources. The wayside exhibits would convey an identity with the parkway, the NPS, and comply with NPS graphic identity standards. The wayside plan for the site also would include a parkway-wide orientation exhibit (see the parkway-wide Wayside Exhibit section in Part 2 of this document).

Site publications should be evaluated with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards. An on-site brochure box will be provided.

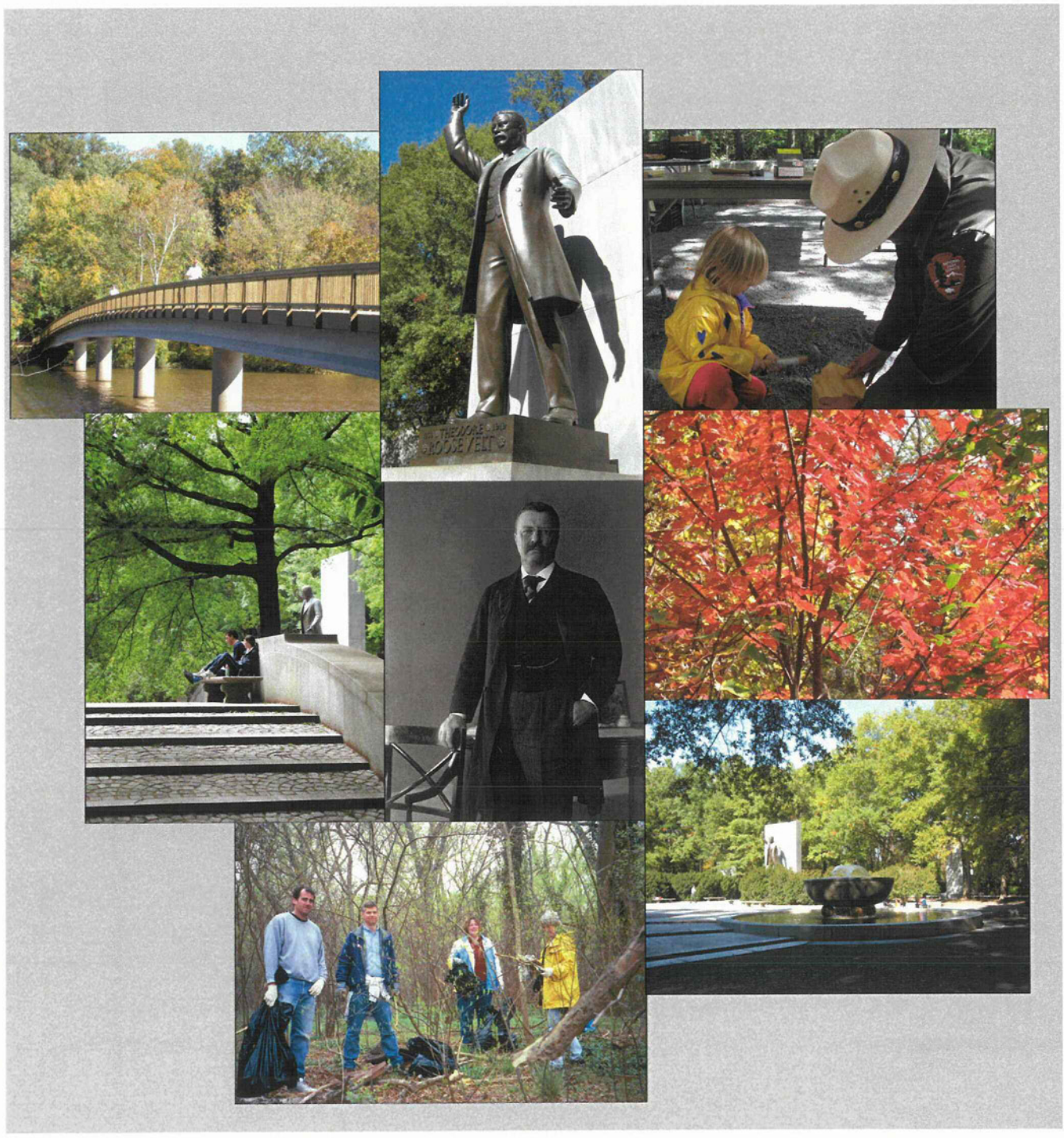
The resources and themes offer potential opportunities for the development of a curriculum-based education program. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document.

The site's web page would include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page.

"The promise of America is a simple promise: Every person shall share in the blessings of this land."

Lyndon Baines Johnson
Monument Inscription

THEODORE ROOSEVELT ISLAND



PURPOSE

The purpose of Theodore Roosevelt Island is to provide a memorial to honor our 26th President and a natural park for the recreation and enjoyment of the public.

SIGNIFICANCE

Theodore Roosevelt Island's significance is attributed to the following factors:

- The 88.5 acre natural preserve, located in the Potomac River within the Nation's Capital, honors Theodore Roosevelt, the 26th President, for his contributions to the nation. The "wilderness" qualities of the island reflect his lifelong interest and contribution to conservation of the nation's natural resources. The island contains a formal, landscaped memorial, which includes a 17-foot bronze statue, promenade, fountains, and four granite tablets inscribed with quotes based on Roosevelt's ideals. Prior to its designation as a memorial, the island was a prominent landmark in the social and cultural development of the region.
- Frederick Law Olmsted, Jr.'s architectural perspectives greatly influenced the management and vision for the development of Theodore Roosevelt Island.
- Many people, including American Indians, the Mason family, the U.S. military, and diverse visitors, have utilized the island for centuries.
- By balancing preservation and public enjoyment, the island serves as a fitting tribute to the conservation legacy of our 26th President.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the site's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Theodore Roosevelt Island.

Theme 1 - *Presidential Memorial*
Theodore Roosevelt Island provides opportunities for visitors to honor and remember our 26th President's substantial conservation legacy.

Theme 2 - *Human History*
Various individuals or groups utilized Theodore Roosevelt Island such, including American Indians, the Mason family, the U.S. military (including the 1st United States Colored Troops), Civilian Conservation Corps, and others.

Theme 3 - *Landscape*
Frederick Law Olmsted Jr.'s influence and vision is evident through the design of Theodore Roosevelt Island.

Theme 4 - *Landscape*
The landscape of the island has changed dramatically over time with each new user/owner and through ecological processes.

"The nation behaves well if it treats the natural resources as assets which it must turn over to the next generation increased and not impaired in value."

Theodore Roosevelt Monument Inscription

"Theodore Roosevelt Island comprises a fitting memorial to our great conservationist president. Here TR's spirit lingers amid things forever wild. In communing with nature on Theodore Roosevelt Island, visitors can also commune with the most elemental part of TR himself."

Edward J. Renhan, Jr.,
Executive Director,
Theodore Roosevelt
Association

Theme 5 - *Natural Preserve*
Due to its unusual hydrology, the Potomac River Gorge, which extends 15 miles from a location above Great Falls south to Theodore Roosevelt Island, is one of the country's most biologically diverse areas.

Theme 6 - *Watershed*
The Potomac River is the second largest contributor to the Chesapeake Bay. As a result, Theodore Roosevelt Island serves as a "living laboratory" to study the health of the Chesapeake Bay ecosystem.

Theme 7 - *Exotic, Invasive Plants*
The biodiversity of Theodore Roosevelt Island faces critical threats from numerous invasive plant species, some intentionally introduced.

Theme 8 - *Geology*
Theodore Roosevelt Island is located at the geologic "fall line" between the Coastal Plain and the Piedmont physiographic provinces.

Theme 9 - *Transportation*
The Potomac River served as a major transportation corridor from the 17th through 19th centuries, and Theodore Roosevelt Island specifically functioned as a base for ferry operations by the Mason family and by the military.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to the Theodore Roosevelt Island will have the opportunity to:

- Learn something about each of the interpretive themes.
- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Imagine the historic uses of the island over time.
- Enjoy the beauty of the woods, marsh, and swamp environments.
- Explore and discover the island's history, the diversity of plants and animals, and recreational activities.
- Obtain information about future interpretive and educational programs.
- Obtain information about future interpretive/education programs.
- Learn about volunteer opportunities.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in Appendix A .

Theodore Roosevelt Island is administered through the parkway's Virginia District. Visitors reach the site from the northbound lanes of the parkway just north of the Theodore Roosevelt Memorial Bridge. In addition, a pedestrian bridge from Rosslyn is a popular way for visitors to get to the island trailhead. A footbridge from the parking lot provides access to the island.

A series of multi-generational wayside exhibits on the island inter-

pret a variety of natural and historic topics and resources. Most of the exhibits are in poor condition, and none comply with current NPS graphic identity standards.

A bulletin case with a map and information about the site is located on the island at the end of the footbridge. A brochure box containing the site brochure, site bulletins, the parkway brochure, and special event flyers is attached to the case.

Other than the inscriptions on the monument itself, there are no other interpretive facilities on the island.

The park-produced brochure has utilized current NPS graphic identity standards. It identifies the site's connection with the parkway and conveys a NPS identity.

Parkway staff offer a variety of interpretive and education programs on the island. A special interpretive event titled "Theodore Roosevelt's Birthday Celebration" is held each year.

Details of the historic use of the island as a contraband camp and as a camp for U.S. Colored Troops (USCT) during the Civil War have only recently been developed. There is potential to partner with a number of entities, including the NPS National Underground Railroad Network to Freedom program, to present this story to on-site and virtual site visitors.

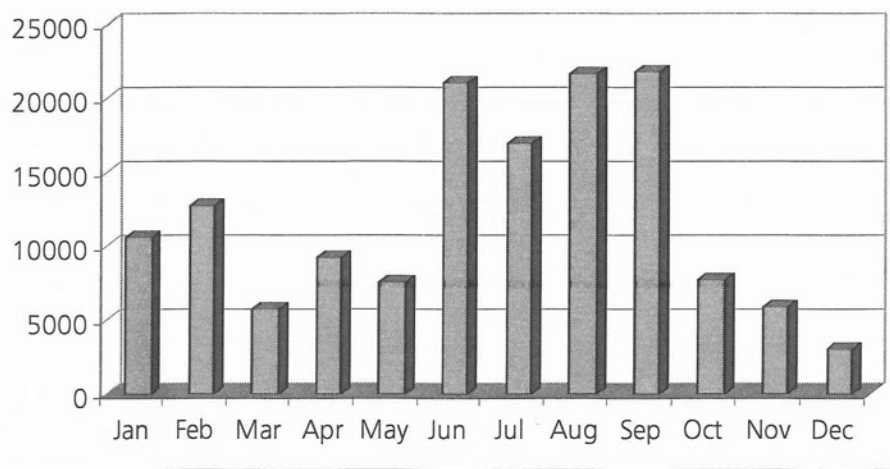
Theodore Roosevelt Island has a separate listing on the main National Park Service internet site. The separate listing shows a connection with the parkway; however there is no live link to the parkway web site. The parkway web site also includes Theodore Roosevelt Island on its in-depth page. The web site does give a phone number to call for guided tours, but does not provide information about the education programs available.

VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how Theodore Roosevelt Island relates to parkway-wide visitor data.

Total annual visitation for Theodore Roosevelt Island for 2004 was 144,226. Figure 16 illustrates the total monthly visitation for 2004.

Figure 16 **Monthly Visitation 2004**



"There are no words that can tell the hidden spirit of the wilderness, that can reveal its mystery, its melancholy, and its charm."

Theodore Roosevelt Monument Inscription

No visitor surveys have been conducted at Theodore Roosevelt Island.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Theodore Roosevelt Island, please refer to the parkway wide recommendations in Part 2 of this document

The variety of interpretive and educational activities and special events at the site will continue. They have been popular with visitors, they are successful in meeting the curriculum requirements of participating schools, and they address key interpretive themes.

Theodore Roosevelt Island will be included in the proposed parkway-wide wayside exhibit proposal. All current exhibits would be removed. All new wayside exhibits will be designed to help visitors establish connections with the resources. The exhibits would convey an identity with the parkway, the NPS, and comply with NPS graphic identity standards. The wayside plan also would include a parkway-wide orientation exhibit (see the parkway-wide Wayside Exhibit section in Part 2 of this document).

Wayside exhibits will interpret the site of the historic contraband and USCT camp. The use of original maps and illustrations will help visitors visualize the resource at an earlier time. By working in partnership with the NPS National Underground Railroad Network to Freedom program, the story will have the potential to reach a larger audience and provide a broader context.

Site publications should be reevaluated with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The resources and themes at Theodore Roosevelt Island offer excellent opportunities for expanding the site's curriculum-based education programs. As with the wayside exhibits, the contraband and USCT story could become a strong addition to the education program with the potential to partner with other theme-related programs and sites.

Some of the island's current and proposed education programs would be good candidates for training teachers to conduct activities on their own with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document.

The Theodore Roosevelt Island web page should include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page. A link with the National Underground Railroad Network to Freedom web site also would be established.

TURKEY RUN PARK



PURPOSE

The purpose of Turkey Run Park is to protect and manage the natural, historical, and recreational resources and scenic values of Turkey Run Park, especially in light of its location next to a major commuter route.

