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LONG-RANGE INTERPRETIVE PLAN

VANCOUVER NATIONAL HISTORIC RESERVE

WITH SPECIAL EMPHASIS ON FORT VANCOUVER NATIONAL HISTORIC SITE AND VANCOUVER BARRACKS

APRIL 2004

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VANCOUVER NATIONAL HISTORIC RESERVE WITH SPECIAL EMPHASIS ON FORT VANCOUVER NATIONAL HISTORIC SITE AND VANCOUVER BARRACKS

APRIL 2004

prepared by

Department of the Interior
National Park Service
on behalf of the
Vancouver National Historic Reserve

Harpers Ferry Center
Interpretive Planning

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ABOUT THE DOCUMENT

This Long-Range Interpretive Plan (LRIP) is two documents in one. In 1999, the National Park Service scheduled development of a LRIP for Fort Vancouver National Historic Site. The National Park Service (NPS) prepares LRIPs for national parks sometimes in connection with the development of General Management Plans. LRIPs are critically important in that these plans enable the NPS to thoughtfully articulate the manner and ways in which the NPS will provide public programs and materials. The NPS slated the LRIP project for Fort Vancouver National Historic Site in Fall 2002.

In 1996, Congress established the Vancouver National Historic Reserve (Reserve). As a legislated Reserve partner with lead responsibilities in education and interpretation, the NPS, in the spirit of partnership, volunteered to work cooperatively with Reserve partners, the Reserve Trust (the supporting non-profit organization) and others in the development of a Reserve LRIP.

Recognizing the City of Vancouver's interest in focusing on the West Barracks, which is in the process of being transferred from the U.S. Army Reserve to the city, special emphasis in this LRIP has been placed on interpretive and educational opportunities within this area.

Please note that this document merges both the Fort Vancouver National Historic Site LRIP and the Vancouver National Historic Reserve LRIP.

In July 2003, Congress expanded the boundaries of Fort Vancouver National Historic Site to include the McLoughlin House National Historic Site. The development of this LRIP predates the 2003 legislation. The planning team, consultants, and other participants did not consider the McLoughlin House in this planning effort. The NPS is scheduled to take responsibility for the houses in May 2004. This LRIP will be amended to include the McLoughlin House, Barclay House, and the surrounding areas. The NPS will work cooperatively with the McLoughlin Memorial Association and others in developing an amendment to this document.

INTRODUCTION

The Place: The Vancouver National Historic Reserve is the story about changing social, economic, and cultural structures and their role in changing the landscape of this area. The story is a combination of the cultural and natural history as well as the telling of the living culture of American Indians affiliated with the area and the region. There is also the story of the environment and the impact settlement and industry has placed on it. The Reserve represents not only the past; it also represents the present while preserving the resources for future generations.

The Vancouver National Historic Reserve encompasses 366 acres in the City of Vancouver, Washington, which is 100 miles from the Pacific Ocean on the banks of the Columbia River. The City of Vancouver and parts of Clark County are within the greater Portland/Vancouver metropolitan area. The Reserve, which lies in a geographic basin known as the Willamette-Puget trough, formed by the Cascade and Pacific Coast Mountain Ranges, is just 15 minutes away from the Portland International Airport.

The Reserve includes popular venues such as Officers Row, Fort Vancouver National Historic Site (NHS), Vancouver Barracks, Pearson Field, the Water Resources Education Center (Water Center), and portions of the Columbia River waterfront.

The Reserve is a treasure trove of cultural resources: Fort Vancouver NHS is recognized as the premier historical archaeological site in the Pacific Northwest. Fort Vancouver NHS has an archaeological collection of over 1.5 million artifacts. These objects include a highly diagnostic study collection of 19th century Euro-American material culture, including the world's largest archaeological collection of Hudson's Bay Company artifacts, Spode ceramics, and a world-class 19th century military collection. The unexcavated archeological resources preserve the remains of this nationally significant site.

Both Fort Vancouver NHS and Officers Row are listed on the National Register of Historic Places. Vancouver Barracks, Pearson Field, and the Air Museum have been determined eligible for listing on the National Register of Historic Places. It is anticipated the entire Reserve will soon be listed on the National Register of Historic Places. There are 21 historic buildings within Officers Row, including the Howard House (ca. 1879), the Grant House (ca. 1850), and the Marshall House (ca. 1886). The Vancouver Barracks are comprised of 16 historic buildings within the west barracks, 16 historic buildings in the east barracks, and a his-

torical Hudson Bay Company cemetery, including areas where Native Americans and
Native Hawaiians were buried, are contained within the authorized boundaries of the Fort Vancouver NHS as well as the overall boundaries of the Reserve.

The Water Center is a new, cutting-edge facility that provides a full array of meeting and education space. The Water Center also provides a number of critically important natural resource-oriented and environmental education opportunities for all ages. Portions of the area surrounding the Water Center represent efforts of wetland restoration once predominant near and around the waterfront of the Reserve. Historically, the natural abundance of the wetlands, the Columbia River, and the plains brought many people to the region, including to what now encompasses the Reserve.

The Reserve provides a number of venues for interpretative and education programs regarding these treasures. Classroom and meeting space is available at the O.O. Howard House, Marshall House, Grant House, Fort Vancouver NHS, Pearson Air Museum, and the Water Center.

The Creation of the Vancouver National Historic Reserve: The Reserve was established as a result of a study by the Congressionally-chartered Vancouver Historical Study Commission, which prepared studies and recommendations to preserve, protect, enhance, enjoy, and use significant historic, cultural, natural, and recreational resources in this area. The Commission's April 1993 report recommended the establishment of the Reserve.

Created by an Act of Congress (Public Law 104-333, Sec. 502) on November 12, 1996, the Reserve lies within the heart of Vancouver, Washington. In March 2000, a Comprehensive Management Plan (CMP) for the Reserve was approved by the partnering agencies, including the National Park Service. The legislatively designated Reserve partners which include the City of Vancouver, National Park Service, State of Washington, and the U.S. Army. The CMP outlines a vision shared by the partnering agencies for the coordinated management of the Reserve, and presents a general picture of what the Reserve will look like in the next 10 to 15 years.

In addition, in 2003 Fort Vancouver NHS published a General Management Plan (GMP), a 15 year plan, that will guide the site's future management and relationship with the Reserve, its partners, and the public.

The Purpose of the Long-Range Interpretive Plan: Using the Reserve CMP, the park GMP, and other relevant public planning documents as a foundation, this long-range interpretive plan will further define the interpretive stories to be told and the various experiences to be made available to visitors. The plan will also develop specific media and program recommendations for various Reserve facilities, including a joint visitor center, the Vancouver Barracks area, O.O. Howard House, Officers Row, the Columbia River waterfront, and Fort Vancouver National Historic Site. These recommendations will be used to guide the design and content of the interpretive media, facilities, and programs.

Partnership is not only the primary philosophy behind the management of the Reserve, it is a tangible process and a body of individuals and organizations that make decisions and carry out recommended actions. The partnership includes a shared vision of where the Reserve will be in the future and how to best accomplish the vision. Under this umbrella of partnership, the Reserve, the legislated partners, and the non-profit Vancouver National Historic Reserve Trust are together continually seeking better ways to work together, set priorities, assign responsibilities, and foster public understanding of the Reserve's significance of this "one place across time."

The CMP proposed utilization of the O.O. Howard House as a temporary visitor center for the Reserve. The long-range recommendation was to create a single visitor center and a central point of contact for visitors. This plan, supplemented by the recommendations in Fort Vancouver National Historic Site's GMP, addresses this new combined facility.

With several of the buildings in the West Barracks presently vacant, the City of Vancouver is actively seeking viable adaptive and sustainable uses for these structures. Most of the buildings will likely be leased to organizations and businesses appropriate to a nationally significant site; however, this plan identifies a few spaces that should be set aside to interpret some of the primary theme-related stories of the Reserve.

This long-range interpretive plan is not an end in itself, but establishes the overall framework for the next phases of the process including program planning, media planning, design, and production over the next 7 to 10 years. The plan will provide the foundation for setting long and short range priorities and assigning responsibilities for carrying out the recommendations.

Finally, this document will provide the necessary information for developing marketing strategies to garner support and finances for implementing key recommendations.

PURPOSE, MISSION, AND RESOURCE SIGNIFICANCE

The purpose of the Vancouver National Historic Reserve is to:

- *Preserve and interpret, for public use and benefit, the diversity of cultural resources of the site (people and places) that are associated with the indigenous peoples, Euro-American exploration, trade and settlement, aviation, industrial, political, and military influence in the Pacific Northwest.*
- *Manage public lands within the Reserve through cooperative public and private partnerships.*

The significance of the Vancouver National Historic Reserve:

The Vancouver National Historic Reserve is an excellent example of connected historic properties that contain tangible evidence that successfully conveys the effects of overlapping settlement patterns. The Vancouver area was the primary place of 19th century social, economic, and political systems in the Pacific Northwest.

The National Park Service works with the Reserve partners, the Reserve Trust, and others in creating and supporting education, interpretation, and cultural resources management for the Reserve. Specifically the purpose of Fort Vancouver National Historic Site is to preserve and interpret the following:

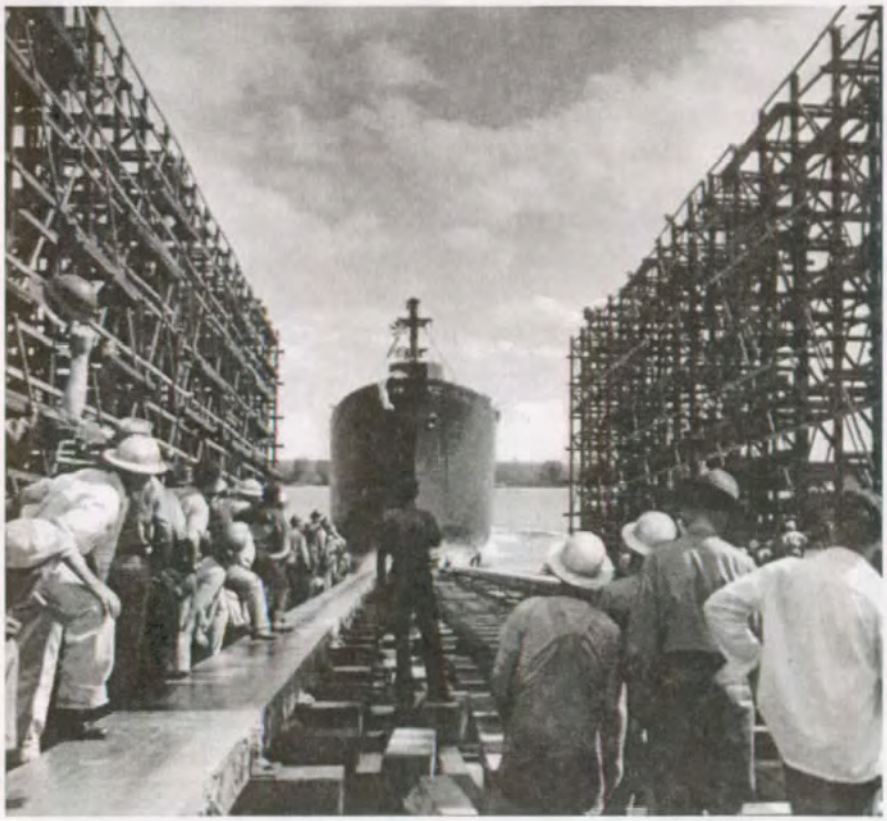
- *The site of the nineteenth century Hudson's Bay Company activities.*
- *Settlement of the Oregon Territory.*
- *The establishment of U.S. Army's Vancouver Barracks.*

The significance of the Fort Vancouver National Historic Site:

- *From 1825 through 1849 Fort Vancouver was the site of the Hudson's Bay Company's administrative headquarters and supply depot west of the Rocky Mountains. As a result, the HBC greatly influenced the economic, political, and cultural development of the Pacific Northwest.*
- *Fort Vancouver was the Pacific Northwest center for fur trade and other commerce, agriculture, and industry between 1825 and 1849.*
- *Fort Vancouver was the first terminus of the Oregon Trail (water route along the Columbia River).*
- *Vancouver Barracks, established in 1849, was the first military post developed in the Pacific Northwest. It served as headquarters for the U.S. Army operations into the twentieth century.*

- *Fort Vancouver NHS contains extensive archaeological resources, both in situ (in original location) and recovered, that provide important information about the physical relationships and the cultural and economic operation of the Hudson's Bay Company and the U.S. Army.*

The Vancouver National Historic Reserve is made up of sites managed by the partners that support the overall mission of the Reserve through a variety of educational and interpretive opportunities. Each site's mission and purpose brings a unique perspective for the interpretation of the Reserve. There also exists a diversity of partnership expertise, which lends to a dynamic visitor learning experience.



PRIMARY INTERPRETIVE THEMES

Primary interpretive themes are those ideas/concepts about the Vancouver National Historic Reserve that guide every facet of interpretive and educational program development and delivery. These themes are critical to visitor understanding and appreciation of the Reserve's importance. The themes, based on the purpose, mission, and significance statements, provide the foundation for all interpretive and educational media and programs in the Reserve. The themes do not include everything that may be interpreted, but they do address those ideas that are most important for a meaningful visitor experience.

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 and educational program. Effective interpretation results when visitors are able to connect the concepts with the resources and derive something meaningful from the experience. Interpretive themes also contain overlapping concepts, and it is almost impossible to present one theme without touching on elements of others.

The following themes, divided into major topics, will provide the basis for interpretation and education at the Vancouver National Historic Reserve. The topics and primary theme statements appear in bold, followed by a list of key supporting concepts. Also, note that the numbers do not indicate any prioritization.

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

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

Interpretation of this theme will help visitors better understand:

- The importance of scientific investigation, archaeology, history, and other disciplines in helping to discover and learn about former communities within the Reserve.
- The Reserve is the premier historical archaeological site in the Pacific Northwest.