SIGNIFICANCE

Turkey Run Park's significance is attributed to the following factors:

- Turkey Run Park protects a section of the Potomac River Gorge, which is one of the most biologically diverse areas in the country.
- Turkey Run Park contributes to the protection of the greater Potomac River and Chesapeake Bay watersheds.
- Turkey Run Park preserves elements of early American history through its relatively untouched forests and the Claude Moore Colonial Farm.
- Despite its proximity to an urban area, Turkey Run Park contains abundant wildlife.

INTERPRETIVE THEMES

Interpretive themes are those ideas/concepts that are key to helping visitors gain an understanding of the park's or area's significance and resources. The themes, which are based on the purpose and resource significance statements, provide the foundation for all interpretive media and programs. The themes do not include everything that may be interpreted, but they do address those ideas that are critical to understanding and appreciating the park's or site's importance. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program. Effective interpretation is achieved when visitors are able to connect the concepts with the resources and derive something meaningful from their experience.

In addition to, and based on parkway-wide interpretive theme elements presented in Part 2 of this document, the following site specific theme statements will provide the basis for interpretation at Turkey Run Park.

Theme 1 - *Natural Preserve*
Due to its unusual hydrology, the Potomac River Gorge, one of the country's most biologically diverse areas, extends 15 miles from a location above Great Falls south to Theodore Roosevelt Island and includes Turkey Run Park.

Theme 2 - *Watershed*
The Potomac River is the second largest contributor to the Chesapeake Bay. As a result, Turkey Run Park serves as a "living laboratory" to study the health of the Chesapeake Bay ecosystem.

Theme 3 - *Human History*
Sometimes hidden throughout the forest, Turkey Run Park contains evidence of early American Indian occupation and Colonial to 20th century farming activities.

VISITOR EXPERIENCE GOALS

In addition to elements of the parkway-wide goals in Part 2 of this document, the following defines the desired visitor experience goals that would be achieved with the implementation of this long-range interpretive plan. The statements describe conditions that would exist, rather than specific actions to achieve the objective.

Visitors to Turkey Run Park will have the opportunity to:

- Learn something about each of the interpretive themes.

"There still are trees in this park that are over 200 years old and shared the same fresh air as George Washington, Thomas Jefferson, Doly Madison, Abraham Lincoln, Walt Whitman, Clara Barton and Frederick Douglas."

Dan Sealy, Deputy Chief, Natural Resources & Science, National Capital Region

"...one of the finest hardwood forests in Virginia, in terms of quality, maturity, and overall diversity."

Virginia Division of Natural Heritage, 1993

- Make intellectual and emotional connections with park resources.
- Experience some form of interpretation and/or education program.
- Savor the sounds and beauty of the Potomac River and adjacent woodlands.
- Learn about the trail system and have the opportunity to explore.
- Obtain information about future interpretive/education programs.
- Learn about volunteer opportunities.

EXISTING CONDITIONS, ISSUES AND INFLUENCES

The following is a summary description of the experiences and conditions as they existed during this long-range interpretive planning process. This section is intended to identify baseline conditions and highlight key issues to help justify many of this plan's recommendations. The purpose is not to describe all existing conditions, activities, and programs.

A site map can be found in Appendix A.

Turkey Run Park is administered through the parkway's Virginia District. Visitors access the site from the northern end of the parkway just inside the Beltway. The Potomac Heritage National Scenic Trail also passes through the park.

A bulletin board with information about the facilities is located at the area "C" park lot. There are no other interpretive facilities.

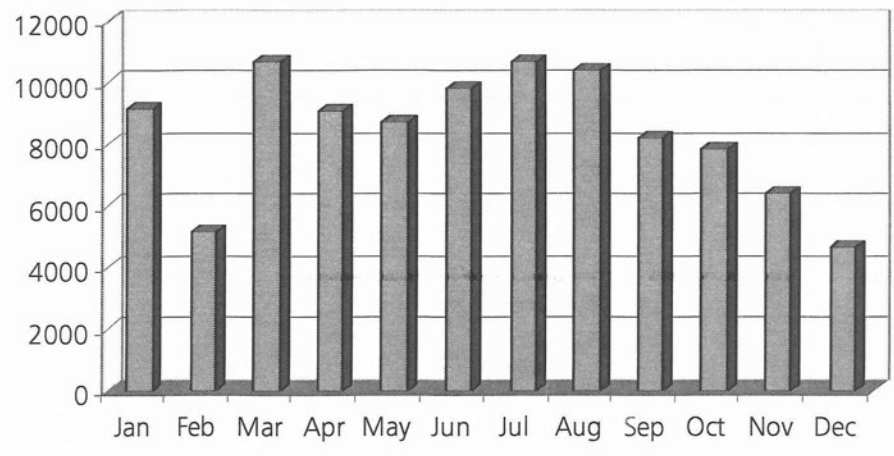
Parkway rangers provide roving interpretation and occasional interpretive programs at the site. Turkey Run Park also is used by school groups for curriculum and non-curriculum-based education programs, many led by park rangers.

The parkway web site includes Turkey Run Park on its in-depth page. This page describes the recreation activities available and a description of the site's cultural and natural history. Links to the main parkway and the Potomac Heritage National Scenic Trail web sites are provided.

VISITATION AND VISITOR USE

The following information regarding site visitors and visitor use is derived from data maintained by the NPS Socio-Economic Services Division (WASO) in Denver and discussions with park staff. Refer to the Visitation and Visitor Use description in Part 2 of this document for information on how

Figure 17 **Monthly Visitation 2004**



Turkey Run Park relates to parkway wide visitor data.

Total annual visitation for Turkey Run Park for 2004 was 100,897. Figure 17 illustrates the total monthly visitation for 2004.

Picnicking and related recreation activities are the reasons most visitors come to the site. However, except for the distribution of annual Visitor Survey cards, no detailed visitor studies have been conducted at Turkey Run Park.

RECOMMENDATIONS

The following is a description of program and media recommendations designed to further define, support, and communicate the site's purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare PMIS submissions, and define the parameters within which these creative energies can flow.

In addition to the following recommendations for Turkey Run Park, please refer to the parkway wide recommendations in Part 2 of this document

Roving interpretive activities and occasional interpretive programs at Turkey Run Park will continue. They have been popular with visitors and they address key interpretive themes.

Turkey Run Park will be included in the proposed parkway-wide wayside exhibit proposal. All new wayside exhibits will be designed to help visitors establish connections with the resources. The exhibits also would convey an identity with the parkway, the NPS, and comply with NPS graphic identity standards. The wayside plan also would include a parkway-wide orientation exhibit (see the parkway wide Wayside Exhibit section in Part 2 of this document).

Any site publications should be evaluated with regard to design uniformity with other parkway literature and for compliance with NPS graphic identity standards.

The resources and themes at Turkey Run Park offer excellent opportunities for the continuation of existing curriculum-based education programs and the development of new ones. This might be a good site to explore the development of programs that could be conducted primarily by teachers with minimal involvement from park staff. More information on this approach can be found in the parkway-wide Education Program section in Part 2 of this document.

The Turkey Run Park page on the parkway web site should include a description of the various interpretive and educational programs available, and a link to the parkway-wide education page.

"As a resource manager and Parkway commuter, I am blessed with a daily reminder of the Park's natural resources and their immense value to thousands who enjoy their obvious and subtle aspects. I am also reminded of my responsibility for their preservation and protection."

Jim Sherald, Chief, Natural Resources & Science, National Capital Region

RECOMMENDATIONS FOR FUTURE INTERPRETIVE PLANS

Jones Point Park and Memorial Avenue are not listed in the alphabetical order in this section and were not discussed in-depth during the planning workshops. Other than elements of the parkway-wide proposals (such as the wayside exhibit plan), new media and program proposals for these two sites would likely not be implemented during the life of this long-range interpretive plan. However, the need for future interpretive media and programs at these sites was subsequently identified and is presented in this sub-section.

Jones Point Park

Jones Point Park encompasses 60 acres in the southeast corner of Alexandria, Virginia. The archeological resources and structures preserved here represent at least 5,000 years of human history. Jones Point is a true time capsule: it preserves sites, buildings, and artifacts above and below ground which relate to Alexandria's prehistory and its military, shipbuilding, industrial, navigational, domestic, and recreational history. Among these resources are the historic Jones Point Lighthouse (1855), the original southern cornerstone for the District of Columbia (1791), and remnants of structures from the Virginia Shipbuilding Company (1917).

In addition to possible wayside exhibits developed in conjunction with the parkway-wide wayside exhibit proposal, the parkway would like to further develop a partnership with the City of Alexandria that would include aspects of interpreting the resources at Jones Point Park.

Memorial Avenue

Opened in 1932, Memorial Avenue and Circle served as the northern terminus of the Mount Vernon Memorial Highway until its expansion to the north in the 1940s. Arlington Memorial Bridge and Memorial Avenue were designed not only as a functional transportation corridor, but also as a symbolic unification of the North and South. This symbolic dimension of the corridor becomes apparent when considering that it links the Lincoln Memorial on the East shore of the Potomac River with Robert E. Lee's Arlington House on the west shore. Today, Memorial Avenue serves as the ceremonial access to Arlington National Cemetery and contains numerous statues and monuments. These include the Arts of War Statues, the Spanish War Veterans Memorial, the 101st Airborne Memorial, the Seabeas Memorial, the Admiral Richard F. Byrd Monument, the 4th Infantry Division Memorial, the Armored Forces Memorial, and the Women in Military Service for America Memorial.

In addition to possible wayside exhibits developed in conjunction with the parkway-wide wayside exhibit proposal, the parkway would like to consider the development of a self-guiding publication keyed to the monuments and memorials.

PART 4: SUMMARY DATA



Summary of Products and Actions

The following is a summation of the action items and products proposed in this long-range interpretive plan. Each of these items is described in greater detail in the narrative sections of the document. This list is designed to help develop the implementation schedule, annual and long-term priorities, assign responsibilities, and develop cost estimates.

It must be emphasized that the following lists deal specifically with actions and products for media and programs related directly to information, orientation, interpretation, and education. Although new, restored, or relocated facilities are proposed or referenced, actions related to these structures will need to be developed in greater detail during other specific planning, design, and construction processes. Staffing requirements for implementing the following actions are identified separately in the Staffing section.

Parkway-Wide

Outreach and Marketing

- Review parkway signs to ensure consistency of design and that the NPS arrowhead is used effectively (ongoing).
- Review signs to ensure that in addition to identifying major exits, intersections, and bridges, people can easily access parkway sites and return to the parkway (ongoing).
- Make better use of and expand Travelers Information Station (TIS) broadcasts to provide NPS/parkway identity and activity messages (ongoing).
- Establish a partnership with a local radio station to explore the potential of a call-in program to talk to a parkway ranger.
- Prominently display the George Washington Memorial Parkway title in association with individual site and parkway wide publications.
- Establish a full-time public information officer (PIO) position (see Staffing Section).
- Publicize current parkway projects, events, and success stories (ongoing).
- Produce and announce the availability of a free CD about the parkway.
- Develop parkway-wide sales publications (including a driving tour of parkway sites) through the cooperating association.
- Explore the potential of marketing parkway sites through GSI, including options of providing access to more sites via the Tourmobile operation.
- Explore joint marketing options with Mount Vernon.
- Explore the potential of partnering with organizations and businesses that have an interest in an individual parkway site and encourage them to assist in promoting the site and its links to the parkway.
- Explore the development of unifying graphic identity/branding materials for parkway.
- Develop outdoor and/or indoor exhibits at each parkway site to identify the various units of the parkway, illustrate the thematic linkages, and convey an NPS identity.
- Continue to develop the Junior Ranger program as a gateway to getting children and families involved with more parkway sites (ongoing).
- Establish an annual art/craft/photography show featuring parkway sites and resources.
- Produce rack cards for specific parkway sites and for the parkway as a whole.
- Produce a parkway newsletter/newspaper (1-2 edi-

tions per year).
- Develop theme-related activities and programs that will attract multi-cultural audiences (ongoing).
- Work with the local and regional travel industry to ensure that parkway site listings are accurate and current, and that the information clearly shows the association with the parkway (ongoing).
- Encourage and provide reviews of tourism literature (including web sites, radio and television spots) which promote or provide information about the parkway (ongoing).
- Share parkway visitation statistics and survey results to further illustrate how existing and potential partners can benefit and enhance the visitor experience by working together (ongoing).
- Provide site and parkway-wide information through roving and other activities (ongoing).
- Offer continuing information/orientation training opportunities to park staff, volunteers, partners, and other public service providers (ongoing).
- Continue providing park information via responses to regular mail, email, and telephone requests (ongoing).

Internet
- Enhance parkway web sites and links to related areas (ongoing).
- Set up virtual parkway visitor center with theme-related exhibits.
- Provide downloadable information on multiple topics.
- Provide central location for education program materials and information.
- Develop parkway on-line journal (blogging) site.
- Create a web ring with parkway and related sites.
- Provide summaries of research/resource management projects.
- Provide information on parkway research needs and opportunities.

Wayside Exhibits
- Develop and implement a parkway-wide wayside exhibit proposal.
- Obtain funding and develop new wayside exhibits where needed.

Mobile Visitor Center
- Determine size and other physical requirements and acquire vehicle.
- Develop exhibits.
- Develop audiovisual program.
- Develop necessary signing.
- Experiment with different locations.

Education Program
- Update/revise 1995 Education Plan.
- Centralize information about all parkway education programs.
- Produce an education program brochure for the entire parkway.
- Develop web site links with all site and partner education programs.
- Organize staff/teacher workshops (ongoing).
- Establish new and maintain existing education programs and partnerships (ongoing).

Publications
- Update/revise all official and park-produced brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Produce a free CD about the parkway.
- Develop parkway-wide sales publications.
- Develop unifying/branding materials for parkway sites.
- Produce rack cards.
- Produce a parkway newspaper/newsletter.
- Produce well-designed education program materials.
- Reprint theme-related out-of-print publications.
- Conduct Scope of Sales study (ongoing).

- Develop a new parkway map highlighting resources and interpretive themes.

Research Needs

- Gather new and/or update visitor survey data.
- Gather more information on American Indian tribes in the area.
- Learn more about the USCT involvement at Theodore Roosevelt Island and other sites.
- Learn more about the various military and intelligence operations at Fort Hunt.
- Summarize research reports in an annual or biannual publication.

[Note: the following summary of individual site recommendations may repeat some of the parkway-wide proposals. Regardless, when assembling annual implementation or work plans, applicable parkway-wide proposals should be considered along with the individual site recommendations.]

Arlington House

- Update/revise all official and park-produced brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Enhance web site and links to related areas (ongoing).
- Determine location and program for a visitor contact center.
- Develop exhibits for visitor contact center, some perhaps with audiovisual components.
- Produce audiovisual program and acquire projection equipment.
- Produce site entrance sign(s).
- Develop information/orientation exhibits for interim contact station.
- Develop informational exhibit at Arlington Metro station.
- Explore ways to enhance the quality of the house tours and improve visitor flow.
- Refurnish mansion kitchen with period reproduction pieces.
- Rehabilitate the dairy.
- Prepare historic furnishing plans for the two slave quarters buildings.
- Develop new exhibits for the north slave quarters (i.e. cut away model).
- Relocate slavery exhibit to the north slave quarters.
- Relocate bookstore to the new visitor contact center.
- Remove current exhibits in the Potting Shed.
- Develop self-guiding trail around the historic woodland.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Find new ways to engage people who want to become more involved with the site.
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Arlington Ridge Park: The Netherlands Carillon

- Develop brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).
- Establish oral history program.

Arlington Ridge Park: U.S. Marine Corps War Memorial

- Develop site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.

- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).
- Establish oral history program.

Clara Barton National Historic Site

- Update/revise all official and park-produced brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Enhance web site and links to related areas (ongoing).
- Determine location and program for a visitor contact center.
- Develop exhibits for visitor contact center, some perhaps with audiovisual components.
- Produce new audiovisual program.
- Upgrade audiovisual equipment.
- Explore ways to enhance the quality of the house tours and improve visitor flow.
- Amend historic furnishing plan to complete the rooms on the main floor.
- Relocate bookstore to the new visitor contact center.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Dyke Marsh Wildlife Preserve

- Update/revise all site brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Repair/reconstruct boardwalk.
- Revise wayside exhibit proposal and use as a model for the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Fort Hunt Park

- Develop site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with partners.
- Establish new and maintain existing education programs and partnerships (ongoing).
- Develop oral history program.

Fort Marcy

- Develop site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Glen Echo Park

- Update/revise all official and park-produced brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.

- Enhance web site and links to related areas (ongoing).
- Develop rotating exhibit program and case design for visitor contact center or mobile visitor center.
- Develop entrance sign from parking lot.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Develop civil rights exhibits.
- Develop trolley car exhibits.
- Collect additional oral histories (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new education programs and partnerships (ongoing).

Great Falls Park

- Update/revise all official and park-produced brochures and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Enhance web site and links to related areas (ongoing).
- Redesign visitor center entrance.
- Add and interpret sustainable design elements of the visitor center.
- Develop new exhibits for visitor center, perhaps some with audio-visual components, some outdoor displays, and some changeable elements.
- Produce new audiovisual program.
- Upgrade audiovisual equipment.
- Develop an education center on lower level of visitor center.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Research, develop, and implement river safety program.
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Lyndon Baines Johnson Memorial Grove

- Update/revise site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new interpretive and education programs and partnerships (ongoing).

Theodore Roosevelt Island

- Develop site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Turkey Run Park

- Develop site brochure and related literature to meet NPS graphic identity standards & to present unified parkway-wide identity.
- Implement site portion of the parkway-wide wayside exhibit proposal.
- Enhance web site and links to related areas (ongoing).
- Develop new education materials and web site links with all site and partner education programs.
- Establish new and maintain existing education programs and partnerships (ongoing).

Table 1
IRRM/VA DISTRICT INTERPRETIVE STAFFING

Title	Grade	Type	Funded	Pay Periods	Unfund
Chief IRRM	13	PFT	$74,782	26	
Education Specialist	12	PFT	$62,886	26	
Media/Design Specialist	11	PFT		26	$52,468
Public Information Officer	9/11	PFT		26	$52,468
Park Ranger (VIP)	9	PFT		26	$43,365
Sup. Park Ranger	11	PFT	$52,468	26	
Park Ranger	5/7/9	PFT	$43,365	26	
Park Ranger	5/7/9	PFT	$43,365	26	
Park Ranger (ED)	5/7/9	PFT	$43,365	26	
Park Ranger (NR)	5/7/9	PFT		26	$43,365
Park Ranger (CR)	5/7/9	PFT		26	$43,365
Park Ranger	5	SEAS		12	$13,208
Park Ranger	5	SEAS	$13,208	12	
Park Ranger	5	SEAS		12	$13,208
Park Ranger (Winter)	5	SEAS		12	$13,208
Park Ranger	5	SEAS		12	$13,208
Park Guide	4	SEAS		12	$11,805
Park Guide	4	SEAS		12	$11,805
Totals			$333,439		#311,473

STAFFING

The following tables and lists show the existing (funded) staff and the proposed (unfunded) interpretive staff needed to fully implement the recommendations and proposals in this long-range interpretive plan. Additional staff will also come through current, new, and expanded partnerships, volunteers, student interns, cooperating association employees, and others. One specific recommendation is to explore more interaction with area colleges/universities for establishing internships, volunteers, etc., and to have these individuals rotate to various parkway sites.

Interpretation Recreation and Resource Management (IRRM) Interpretive Staff

(Table 1 summarizes the funded and unfunded staff for IRRM and the Virginia District.)

Chief of Interpretation, Recreation, & Resource Management, GS-13

- Administration and management of the parkway-wide interpretation, education, information services, volunteer, recreation, and resources management programs
- Long range planning
- Member of parkway management team

Education Specialist, GS-12

- Administration and coordination of parkway education programs
- IRRM training coordinator
- Volunteer in Parks program management, partnerships, cooperating associations, special emphasis projects and recruitment.

Media/Design Specialist, GS-11

- Coordinate the development and production of all parkway media (exhibits, waysides, publications)

- Writer/editor for review of parkway information/media
- Maintain parkway website

Public Information Officer, GS-09/11
- Primary contact for media and public relations
- Prepare press releases
- Maintain parkway website

Park Ranger (VIP), GS-09
- Coordinate parkway-wide volunteer program
- Recruit, train, and supervise volunteers

Virginia District Interpretive Staff

(Table 1 summarizes the funded and unfunded staff for IRRM and the Virginia District.)

Supervisory Park Ranger (Virginia District), GS-11
- Maintain daily operations for district
- Supervise Virginia District staff and manage district budget
- Provide interpretive training, coaching, mentoring, and evaluation
- Assure effective implementation of IDP and interpretive certification/competencies program

(2) Park Ranger, GS-05/07/09
- Develop and present interpretive programs
- Coordinate special events and manage special initiatives

Park Ranger (ED), GS-05/07/09
- Develop and present interpretive programs
- Coordinate Virginia District education programs

Park Ranger (NR), GS-05/07/09
- Develop and present interpretive programs
- Natural resource management and research liaison

Park Ranger (CR), GS-05/07/09
- Develop and present interpretive programs
- Cultural resource management and research liaison

(5) Seasonal Park Ranger, GS-05 (one position designated for winter season)
- Provide orientation information for visitors
- Present interpretive programs on- and off-site
- Provide roving interpretation for protection of park resources

(2) Seasonal Park Guide, GS-04
- Provide orientation information for visitors
- Present interpretive programs on- and off-site
- Provide roving interpretation for protection of park resources

Arlington House Interpretive and Applied History Intern Interpretive Staff

(Table 2 summarizes the funded and unfunded staff for Arlington House.)

Supervisory Park Ranger, GS-11
- Manages ARHO interpretive operations, including the timed entry/tour program, Parks as Classroom (PAC) program, VIP program, daily interpretive operations, and special events planning
- Member of ARHO management team; participates in long-range interpretive planning
- Supervises GS-04 and above seasonal and permanent interpretive staff
- Provides visitor orientation and interpretive services

Lead Park Ranger, GS-09
- Organizes and directs PAC logistics
- Conducts all donation collections and remittances
- Responsible for daily interpretive operations schedule, including timed entry/tour program

Table 2
ARLINGTON HOUSE INTERPRETIVE STAFFING

Title	Grade	Type	Funded	Pay Periods	Unfunded
Sup. Park Ranger	11	PFT	$70,395	26	
Park Ranger (Lead)	5/7/9	PFT	$75,615	26	
Park Ranger (VIP)	5/7/9	PFT	$66,108	26	
Park Ranger (Media)	5/7/9	PFT	$46,935	26	$28,679
Park Ranger (Hist. Garden)	5/7/9	PFT		26	$43,365
Park Guide	5	PFT	$40,040	26	
Park Guide (PAC)	5	CSFT		26	$40,040
Park Guide (Fall PAC)	9	CSFT	$6,335	4	
Park Guide (Fall PAC)	9	CSFT	$18,500	7	
Visitor Use Assistant (Fall PAC)	4	SEAS PT	$1,628	4	
Visitor Use Assistant (Fall PAC)	4	SEAS		4	$5,651
Visitor Use Assistant (Spring PAC)	4	SEAS	$5,480	11	
Visitor Use Assi stant (Spring PAC)	4	SEAS	$5,480	11	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor U se Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (Summer)	4	SEAS PT	$5,172	7	
Visitor Use Assistant (APH Intern)	3	SEAS PT	$2,100	5	
Visitor Use Assistant (APH Intern)	3	SEAS PT	$2,100	5	
Visitor Use Assistant (APH Intern)	3	SEAS PT	$6,418	11	
Park Ranger (SEAS Lead)	5	SEAS	$12,929	10	
Totals			$396,267	11.7 FTE	$117,735

- Member of servicewide interpretive competencies review team
- Provides visitor orientation and interpretive services

Volunteer Program Coordinator, GS-09
- Plans and oversees all special volunteer events
- Recruits, trains, and supervises volunteers
- Organizes and disseminates site newsletter
- Provides visitor orientation and interpretive services

Media Specialist, GS-09 (position is shared with GWMP Administration/IT Division)

- Designs and produces interpretive and functional exhibits, signs, and brochures
- Provides low-level IT support
- Serves as site safety officer
- Provides visitor orientation and interpretive services

Historic Gardens Interpretation Coordinator, GS-09
- Coordinates planning, planting, and harvesting of the site's historic gardens as an interpretive program
- Conducts staff training and public interpretation related to the site's historic gardens
- Performs costumed interpretation in the historic gardens
- Provides visitor orientation and interpretive services

(2) Park Guides, GS-05
- Provides visitor orientation and basic visitor services
- Assists with PAC programming

(2) Career Seasonal Park Ranger, GS-09 (positions are duty-stationed at C&O Canal NHP and serve at ARHO during furlough periods)
- Seasonal assistance with PAC and holiday period interpretive programming

(2) Seasonal Visitor Use Assistant, GS-04
- Provides visitor orientation and supports fall PAC programming

(2) Seasonal Visitor Use Assistant, GS-04
- Provides visitor orientation and supports spring PAC programming

(7) Seasonal Visitor Use Assistant, GS-04 (these are post Applied History Intern Program positions and are filled in an overlapping, part-time manner)
- Provides visitor orientation and basic interpretation during summer peak season
- Provides second interpretive shift coverage during periods of extended hours of operation
- Supports timed entry/tour programming

(3) Seasonal Visitor Use Assistant, GS-03
- Serves in an intake/training position as part of the Applied History Intern Program
- Provides visitor orientation and basic interpretation during summer peak season
- Provides second interpretive shift coverage during periods of extended hours of operation
- Supports timed entry/tour programming

Seasonal Lead Park Ranger, GS-05
- Provides daily interpretive organization and leadership to seasonal, intern, and volunteer staff during summer peak season
- Provides visitor orientation and interpretive services
- Organizes daily operation of the third times entry/tour program when all permanent positions are filled

Great Falls Park Interpretive Staff (Table 3 summarizes the funded and unfunded staff for Great Falls Park.)