- The methods to study humans using archaeology, oral history, and documentary sources and by which the natural environment is understood. Specifically:
    - How archaeological sites are identified, tested, excavated, man aged, and interpreted.
    - How material culture is analyzed, compared, and interpreted.
    - How sub-surface remote sensing methods can be used to explore sites.
    - How soil, water, and other samples are studied for chemical, pollen, and other characteristics to better understand human an environmental interactions.
    - How water delivery and sewage treatment has changed over time.
- The rationale for protecting and preserving archaeological, architectural, and landscape resources.
- The rationale for wetland restoration projects along the river.
- The ways in which humans have interacted with and changed the natural environment.
    - The movement from resource exploitation to resource conservation: timber, fisheries, water, agriculture, and archaeological resources.
    - Why it is necessary to protect and preserve archaeological, architectural, and landscape resources.
    - The qualities and significance of the built environment with the cultural and natural landscape.
- Ways in which uses of the natural and cultural resources has determined wealth, status, ethnicity, and family composition.
- Why looting, including metal detecting, of archaeological sites is viewed as stealing a piece of history.
- Why protection of water resources is necessary.

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

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

Interpretation of this theme will help visitors better understand:

- The reasons people settled here-past and present.
  - The mild climate was an attraction to settlement.
  - The importance of the river to several industries (ie. timber, transportation, wheat milling).
  - Large source of water.
- The importance of the Columbia River for power, navigation, and irrigation.
  - The river is the only navigable river in the region that goes from the Pacific Ocean to the interior.
  - The river continues to be important for navigation.
  - The area's connections between Puget Sound and the Willamette Valley.
  - The area's connection between the Puget Sound and Willamette Valley.
- The changing cultural composition of the region over time, which is reflected in the Hudson Bay cemetery.
- Impact of settlement, which includes among other things, the introduction of exotic species and diseases.
- The struggle for economic and social control by various groups over time.
- The British and then American stronghold over native lands from 1825-1890.
- This area was generally considered a defensible position militarily.
- How the area became a significant and central location for military operations from the 1850s to the present (i.e., spruce mill, shipbuilding, point of embarkation, defense, etc.).
- Th area lies along a major north/south migration route for many wildlife species.
- Impacts from the Ice Age Missoula Floods creating a unique landscape of prairies and subsequent settlement patterns.
- The importance of renutrification of the river from the ocean (i.e., to salmon migration).
- The manner in which the mild climate contributes to biodiversity.
- The area as a hub for HBC, military, transportation, medical treatment, social gatherings, etc.

- Changes in the landscape, use, and management of the area's urban wetland.
- The multiple perspectives of the area's importance as a regional, national, and global crossroads:
  - Political crossroads (i.e., who was in control).
  - Aviation crossroads (i.e., the 1937 Russian flight and early flight exploration).
  - Crossroads of human and cultural interaction (i.e., people who came here and changed the lives of others).
  - Crossroads for cultural and economic exchange.
  - Religious crossroads.
  - Crossroads in labor/trade.
  - Crossroads of environmental and social decisions (i.e., endangered species, salmon dams, etc.).
  - Crossroads in "interpretation" (i.e., dating back to the HBC curiosity collection).
  - Native use of area

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

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

Interpretation of this theme will help visitors better understand:

- The reasons people (including ancestors of the native peoples, the HBC, military, and others) explored this area.
- The Columbia River as both a corridor and barrier to exploration.
- Some of the myths that fueled people's imaginations about the Pacific Northwest.
- The relationship of the HBC and the military to science, exploration, and settlement.

- The past and continuing importance of physical and social mapping of the area.
- The variety of explorers who visited/lived in the region and how they influenced who we are and what we know today (i.e., Lewis & Clark, Charles Wilkes, David Douglas, George McClellan, Horatio Hale, John Mullan, John C. Fremont, Paul O'Neill, Joel Palmer, Mother Joseph, Joseph Barnes, Thomas Nutall, Sacagewea, etc.).
- How exploration in the past differs from today (i.e., the ethics of discovery).
- Different technologies and perspectives in determining what is relevant in describing the area's history and significance.
- The area as a hub for exploration into other locations.
- Descriptions of people by early ethnographers.
- The center of non-native knowledge of the region.
- The spiritual and artistic expressions of exploration and discovery.
- Mutual exploration and interactions of different people in exploring and learning about each other (e.g., the Indians explored those they encountered).
- Some of the far-reaching contributions of the army units based out of Vancouver (i.e., Alcan Highway, Alaskan Relief Expedition, overseas expeditions, mapping, etc.).
- The contributions of people rotating through the military post (including a prominent figures such as Grant, Marshall, Howard, etc.), and how they affected the dynamics of the community.
- The importance of the area in coastal defense, Indian War expeditions, and embarkation during World Wars I and II.
- The positive and negative impacts of America's drive for manifest destiny.
- The use and contributions of the Reserve as an early training ground for archaeology.
- The development of technological and social innovations (i.e., the Kaiser Shipyard, U.S. Army Corps of Engineers, etc.).
- Resource (timber, fisheries, water, etc.) discoveries in the area that allowed for development.
- The different ways people have used area resources over time.
- The contributions of pioneer aviators and aviation technology.

- Efforts in exploring solutions to today's issues (i.e., public health, environmental preservation, cultural resources preservation, etc.).
- Costs and negative effects of exploration and discovery (i.e., exploration, exploitation, disease).
- The region's role in American Imperialism at home (Washington Territory) and overseas (Philippines and Hawaii).
- The role women had in the exploration and discovery of the area.

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

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

Interpretation of this theme will help visitors better understand:

- How people have been able to thrive and sustain in this area.
- What it may take to thrive here in the future.
- The multiple factors (climate, water, fertile land, furs, timber, open space, food, and military protection) that attracted people to the area.
- Due to the natural bounty of the area people were able to live here with relative ease.
- Native cultures and economics were very sophisticated.
- Early settlement here contributed to growth of nearby communities.
- Settlement came in waves (i.e., American Indians, HBC, emigrants, military, international immigration).
- This was the end destination for many people as well as a central locale for dispersal.
- The importance of trade and partnership.
- Efforts in developing the army post gave a sense of permanence to settlement in the area.
- There were government incentives to settle here and develop infrastructure (i.e., Civilian Conservation Corps, Bonneville Power Administration, Land Reclamation Act, Kaiser Shipyard, Columbia River Dams, etc.).
- The development of sustainable communities to maintain a high quality of life.

- The competition for resources (i.e., land, water, fishing, etc.)
- The importance of the area as a transportation hub.
- The rivalry for regional status.
- Social points of conflict and the evolution and overlapping of geographic, political, military, social, religious, and resource boundaries.
- The role of the Catholic church and other religions and missions in the area.
- The role of partnerships in the area's settlement and development.
- The issues surrounding future regional development.
- The establishment of schools for the deaf and blind.
- Women's roles and stories.
- Individuals known and unknown who have left a legacy (i.e. Dr. John McLoughlin and General George C. Marshall).
- The infrastructure created by the HBC assisted early Oregon Territory pioneers in establishing their new lives.
- Spatial organization of structures and landscape elements reflect the status of power and relationships of organizations.
- Materials at the site reflect regional and global changes in technology and how this relates to past economic and political power.
- Variability in architecture reflects technological and social variability in households, families, occupations, and industry.
- Impact on the environment from industrial development.

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

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

Interpretation of this theme will help visitors better understand:

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

- The daily life (including working conditions, types of recreation, etc.) of people in different eras.
- The development of different communities based on types of work (i.e., military, aviation, shipbuilding, medical/nursing, etc.)
- The area was the birthplace of many northwest industries (i.e., agriculture, fruit growing, fishing, and the first saw mill).
- The ethnic, social, and religious groups associated with specific industries.
- Differences in the quality of life for different groups of people.
- Interactions and issues related to race, class, gender, ethnicity, etc.
- Who was in power at different times.
- Who was included and excluded in the dominant social system.
- The different educational systems over time.
- Relations to international communities.
- The different types of communities in the area.
- People came from many different places, and the reasons they stayed or left.
- Temporary communities of the area including the Buffalo Soldiers of the late 19th century and the Italian prisoners of war detained here during World War II.
- Changes in key industries over time.
- The impacts of technology on work and industry.
- The area was a center for the CCC-a community in its own right.
- The nature of the military community here (such as the 24th Infantry).
- Relations of the military with the community.
- The movement of the military from the site and the establishment of the Vancouver National Historic Reserve.
- The role of the Army troops from the Vancouver Barracks in combating labor union strikes in the Pacific Northwest and California.
- The changes brought on by the Spruce Mill and later Kaiser Shipyard to family and worklife.

VISITOR EXPERIENCE GOALS

The following goals, listed in no particular order, will enable visitors to experience the Vancouver National Historic Reserve by being able to:

- Obtain accurate and up-to-date information about visiting the Reserve.
    - Learn about the Reserve before leaving home.
    - Easily find the Reserve.
    - Easily find a place to park.
    - Locate rest rooms, restaurants, lodging, shelter, and places to sit and relax.
    - Use various means of transportation to experience the Reserve.
    - Tailor their visit to their own interests, time constraints, and abilities.
- Obtain consolidated and easy-to-understand information about site-related education programs.
    - Find out about upcoming programs and events.
    - Learn about what's new at the Reserve.
    - Discover ways to learn more about the Reserve stories.
- Have fun.
    - Have a safe visit
    - Feel that their money is being well spent here.
    - Have an "affordable" experience-suitable to all visitors from varying economic backgrounds.
    - Experience the Reserve alone, as a family, or in groups.
    - Give feedback about their experiences as visitors.
- Gain a sense of stewardship for the cultural and natural environment.
    - Learn about ways to get involved (i.e., volunteering, making donations, memberships, etc.).
    - Feel pride in the Reserve-its resources and programs.
    - Share personal knowledge (i.e., oral history).
- Discover how the Reserve is integrated with other local and regional partners.

- Learn about other theme-related programs and activities out side the Reserve.

- Understand the Reserve's purpose.
  - Learn something about each of the primary interpretive themes.
  - Choose from and participate in a wide variety of engaging and interactive interpretive and educational programs, media, and activities.
  - See the Reserve's many layers of history as "One Place Across Time"
  - Use multiple senses to learn about the Reserve themes.
  - Learn through a variety of styles and techniques.
- See the Reserve as a unique place to visit.
  - See the premier historical archaeological site in the Pacific Northwest.
  - Discover the Reserve as a nationally significant site in which special events, programs, and concerts occur.
  - Identify the major Reserve sites and see them as a unified whole.
  - Be motivated to make return visits.
  - See something new each time they visit.
  - Show people where the Reserve is located on a map.
  - Realize Vancouver, Washington USA has much to offer.
- Experience the historic and natural diversity of the Reserve.
  - View current wetlands restoration efforts along the Columbia River.
- Experience venue shops and local businesses to further impact positive economic development of the Reserve and local community.

VISITATION & VISITOR USE

The following information regarding park visitors and use patterns is derived from the Reserve CMP, the Fort Vancouver NHS GMP, data collected by the Socio-Economic Services Division of the Washington Administrative Support Office (WASO) in Denver, and discussions with Reserve partners. Since some units are still under development, there is limited visitation data on the Reserve as a whole. Fort Vancouver NHS has data of the longest duration, and some of the other partner sites have maintained some visitation figures. However, it should be noted that the following discussion offers a picture of current visitation, but as the Reserve continues to develop, visitor demographics and numbers will change, perhaps dramatically.

The following chart compares total annual visitation for some of the key

Vancouver National Historic Reserve
2001 Visitation

	Marshall[1]	Howard[2]	Pearson[3]	Water[4]	Fort VC	Fort Site	Fort Total[5]
January	1,832	566		2,080	3,839	7,667	11,506
February	1,100	1,053		4,327	5,878	12,576	18,454
March	1,698	1,233		3,819	14,521	16,429	30,950
April	1,766	1,411		4,398	7,668	17,618	25,286
May	3,196	1,772		7,725	11,621	26,898	38,519
June	2,886	1,639		4,640	22,059	37,250	59,309
July	4,128	2,094		2,435	14,845	87,313	102,158
August	3,194	1,632		2,778	20,218	17,753	37,971
September	2,328	918		11,753	9,129	29,344	38,473
October	1,427	1,465		6,235	5,389	16,075	21,464
November	1,306	623		5,383	4,148	8,252	12,400
December	1,623	432		3,239	1,671	7,690	9,361
Totals	26,484	14,838	27,604	53,413	120,986	284,851	405,837

Reserve sites. Figures for some sites include private events.

1. Marshall House numbers include rental use, tours, and visitors who have signed the guest book.
2. Howard House numbers include walk-in visitors, tours, and groups, but does not include meeting use.
3. Pearson Air Museum total includes rental use, events, tours, education programs, and paid visitors. Only total visitation for the year was collected.
4. Water Resources Education Center numbers include rental/meeting use and education groups, but do not include walk-in visitors.
5. Fort Vancouver numbers do not include the casual users along the Parade Ground, Great Meadow, and the Waterfront. The park is working with the National Park Service Public Use Counting and Reporting Office to take into account general recreational use and after hour visitation.

Note: Fort Vancouver's overall visitation for the past ten years has shown a steady increase of approximately 3 to 5% per year. The park's visitation numbers, however, do not take into account daily use of the parade ground, great meadow area, general recreation use, or use of the NPS waterfront property. It also is believed that "after hour," general recreation use, and waterfront use would increase overall visitation numbers by 30 to 50%.

July has the highest visitation due to the popular Fourth of July Celebration.

Weekends are generally busier than weekdays, with many family groups visiting the Reserve.

School groups constitute a significant portion of the Fort's visitation. In 2001, over 20,000 school children came to the Fort. Other major visitor groups include increasing numbers of baby boomers, and casual visitors-local people using the Fort as a neighborhood park.

An informal demographic survey of visitors to the O.O. Howard House (the Reserve Visitor Center) during 1999-2000 indicated that 18 percent came from Vancouver, 15 percent came from other Washington locations, 25 percent came from Oregon, and 11 percent came from California. In all, visitors were from 46 states (including Washington, D.C.) and 17 foreign countries. Of the foreign visitors, most came from Germany and the United Kingdom. Visitation at the O. O. Howard House was approximately 14,000 during the year the informal survey was taken.

EXISTING CONDITIONS

The following is a summary of the existing conditions of interpretation related media, programs, and visitor experiences at the onset of this long-range interpretive planning process. This section provides a brief description of recent accomplishments and identifies areas that need attention. Both will provide a baseline that will help to justify many of this plan's proposed actions.

Water Resources Education Center

The Water Center was constructed in 1996, serves as an environmental education center teaching the wise use of water resources and the Columbia River ecosystem through on site classroom activities, outreach and events, outdoor wetland classroom, gallery, computer center, and wetlands management.

Environmental Education: School programs, teacher training, events, Watershed Monitoring network, volunteer program, and technical assistance for area science fairs and service learning projects continue to serve thousands of residents and young students. Classroom environmental themes change annually and reflect the mission of the Water Center. More than 2,000 local students in grades four and five attended the Columbia River Watershed Festival. The Water Center, in partnership with the U.S. Army Corps of Engineers, USDA, U.S. Fish and Wildlife Service, and Fort Vancouver National Historic Site also offered the first ever Columbia River Summer Camp for 4th graders beginning in 2001.

Wetlands Stewardship: The Water Center staff worked with a community team to develop the area's first Wetlands Management Plan for the Water Center's 50 acres of wetlands. Also released in 2001, was the completed Wetlands Functional Assessment, an important foundation for the Management Plan and for understanding the historical significance of the remnant flood plain lake on the site. The staff is currently beginning initial mitigation programs as well as restoration efforts.

Events: In October of 2000, the Water Center hosted the National Association of State Arts Agencies Lewis and Clark planning conference. This was a cooperative effort involving the Washington and Oregon State Arts Commissions, and national partners, which included the National Endowment for the Arts. Attendees from throughout the nation met at the Water Center to strategize options for cultural tourism

and the arts relating to the Lewis and Clark commemoration activities of 2003-2006.

The large meeting room at the Water Center was used by many other groups throughout the year. A variety of activities including the Watershed Congress that involves school children for a annual water quality monitoring countywide, cultural events, wedding receptions, community meetings, and training sessions.

Partnerships/Sponsors: Working with numerous community partners, the Water Center either directly coordinates or assists with many events each year. Major events drawing thousands include: Splash!, Sturgeon Festival, Earth Action Day, Winter Faire, Wetlands Awareness Day (new in 2003), and Watershed Congress. Events are designed to bring people to the Reserve, the facility, and nearby wetlands and to expose them to the water resources educational opportunities offered. Partnerships include the bi-state Regional Coalition of Clean Rivers and Streams, the countywide Environmental Information Cooperative and numerous environmental groups. New efforts include the Clark County/City of Vancouver partnership that created Science in the Park, an environmental outreach program based at the Water Center.

Publications: The Water Center created an exciting and informative series of graphic promotional and educational pieces, including a new center poster as well as original outreach materials for Reserve programs. Additional educational pieces include the five venue event site brochure, school classroom program brochure, and individual outreach posters and advertisements for events. The Water Center's website, hotline, and special events website were given a new look.

Youth Outreach: In December 2001, the Water Center unveiled its newest addition, Puddles' Place. This pre-school play area is for youngsters five and younger, and offers a variety of play equipment, critters, books, and interactive activities with a focus on science. A summer story time area is planned.

Columbia River Waterfront

The Columbia River Waterfront has been redeveloped over the past few years with a new waterfront park and the Waterfront Renaissance Trail. These improvements have provided for extensive public use. Interpretive components included on the waterfront are Ilchee Plaza, Old Apple Tree Park where one of the first apple trees planted in the

Northwest still grows, and Kaiser Shipyard viewing tower which shows the location and explains the role the shipyards played in WWII.

Fort Vancouver National Historic Site

Fort Vancouver was headquarters of the Hudson's Bay Company's Columbia Department, embracing present-day British Columbia, Washington, Oregon, Idaho, and western Montana. The fort, in operation from 1825-1860, became the center of political, cultural, commercial, and manufacturing activities in the Pacific Northwest. The Fort Vancouver stockade, bastion, and ten structures have been reconstructed at their original locations. As a trading center, the Hudson's Bay Company fort included extensive gardens, cultivated fields, and pastures. A small portion of the gardens and orchards has been replanted.

Reconstruction and other physical improvements: In 2002, reconstruction of the 1844 Jail and the Well Sweep were completed. The historic Lower Mill Road and the historic north/south road were delineated with split rail fences. The 18' tall historic gate marking the entrance to the Fort from the Village was reconstructed, and timber foundation corners were constructed to delineate the locations of four historic village structures.

Visitor services and interpretation: In 2002, a total of 5,140 formal interpretive programs, including public and reserved tours of the fort site, off-site presentations, special talks, and historic demonstrations were provided. Four permanent wayside exhibits and three interpretive display panels were completed. Eight special events had significantly higher numbers of visitors than in past years, including the Candlelight Tour with 6,000 attendees. Several new events were created, including an 1860s vintage baseball game highlighting soldiers' lives at Vancouver Barracks, a Soldier's Bivouac, and Period Clothing Fashion Show.

Education "curriculum" program: In 2002, the park served 20,000 students, primarily 4th graders. An addition of two new "Hands-On" programs were offered, "School of the Soldier" and "Totally Trash."

Publications: A full array of educational and informational materials, both sales and free items, are provided to the public. In 2002, four new site bulletins were produced. These featured Japanese shipwrecked sailors who came to the Fort in the 1830s, military athletics at Vancouver Barracks, the archaeological and historical collections at the park, and the village-a historically unparalleled community of Fort employees-which included Europeans,

Hawaiians, French Canadians, and people from over 35 Native American groups.

Cultural Resources: By 2002, a total of one million objects have been cataloged of HBC and early army period, with over 1.5 million objects in curation facilities. Long-term preservation of the more than one million objects currently in the collection has been top priority. Almost 4,000 digital images of artifacts have been taken and added to the park's on-line web catalog, allowing public access to non-sensitive data.

Archaeological Onsite and Outreach Programs: In 2002, the NPS partnered with Portland State University to offer an archaeological field school at the Reserve which included data recovery excavations at the circa 1844 Sale Shop and a survey of a portion of the Company's "Kanaka" Village. An educational "Kids Dig" program, children's hands-on education program, "Totally Trash," archaeological walking tours, lectures, and expanded website offerings were presented as well.

Officers Row

Officers Row is comprised of 21 historic buildings, listed on the National Register of Historic Places, originally built as housing for officers stationed at Vancouver Barracks. Completely restored, Officers Row now houses is a mixture of residential and commercial tenants, including three historic buildings open to the public.

- Ulysses S. Grant House (ca. 1850). This log building, now covered with siding, is the oldest remaining building at Vancouver Barracks. It was built as the home for the first commanding officer of the Barracks. Today the building houses a restaurant.
- Howard House (ca. 1879). Victorian home at the west end of Officers Row was built by General O.O. Howard who served in Vancouver from 1874-1880. It houses the Vancouver National Historic Reserve Trust.
- Marshall House (ca. 1886). The Row's most elegant Queen Anne style structure was the residence of General George C. Marshall from 1936-1938. Artifacts and memorabilia from Marshall's era are on display. Open to the public weekdays during office hours and on selected weekends. Guided tours are available.

Pearson Air Museum

Pearson Field is one of the oldest operating air fields in the United States. The Jack Murdock Aviation Center contains the Pearson Air

Museum. The Pearson Air Museum has a museum, education center, and restoration workshop that combines the celebration of aviation history with hands-on demonstrations of the science and mechanics of flight. There are three historically rehabilated buildings used for classroom and meeting space and archival and maintenance storage.

Rehabilitation: The Munitions Storage and Headquarters buildings were externally restored to the way they looked when occupied by the Army Air Corps pre-WWII. The Munitions Storage facility now serves as an environmentally appropriate place to store Pearson's collection. The Headquarters building provides office space, a classroom, a large volunteer workspace for projects, and a meeting room.

Publications: A new brochure for the Air Museum was created, and over 50,000 were produced for distribution during 2002 in Portland and Southwest Washington hotels.

Cultural Resources: A database to catalog artifacts was developed in 2001 based on a model used by the Air Mobility Command Museum at Dover Air Force Base.

Visitor Services: In 2001, Pearson Air Museum provided 205 tours to over 2,700 children from area schools, day care centers, and scout groups. A new interactive exhibit, whereby a student can sit in a cockpit on the mezzanine and manipulate a remote controlled aircraft that hangs from the ceiling over the real aircraft on the display floor, was developed in 2001.

Vancouver National Historic Reserve Trust

During 2001, the Reserve Trust supported and/or sponsored the following:

- Special Programs: Fort Vancouver's Candlelight tour, City of Vancouver's Ghost stories, Flag Day and Veteran's Day Parade
- Rehabilitation of Pearson Air Museum's Munitions and Headquarters buildings
- The 4th of July Celebration and impact studies of the 4th of July Celebration in the Vancouver community.
- The Marshall Lecture Series and The Marshall Youth Leadership Award
- Surveys and studies for Vancouver Barracks' historic west side
- Publication of a Reserve-wide Calendar of Events

- Publication of a new book: *One Place Across Time: Vancouver National Historic Reserve*
- Organizing, transcribing, and developing aids for the Celebrate Freedom 2000 oral history project

Issues and Concerns

Key issues to be addressed in this long-range interpretive plan include the following:

- The transfer of the west area of Vancouver Barracks presents a number of opportunities to interpret the site and to preserve in various ways some of the historic military era functions. This needs to be accomplished in concert with separate efforts to find economically sustainable and appropriate uses for the structures.
- Many visitors to the Reserve go to a single site without knowing what the other sites have to offer, or without fully understanding the concept of the Reserve and the thematic links among them.
- All of the Reserve sites have strong thematic links to the Columbia River; however, except for the Water Center, and the Riverfront itself, the physical connections between most of the sites and the river are difficult to achieve.
- Better communication among Reserve partners is needed.
- Stronger links with existing and potential local, regional, and national audiences and service providers are needed.

RECOMMENDATIONS

The following recommendations address the interpretive media and programs for the major elements of the Vancouver National Historic Reserve. Each recommendation is designed to bring the Reserve to life by further defining, supporting, and communicating the primary interpretive themes and visitor experience goals. Implementation of these recommendations will help ensure that Reserve visitors are well prepared and informed, and that meaningful connections will be formed between visitors and the tangible and intangible resources.

The discussions of program and media proposals identify the purpose, special considerations, and sometimes suggest ideas about their presentation. It is important to remember that these are only suggested means of presentation, and should not limit the creativity essential during the media and program planning and design processes. On the other hand, the proposals will be specific enough to provide guidance and define the parameters within which these creative energies can flow. Throughout all planning and design processes, the Reserve staff will need to work closely with expert media and program developers to continually ensure that the primary interpretive themes and visitor experience goals are being addressed.

RESERVE-WIDE

Recommend all adaptive uses have at least historic photos and information panels in the buildings so that at least user groups know the significance of the site. Guidance in development of such materials would be provided or even developed by the Reserve. If developed, costs would be incurred by the user group.

Website

Reserve partners will continue to develop and improve their individual websites and assist the Reserve Trust in developing a Reserve-wide website. Special attention will be directed to enhancing both internal and external links. While each major partner site will continue to have its own identity, a family design look should be developed. This will help visitors to see the Reserve units as a connected whole, rather than as individual entities. A way to link to the Water Center website without having to go through the City of Vancouver site will also be explored.

Information about the various education programs offered by the Reserve partners could be included on the websites. With so many different education programs to choose from, an integrated approach

would allow educators to get an overview of all the programs, and then zero in on those best suited to their needs. In addition to descriptions of the programs and how to get involved in them, the websites could offer real time and downloadable pre-visit activities and materials that teachers could use in their classrooms. These materials would be valuable to prospective visitors and to those who may not be able to come to the Reserve. In essence, the educational, informational, and interpretive material on the websites will reach worldwide audiences.

Other potential uses of the individual and/or Reserve-wide websites include promoting upcoming special events, seminars, demonstrations, talks, etc. Highlights of some of these activities also could be posted on the web for those who could not attend in person, or to reinforce marketing strategies. Web cams of live activities or video loops could be incorporated, as well as periodic live interactive programs. These latter programs could include on-line chats with important figures, living history personages, researchers, etc.

Publications

Each of the major Reserve sites will continue to have its own primary and secondary brochures. However, where possible and feasible, efforts should be made to develop uniform design elements to reflect a family of graphic identity. This could extend to the creation of Reserve logos as part of an overall marketing/branding strategy, as modeled by the National Park Service's messaging project.

The Reserve partners will continue to work together with the Reserve Trust to generate consolidated newsletters, advertisements, press releases, activity schedules, theme brochures, and other publications, with the purpose of marketing the Reserve. This will help to establish and reinforce the image of the Reserve as a unified whole. The Reserve Trust will continue its lead role in developing a variety of marketing strategies, and to identify ways of promoting the Reserve as a national treasure.

Wayside Exhibits

A Reserve-wide wayside exhibit plan will be developed. This plan will assess all existing wayside exhibits and address the need for new ones. The plan will include the entire Reserve, focusing on areas along the waterfront, Kaiser Shipyard/Marine Park, and Water Resources Education Center in connecting these locations with the rest of the Reserve. A common design of the waysides will help unify the overall Reserve experience. Care will be needed to ensure that the exhibits do not intrude on the historic scenes, but remain easy for visitors to locate. Waysides should be designed from one standard and have a unifying look. This long-range interpretive plan will not identify every wayside

exhibit, but some suggestions will be included in the individual site discussions.

In addition to the more traditional wayside exhibits that interpret existing or pre-existing features in the landscape, a series of informational/interpretive kiosks (vertical exhibit panels) will be developed inside the entrances to some of the key Reserve buildings.

Signage
Unified directional and informational signing systems are needed throughout the Reserve. This may extend to the highway signs that guide people to the Reserve. These sign systems should not overwhelm the site. They will require continual monitoring and evaluation to ensure that they fit within the cultural landscape. Likewise, a unified map of the Reserve will be developed for use in displays, publications, and as a handout.

Orientation
One or more interpretive pushcarts will be developed for use throughout the Reserve on peak days. They could be taken around to each of the different Reserve venues and used as an orientation and visitor contact tool. The carts would be designed with a Reserve-wide identity, but a changeable theme format could be developed, from one venue to another. In addition to providing basic information and orientation, the carts would utilize interactive media to engage audiences in theme-related activities. One connecting thread could possibly be "The River on Wheels."

Resource Management
Integration of the many ongoing and proposed resource management projects will continue to require Reserve-wide coordination. While most of these types of projects are beyond the scope of a long-range interpretive plan, other projects, such as oral histories, do have direct links to interpretation. Archaeological investigations and historic restoration/reconstruction projects also have great interpretive value, and every opportunity should be taken to keep visitors informed. One possibility, perhaps as part of the Reserve-wide wayside exhibit plan, is to develop temporary wayside exhibits that can be placed at or near various work sites.