Supervisory Park Ranger, GS-11
- Responsible for all aspects of the interpretive operations
- Develops and delivers interpretive and educational programs
- Supports daily operational needs of the site
- Assists with site management duties at the direction of the site manager
- Oversees the EMS/SAR program

Park Ranger, GS-05/07/09
- Conducts research and planning for interpretive programs
- Conducts research and planning for educational programs

- Develops and delivers interpretive and educational programs
- Assists with emergency response and safety duties
- Supports daily operational needs of the site
- Assumes various collateral duties

Park Ranger, GS-05/07/09
(Education Services Emphasis)
- Coordinator and chief planner for educational program development
- Conducts research and planning for interpretive programs
- Develops and delivers interpretive and educational programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Park Ranger, GS-05/07/09
(Cultural Resources Emphasis)
- Chief researcher and liaison for the site's cultural resource management issues
- Conducts research and planning for interpretive programs
- Develops and delivers interpretive and educational programs
- Assists with emergency response and safety duties
- Supports daily operational needs of the site

Park Ranger, GS-05/07/09
(Natural Resources Emphasis)
- Chief researcher and liaison for the site's natural resource management issues
- Conducts research and planning for interpretive programs
- Develops and delivers interpretive and educational programs
- Assists with emergency response and safety duties
- Supports daily operational needs of the site

Park Ranger, GS-05/07/09
- Chief contact responsible for site's web page

- Conducts research and planning for interpretive programs
- Develop and delivers interpretive and educational programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Park Ranger, GS-05/07/09
(Volunteer Program Emphasis)
- Chief planner, coordinator, and liaison for the site's volunteer programs and projects
- Conducts research and planning for interpretive programs
- Develops and delivers interpretive and educational programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Park Ranger, GS-05/07/09
(EMS/SAR Emphasis)
- Planner, coordinator, and liaison for the site's EMS and SAR programs
- Conducts research and planning for interpretive programs
- Develops and delivers interpretive and educational programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Park Guide, GS-05
- Provides orientation information for visitors
- Presents interpretive programs
- Provides roving and stationary interpretation
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Visitor Use Assistant (Visitor Center & Curatorial), GS-05
- Responsible for daily functioning of the visitor center
- Responsible for handling program requests
- Responsible for site's curatorial program

Table 3
GREAT FALLS INTERPRETIVE STAFFING

Title	Grade	Type	Funded	Pay Periods	Unfunded
Sup. Park Ranger	11	PFT	$77,728	26	
Park Ranger	5/7/9	PFT	$44,037	26	
Park Ranger (Education)	5/7/9	PFT	$70,442	26	
Park Ranger	5/7/9	PFT	$60,700	26	
Park Ranger (Cult. Res.)	5/7/9	PFT		26	$60,182
Park Ranger (Nat. Res.)	5/7/9	PFT		26	$60,700
Park Ranger (web)	5/7/9	PT		26	$24,037
Park Ranger	5/7/9	PFT	$76,182	26	
Park Ranger (VIP)	5/7/9	PFT	$65,237	26	
Park Ranger (EMS, SAR, Safety)	5/7/9	PFT		26	$65,237
Park Guide	5	PFT	$47,450	26	
Visitor Use Assistant (VC & Curatorial)	6	PFT	$59,319	26	
Park Ranger	5/7/9	SEAS		12	$21,900
Visitor Use Assistant	4	SEAS	$13,308	12	
Visitor Use Assistant (VC)	4	SEAS	$13,856	12	
Visitor Use Assistant (Fee Sup.)	7	PFT	$10,000	26	This is @ 20%
Visitor Use Assistant (Fee Collection)	5	PFT	$6,000	26	This is @ 20%
Visitor Use Assistant (Fee Collection)	4	PT Term	$5,000	26	This is @ 20%
Visitor Use Assistant (Fee Collection)		PT Term	$5,000	26	This is @ 20%
Totals			$554,259		$232,056

- Delivers stationary interpretive programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Seasonal Park Ranger, GS-05/07/09

- Conducts research and planning for interpretive programs
- Conducts research and planning for educational programs
- Develops and delivers interpretive and educational programs
- Assists with emergency response and safety duties
- Supports daily operational needs of the site

Seasonal Visitor Use Assistant (Interpretation), GS-04

- Provides orientation information for visitors
- Presents interpretive programs
- Provides roving and stationary interpretation
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Seasonal Visitor Use Assistant (Visitor Center), GS-03

- Assists with daily operation of the visitor center
- Delivers stationary interpretive programs
- Assists with site emergency response and safety duties
- Supports daily operational needs of the site

Visitor Use Assistant (Fee Supervisor), GS-07

- Responsible for supervision of the Visitor Use Assistants working in fee collection and for 20% of the time, the visitor center
- Assists with site management duties at the discretion of the site manager
- Assists with site emergency response and safety duties

Visitor Use Assistant (Fee Collection)

- Responsible for greeting and assisting visitors at the entrance station and collecting entrance fees
- Supports daily operational needs of the site
- Assists with site emergency response and safety duties
- Assists with daily operation of the visitor center (20%)

Table 4
Glen Echo/Clara Barton Interpretive Staffing

Title	Grade	Type	Funded	Pay Periods	Unfunded
Site Manager	12	PFT	$77,556	26	
Sup. Park Ranger	11	PFT	$59,464	26	
Park Ranger (GLEC)	9	PFT	$52,036	26	
Park Ranger (GLEC)	9	PFT	$52,036	26	
Park Ranger (GLEC)	5/7/9	PFT		26	$43,365
Visitor Use Assistant (GLEC)	4	SEAS	$13, 208	26	
Park Ranger (CLBA)	9	PFT	$50,590	26	
Park Ranger (CLBA)	9	PFT	$54,926	26	
Park Ranger (CLBA)	7	PFT	$35,452	26	
Visitor Use Assistant (CLBA)	4	SEAS	$25,581	26	
Totals			$420,849		$43,365

IMPLEMENTATION PLAN

Based on the recommendations in this long-range interpretive plan, and as summarized in the Staffing and Summary of Products and Actions sections, parkway managers were asked to develop prioritized lists of actions. These lists, which can be used as a foundation for annual program planning and funding, are shown below:

Parkway-Wide

1) Implement the NPS identity program standards for all interpretive media throughout the Parkway;
2) Incorporate/reference George Washington Memorial Parkway into all interpretive media throughout the parkway so that all sites are linked to the common identity;
3) Partner with Eastern National to develop and produce a handbook and postcards that collectively represent George Washington Memorial Parkway;
4) Initiate a comprehensive social science survey to assess attitudes, perceptions and behaviors of parkway visitors;
5) Partner with Mount Vernon to establish an exhibit and publication related to the history, planning, and construction of the parkway designed to provide a scenic transportation route from Washington to Mount Vernon;
6) Establish a research library and archives relative to the parkway's interpretive themes;
7) Establish partnerships with local media to market and promote the identity, significance, and history of the parkway.

Virginia District

1. Increase Virginia District staffing levels to include the following additional positions: two permanent rangers, four seasonal park rangers, and two park guides. This increase will allow the Virginia District staff to:
   - Expand personal and non-personal services (including the monitoring of natural and cultural resources, assessing and reporting of safety hazards, care of bulletin boards and brochures boxes, etc.).
   - Continue to build partnerships with various groups and volunteers to engage diverse audiences in stewardship/interpretation of national parks.
   - Expand educational and outreach programs to schools and other off-site locations.
   - Coordinate additional research about visitor use in Virginia District sites to aid in interpretive and general park planning.
   - Expand the cultural resources program to include sites in the Virginia District (e.g., finalizing a collections plan for the U.S. Marine Corps War Memorial, developing a Collections Plan for care of museum and photographic objects, researching additional information about park sites, obtaining oral histories, etc.)
2. Establish a mobile parkway visitor center for the Virginia District.
3. Establish and/or update wayside exhibits as necessary throughout Virginia District sites (e.g., Dyke Marsh Waysides funded, resource education waysides funded for FY06, replacement waysides at Theodore Roosevelt Island, etc.)
4. Produce additional brochures and site bulletins for the Virginia District.
5. Update and expand the park website with additional information about Virginia District sites as part of the larger picture of all parkway sites.

Great Falls Park

1. Establish seasonal park interpretive ranger positions dedicated to public education and interpretation activities.
2. Complete visitor center exhibit design project.
3. Replace wayside exhibits to

update information and to conform with NPS graphic identity standards.
4. Implement sign plan to enhance visitor understanding, satisfaction, and safety.
5. Initiate planning and design of outdoor interpretive media (waysides, exhibits, models, etc.).

Clara Barton National Historic Site

1. Continue development and revision of current interpretive/educational programs offered to increase visitor understanding of site significance, and to increase the diversity of visitors (i.e. American Red Cross, it's local chapters, neighboring schools, civic, tourism industries, etc.)
2. Identify the location and funding sources, and begin design plans for the site's visitor contact station.
3. Develop interpretive programs, waysides exhibits, and site bulletins that include walking tours of grounds, outer structures, and specifically the gardens.

Glen Echo Park

1. Continue developing and revising interpretive/educational programs to increase visitor understanding of site significance and to increase the diversity of visitors.
2. Develop an interpretive exhibit on civil rights in a rehabilitated structure from the amusement park era.
3. Rehabilitate and develop a trolley car exhibit to interpret the story of it's era and it's connection to Glen Echo Park.
4. Recruit, hire, and train one (1) interpretive park ranger and (1) visitor use/park guide to deliver an array of visitor services throughout the calendar year.

Arlington House

1. Develop an on-site, visitor contact station or visitor center that would provide a cohesive orientation to the site and its themes as well as provide visitor services such as a bookstore and comfort facilities.
2. Increase interpretive staffing to extend operating hours during the summer season, provide expanded on- and off-site education programs, and other interpretive programs and special events.
3. Develop a self-guided interpretive trail around the Arlington House woodlands.
4. Establish and fill a historic garden and natural history focused interpretive park ranger position.
5. Develop and install a series of identification signs, especially an entrance sign identifying both the site and its relationship to the George Washington Memorial Parkway.
6. Develop and install new interpretive wayside exhibits as a component of the overall parkway wayside exhibit proposal.

PLANNING TEAM AND CONSULTANTS

George Washington Memorial Parkway

Audrey Calhoun, Superintendent
Jon James, Deputy Superintendent
Vincent Santucci, Chief Ranger
Jacqueline Davis, Education Specialist
Kendell Thompson, Site Manager, Arlington House, The Robert E. Lee Memorial
Walter McDowney, Site Manager, Great Falls Park
Kym Elder, Site Manager, Clara Barton National Nistoric Site/Glen Echo Park
Karen Pittleman, Administration Officer
Tyler Neely, former IRRM Secretary
Betty Bell, IRRM Secretary
Dana Dierkes, Supervisory Park Ranger
Frank Cucurullo, Supervisory Park Ranger
Jesse Reynolds, Supervisory Park Ranger
Joe Burns, Supervisory Park Ranger
Deborah Deas, Park Ranger
Delphine Gross, Park Ranger
Keith Drews, Park Ranger
Sam Swersky, Park Ranger
Brent O'Neill, Park Ranger
Sarah Koenen, Park Ranger
John Rapphahn, Park Ranger
Catie Drew, Park Ranger
Cheryl Bresee, Park Ranger
Rachel Howard, Park Ranger
Scott Bell, Park Ranger
Matt Penrod, Park Ranger
Deb Feldman, Park Ranger
Karen Kenzey, Historian
Brent Steury, Natural Resource Manager
Matt Virta, Cultural Resource Manager
Andy Wenchel, Historic Architect
Brandon Bies, Cultural Resource Specialist
Jean Olson, GIS Specialist
Garth Shull, Chief, Technical Services
Anne Dayton, Business Manager
Kevin Butler, Visitor Use Assistant
Kevin Patti, Visitor Use Assistant
Dorothy Carns, Visitor Use Assistant
Bob Carns,
Tiffany Green, Intern, Office Administration

National Capital Regional Office

Dottie Marshall, Associate Regional Director, Administration
George Vasjuta, Interpretive Planner
Jenny Masur, Cultural Resource Specialist (National Underground Railroad Network to Freedom)
Giselle Mora-Bourgeois, Science Education Coordinator, Center for Urban Ecology

Park Partners and Consultants

Michael Bento, Senior Vice President for Marketing & Communications, National Park Foundation
Stephanie Flack, Potomac Gorge Project Director, The Nature Conservancy
Stacy Madalena, National Capital Regional Manager, Eastern National
Bill Justice, Chief of Interpretation, C & O Canal National Historical Park

Harpers Ferry Center

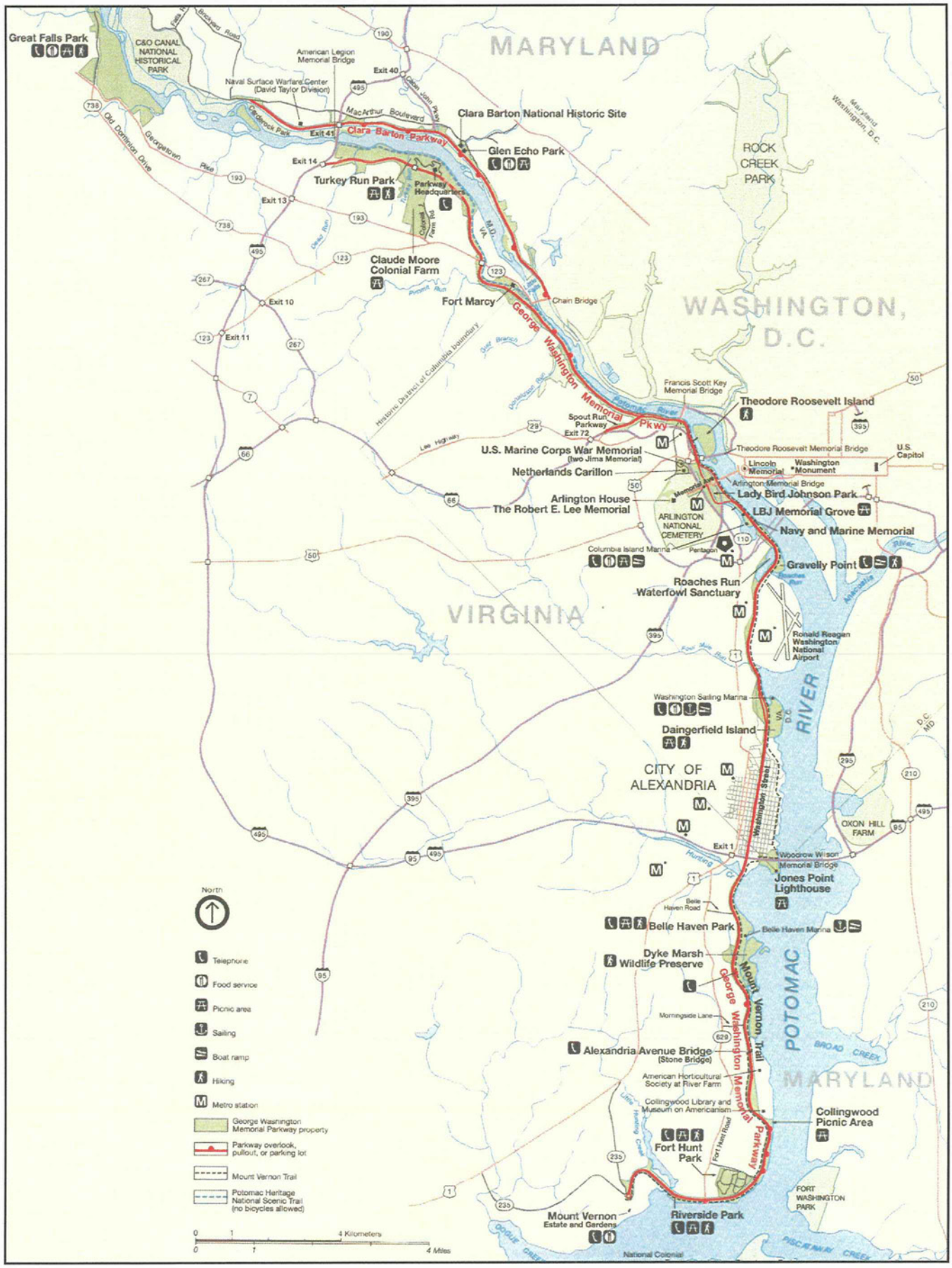
Lakita Edwards, Education Specialist
Ron Roos, Wayside Exhibit Designer
Eric Epstein, AV Specialist
Chuck Dunkerly, AV Editor/Producer
Paula Beale, Exhibit Planner
Debbie Haarman, Project Specialist
Don Branch, Exhibit Designer
Al Levitan, Conservator
John Deemer, Exhibit Planner
Robin Butler, Program Assistant
Katherine Brock, Interpretive Planner
Rick Jones, Interpretive Planner
Paul Lee, Interpretive Planner
Tom Tankersley, Interpretive Planner (In Memoriam)

PART 5: APPENDICIES

Appendix A: Maps
Appendix B: Legislative Summary
Appendix C: Programmatic Accessibility Guidelines for Interpretive Media

APPENDIX A: MAPS

GEORGE WASHINGTON MEMORIAL PARKWAY



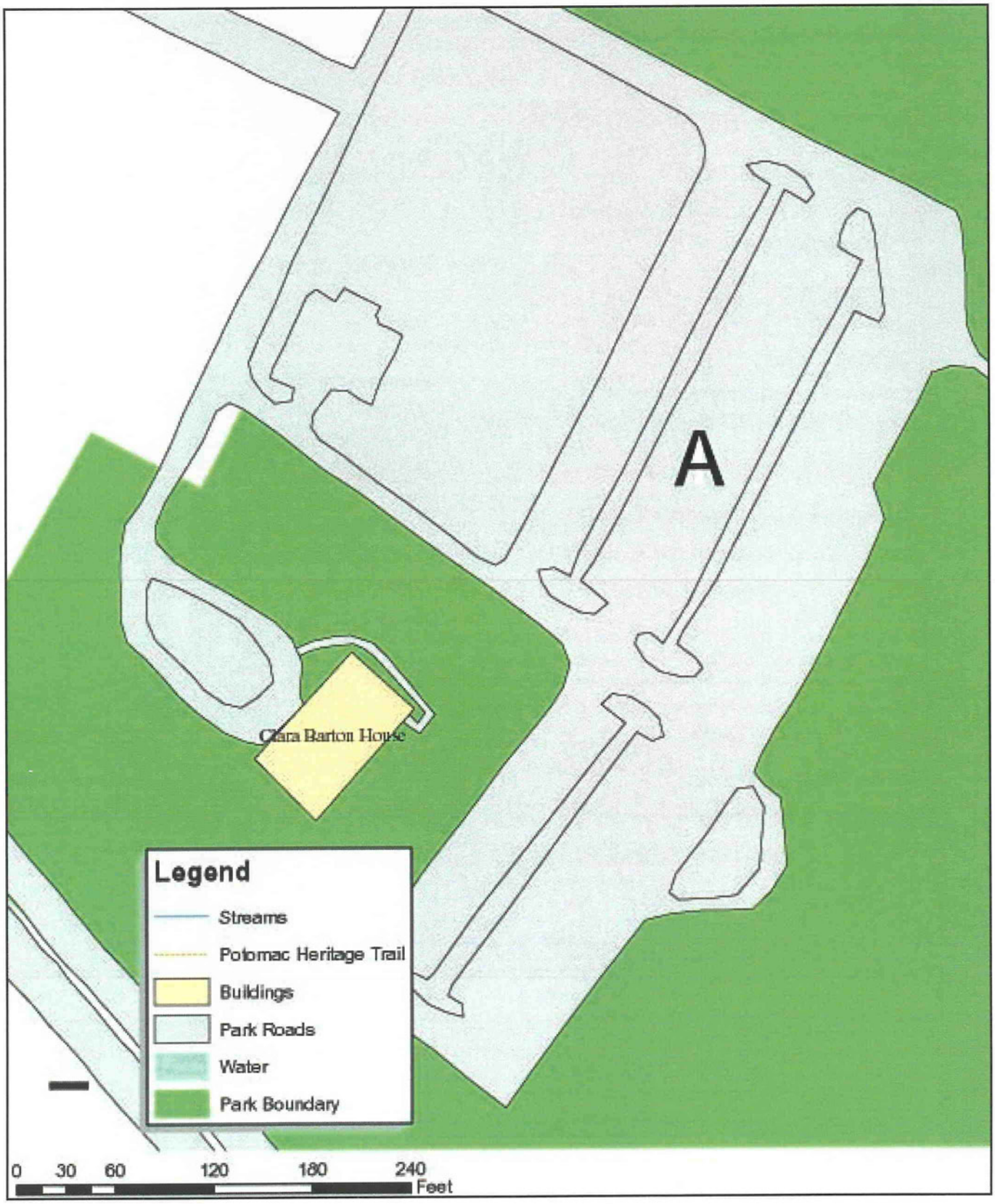
ARLINGTON HOUSE, THE ROBERT E. LEE MEMORIAL