Transportation
Consideration is being given for developing a shuttle or other transportation system through the Reserve. This likely fee-based system should not be overlooked as an opportunity to provide information for visitors. As evidenced at the nation's capital and other national park

sites, the National Park Service has entered into agreements with transportation companies to provide automated educational information to visitors.

Other Reserve-wide proposals can be found in the Staffing and Training and Personal Services sections of this document.

RESERVE VISITOR ORIENTATION CENTER

The current Fort Vancouver NHS visitor center would be converted to the Reserve Visitor Orientation Center. The current Fort Vancouver visitor center would become the primary visitor center. This coincides with recommendations in the *Fort Vancouver National Historic Site General Management Plan* and with a long-term recommendation in the *Vancouver National Historic Reserve Comprehensive Management Plan.* A primary goal of this new facility is to provide visitors with a single stop where they can get oriented to the physical layout of the Reserve, be introduced to the primary interpretive themes, discover the variety of programs and activities available, and plan their visit.

The existing footprint of the Mission 66 building would likely remain the same; however, the interior will be adaptively redesigned, perhaps including public use of the lower level. An observation deck on the roof as originally designed could be added to the visitor center and will be revisited. Key interior spaces will include a lobby, information desk, exhibit area, publication sales, potential brochure area for the Convention and Visitor Bureau, theater, offices, rest rooms, and storage. It should be noted that the expansion of the public use space in the building may require relocating the offices to other locations, perhaps in the barracks area.

Lobby

The entrance lobby will be large enough to accommodate visiting school groups. The information desk will be clearly visible as people enter the building. The desk itself will be able to comfortably accommodate two employees. A phone, remote start switch for the audiovisual program in the theater, public address system, and adequate storage for various handouts will be provided. A glass top over part of the information desk can hold a map of the Reserve that can be used for directing visitors to the various sites. It is important that the sales area be clearly identified in a location yet to be determined.

Free literature, such as the proposed theme-related site bulletins, etc., shall be displayed so visitors know that they exist. To avoid indiscriminate taking of this literature, these publications can be placed under

glass on the information desk, or mounted in a changeable frame on a wall near the desk. Text indicating that these items are available upon request will help ensure that visitors will only ask for the folders of interest to them. A touch-screen computer could be available as another means of providing orientation to the Reserve.

Other changeable information in the lobby could include the posting of daily/weekly/monthly activity schedules and up-coming special events. Much of this information would also be available in printed form, either in a dispenser, or on request at the information desk. To the extent possible, the non-profit Reserve Trust should be used in creating materials marketing these activities.

Exhibit Area

The exhibit area will focus primarily on giving visitors an overall introduction to the physical components of the Reserve and show how they are connected over time through the primary interpretive themes. Some type of large map (perhaps in three-dimension) would present the overall geographic context. This could then be supported with text, graphics, and even video elements to show what can be seen at each venue. Brochures and/or map dispensers could be incorporated into this exhibit. If audio clips are used, care will be needed to ensure against sound spillover.

By showing the bigger picture as well as the individual venues, the exhibit area will offer visitors a good introduction to the Reserve and help with trip planning. More in-depth coverage of the primary interpretive themes will be presented through a new audiovisual program in the theater.

Theater

The theater may be relocated to a more appropriate location in the orientation center. It will need to be large enough to accommodate 80-100 people. A sloped floor, fixed seating, and good acoustics also will be provided, as well as various accessibility technologies. The current "One Place Across Time" movie is in need of revision and is not totally inclusive of the Reserve units. The new movie will be 10-15 minutes, although a longer version (perhaps 20-30 minutes) could be produced for use by schools and organizations, or as a sales item.

Since audiovisual media is excellent for recreating scenes from the past, the new program could show the visual evolution of the area over time. Viewers would see the Reserve dissolve from one era to the next, highlights of significant events, and perhaps end with views of the area today.

The narration (perhaps including some first person/oral history accounts) would weave in aspects of the interpretive themes.

Sales

A cooperating association sales area will be located near the information desk. This is essential so employees on duty can view the sales stock from the information desk and handle transactions at the cash register. It may be desirable to design the sales area so that it can be closed off. It would be important to secure the sales items if the building were to be used for evening functions.

Design of the sales area should include the involvement/consultation of a professional bookstore designer. Bookstore design is now a specialized field that helps to ensure the best display, access, and circulation decisions. In addition to displaying standard publications, space for showing video programs and mounting posters will also be considered. Sales items should be considered as exhibits by helping to relate aspects of the interpretive themes. They become special exhibits so people can purchase pieces and take them home. Sales items would include a variety of theme-related items that visitors would be able to purchase as a memento from their visit to the Reserve.

As the new Reserve orientation center develops, the scope of the sales items will need to be reassessed. A new Scope of Sales study will be conducted to include both sales and free materials. This study will evaluate each item with regard to price, relation to interpretive themes, and target audiences. The study identifies both strengths and needs, and can be the basis for developing a publications program. New partnership arrangements among the Reserve units may be needed to ensure the proper distribution of sales outlets and individual sales items.

Observation Deck

Much of the Reserve and the Columbia River can be seen from the roof of the visitor center, and an observation deck was once part of the original schematic design of the building. It is proposed that an observation deck be developed for the new orientation center, with the removal of some non-historic and non-native trees for maintaining the view. Viewing scopes could focus visitor attention on specific sites, and through graphics and text wayside exhibits would highlight comparisons with historic views. It should be noted here that structural changes to the building would require further study to determine feasibility and address compliance issues. Such decisions are beyond the scope and expertise of this long-range interpretive plan.

Summary

Finally, the new visitor orientation center will be a critical place to make a favorable first impression on Reserve visitors. The experience needs to be convenient and brief, but also interactive and exciting. Visitors should feel that they have entered a special place, that this is a first class facility, and be motivated to go out and experience the unique resources of the Reserve.

OFFICERS ROW

Self-Guiding Tour

A self-guiding walking tour will be developed for Officers Row, which will be part of a larger self-guiding walking tour of the U.S. Army post (West and East Barracks and the Parade Ground) This will consist of a printed brochure or a free or inexpensive booklet. The stops will be keyed to the various structures and significant events or personages associated with them. The tour will also highlight relationships with the barracks area. Low profile wayside exhibits, developed as part of the Reserve-wide wayside exhibit plan, could supplement the tour at key locations. The guide will also advise visitors which buildings are open to the public.

To be successful, the tour guide publication needs to be readily available and prominently displayed at multiple locations. Obvious locations include the visitor orientation center, the Grant House, O.O. Howard House, Marshall House, and at any new interpretive exhibit locations in the barracks area.

The Reserve partners and the Reserve Trust will work closely with the O.O. Howard House, Grant House, and Marshall House staffs to develop site specific interpretive publications, permanent and temporary displays, and other media.

Grant House

It is anticipated and supported that the Grant House will operate as a restaurant in the Reserve. Some interpretive possibilities include table tents or specially designed brochures could be placed on the tables for diners to read during their meal. In addition to the historic prints and other art on the walls, other simple but compatible text/graphic materials could be hung and displayed throughout the public use areas of the buildings, in the lobby, or even in the rest rooms.

Marshall House

Similar displays could be developed for the Marshall House. Here, if needed, the panels could easily be removed for special functions. In

addition, the Reserve Trust would seek funds to conduct a professional historic furnishings study for the furnished rooms on the second floor. If determined feasible and appropriate, the rooms could be furnished as they appeared during the Marshall family tenure. The current primary use of the Marshall House for private and public special events will continue. Due to this primary focus, the opportunity for general public access and interpretive exhibits will be limited, although periodic tours and video presentations will continue to be offered.

O.O. HOWARD HOUSE

Once the new Reserve Visitor Orientation Center is established, the O.O. Howard House will be available for other uses that would support the mission of the Reserve. Due to the need for economic sustainability, Reserve Trust offices have moved to the first floor and will provide for some visitor services. In addition, the east parlor will feature interpretive elements that reflect the O.O. Howard House and the nature of the Reserve's "One Place Across Time". The second floor will be leased by the Vancouver Area Development Authority to provide economic support in accordance with its property management responsibilities.

New permanent exhibits will focus on Officers Row and some of the significant events and contributions made by O.O. Howard, U.S. Grant, George C. Marshall, and others stationed at the Vancouver Barracks/Officers Row. As with the self-guiding walking tour, the exhibits will make connections with the Barracks. Decisions will need to be made concerning the maintenance and management of these exhibits.

The building could become a location for temporary and traveling exhibits at the Reserve. Some of these exhibits could be developed in-house, using the basement as an assembly and storage area. Other exhibits could be obtained from other museums, including the Smithsonian. An emphasis would be made on obtaining exhibits directly related to the primary interpretive themes.

A series of interpretive programs, seminars, symposia, and education activities could be developed that would be linked to these exhibits.

The theater/room could be used for a variety of activities, including community functions, special audiovisual presentations, talks, demonstrations, and as a forum for discussing theme-related issues. Moveable seating will allow for multiple room configurations.

VANCOUVER BARRACKS

With the western area of the Vancouver Barracks being transferred to the City of Vancouver, the City is actively seeking tenants for the vacant buildings. It is beyond the scope of this plan to make specific recommendations regarding future occupants; however, a number of the structures in the West Barracks have significant ties to the primary interpretive themes. While consideration should be given to attracting future public oriented tenants with real or philosophical links to the interpretive themes, this may not always be possible. Any future occupant will need to have adequate financial resources to support ongoing tenancy. In view of this, this long-range interpretive plan recommends that certain spaces (some yet to be determined) be reserved to help preserve the historic legacy of the Vancouver Barracks. These locations will be discussed further below.

Since the eastern and southern portion of the barracks are still occupied by the military, no specific recommendations for interpretation are presented in this plan. Should the military vacate some or all of this area, a separate interpretive planning effort or possibly an amendment to this plan will be necessary.

A self-guided walking tour is proposed for the West Barracks area, which will be part of a larger self-guiding walking tour of the U.S. Army post (East Barracks, Officers Row, and the Parade Ground). Similar in nature to the walking tour proposed for Officer's Row, a tour guide publication will be developed, and supported by wayside exhibits at key locations. In addition to interpreting the various structures and associated events and personages, the tour guide publication will inform visitors which buildings contain interpretive media. Frequent revisions to the publication will be required as new exhibits are developed. The wayside exhibits will be developed as part of the Reserve-wide wayside exhibit plan. The walking tour and the tour guide publication will be prominently displayed at multiple locations throughout the Reserve. In addition, a children's version of the walking tour may be developed. This might become part of the Reserve's education or Junior Ranger program.

One of the important but difficult stories to relate in the barracks area is that of the Hudson's Bay Company cemetery. The fact that some of the bodies were reburied elsewhere, that no markers remain, and that later buildings were erected on the site, make it hard for visitors to visualize the extent of the cemetery. Also, much of the graveyard is in the east barracks area and is still on military property. However, the cemetery should be interpreted on the self-guided walking tour, possibly through

a wayside exhibit. The latter could graphically depict the historic general configuration, allowing visitors to translate this to the existing landscape. More importantly, visitors would be able to further appreciate and reflect on the unique cultural diversity of the HBC community (at one time the largest Euro-American settlement in the Pacific Northwest) as represented by those buried in the cemetery. This could be represented by a listing of names. Other proposed uses of the cemetery area include Native Americans, Hawaiians, and other groups visiting, reflecting, and having ceremonies honoring their ancestors. There also would be cultural diversity public events focusing on Native Americans, Hawaiians, and others associated with and impacted by the Vancouver Barracks.

As the West Barracks area is developed, appropriate directional signing will be installed which will coincide with the Reserve-wide recommendations. Visitors will need to realize that this area now has much to offer, and good signing will direct them to the main interpretive sites.

An exhibit on "Life At Vancouver Barracks" is proposed in one of the West Barracks buildings. As this exhibit is not site specific, a structure has not been identified. The exhibit will be designed so that it need not be staffed when open to the public, although someone will need to be responsible for daily opening and closing, and perhaps periodic security checks. This could be part of the Reserve Partner operation that would share responsibility for maintaining the public space exhibits. Although initially proposed for the West Barracks, this exhibit could later be moved to a building in the East Barracks.

When possible, the exhibit will utilize the personal accounts of actual people who lived and worked on the military base, or who had close associations with the Fort's operations. The lives of the soldiers, family life, and the role of women, impacts to the indigenous populations, Indian scouts, and others will be presented. The exhibit also will look at the "Life outside the Vancouver Barracks" where visitors will gain an understanding of why the military was located here and the affects of the army's presence on the community, indigenous populations, and the region. For the World War II era, the exhibit will make connections with the Kaiser Shipyard and encourage people to visit the observation tower.

Infantry Barracks-Built in 1885. The structure served as the living quarters for the infantry stationed at Vancouver Barracks. Today it is the oldest building in the Vancouver Barracks

A portion of the building could be devoted to historical interpretation as the oldest building within the West Barracks. Possible use of the building would be to interpret the Vancouver Barracks role as a point of embarkation such as restoring a portion reflecting the Spanish American War era, with bunks, uniforms and equipment displayed as if soldiers were preparing embarkation. If adaptive reuse prevents setting a portion of the building then it is recommended that historical photos and other informational materials be incorporated in order that those utilizing the building would be able to learn about the building's historic use.

Hospital-Built in 1903-1904. The hospital was built as part of the major improvements needed to accommodate the expanded number of troops stationed at Vancouver Barracks. The hospital was described as "the finest building on the Coast and modern in all aspects."

It is recommended that unstaffed exhibits relating the significance of the post hospital be developed in the former Chief Surgeon's Office, just inside the main entrance. This exhibit would interpret the significance of the hospital and its connections to the spruce mill operation, the CCC, and the treatment of venereal diseases and tuberculosis. Visitors will also learn about the numbers of patients treated in the facility, and significant medical advances that were instituted here. Where possible, these stories will be told through the words of some of the people directly associated with them.

One of the windowed corridors, built for the treatment of tuberculosis by heliotherapy, could be furnished with reproduction chairs and other items to help convey this medical practice. Visitors would be invited into the space and encouraged to sit in the chairs. One or more interpretive wall panels could show historic photos of this or similar spaces and describe the heliotherapy process. Another exhibit panel might depict photos of a hospital ward adjacent to the solariums, which could interpret such stories as the Spanish flu epidemic of 1918. The combination of the location, reproduction chairs, and historic photos would allow for public participation of living history.

Mess Hall-Built in 1914. As the troop numbers stationed at the Vancouver Barracks increased, so did the need for supporting facilities. The mess hall was one of three that were built.

This plan recommends that the City of Vancouver seek a food service tenant for the Mess Hall building. While the food would be of high quality (gourmet mess), the tenant will be encouraged to create the décor of a 1910-1916 mess hall. Tables, benches, trays, dishes, and silverware will constitute a functional historic furnishing treatment of the Mess Hall,

and create an aura of living history. Reproductions of things that would have been found on the walls also will add to the décor. These same reproductions could be sold in a gift sales area either within the restaurant of the Reserve Visitor Center.

The use of table tents, educational paper place mats, brochures, and/or historic photos will help describe and illustrate the history of the building, regular army food, and the various other functions that would have taken place here. This could be supported by one or more text/graphic panels, which would not detract from the historic ambience. The Mess Hall operation could provide food service to events held in the Red Cross Building or other venues within the Reserve.

Red Cross Building-Built in 1919. The Red Cross building was built during World War I. The building served as a recreational house for convalescent soldiers in the Northwest.

Although the Red Cross building is slated to be a venue for hosting a variety of community functions, the entrance hall or one of the smaller rooms near the entrance is proposed for unstaffed exhibits to interpret the function and contributions of the Red Cross at Vancouver Barracks. Visitors will gain an appreciation of the relationship between the Red Cross, the military, and the community and their roles in assisting with advances in army medicine, specifically how the Red Cross assisted in the rehabilitation of soldiers following World War I.

On a few occasions during the year, the Reserve partners might schedule special period events in the large open room. Activities could include reenacting a USO night, or showing period films that might have been seen by soldiers stationed here.

Artillery Barracks-Built in 1904. The Artillery Barracks were part of the major improvements to the Vancouver Barracks when the US Army announced that a regiment of infantry and two batteries of artillery were to be stationed at the Vancouver Barracks.

An introductory text/graphic exhibit available to the public for viewing is proposed just inside the main entrance to the Artillery Barracks building. This exhibit will describe the history of the structure, and illustrate its use as a barracks. Visitors will learn of the unusual use of the attic as a shooting range. Other parts of this exhibit will clearly illustrate that this structure is part of the Reserve and show visitors where they can go to learn more.

Military Houses-Built in the 1930's. The post expanded considerably during this time with the construction of seven duplex quarters for non-commissioned officers.

The former military houses are currently being recommended for residential use and clearly no interpretive exhibits are proposed within these structures. The ability to have non-staffed interpretive exhibits/panels in any other buildings within the West Barracks will be determined once a building operator and program provider is determined. Unless the building is leased to other public use entities, the rest of the barracks' building interiors likely would not be open.

WATER RESOURCES EDUCATION CENTER

The Water Resources Education Center is an integral part of the Vancouver National Historic Reserve. This is not widely known and needs to be promoted as part of the Reserve. It is the only site dedicated to the Columbia River, its issues, and resources. The message of environmental conservation and stewardship are reflected within the exhibits. Understanding natural components, systems, and processes is critical to fully comprehending the associated human history. The Water Center can play a major role in strengthening these connections with the Reserve.

To help achieve a better connection with the rest of the Reserve, the Water Center will be included in the Reserve-wide wayside exhibit plan. The Water Center will also be part of the Reserve directional signing program. In addition, the Water Center's brochure and website should be redesigned to reflect a stronger connection with the Reserve. The photo opportunities, logos, and other branding strategies will help sharpen the family identify.

As current exhibits are replaced and programs updated, elements of the primary interpretive themes should be considered in developing new ones. A conscious effort will be needed to show visitors how the Water Center connects with the rest of the Reserve. The Reserve-wide interpretive themes provide an excellent vehicle for accomplishing this. Since the Water Utility is the sole funder of the Water Center, it is important to balance interpretation of the Water Center's original mission with that of the Reserve.

One new exhibit at the Water Center should introduce visitors to the Reserve and clearly show that the Water Center is an integral part of it. This may be similar in design to other displays proposed for the Vancouver Barracks.

Since education and interpretation are primary functions at the Water Center, it is important to make connections with other Reserve educational programs. These programs should be linked into a unified whole, so that educators find the programs easy to access and use. Achieving these connections may require joint marketing strategies as well as sharing Reserve partner programs and staff.

Because the Water Center is in a remote location on the eastern portion of the Reserve, ways to get visitors to the site need to be explored. One option is to expand the transit system or add a trolley as proposed in the *Fort Vancouver National Historic Site General Management Plan* to include the Water Center. Additional wayside exhibits could be developed beyond the National Park Service waterfront property to include the City of Vancouver waterfront promenade. This would capture the many visitors along this highly used area.

The community room at the Water Center could be used for some of the larger traveling exhibits or lecture series related to Reserve themes. Since the community room is currently the largest venue on the Reserve for talks, lectures, and public meetings, this space has been one of the best ways to tie the Reserve Partners as well as the public.

KAISER SHIPYARD/MARINE PARK

An introductory exhibit (perhaps as part of the Reserve-wide wayside exhibit plan) is recommended for placement at Marine Park and at the Kaiser Shipyard observation tower.

Rosie the Riveter/Wanda the Welder, wartime industry, migrations of wartime workers to the Pacific Northwest, the story of Vanport, etc. will be interpreted on-site and at more accessible venues throughout the Reserve.

In the future efforts will be made to connect and partner with other sites such as Rosie the Riveter WWII Homefront National Historical Park in Richmond, California.

PEARSON AIR MUSEUM

To help achieve a better connection with the other units of the Reserve, Pearson Air Museum will be included in the Reserve-wide wayside exhibit plan. The Museum will be part of the Reserve "You Are Here" directional signing program. In addition, existing promotional materials will be assessed to create a stronger connection with the Reserve iden-

tity. The photo opportunities, logos, and other branding strategies also will help sharpen the family identify.

As current exhibits are replaced and programs updated, elements of the primary interpretive themes should be considered in developing new ones. A conscious effort will be needed to show visitors how the Museum connects with the rest of the Reserve. The Reserve-wide interpretive themes provide an excellent vehicle for accomplishing this.

One new exhibit at the Pearson Air Museum should introduce visitors to the Reserve and clearly show that the Museum is an integral part of it. This may be similar in design to other displays proposed for the Vancouver Barracks and the Water Center.

The development of the Spruce Mill Trail by the National Park Service should offer visitors a self-guiding experience that should give the public a better vision of the nature and extent of this important World War I operation. By having the trail connect with Fort Vancouver along historic roadways, visitors will truly see the layers of history associated with the Reserve. Numbered markers mounted flush with the ground will be unobtrusive on the landscape. Smaller scale wayside panels also could be designed. If markers are used, they should be keyed to a publication that will be prominently displayed in multiple Reserve venues.

Since education and interpretation are primary functions of the Museum, it is important to make connections with other Reserve educational programs. These programs should be linked into a unified whole, so that educators find the programs easy to access and use. Achieving these connections may require joint marketing strategies as well as sharing Reserve partner programs and staff.

The proposed adult education program to have participants build a training airplane promises to be popular. Students will learn about airplane construction and the fundamentals of flying. This concept, very similar to the small boat building classes conducted at the San Francisco Maritime National Historical Park, may lead to similar programs at other Reserve sites.

The Museum has been an excellent venue for interpretive activities such as lectures and special programs (United Service Organizations (USO) Dances, Period Clothing Fashion Show, etc.). Other stories may be interpreted such as the "Golden Age" era aviation of the 1920s and 1930s.

FORT VANCOUVER NATIONAL HISTORIC SITE

Many of the recommendations in this section are based on broader proposals in the park's GMP. That document should be consulted to see how the following tie into overall park proposals and for actions requiring further study and compliance. This document recommends a major transition for interpretation at the Fort, with an aim to develop building interiors as open and accessible living history areas, complete with touchable and interacting reproduction items and removing the traditional velvet rope barricade. For example, the GMP proposes a number of new reconstructed buildings inside the stockade, at the village, and along the waterfront. While this plan will discuss the interpretive media for these structures, other planning, design, and compliance procedures will be necessary in actually constructing the buildings.

Also, in efforts to accommodate the growing variety of visitors to the park, such as families, visitor conveniences at the park will be considered per the GMP and future planning documents. Currently, none of these facilities are to be found in immediate vicinity. Visitors must leave the site to find these conveniences thereby shortening their visit. These conveniences will include a sales area as well as a possible food service areas. Interpretation of the site will be incorporated into these services.

Exhibit Plan

As with all of the Reserve sites, the Fort area will be part of the Reserve-wide wayside exhibit plan. While no new fixed/permanent outdoor wayside exhibits are proposed inside the stockade, some will be developed in adjacent areas and along the waterfront. Most of the wayside exhibits will be low profile in design so as to minimize visual impacts on the historic landscape. The potential of an upright orientation wayside exhibit (kiosk) near the parking lot, perhaps including a dispenser for self-guiding tour booklets, will be considered as part of the overall wayside study. Temporary digitally produced wayside exhibits will be developed to interpret highly visible projects such as reconstructing historic buildings and archaeological investigations.

Audio Tours

Audio tours of the stockade, village, garden/orchard/agriculture fields, and waterfront could be developed allowing visitors to get a sense of the immense size of the operation of Hudson's Bay Company at Fort Vancouver. Two audio tours of the Fort, including one for adults and one for children, are currently being developed.

Publications: The official park folder and self-guided tour publications will require periodic updates as new buildings, trails, and other land-

scape features are developed or changed. Consideration also needs to be given to making the official folder more user friendly as a self-guiding tour publication. Directional signing, other brochures, self-guiding tour publications, etc. should reflect common design elements with the rest of the Reserve.

Historic Furnishings Report

Due to staffing limitations and the sensitivity and value of original and some reproduction historic objects, all new historic furnished exhibit will incorporate reproduction items and allow interactive and non-supervised viewing. In addition, reviewing and updating existing historic furnishing reports, and/or initiating new ones, is recommended. Some exhibits may only require minor adjustments to make them fresher and realistic. Others, perhaps due to their age or the acquisition of new information, may require more extensive changes.

In addition, an external furnishings study is proposed. While the study can be done easily, implementation may be a challenge. Exposing objects to the elements, especially in such a damp climate, can lead to high replacement expenses, and experimentation with resistant reproduction materials. However, more external furnishings would give the interior of the Fort a less sterile look.

Park staff, in consultation with other historic furnishing specialists, will evaluate each of the furnished exhibits with an emphasis toward replacing cataloged items with touchable reproduction items and removing or reducing the need for barricades. Depending on case-by-case requirements, barricades can be designed to protect the objects on exhibit and provide necessary climate controls. The barriers can reduce the staffing requirements for some exhibits, but they also can impact use of the space for other personal services interpretation.

The development of one or more reproduction Red River carts is suggested as an external furnishing that will serve as an interpretive tool. The carts could be equipped with interactive materials focusing on aspects of the primary interpretive themes. The contents could be changed periodically to provide a variety of hands-on activities for visitors. Some activities might require the presence of park staff, while others would be self-serving by individuals, families, or groups. Activities for school groups will be developed in partnership with educators and other Reserve partners as part of the formal education program. Consideration will be given to the production of an accessible digital audio tour, similar to that of Alcatraz at Golden Gate National Recreation Area, to share the fort experience with more of the public.

Living History
Development of professional guidelines for living history and costumed interpretation programs will be developed along with key support documents such as a Period Clothing Manual, similar to the Period Clothing Manual for Sutter's Fort State Historic Park of the California State Park System and a living history guideline.

EXISTING RECONSTRUCTIONS

Chief Factor's House-Originally built in 1837-38 and reconstructed in 1974, this building served as the residence of the Chief Factor. The "Big House" was the center of business and social activity for most of the Oregon Country.

Efforts would be made to increase accessibility to the Chief Factor's House by offering self-guided tours and staffing it as a fixed station with staff and volunteers in period attire. Security measures, such as the use of barriers at the doorways will be kept to a minimum and would allow visitors to view the rooms while securing the objects inside. Consideration would be given to replacing many of the furnishings with reproductions to allow for flexibility of use by the public or for living history activities.

Bake House-Originally built in 1844 and reconstructed in 1974, the Bake House provided cooked bread and sea biscuits for the fort, its village, and the brigades of fur trappers, sailors on HBC ships, and other vessels.

The bake house would continue to provide living history opportunities. Demonstrations of the baking methods used as well as a sample of the baked goods produced out of the bake shop will continue to provide visitors an opportunity to see how baking has changed over the years.

Indian Trade Shop-Originally built in 1836 and reconstructed in 1982, this is the building where Native Americans brought furs and other items to trade. Attached to the Indian Trade Shop is the Dispensary as well as quarters for the HBC doctor and his family. The Dispensary provided care for the employees of the Fort, their families, missionaries, settlers, and Native Americans that the Chief Factor chose to assist.

Similar to the other buildings, efforts would be made to increase accessibility to the buildings by offering self-guided tours and staffing it as a fixed station with employees and volunteers in period attire. Catalogued furnishings will be removed and replaced by reproduction items that the public can touch and interact with. Security measures, such as the use of

barriers at the doorway, would allow visitors to view the rooms, securing the objects inside. Development of a sales area would be considered inside the Indian Trade Shop. Items could be sold in a somewhat similar fashion as was historically done and be interpretive in nature.

Fur Store-Originally built in 1836-1841 and reconstructed in 1982, the Fur Store served as storage for all furs that came through the Fort.

Efforts will be made where feasible and appropriate to increase accessibility to the building by offering self-guided tours and staffing it as a fixed station with employees and volunteers in period attire.

Jail-Originally built ca. 1844 and reconstructed in 2001, the Jail was used to confine prisoners while high-ranking prisoners were confined to their quarters.

The Jail will continue to be a self-serve building, offering space as a meeting point for tours or education groups.

Blacksmith Shop and Carpenter Shop-Originally built in 1836-1841 and 1844-1845, these buildings were reconstructed in 1982 and 1997. The Blacksmith Shop was used to forage iron and steel traps, hardware for buildings and boats, axes, agricultural tools, and other metal items needed for the Fort. The Carpenter Shop was used to produce construction materials for the Fort, make furniture, and build and repair carts and wagons.

Each building will continue to provide living history demonstrations of the trades plied at Fort Vancouver. The living history demonstrations in the shops give a sense of how people lived during the HBC era, while bringing to life the trades performed inside the Fort. Development of the seven-day a week guild for the Carpenter Shop, patterned after the Blacksmith Shop will continue to be developed.