ARLINGTON RIDGE PARK



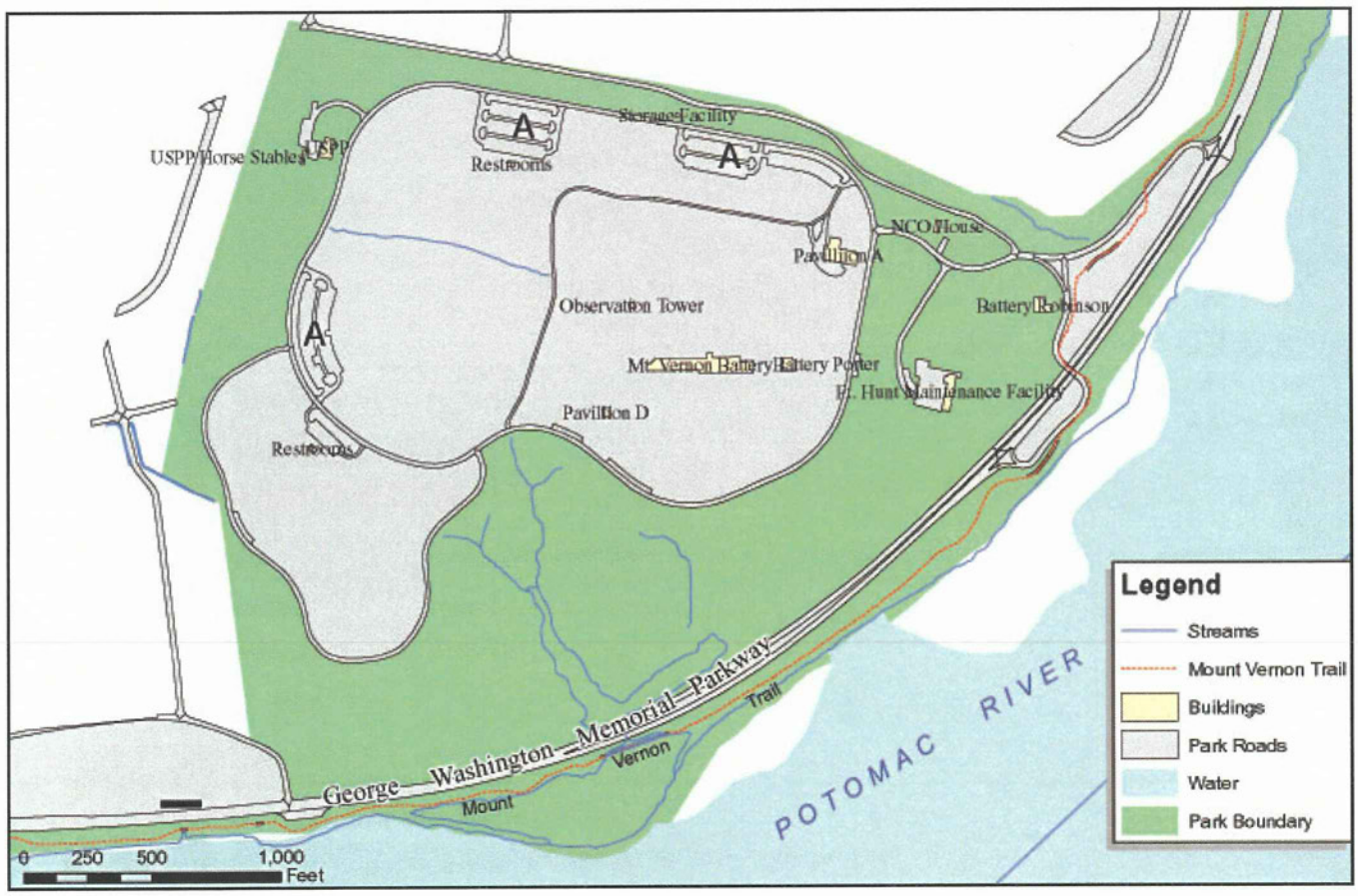
CLARA BARTON NATIONAL HISTORIC SITE



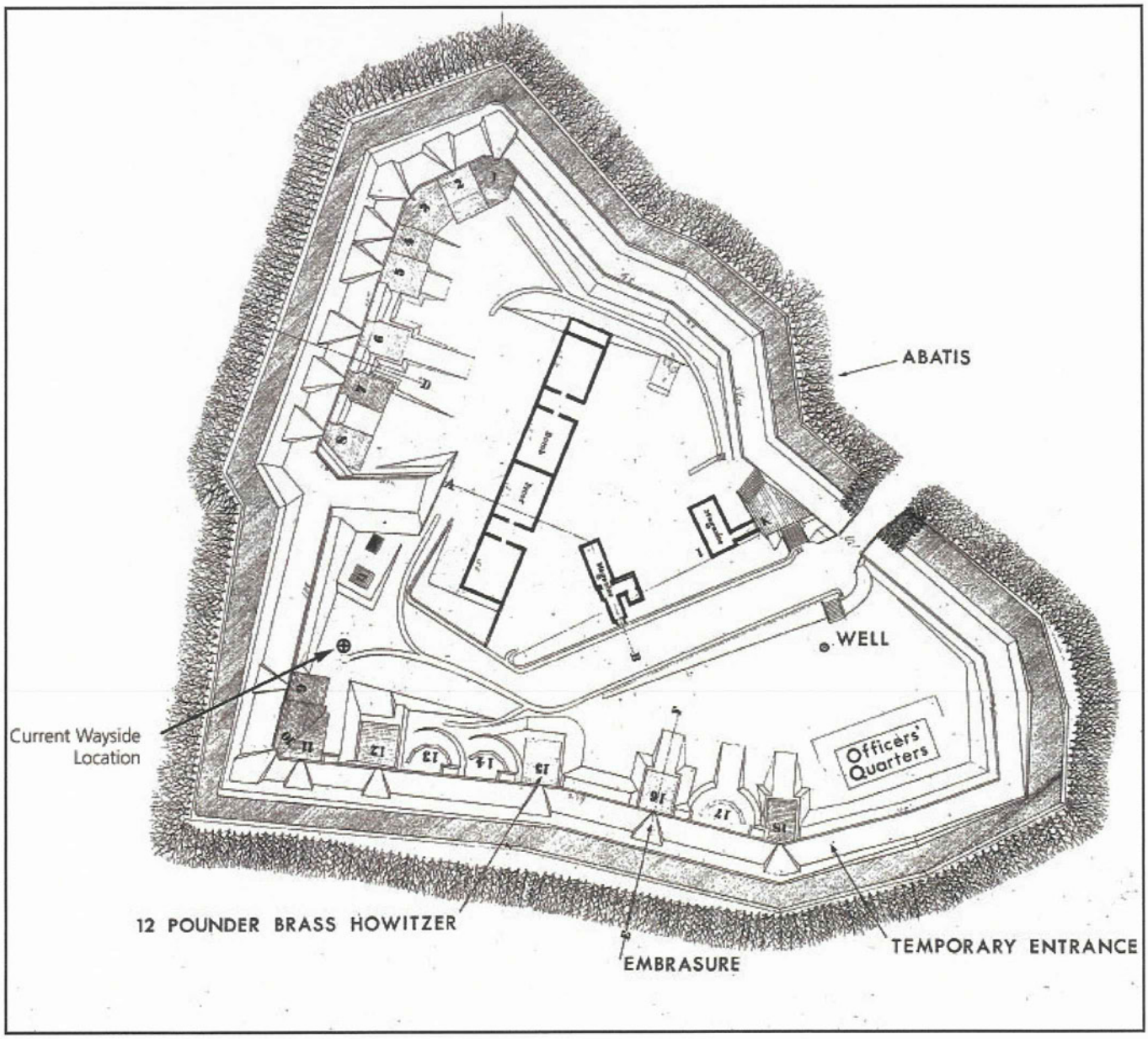
DYKE MARSH WILDLIFE PRESERVE



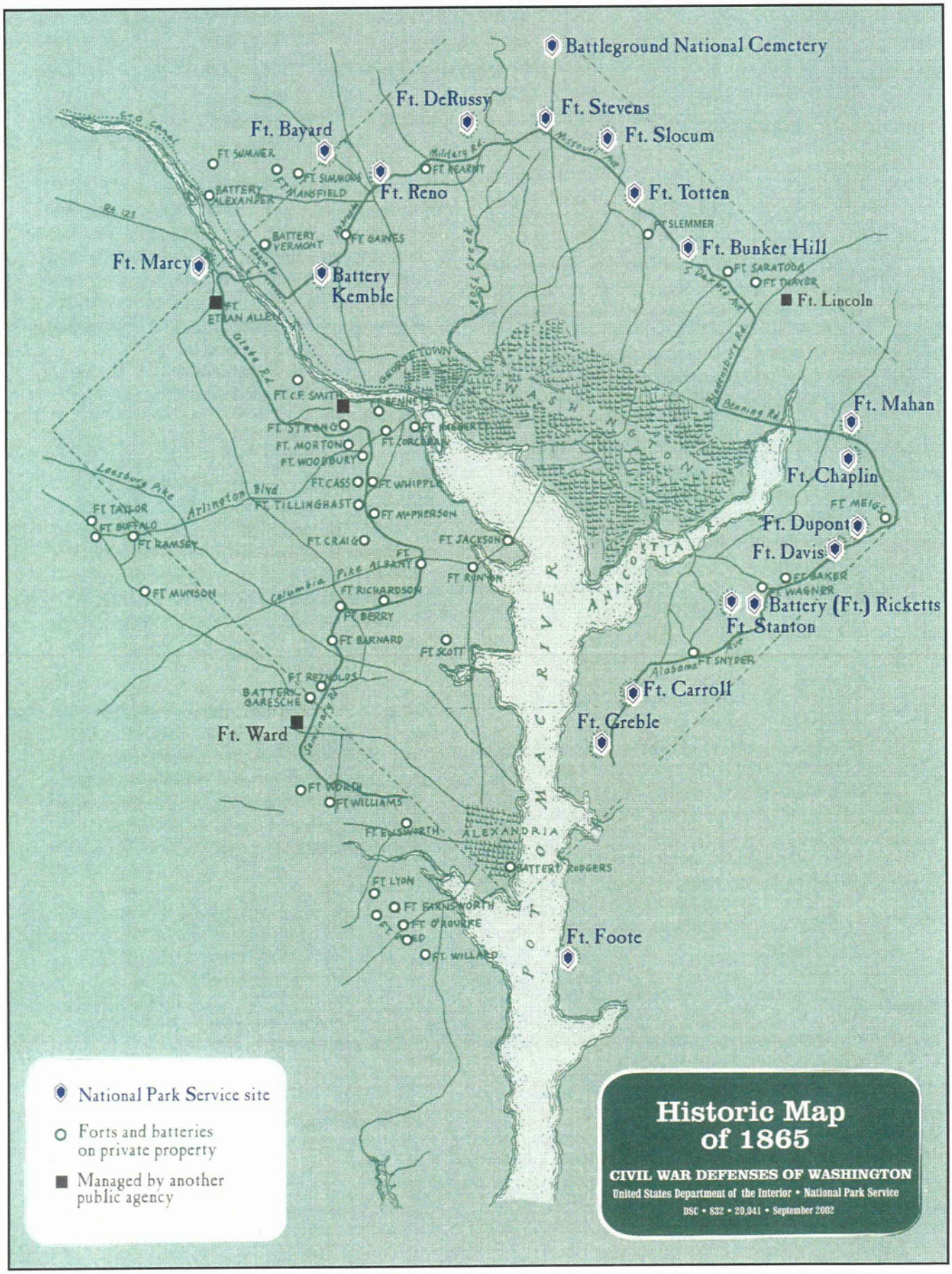
FORT HUNT PARK



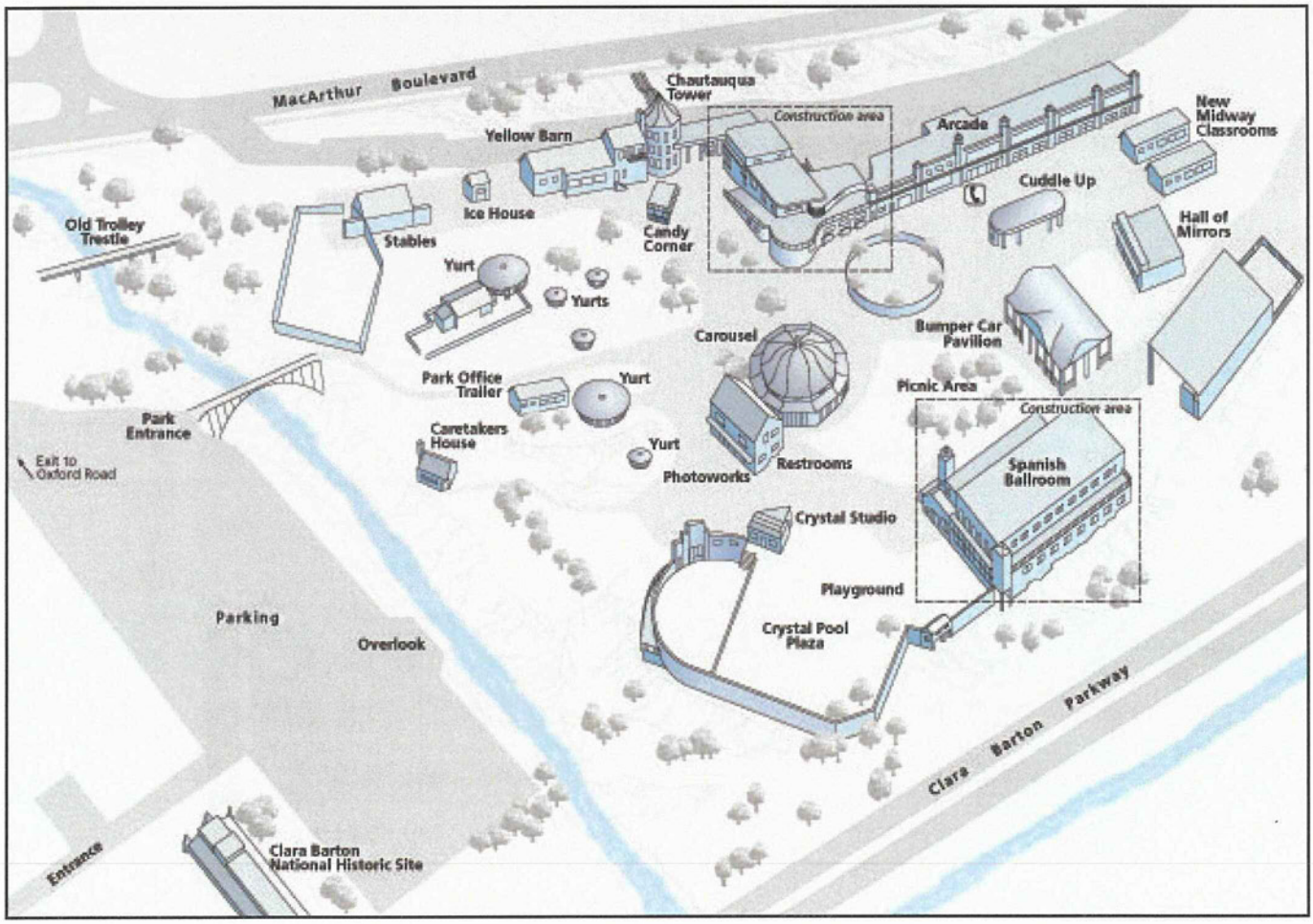
FORT MARCY
(Historic Drawing)