FUTURE RECONSTRUCTIONS

New Store/Sale Shop-These two buildings were used to store imported goods and provisions for Fort Vancouver and the entire Columbia Department.

Exhibits in the New Store/Sale Shop will show how objects in the park collections not only tell stories in their own right, but help convey the larger stories of the Fort. How objects in the park collections have contributed to the reconstruction and general knowledge of the Fort, including the vast cultural diversity of the village, will be illustrated. This

exhibit might include elements of the "kids dig" interactive activities. It will reinforce the fact that archaeology has played a significant role in guiding the reconstruction of the Fort, and learning about the associated cultural diversity.

This may be the location to depict some individual people associated with life at Fort Vancouver. The cultural diversity as mentioned above would be included along with the roles of women and children in the character and operation of the Fort, and in the overall fur trade industry. Explanations of the merchandise found in the New Store/Sale Shop, where the items came from, and how they were purchased are other stories that may be interpreted within this building.

The New Store/Sale Shop will serve as a larger gathering place for talks, demonstrations, and other special programs, and classroom space for study groups which coincides with the GMP proposed use of this building. The potential of an archaeological and history research center based out of these structures is being explored.

Owyhee Church/Priest's House- The Owyhee (Hawaiian) Church offered services to the growing number of Hawaiians recruited to work at the Fort. Fort Vancouver had the first school in the Pacific Northwest, which took place in the Church. The Priest's House was the periodic residence for the clergy, between their frequent trips to outlying posts and missions.

One or both of these buildings (when reconstructed) will be the first structures encountered by visitors when they enter the stockade. This is the place to provide a more formal introduction to the Fort and to reinforce concepts presented at the Reserve Visitor Orientation Center. Exhibits will help visitors understand why this site was chosen for the Fort, reasons such as the combination of prairie and river environments, proximity to American Indian tribes for trade, and access to the sea and to the fur trading areas.

Exhibits in these buildings will be touchable and interactive. Use of plexi-glass or other barriers will not be used or will be used minimally.

Other exhibits will focus on how the Fort was reconstructed and how archaeology and historical research have been critical to the process. Part of the purpose of this exhibit is to let visitors know that this is a reconstructed Fort.

Consideration will be given to incorporating a short video as a component of the exhibits. Since the buildings are so small, this may be diffi-

cult, especially if the program requires sound. Competition with discussions at the information/fee desk may cause annoying distractions.

In addition to the exhibits, the building(s) will contain a small information desk/fee collection operation and a small theme-related cooperating association sales outlet.

A changeable exhibit will provide information on guided tours and other activities, and a small text/graphic panel will identify the historic uses of the buildings themselves.

The above recommendations demand a great deal from these small structures. As media planning and design move forward, it may be necessary to revisit these recommendations and perhaps seek alternative locations for some functions.

Counting House/New Office-Originally built in 1845 and reconstructed in 2004, the Counting House originally served as shore quarters for a naval captain and later became the nerve center for Columbia Department operations.

Through interactive, hands-on exhibits, displays, and media, the Counting House will interpret the building's role as the "nerve center" of company operations, the administrative role of the Company clerk, the role of Captain Thomas Baillie and the British Royal Navy, and the role of archaeology and history at the site. All exhibits, displays, and interactive media in the Counting House will be self-serve, hands-on, and accessible.

The building's main room features hands-on exhibits and interpretive media in two areas. The western half of the room interprets the Company clerk and the administrative role of the Counting House, and features an interpretive text panel, a reproduction desk, stool, ledger, writing implements, and other items that visitors can directly access, as well as reproduction clothing, including a clerk's coat and hat, for visitors to touch and try on. The eastern half of the room interprets Captain Thomas Baillie and the British Royal Navy and features an interpretive text panel, hands-on reproduction furniture, a stove, and reproduction clothing.

The northeast room will be furnished to represent and interpret Captain Baillie's quarters with touchable, reproduction items that can be directly accessed by visitors. These may include reproduction items such as a bed, desk, writing instruments, and clothing. The northwest room will feature a hands-on exhibit through which young visitors will meet the

children who were at Fort Vancouver in the 19th century: one who lived inside Fort Vancouver, one who lived in the Fort's multicultural employee village, and one who came over the Oregon Trail and settled on a nearby homestead. It is recommended that this exhibit include hands-on activities for children to learn about the fields of history and archaeology, and how these sciences form our idea of the past.

The daily lives of each child will be examined through the lenses of history and archaeology, as visitors learn about them through the written, oral, and artifact "clues" they left behind. Reproduction historical records, audio features, and touchable artifacts will all highlight different facets of family life. Children will be able to make personal connections with the families they meet in the exhibit, by reading and listening to their stories. Reproduction artifacts will reveal things about the families that written records cannot, by looking at how materials are used in different ways by different cultures.

The exhibit will also include hands-on activities for children to learn about the fields of history and archaeology, and how these sciences form our idea of the past. At a history worktable young visitors will investigate their own past, and record the history they are creating in their own lives today. A corresponding archaeology worktable will focus on the materials people leave behind, and how artifacts compare with their modern counterparts.

Wheat Store-The Wheat Store was used to store the large crops of wheat and other grains produced by the Fort. The grains produced were used at the Fort as well as exported to Alaska, Hawaiian Islands, and later to California.

Little is known regarding the furnishings within the Wheat Store, but consideration can be given to using it as an area for appropriate mixed uses and most likely self-serve interpretive activities. The interior of the Wheat Store may be used as a place for visitors to sit and relax. It may also serve as a location to present interpretive talks and demonstrations, and to conduct family and children activities during the summer. Some activities will be of a discovery nature; others might be facilitated by park staff. The space could be used for conducting activities related to the formal education program or as a lunch area for families and visiting school groups.

The Wheat Store could be used to support components of the garden/orchard/agriculture program. This program interprets the agricultural aspects of the Hudson's Bay Company operation. The program could expand, becoming a leader in historic agriculture and gardening.

A seed saving area, research/project space, and storage of seeds and plants would greatly enhance the program. The level of the program could match similar programs at Oliver H. Kelly Farm in Elk River, Minnesota , Old Sturbridge Village, Massachusetts, or Living History Farms in Iowa, which would include cultural demonstrations such as threshing of wheat.

Garden/Orchard/Agricultural Fields-The agriculture enterprise covered several hundred square miles, including grazing areas, crops, garden, and orchard, and employed more people than any other activity at the Fort.

The GMP has recommended expanding the garden and agricultural fields and relocating the orchard to its historical location. Consequently, a new self-guiding walking tour and publication will be developed for the garden, orchard areas, and agricultural fields. The walk may become part of a new trail system in the Reserve that would connect with the waterfront, Pearson Air Museum, West Barracks, etc. The potential for wayside exhibits in the garden, orchard area, and agricultural fields will be evaluated as part of the Reserve-wide wayside exhibit plan. However, the initial feeling is that any wayside exhibits in these areas must be minimal and low profile in design.

The park will identify and incorporate into future reconstruction design space to support components of the garden program, such a the drying and storing of plants and seeds. These programs and activities are essential for the preservation of the heirloom seeds and the quality of the garden.

The park will explore the potential for creating special events that would take place in the orchard, garden areas, or agricultural fields. Other ways to increase public involvement in this area of the park might include having groups or individuals donate a tree to the new orchard. Although no plaques would be installed, such a program will give people a feeling of ownership in the park and Reserve.

Village-The birthplace of the city of Vancouver, this community was located just west of the palisade and stretched south to the riverbank. It housed the Fort's laborers and their families, with over 600 people during the peak season.

The park GMP proposes reconstructing one or two of the historic village residences, and delineating a few other structures. This long-range interpretive plan recommends furnishing with touchable reproduction items in one of the residences to the mid-1840s period (the time of the

Fort's peak operation). Interpretation of the furnished residence will show visitors the marked contrast between living conditions in the Fort and in the Village. Visitors will discover things about the families who lived here, and their roles in the Fort's operation.

A second reconstructed residence will be used primarily for personal services interpretive programs. Here, living history talks, demonstrations, and school group activities can take place. When not used for live programs, text/graphic panels will highlight the cultural diversity of the village. Simple interactive discovery panels might ask questions about life in the Village, and visitors would lift or turn something to find the answer. An audio loop could provide a variety of sounds to evoke how busy life was, the multiple languages spoken, and the types of music that would have been heard. Excerpts of stories that might exist (i.e., American Indian stories) also could be presented. The audio could be turned off when the building was used for personal services programs.

There is also the possibility of combining the interpretive needs into one reconstructed residence.

In addition to using the interior of one of the residences, a variety of programs, demonstrations, and special events could be conducted outdoors. This might include using or reconstructing one of the cooking pits, staging musical concerts, etc. Effort will be made to reconstruct a functioning cooking pit for use with living history program and special events.

Another option to having audio in the reconstructed residence would be to develop an audio tour. Many of the sounds, languages, stories, etc. could be incorporated easily onto tape or digital recordings. While audio tours can be very popular and unobtrusive, they do require the expense of purchasing, maintaining, storing, and renting equipment. Noise from the adjacent highway also will need to be considered. Digital recordings allow visitors to select elements they want to hear, and to organize their tour to suit individual interests.

Regardless of whether an audio tour is produced, a self-guiding walking tour and publication will be developed for the village. This could be linked to the proposed tour of the fort, gardens, and orchard. When possible, each of the reconstructed and "ghosted" buildings would be identified by a family that once lived there. The tour will point out many aspects of the cultural diversity, and highlight the view of the fort from the village. Visitors will get a sense of the complexity and the bustle of life in the village, and realize that most people saw the fort from this per-

spective. The tour will allow people to discover the other layers of history (i.e., the military and CCC) at or near the village site.

To further enhance the historic village scene, it is recommended that one or more of the family kitchen gardens be restored. The gardens could be compared to the large ones at the fort, and visitors might see how the gardens reflected the cultural diversity of the village.

A exterior historic furnishing study is proposed for the village. Coupled with information from archaeological investigations and the cultural landscape study, fences, roads, and other outdoor furnishings would create a stronger impression of village structure and life. Unlike the fort, the village is not as secure at night; consequently, this will be a factor in selecting the types of exterior furnishings to be used.

Waterfront

The GMP proposes a number of developments along the Columbia River. These include the partial reconstruction of the salmon store, creating a natural amphitheater, delineating the historic boathouse and historic wharf, and representing a portion of the former pond. In addition, a land bridge will be constructed over Highway 14, to establish a stronger link between the fort and the waterfront.

Considering these new proposals, waterfront and the pedestrian overpass interpretive panels will be studied as part of the Reserve-wide wayside exhibit plan. This will include an evaluation of the existing wayside exhibits and interpretation of the historic apple tree in Old Apple Tree Park. Since this area of the park may have a higher potential for vandalism, this will be a factor in wayside exhibit placement and in the choice of materials.

The waterfront will be a continuation of the self-guiding trail system at the Fort. When visitors reach the historic village on their tour, they will see that it is only a short walk across the landbridge to the river. The guide publication will clearly show that the trail continues to the waterfront. The landbridge will also offer another high point for getting an overview of the Reserve. A wayside exhibit depicting the waterfront and/or the fort as it has changed over time will be considered.

The natural amphitheater will offer a place for a variety of park, Reserve, and community events and activities.

The wayside exhibit plan will consider interpreting aspects of the Native American story on the waterfront. The story of the prehistoric Indian

occupation/use or other related stories predating the HBC period would be appropriate.

The proposed boathouse could provide a location for demonstrating the building of a Chinook canoe and the building and/or display of a Columbia boat or bateaux. The boathouse would offer protection against the elements, and a secure place to store materials.

Interpretation at the waterfront, by all media and personal services, many make thematic connections with the Kaiser Shipyard and the Water Center. Rosie the Riveter, wartime industry, the migration of wartime workers to the Pacific Northwest, the story of Vanport and other important stories will be interpreted at the waterfront and at venues throughout the Reserve.

EDUCATION PROGRAM

Each of the major Reserve partners has some type of education program geared to specific audiences. As the Reserve continues to develop, other education program opportunities undoubtedly will arise. There is a strong need to find ways to integrate these programs into a more cohesive unit. The Reserve Education Committee will be the key to the overall success of education programs in the Reserve.

By taking on the responsibility of ensuring overall program coordination, scheduling, marketing, and playing a major role in planning training programs, and program/curriculum development workshops, the Reserve Education Committee will help ensure:

- An overall curriculum-based education program that will address each of the Reserve's primary and secondary interpretive themes.
- A unified program that will be easy to market and for educators to access.
- A coordinated program that clearly shows the unique partnership among the Reserve units.
- Programs and activities aimed at multiple age groups, including adults and the growing diverse population of the Vancouver/Portland Metropolitan area.
- Professional development opportunities for educators to facilitate on- and off-site program elements.
- Accomplishment of outreach goals that include attracting new user groups to the Reserve.
- Address transportation issues and explore coordinated solutions to getting groups to the Reserve.

The development of curriculum-based activities will form the core of the Reserve-wide education programs. These activities will continue to be the primary function of individual partners in collaboration with area educators; however, because of the strong overlapping of Reserve themes, other partners such as the Reserve Trust will be actively involved in program development, as well as other aspects of the education programming at the Reserve. These same groups, perhaps under the umbrella of the Reserve Education Committee, will explore the best ways to provide and encourage attendance in teacher training workshops, and address the geographic radius to be served.

Elements of the education programs will be available on the Reserve and Partner websites. Some materials might be free and could be downloaded by anyone. Other items could be advertised for sale, or provided free to those who attend teacher workshops. These materials will have the potential of reaching worldwide audiences, including home-schooled children and those who may never have the opportunity to visit the Reserve.

Success of the education programs will generate the need for additional staff. Establishing internships for area education majors, who would assist with the individual programs, could augment some of this need.

Several new program ideas were generated during the long-range interpretive planning workshops. These are not presented as specific recommendations, but only to show examples of how the Reserve partners could work together to accomplish mutual education goals. One idea is to build a program around the life of a salmon. The Water Resources Education Center might focus on natural history topics, while the Fort would address cultural components. A second idea (one which already is being explored) is to develop a multi-day education program at the Reserve. Each day students would assume a new role. For example, one day might be spent as a member of the Hudson's Bay Company, one day as an army enlistee, another as a pilot or worker in the Spruce Mill, or yet another as a scientist.

Besides educational programs for youth, this plan recommends eventually developing adult programs as well. Using the interpretive themes as a guide, a wide variety of activities are conceivable. In addition to seminars, symposia, conferences, special tours, talks, demonstrations, etc., some other possibilities include:

- A living history course where participants learn period skills and live in a specific time period.
- Expansion of the number of guilds, for example the Blacksmith Guild, operating at Fort Vancouver National Historic Site.
- Learning how to build an airplane.
- Learning the skills and techniques of 19th century blacksmithing, tinsmithing, carpentry, cooking, or gardening.
- Techniques of artifact preservation and structural restoration.
- Methods of wetland conservation and restoration.
- Work/study opportunities in a number of fields (i.e., interpretation, research, conservation).

- Art, photography, and other means of artistic expression.
- Education programs for adults
- Parent and/or teacher training as mentors. The training could be fee based as a method of sustaining the program.
- An all day or multi-day historic immersion trip, taking in the various venues.
- Partner with local and regional universities in their undergraduate and graduate programs. Currently, there exists the Archaeological Field school, a partnership between Portland State University, Washington State University Vancouver, and the Fort Vancouver National Historic Site. Both undergraduate and graduate students receive college credit for course work done in the field at Fort Vancouver. This could be a model for other programs, such as a college level Public History field school, workshop, or course.

Like most ambitious endeavors, the education programs need to start small and grow gradually. Eventually, a multi-faceted, multi-audience program can evolve and become a vital component of the Reserve's operation and reputation.

PERSONAL SERVICES

Personal services interpretation is defined as those programs and activities that are presented by staff. This differentiates them from audiovisual presentations and static media such as exhibits and publications.

Personal services activities will continue to be an essential component of the overall interpretive program at the Vancouver National Historic Reserve. 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 and sensitive 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.

In spite of their advantages, however, personal services interpretative programs have limitations. They can be costly, often limited in number, and sometimes only reach a small percentage of visitors. Quality and accuracy must be maintained through regular audits and continual education and training.

Discussions and recommendations regarding personal services interpretation appear throughout this document, but are summarized here to reinforce their importance in communicating the interpretive themes and meeting visitor experience goals.

Whenever possible, the National Park Service and other Reserve partners should seek to expand the uniformed and living history/costumed interpretation programs at the Fort, along the waterfront, in the Village, Officers Row, Vancouver Barracks, and elsewhere. The NPS will be the lead partner for personal services, including living history and costumed interpretation. As the Vancouver Barracks develops and becomes more of a visitor's destination, the opportunities for expanded guided walking tours and other personal services programs will be explored. The Fort will continue the blacksmith, carpentry, culinary guild, gardening, and other programs. Uniformed and costumed interpreters will continue to be an important component of furnished building tours; however, the use of barricades or reproductive furnishings may allow some buildings to be self-guiding. In order to ensure quality and accuracy, critical support documents for living history and costumed interpretation will be produced, including a Reserve-wide Period Clothing Manual similar to the Period Clothing Manual for Sutter's Fort State

Historic Park of the California State Park System and a living history guideline.

Attempts to cultivate and engage a broader spectrum of high-quality living history groups will be explored. As the Village area is developed, personal service programs will play a significant role in interpreting the site's cultural diversity. Demonstrators, musicians, storytellers, etc. along with events such as a multi-cultural fair or festival, would attract many new visitors, and motivate others to return. Groups and individuals that currently do not see a strong connection with the Reserve may discover cultural links to their heritage.

Special funding sources may be necessary in staging some special events. In some cases, the expenses could be partially offset by allowing demonstrators to sell their products, and/or by charging admission to some activities.

Personal services interpretive programs offer the greatest flexibility in making thematic connections between Reserve sites. For example, interpreters in almost any situation can tie their program/activity to the Columbia River. The roving interpretive pushcarts offer unique opportunities for contacting visitors and crossing venue lines.

The complexity and diversity of the Reserve'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, Reserve staff should be given a high degree of creative freedom to explore and experiment with new programs related to the themes. This will help maintain a creative edge, attract new and returning audiences, and help establish the Reserve as a local, regional, and national treasure.

However, creativity needs to be balanced with continued evaluation. Since personal services interpretive programs are generally easy to change, a regular schedule should be established to evaluate all programs and activities, discontinuing those that do not work, improving those that require it, and validating those that are successful.

SPECIAL POPULATIONS

Provisions will be made to accommodate the needs of special populations who visit the Vancouver National Historic Reserve. Special populations are identified as those with sight, hearing, learning, and mobility impairments, visitors who do not speak English, the elderly, and young children.

Other key audiences to be served through the recommendations in this long-range interpretive plan include:

- People within a 30-minute or 30-mile drive of the Reserve.
- School groups in grades K-12.
- College students
- Increasing numbers of seniors.
- Groups and individuals that can find in the Reserve valuable links to their life-styles, ethnicity, heritage, etc.
- Groups who come to the region for outdoor recreational activities and can make a connection to the region's history.

Implementation of the recommendations in the document will address the needs of special populations. See the Accessibility section and Appendix A.

Public Law 90-480, the Architectural Barriers Act, and the Americans with Disabilities Act of 1990 establish standards for physical access. All newly constructed facilities, as a matter of course, will be designed for accessibility for physically disabled visitors and employees.

Other regulations, laws, and standards include Section 504 of the Rehabilitation Act of 1973, Director's Orders No. 42, and Accessibility for Visitors with Disabilities in National Park Service Programs, Facilities, and Services. Other State of Washington and/or City of Vancouver regulations and standards also may apply.

Accessibility standards also apply to new interpretive media. Appendix A contains the National Park Service, June 1999 Programmatic Accessibility Guidelines for Interpretive Media. Both Reserve staff and media contractors during the planning and design of any new interpretive media should consult these guidelines.

STAFFING AND TRAINING

Training in interpretation and communication skills and related competencies, along with a sound knowledge of the Reserve resources needs to be ongoing and institutionalized. Interpreters, educators, and others who deal with the visiting public need to be kept abreast of current and planned activities, past and present research, and new technologies, not only as they relate to Reserve resources, but also regarding visitor studies, interpretive media, education, etc. By working across organizational and operational lines, and in concert with the Reserve Trust, effective and efficient ways to alert and/or involve staff in new or ongoing projects and innovations can be explored.

The Reserve partners will also explore opportunities to offer training to others throughout the area who are engaged in information/orientation, interpretation, and education activities. Training could be offered through scheduled courses, workshops, informal meetings, etc. Other training could be offered through existing programs offered by local or regional institutions. Potential trainees could include area educators, volunteers, interagency staffs, and others throughout the region that deal with the visiting public.

National Park Service Staffing Needs:

Volunteer Coordinator-Manage a large and vital volunteer program

Education Specialist-Coordinate site education programs and chair the Reserve Education Committee (MA in education will be minimum education standard for candidates)

Special Events Manager & Staff-Coordinate special events on site, issue permits, manage fee structure, establish conditions of use, and coordinate park staffing.

Garden/Orchard/Agricultural Fields Program Manager-Integrate horticulture, historic landscapes, and interpretive component with volunteer cadre.

Exhibit Design Specialist-Chair Reserve-wide exhibit plan for waysides, interpretive panels, and interpretive components of lease buildings, and to lead/manage park creation and placement of waysides, panels, and exhibits.

Interpretation Supervisor-Supervise interpretive operations for Fort and Reserve. Position is established but remains vacant. Position will report to Chief Ranger.

Visitor Use Assistants-Staffing of information desks, kiosks, etc.

Park Guides/Park Rangers-Staffing the increasing load of interpretive programs, obligations, and outreach opportunities.

Water Resources Education Center:

Front-line Interpreter-Provides front-line interpretation, tours, and coordination of other interpretive activities at the site.

PROGRAM SUPPORT NEEDS

Some interpretive program support items and adequate space for support functions sometimes get omitted from landscape and facility designs. The following will serve as a partial checklist for interpretive support needs at the Reserve:

- Offices, especially for those that would be relocated from the O.O. Howard House and from the NPS Visitor Center
- Library for staff and/or public use
- Storage for sales items
- Storage for free literature
- Storage for period clothing
- Storage for interpretive demonstration materials (possibly including some large objects)
- Storage for educational program materials
- Storage for changeable exhibits
- Storage and maintenance area for audiovisual equipment
- Staging area for exhibits in transition. (for traveling and in-house temporary exhibits)
- Training/meeting rooms and classroom space.
- Convenient rest rooms for visitors and staff (the fort/village/waterfront area were mentioned specifically)
- Seating throughout the Reserve grounds
- Mail, message, break, and lunch areas for staff
- Storage and maintenance area for Garden/Orchard/Agriculture program for the storing/drying/processing of seeds and equipment.
- Additional collection storage areas.
- Review moving city cable television service to the site to provide strong educational/media service link.
- Network connection between all buildings and workstations.

PRODUCT SUMMARY

The following is a summary of the action items proposed in this long-range interpretive plan. Each of these recommendations is described in greater detail in the narrative sections of the plan. This list can help the Reserve partners set annual and longer-term priorities, assign responsibilities, and develop cost estimates.

It must be emphasized that the following list deals specifically with actions related directly to media and programs for providing information, orientation, interpretation, and education. Although new, restored, or renovated facilities are mentioned, actions related to these structures will need to be developed in greater detail during specific design and construction processes. Likewise, staffing needs to implement the plan recommendations are identified and addressed separately.

RECOMMENDATIONS

Reserve-wide

Enhance/expand Reserve and partner websites and improve internal/external links.

Continue to integrate Reserve partner newsletters, advertisements, press releases, activity schedules, etc.

Continue efforts to market the Reserve as a regional treasure.

Develop a wayside exhibit plan, including informational kiosks of uniform design for use at multiple venues (both indoor and outdoor).

Develop unified directional and informational sign system.

Develop unified Reserve map (available for use in permanent displays, publications, and as a handout).

Develop unified brochure design for individual sites and theme topics.

Create a unified series of Reserve logos, etc. as part of overall marketing/branding strategies.

Create roving orientation carts.

Reassess structure/function of cooperating association(s) sales programs to better serve Reserve interests.

Conduct Scope of Sales study to assess publications with respect to themes, audiences, and price ranges.

Create photo-ops at each of the major sites.

Continue/expand oral history interviews.

Develop training opportunities for staff and other area service providers (focusing on a variety of interpretive/communication skills, information/orientation, etc.).

Expand personal services interpretive programs and special events that address Reserve themes and visitor experience goals.

Develop Reserve-wide walking/biking tour and audio tour.

Reserve Visitor Orientation Center

Redesign building interior, including the lower level (key spaces to include lobby/information desk, observation deck, exhibit area, theater, publication sales area, offices, and storage).

Design professional theater with sloped floor, fixed seating for 80-100 people, good acoustics, and accessibility technologies.

Build an observation deck to provide view of the Columbia River and to offer an overall view of the Reserve.

Relocate all except two National Park Service staff offices to other facilities.

Produce new audiovisual program of 10-15 minute duration maximum to show in theater.

Produce longer film (perhaps 20-30 minutes) for use by schools/organizations and as a sales item.

Develop orientation exhibits to highlight the units of the Reserve and its historic evolution (perhaps incorporating audio tours, audiovisual, and interactive elements).

Develop changeable informational exhibits.

Officers Row

Develop self-guiding walking tour (perhaps supplemented with a few wayside exhibits).

Work with Grant House and Marshall House staffs to develop appropriate interpretive displays, publications, and other media.

O.O. Howard House

Identify a public access area with interpretive materials.

Develop exhibits for public access section to present multiple aspects and views of the Howard story, notable/change-agent figures (i.e., Grant, Marshall), and the overall context and connection of Officer's Row with the barracks.

Use theater as multi-purpose space for education programs, community groups, and theme-related talks or audiovisual presentations.

Vancouver Barracks

Barracks-wide

Identify a public access area with interpretive materials telling or showing the historic use of the buildings so visitors will learn of the buildings and site significance.

Develop self-guiding walking tour (perhaps supplemented with wayside exhibits).

See Reserve-wide recommendations for wayside exhibits, kiosks, signing, brochures, etc.

Develop exhibits in appropriate structure on life at Vancouver Barracks. Topics to include: personal stories, military life, family life, relations with adjacent community, women's roles, Indian Wars, Indian scouts, connections to the Kaiser Shipyard, etc. Initially this exhibit could be developed in the West Barracks, but a long-term option could move it to the East Barracks.

Develop cultural diversity public events focusing on Native Americans, Hawaiians, and other groups. Some of these events may be initiated by the various groups for ceremonial purposes, continuing traditions, etc.

Hospital Building

Develop exhibits for the room just inside entrance (once the Chief Surgeon's office) to present the hospital and related stories.

Furnish one of the windowed corridors with reproduction lounge chairs used for heliotherapy.

Develop text/graphic panels to interpret the use of the various spaces, including the windowed corridors.

Mess Hall

Encourage leased food service use, serving quality food but in the style of the 1910-1916 mess hall period.

Develop text/graphic panels or other interpretive media to show what soldiers would have eaten and other functions that would have been held in the building.

Recommend use and sources of reproduction period furnishings, including tables, chairs, trays, dishes, utensils, etc., with possible opportunities of selling these items in the sales area.

Red Cross Building

Develop exhibits on the role of the Red Cross, relations with the military and other uses of the building.

As part of the community use of the building, develop a limited series of theme-related special events (i.e., USO night, old films, dances with period music).

Infantry Barracks

Develop partial historic furnishing exhibit of Spanish American War era barracks and/or text/graphic exhibits.

Artillery Barracks

Develop introductory exhibit in the main lobby on the building's history, including the use of the attic as a shooting range.

Waterfront: Kaiser Shipyard/Marine park

See Reserve-wide recommendations for wayside exhibits, kiosks, signing, brochures, etc.

Use amphitheater for a variety of interpretive programs, including cultural demonstrations.
Use reconstructed boat shop for conducting boat-building demonstrations.

Use vantage point of proposed landbridge over Highway 14 to interpret features in the viewshed.

Water Resources Education Center

See Reserve-wide recommendations for wayside exhibits, kiosks, signing, brochures, etc.

See recommendations for Reserve education programs.

Use Community Room for periodic traveling exhibits related to Reserve themes.

Adapt a portion of existing and future exhibits and other interpretive media, where possible, to Reserve-wide themes.