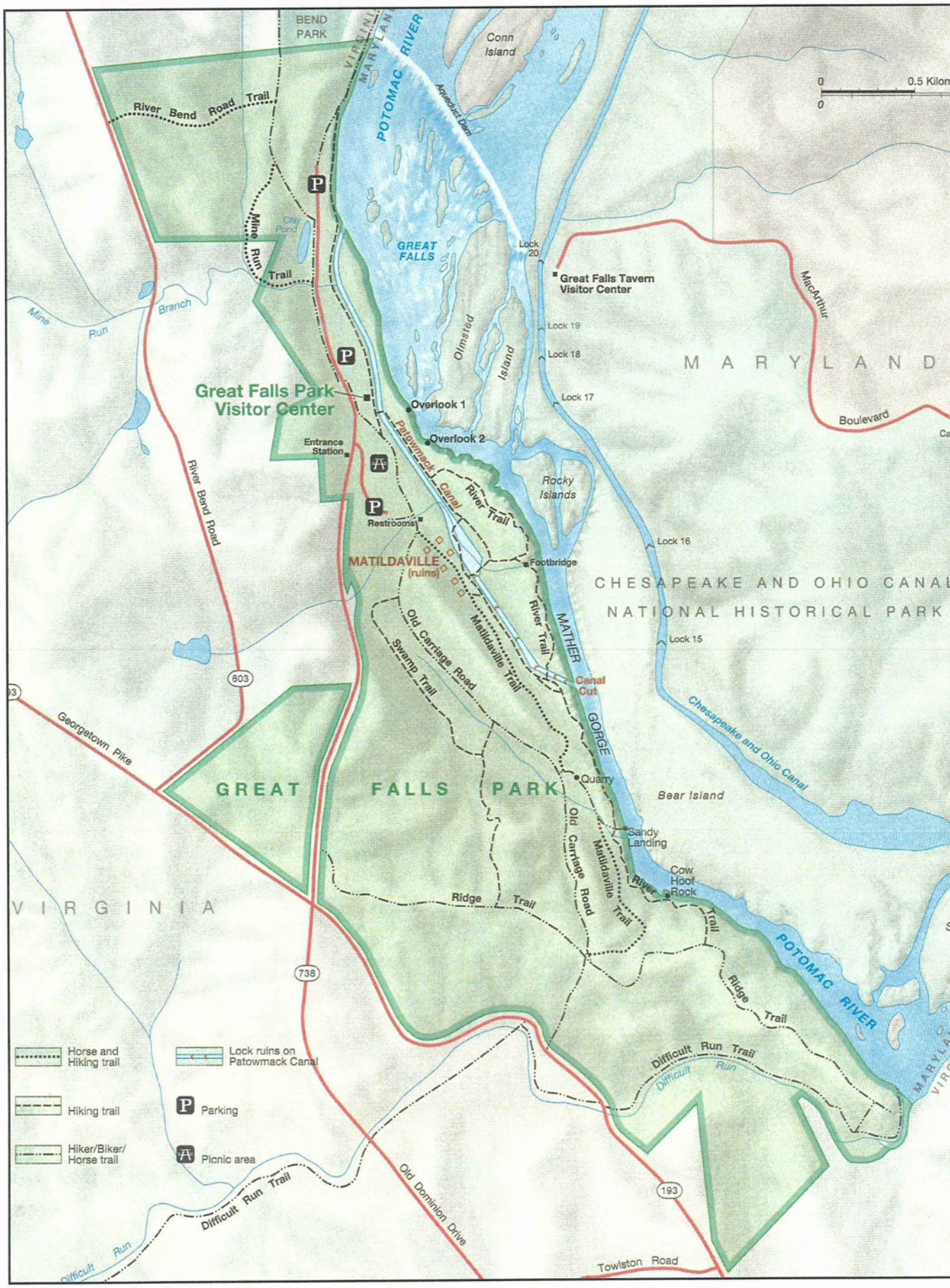
FORT CIRCLE PARKS



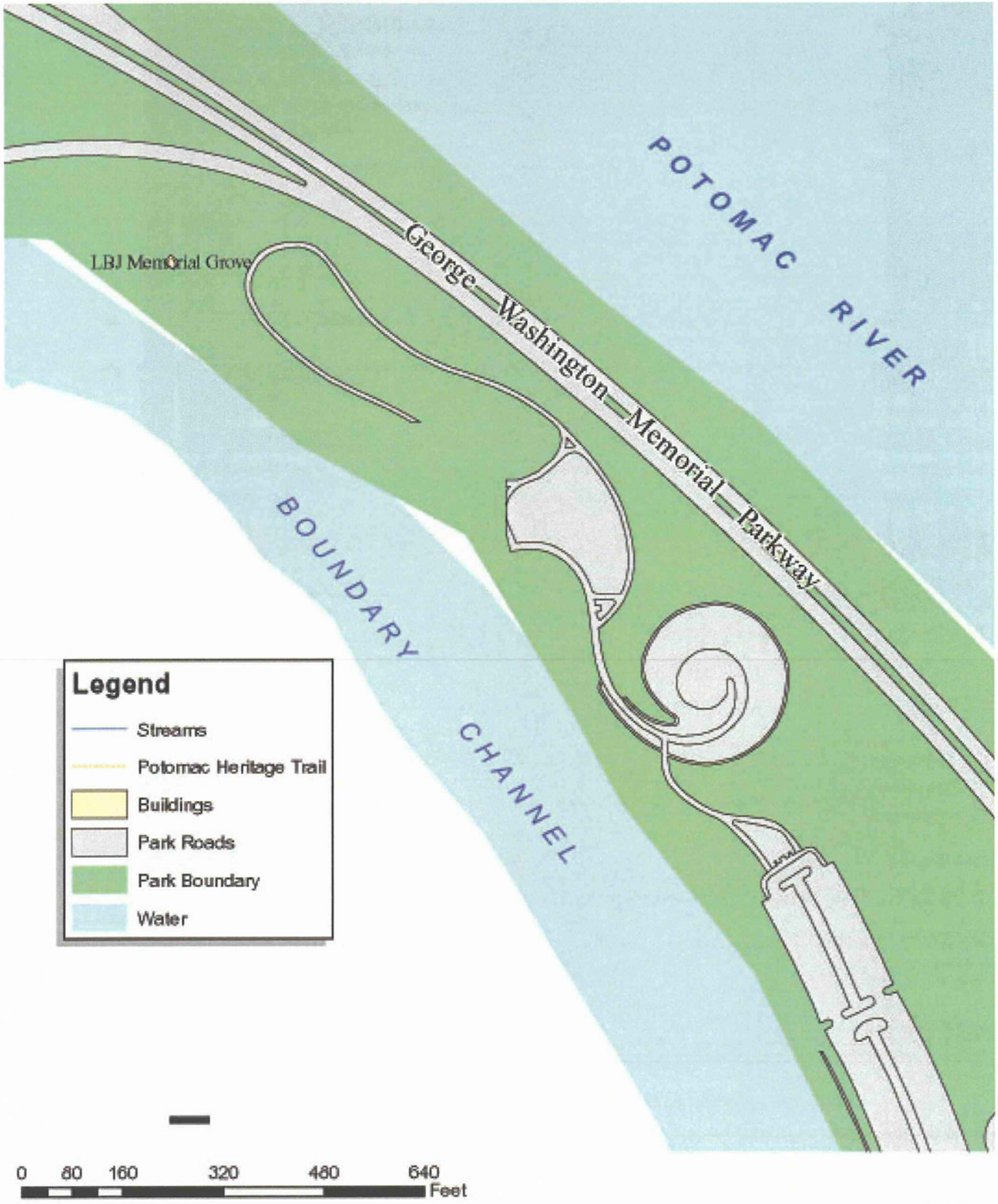
GLEN ECHO PARK



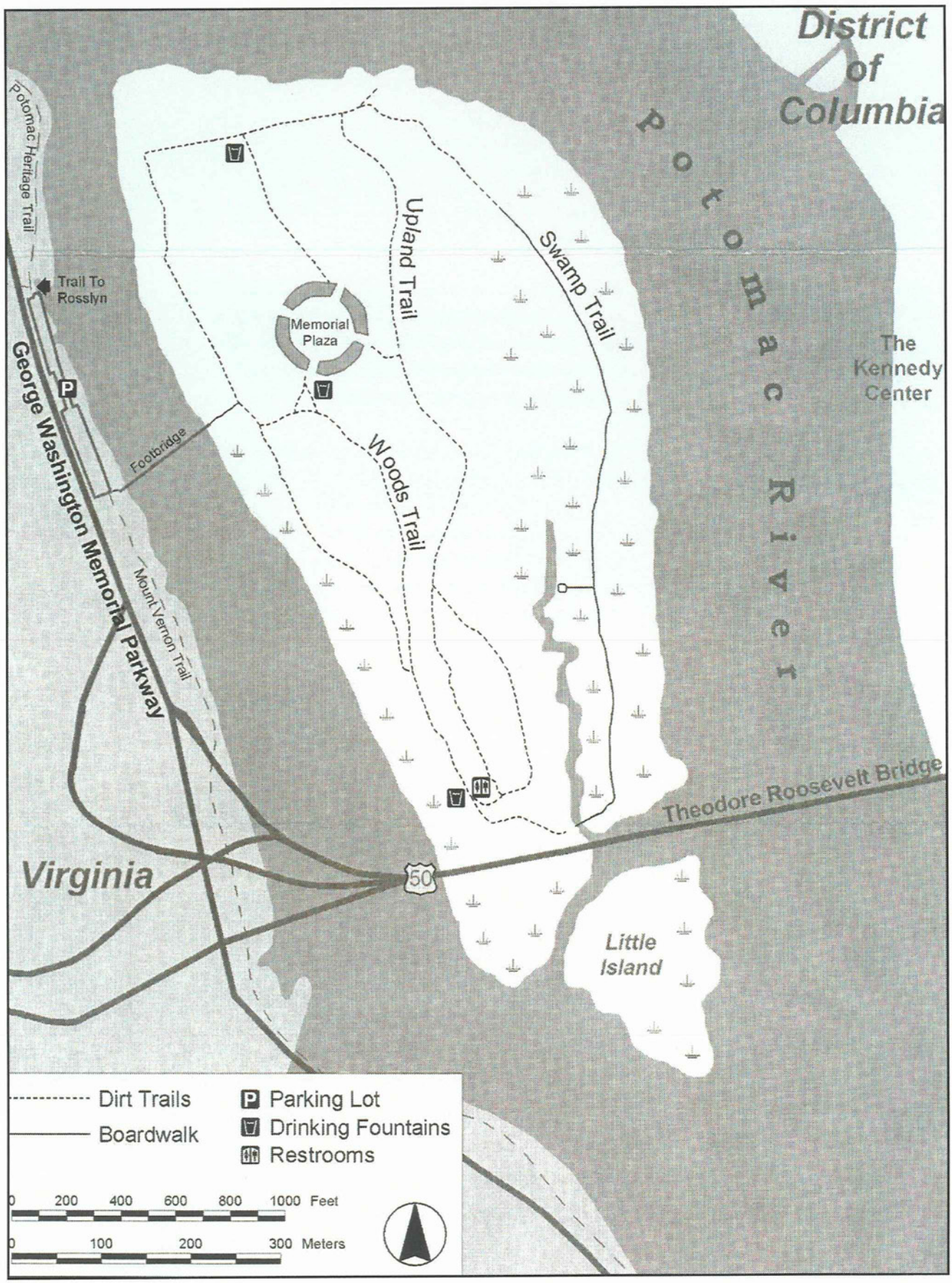
GREAT FALLS PARK



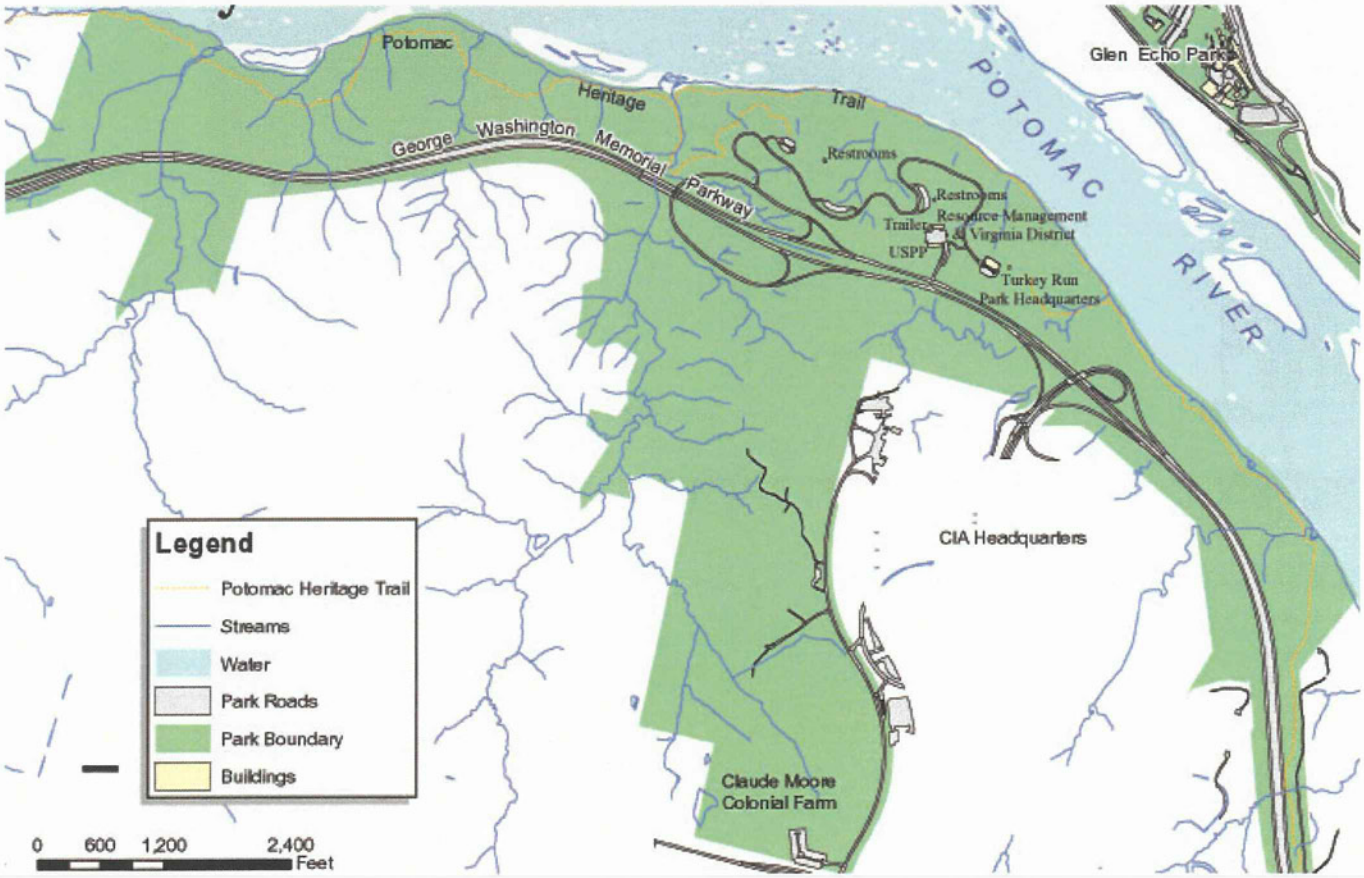
LYNDON BAINES JOHNSON MEMORIAL GROVE



THEODORE ROOSEVELT ISLAND



TURKEY RUN PARK



APPENDIX B: LEGISLATIVE SUMMARY

The George Washington Memorial Parkway has several pieces of significant legislation that collectively define the unique character of the park. The parkway also has a diversity of resources that have been put under its administrative control without benefit of any legislation. This would include the U.S. Marine Corps War Memorial.

The following excerpts from legislation associated with the George Washington Memorial Parkway contain language that was considered to have potential influence on the interpretive program.

June 6, 1924 (Public No. 202) - **An Act**
For a comprehensive development of the park and playground system of the National Capital.

That to preserve the flow of water in Rock Creek, to prevent pollution of Rock Creek and the Potomac and Anacostia Rivers, to preserve forests and natural scenery in and about Washington, and to provide for the comprehensive systematic, and continuous development of the park, parkway, and playground system of the National Capital, there is hereby constituted a commission, to be known as the National Capital Park Commission...

March 4, 1925 (Public Resolution - No. 74) - **Joint Resolution**
Authorizing the restoration of the Lee Mansion in the Arlington National. Cemetery, Virginia.

Whereas the era of internecine strife among the States having yielded to one of better understanding, of common loyalty, and of a more perfect Union: and
Whereas, now honor is accorded Robert E. Lee as one of the great military leaders of history, whose exalted character, noble life, and eminent services are recognized and esteemed, and whose manly attributes of percept and example were compelling factors in cementing the American people in bonds of patriotic devotion and action against common external enemies in the war with Spain and in the World War, thus consummating the hope of a reunited country that would again swell the chorus of the Union: Therefore be it,

Resolved...That the Secretary of War be, and he is hereby, authorized and directed, as nearly as may be practicable, to restore the Lee Mansion in the Arlington National Cemetery, Virginia, to the condition in which it existed immediately prior to the Civil War and to procure, if possible, articles of furniture and equipment which were then in the mansion and in use by the occupants thereof. He is also authorized, in his discretion, to procure replicas of the furniture and other articles in use in the mansion during the period mentioned, with a view to restoring, as far as may be practicable, the appearance of the interior of the mansion to the condition of its occupancy by the Lee family.

May 23, 1928 - An Act
Authorizing the construction of the Mount Vernon Memorial Highway.

That the United States Commission for the Celebration of the Two Hundredth Anniversary of the Birth of George Washington...is hereby authorized and directed to take such steps as may be necessary to construct a suitable memorial highway to connect Mount Vernon, the home and burial place of George Washington, in the State of Virginia, with the south end of the Arlington Memorial Bridge, now being constructed across

the Potomac River at the city of Washington, District of Columbia...

May 29, 1930 (46 Stat. 482) - An Act
For the acquisition, establishment, and development of the George Washington Memorial Parkway along the Potomac from Mount Vernon and Fort Washington to the Great Falls, and to provide for the acquisition of lands in the District of Columbia and the States of Maryland and Virginia requisite to the comprehensive park, parkway, and playground system of the National Capital.

(a) For the George Washington Memorial Parkway, to include the shores of the Potomac, and adjacent lands, from Mount Vernon to a point above the Great Falls on the Virginia side...*and including the protection and preservation of the natural scenery of the Gorge and the Great Falls of the Potomac, the preservation of the historic Patowmack Canal, and the acquisition of that portion of the Chesapeake and Ohio Canal below Point of Rocks...That the acquisition of any land in the Potomac River Valley for park purposes shall not debar or limit, or abridge its use for such works as Congress may in the future authorize for the improvement and the extension of navigation, including the connecting of the upper Potomac River with the Ohio River, or for flood control or irrigation or drainage, or for the development of hydroelectric power.*

(b) For the extension of Rock Creek Park into Maryland as may be agreed upon between the National Capital Park and Planning Commission and the Maryland National Capital Park and Planning Commission.
Sec. 3. Whenever the use of the Forts Washington, Foote, and Hunt, or either of them, is no longer deemed necessary for military purposes they shall be turned over to the Director of Public Buildings and Public Parks of the National Capital, without cost, for administration and maintenance as a part of the said George Washington Memorial Parkway.

June 29, 1955 (Public Law 107, Res. 62) - **Joint Resolution** Dedicating the Lee Mansion in Arlington National Cemetery as a permanent memorial to Robert E. Lee.

Whereas the ninth day of April 1955 is the ninetieth anniversary of the Appomattox cessation of hostilities between our states; and

Whereas of the two great figures therein involved, one, General Ulysses S. Grant, has been highly honored by becoming President of the United States, but the other, Robert E. Lee, has never been suitably memorialized by the National Government; and

Whereas Robert E. Lee had graduated by West Point, dedicated himself to an Army career, and became a colonel in the United States Army, then the commander of the Confederate forces, attained world renown as a military genius, and after Appomattox fervently devoted himself to peace, to the reuniting of the Nation, and to the advancement of youth education and the welfare and progress of mankind, becoming president of the Washington and Lee University at Lexington, Virginia; and

Whereas the desire and hope of Robert E. Lee for peace and unity within our Nation has come to pass in the years since his death, and the United States of America now stands united and firm, indivisible, and unshakable; and
Whereas Public Resolution Numbered 74, Sixty-eight Congress, approved March 4, 1925, provided for the physi-

cal restoration of the Lee Mansion but did not dedicate the same as a permanent memorial to Robert E. Lee: Now, therefore, be it

Resolved...That the Congress of the United States, at this anniversary time, does hereby pay honor and tribute to the everlasting memory of Robert E. Lee, whose name will ever be bright in our history as a great military leader, a great educator, a great American, and a truly great man through the simple heritage of his personal traits of high character, his grandeur of soul, his unfailing strength of heart.

Sec. 2. That the Congress of the United States does here by express its humble gratitude to a kind Providence for blessing our Nation with leaders of true greatness who, like Robert E. Lee, have been able to see beyond their times, and by whose vision, guidance, and wisdom this Nation has gone forward to a place of world leadership as the unfaltering and powerful champion of peace, liberty, and justice.

Sec. 3. That the magnificent manor house situated in its prominent position at the brow of a hill overlooking the Potomac River in Arlington National Cemetery, and popularly know as Lee Mansion, be officially designated as the Custis-Lee Mansion, so as to give appropriate recognition to the illustrious Virginia family in which General Lee found his wife, and that the Custis-Lee Mansion is hereby dedicated as a permanent memorial to Robert E. Lee...

August 18, 1959 (Public Law 86 - 170, Res. 5138) - **An Act**
To extend the grounds of the Custis-Lee Mansion in Arlington National Cemetery.

That to make possible the restoration and preservation of a portion of the historic grounds associated with the Custis-Lee Mansion which, pursuant to the Act of June 29, 1955, has been dedicated as a permanent memorial to Robert E. Lee, the Secretary of the Army is authorized and directed to transfer to the jurisdiction of the Secretary of the Interior, without remuneration, for addition to the Custis-Lee Mansion, approximately 0.76 acre of land within the Arlington National Cemetery lying immediately south of the Custis-Lee Mansion,...

June 30, 1972 (Public Law 92 - 333, Res. 10595) - **An Act**
To restore to the Custis-Lee Mansion located in the Arlington National Cemetery, Arlington, Virginia, its original historical name, followed by the explanatory memorial phrase, so that it what be known as Arlington House, The Robert E. Lee Memorial.

January 11, 1973 (H.R. 1892) - **A Bill**
To provide for the establishment of the Clara Barton National Historic Site in the State of Maryland, and for other purposes.

...to preserve in public ownership the historically significant property associated with the life of Clara Barton, for the benefit and inspiration of the people of the United States...

APPENDIX C: PROGRAMMATIC ACCESSIBILITY GUIDELINES FOR INTERPRETIVE MEDIA

Special populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Tack Force

Contents:

Statement of Purpose
Audiovisual Programs
Exhibits
Historic Furnishings
Publications
Wayside Exhibits

Statement of Purpose

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

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

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

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

"...to provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."
NPS Special Directive 83-3,
Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the format used, and will be selected in consultation with the parks and regions.

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

Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms

will be places in accessible locations, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

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

Exhibits

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

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

Guidelines Affecting Visitors with Mobility Impairments

Note: The Americans with Disabilities Act Accessibility Guidelines (ADAAG) is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed between 36" and 60" from the floor.
2. Artifact Cases:
   a. Maximum height of floor of artifact case display shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
   b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
4. Railings/barriers: Railings around any horizontal model or exhibit shall have a maximum height of 36" from the floor.

5. Information Desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:
   a. Height from the floor to the top: 28" to 34". (ADAAG 4.32.4)
   b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide, and 24" deep is recommended.
   c. Width of top surface of section: at least 36". Additional space must be provided for any equipment such as a cash register.
   d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
6. Circulation Space:
   a. Passageways through exhibits shall be at least 36" wide.
   b. If an exhibit passageway reaches a dead-end, and area 60" by 78" should be provided at the end for turning around.
   c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from wall with their leading edges at or below 27" above the floor can protrude ant amount.
   d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)
   e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
   f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must allow at least 80" from the floor to the bottom of the sign. (ADAAG 4.4.2)
7. Floors:
   a. Floors and ramps shall be stable, level, firm, and slip-resistant.
   b. Changes in levels between ¼" and ½" shall be beveled with a slope no greater than 1:2. Changes in level greater than ½" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)
   c. Carpet in exhibits shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.
8. Seating for Interactive Stations/Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide, and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig. 45)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geologic specimens, cultural items, etc.).
2. Typography: Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:

a. Type Size: No type in the exhibit shall be smaller than 24 point.
b. Typeface: The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatine, Century, Helvetica, and Universe. (Note: since the development of these guidelines, typefaces NPS Rawlinson and Frutiger should be added.)
c. Styles/Spacing: Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
d. Line length: Limit the line length for body copy to no more than 45 to 50 characters per line.
e. Amount of Text: Each unit of body copy should have a maximum of 45-60 words.
f. Margins: Flush left, ragged right margins are easiest to read.

3. Color:
a. Type/Background Contrast: Percentage of contrast between the type and the background should be a minimum of 70%.
b. Red/Green: Do not use red on green or green on red as the type/background color.
c. Do not place body copy on top of graphic images that impair readability.

4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface, and color combinations for labels in an exhibit.

5. Exhibit Lighting:
a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.
b. Harsh reflections and glare should be avoided.
c. The lighting system shall be flexible enough to allow adjustments on-site.
d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.

6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs which designate permanent rooms and spaces shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs which provide direction to or information about functional spaces of the building shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

Guidelines Affecting Visitors with Hearing Impairments

1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

1. The exhibits will present the main interpretive themes on a variety of

levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
3. Graphic elements shall be used to communicate non-verbally.
4. The exhibits shall be a multisensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

Historic Furnishings

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

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

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

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

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

Publications

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

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in a park. A template for this site bulletin will be on the Harpers Ferry Center website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type. 16 points minimum and follow the large-print criteria below.

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:
   a. Text
      i. Size: the largest type size appropriate for the format. (preferred main body of text should be 10 point)
      ii. Leading should be at least 20% greater than the font size used.
      iii. Proportional letterspacing.
      iv. Main body of text set in caps and lower case.
      v. Margins are flush left and ragged right.
      vi. Little or no hyphenation is used at ends of lines.
      vii. Ink coverage is dense.
      viii. Underlining does not connect with the letters being underlined.
      ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended).
      x. Photographs have a wide range of gray scale variation.
      xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.

      xii. No extreme extended or compressed typefaces are used for main text.
      xiii. Reversal type should be a minimum of 11 point medium or bold sans-serif type.
   b. Paper:
      i. Surface preferred is a matte

finish. Dull-coated stock is acceptable.
ii. Has sufficient weight to avoid "shoe through" on pages printed on both sides.

2. Large-print version publications:
   a. Text
      i. Size: minimum 16 point type.
      ii. Leading is 16 on 20 point.
      iii. Proportional letterspacing.
      iv. Main body if text set in caps and lower case.
      v. Margins are flush left and ragged right.
      vi. Little or no hyphenation is used at ends of lines.
      vii. Ink coverage is dense.
      viii. Underlining does not connect with letters being underlined.
      ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended).
      x. Photographs have a wide range of gray scale variation.
      xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.
      xii. No extreme extended or compressed typefaces are used for main text.
      xiii. Sans-serif or simple-serif typefaces.
      xiv. No oblique or italic typefaces.
      xv. Maximum of 50 characters (average) per line.
      xvi. No type is printed over other designs.
      xvii. Document has a flexible binding, preferably one that allows the publication to lie flat.
      xviii. Gutter margins are a minimum of 22mm; outside margin smaller, but not less than 13mm.
   b. Paper:
      i. Surface is off-white or natural with matte finish.
      ii. Has sufficient weight to avoid "show-through" on pages printed on both sides.
3. Maps
   a. The less cluttered the map, the more visitors can use it.
   b. The ultimate is a map that has large print and is tactile.
   c. Raised line/tactile maps can be developed using digital files and a thermoform machine. Lines are distinguished by lineweight, color, and height. Areas are distinguished by color, height, and texture.
   d. Digital maps are located on an accessible website.
   e. Same paper guidelines as above.
   f. Contrast of typeface background is high (70% contrast is recommended).
   g. Proportional letterspacing.
   h. Labels set in caps and lower case.
   i. Map notes are flush left and ragged right.
   j. Little or no hyphenation is used at ends of lines.
   k. No extreme extended or compressed typefaces are used for main text.
   l. Sans-serif or simple-serif typeface.
4. The text contained in the park brochure should also be available on audiocassette, CD and accessible website. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
5. The official park brochure is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list ant special services available to these visitors.
2. Publications:
   a. Use language that appropriately describes persons with disabilities.
   b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
   c. Whenever possible, easy to understand graphics will be used to convey ideas, rather then text alone.
   d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
   e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

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

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

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

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

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.

4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include audio tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Visitors with Hearing Impairments

1. Wayside exhibits will communicate visually, and will rely on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be a voided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.



As the nation's principal conservation agency, the Department of the Interior has the responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historical places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

NPS D-196 / November 2005 / Printed on recycled paper