Develop public transportation options to bring people from other Reserve sites.

Include Marine Park in wayside exhibit plan.

Pearson Air Museum

See Reserve-wide recommendations for wayside exhibits, kiosks, signing, brochures, etc.

See recommendations for Reserve education programs as part of the reserve-wide education program plan.

Adapt existing and future exhibits and other interpretive media, where possible, to Reserve-wide themes.

Fort Vancouver

Parkwide

Develop present and future building interiors as open and accessible living history areas, complete with touchable and interactive reproduction items, removing/limiting traditional rope and plexi-glass barriers.

Revise/update official park folder and handbook.

Revise/update self-guiding tour publications.

Develop digital audio tour of sites.

See Reserve-wide recommendations for wayside exhibits, kiosks, signing, brochures, etc.

See recommendations for Reserve education programs.

Develop text/graphic exhibit(s) that identify the historic use of all buildings used adaptively for other functions.

Develop exterior historic furnishings plan for the stockade/village/garden and orchard.

Reproduce "Red River carts" as exterior furnishings and for use as interactive interpretive devices.

Update, revise, or develop historic furnishing reports for all furnished historic spaces.

Evaluate furnished historic spaces on a case-by-case basis and reduce the potential of installing barricades.

Expand personal services, interpretive programs, and special events to better interpret Fort/Reserve themes and reflect the cultural diversity of the fort and village.

Possible development of retail and food service within the stockade as well as outside. Each service would include an interpretive component enhancing the visitor's time at the Fort.

Chief Factor's House

Consider expansion of use of building for self-guided tours.

Provide interactive living history furnishings for visitors to use while touring the building.

Bake House

Facilities would provide living history participation for visitors and demonstrations of techniques used for baking during the HBC era.

Indian Trade Shop
Explore the option of sales area, providing interpretive material about the fort.

Fur Store

Consider expansion of public use area of the building allowing for self-guided tours.

Carpenter Shop

Develop a 7-day week guild for the shop.

Sale Shop

Develop classroom, training, and meeting room (multipurpose).

Owyhee Church/Priest's House

Develop new exhibits in a building near the entrance on how the fort was reconstructed and how archeology and history have helped with the process.

Develop changeable informational exhibits on Fort/Reserve activities, tour options, etc.

Develop small theme-related publication sales outlet.

Provide staffed information/fee collection operation near entrance.

Develop exhibits describing why this area was chosen as the site for the fort.

Produce short video program, perhaps as a component of the exhibits.

New Store/Sale Shop

Develop exhibits showing how artifacts in the collections not only tell stories in their own right, but also help interpret the history of the Fort.

Furnish a small space for interpretation through a retail shop, if feasible.

Provide meeting and lecture space.

Counting House/New Office (projects underway)

Produce historic furnishing plan to furnish bedroom and partially furnish main room.

Develop archaeological exhibits that can tell about the family life at the Fort/Village.

Develop exhibit space interpreting the HMS *Modeste* protection from the immigrants, good relations developed with Americans, etc. while explaining the use of the building.

Wheat Store

Develop interior for multipurpose use for education programs, historic/cultural demonstrations, discovery activities for families, storage area, and as a place to sit and relax.

Garden/Orchard/Agriculture Fields

Develop walking tour and/or site bulletin.

Develop Spruce Mill Trail, located within the existing footprint of the main part of the mill that is in the formed agriculture fields east of the Fort.

Village

Furnish one of the reconstructed buildings as a period residence.

Develop living history and other types of personal services interpretive programs and demonstrations for presentation in a second reconstructed building/residence.

Develop a self-guiding tour, perhaps with wayside exhibits and/or "identifiers," for each of the reconstructed or "ghosted" structures. Also interpret the view of the fort from the village.

Create one or more family gardens.

Re-establish exterior features/furnishings such as fences, cooking pit, etc.

Develop audio elements to portray the variety of sounds and languages spoken in the village.

Education Programs

Develop integrated educational materials highlighting all of the Reserve programs (one-stop-shopping).

Develop Reserve-wide mechanisms for central contact and reservations for educational programs.

Explore ways to coordinate teacher-training programs/opportunities among Reserve partners.

Expand educational outreach programs.

Develop Reserve-wide educational programs (both single and multi-day) which focus on integrating Reserve themes and curriculum goals.

Work in partnership with others to find solutions to transportation issues in getting school groups to the Reserve.

Develop a theme-related institute program for adult learning.

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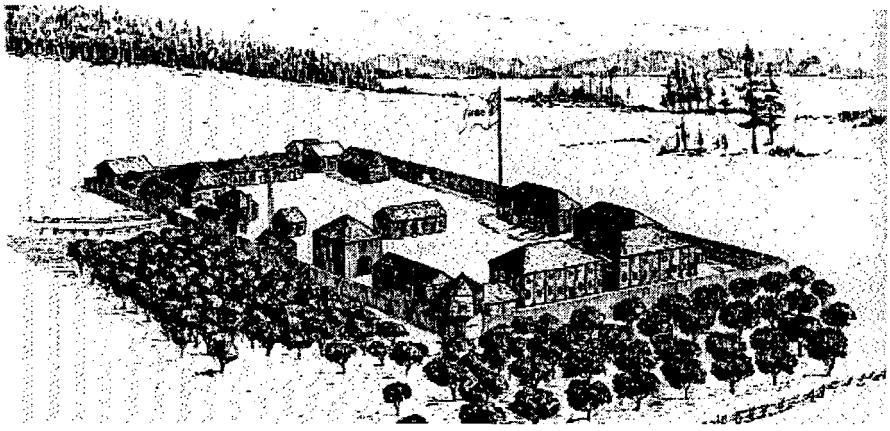

GLOSSARY

Adaptive Reuse: A historic preservation technique that accurately retains the historic exterior of a structure, but permits interior modifications for modern-day uses.

Costumed Interpretation: Interpretive activities where trained staff wear clothing of a particular historic period, but conduct programs as modern-day individuals.

Ghosted Structures: "Ghosting" is a method of showing, generally through the use of modern materials, the basic form or foundation of a non-extant historic structure.

Historic Furnishing Study: Research efforts to return a historic room, building, or structural exterior to the way it appeared at a particular point in the past. The study helps determine the period of greatest significance and the appropriateness and/or feasibility for implementation.

Interpretation: A process by which people can make personal connections with tangible resources and their meanings.

Living History: Interpretive activities where trained staff assume the roles of historic figures and present programs as though they were a person from the past.

Non-personal Services: Interpretive messages conveyed through various media. This includes exhibits, audiovisual programs, electronic devises, wayside exhibits, publications, etc.

Personal Services: Interpretive programs that are led by people. These include talks, walks, hikes, demonstrations, special events, etc.

Reconstruction: A historic preservation technique that rebuilds a structure to the way it appeared at a given point in time. It is based on having extensive documentation and research of the original structure.

APPENDIX A

Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Task Force

Contents

Statement of Purpose
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Exhibits
Historic Furnishings
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STATEMENT OF PURPOSE

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

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

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

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

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

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include 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 media format used, and will be selected in consultation with the parks and regions.

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

Guidelines Affecting 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 placed in accessible location, 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, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting 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 at between **36"** and **60"** from the floor.

2. Artifact Cases:

   a. Maximum height of floor of artifact case display area 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 element 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

of the desk/counter shall have the following dimensions:

a. Height from the floor to the top: 28 to 34 inches. (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 inches. 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, an 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 walls with their leading edges at or below 27" above the floor can protrude any 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 have at least 80" from the floor to the bottom edge of the sign. (ADAAG 4.4.2)

7. Floors:

a. Floors and ramps shall be stable, level, firm and slip-resistant.

b. Changes in level between 1/4" and 1/2" shall be beveled with a slope no greater than 1:2. Changes in level greater than 1/2" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)

c. Carpet in exhibit areas shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.

8. Seating - 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 geological specimens, cultural history 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, Palatino, Century, Helvetica and Universe.

   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 combination.

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

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

Guidelines Affecting 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, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform 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 the 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 folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to 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 the park. A template for this site bulletin will be on the Division of Publications 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 folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:
   a. Text
      (1) Size: the largest type size appropriate for the format.
      (preferred main body of text should be 10pt)
      (2) Leading should be at least 20% greater than the font size used.
      (3) Proportional letterspacing
      (4) Main body of text set in caps and lower case.
      (5) Margins are flush left and ragged right
      (6) Little or no hyphenation is used at ends of lines.
      (7) Ink coverage is dense
      (8) Underlining does not connect with the letters being underlined.
      (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
      (10) Photographs have a wide range of gray scale variation.
      (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 pt type.
      (12) No extreme extended or compressed typefaces are used for main text.
      (13) Reversal type should be minimum of 11 point medium or bold sans-serif type.
   b. The paper:
      (1) Surface preferred is a matte finish. Dull-coated stock is acceptable.

(2) Has sufficient weight to avoid "show-through" on pages printed on both sides.

2. Large-print version publications:

a. Text

(1) Size: minimum16 point type.

(2) Leading is 16 on 20pt.

(3) Proportional letterspacing

(4) Main body of text set in caps and lower case.

(5) Margins are flush left and ragged right.

(6) Little or no hyphenation is used at ends of lines.

(7) Ink coverage is dense.

(8) Underlining does not connect with the letters being under lined.

(9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)

(10) Photographs have a wide range of gray scale variation.

(11) Line drawings or floor plans are clear and bold, with limited detail and minimum14 pt type.

(12) No extreme extended or compressed typefaces are used for main text.

(13) Sans-serif or simple-serif typeface

(14) No oblique or italic typefaces

(15) Maximum of 50 characters (average) per line.

(16) No type is printed over other designs.

(17) Document has a flexible binding, preferably one that allows the publication to lie flat.

(18) Gutter margins are a minimum of 22mm; outside margin smaller but not less than 13mm.

b. Paper:

(1) Surface is off-white or natural with matte finish.

(2) Has sufficient weight to avoid "show-through" on pages printed on both sides.

3. Maps:

a. The less clutter the map, the more visitors that can use it.

b. The ultimate is one map that is large-print and tactile.

c. Raised line/tactile maps are something that could be developed in future, using our present digital files and a thermaform machine. Lines are distinguished by lineweight, color and height. Areas are distinguished by color, height, and texture.

d. The digital maps are on an accessible web site.

e. Same paper guides 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 as 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 folder should also be available on audiocassette, CD and accessible web site. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

5. The official park publication 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 any 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 than 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, trailhead 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 the 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 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include 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 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 cassette tape 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 heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.

APPENDIX B

Reserve Map

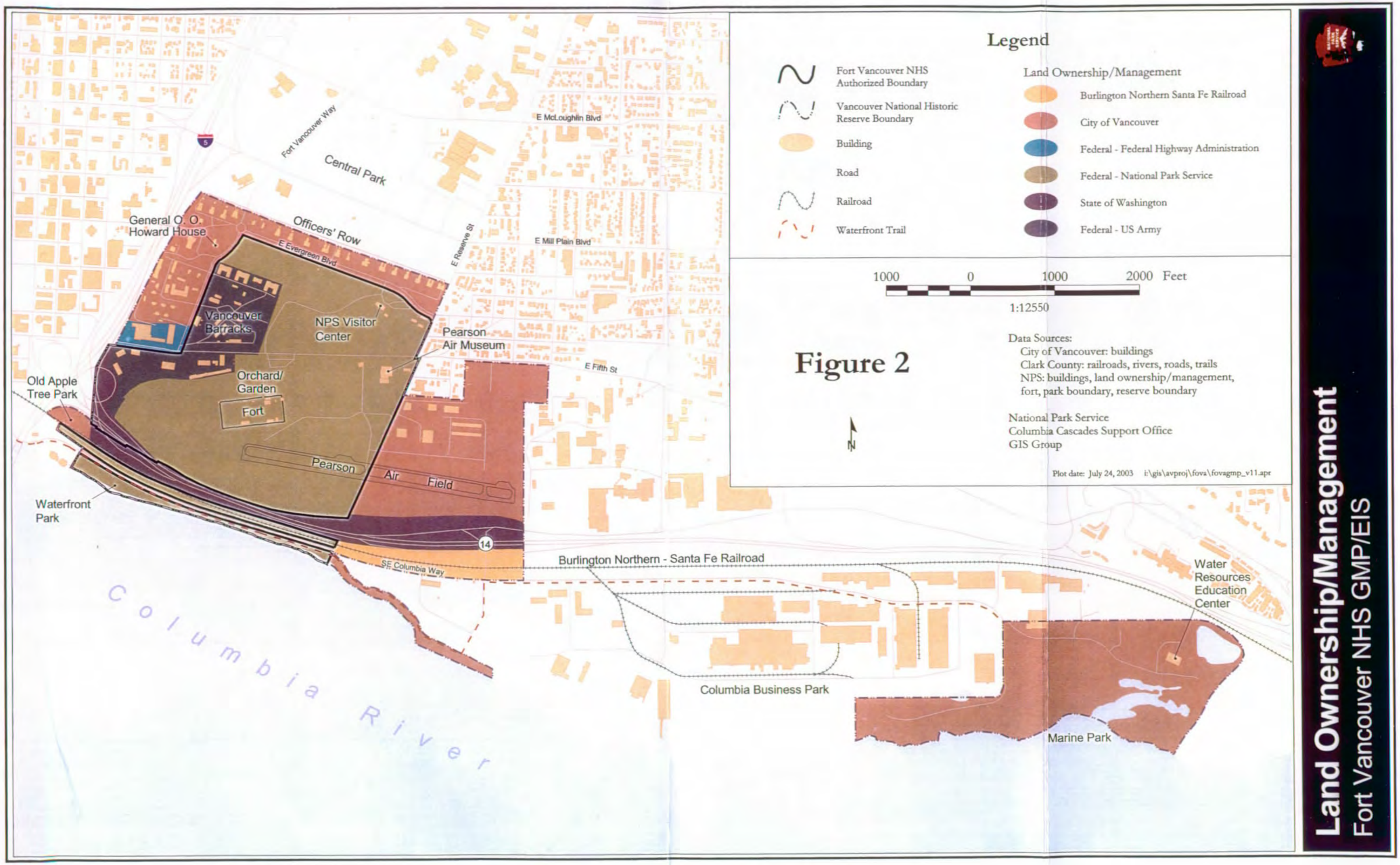

Figure 2

Land Ownership/Management

Fort Vancouver NHS GMP/EIS