National Park Service
U.S. Department of the Interior

Fort Frederica National Monument
Georgia

Fort Frederica National Monument
Long-Range Interpretive Plan



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Fort Frederica National Monument

Long-Range Interpretive Plan

Prepared by

Department of Interior
National Park Service
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Department of Interpretive Planning

and

Fort Frederica National Monument

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INTRODUCTION

Fort Frederica and the town of Frederica were established in 1736 by James Oglethorpe to protect the southern boundary of his new colony of Georgia. In the early 18th century, the land lying between British South Carolina and Spanish Florida was known as the debatable land. This land (which we call Georgia today) became the nexus of a centuries-old imperial conflict between Spain and Britain. Troops from Frederica successfully repulsed a Spanish attempt to retake St. Simons Island, and consequently halted forever any further Spanish expansion in the Southeastern part of North America. After this threat was removed, the garrison at Fort Frederica was disbanded and the town fell into decline. The fate of Frederica is reminiscent of modern military towns that wither away when the installations that have supported their existence are suddenly obsolete.

Today Fort Frederica NM encompasses 250 acres of coastal lowland on the western shore of St. Simons Island. This includes the Bloody Marsh Battle Site, located 6 miles south of Fort Frederica's headquarters. The National Monument preserves the remains of this fortified colonial town, established and laid out by Governor James Oglethorpe in 1736 to defend against military incursions from the Spanish colonies in Florida. In addition to the ruins of the King's Magazine and Barracks, excavated foundations of the town's primary residences reveal much about the people who lived here.

Fort Frederica National Monument is located on St. Simons Island, Georgia, just off the coast from Brunswick, Georgia. St. Simons Island is one of the Georgia "Sea Islands", situated on the eastern seaboard, approximately 60 miles due south of Savannah, Georgia and 65 miles north of Jacksonville, Florida

Frederica was a place on the edge of a frontier and on the cusp of a clash of empires. This plan will address how best to help visitors comprehend what it was like to live in such a place, subject to the whims of empire, the variables in human community, and the challenges of a frontier wilderness.

FOUNDATION FOR PLANNING

The Planning Process

This Long-Range interpretive Plan (LRIP) recommends actions that should occur over the next seven to ten years. It identifies park themes, describes visitors experience goals, and recommends a wide variety of personal and non-personal interpretive services and outreach activities that will best communicate the park's purpose, significance and themes. In concert with the park's Annual Implementation Plan and Interpretive Database, it completes the park's Comprehensive Interpretive Plan, as established in DO-6. In addition, this planning process has been customized to meet the Individual Park's needs, conditions, and special circumstances. The ultimate product is an effective and efficient interpretive program that achieves management goals, provides appropriate visitor opportunities, and facilitates desired visitor experiences.

Work on this LRIP began in January, 2005 when the Harpers Ferry Center Interpretive Planner traveled to Fort Frederica NM to meet with park staff, become familiar with park resources and facilitate an initial workshop that derived foundational elements of this plan.

A General Management Plan for Fort Frederica National Monument was completed in 2004. This LRIP will utilize and support many of the components that were derived in this GMP, emphasizing those related to identifying and managing for key visitor experiences, educating the public and assuring that critical management concerns are met.

Barring legislative changes or major new revelations, the foundational elements expresses in this LRIP – purpose, significance, themes, and visitor experience goals – will remain constant over the life of the plan. Specific recommendations about media and programs may need to be updated as staffing, funding, technology, or resource conditions change. Further design documents must be produced to implement some of the goals and recommendations in this plan.

Park Purpose

Park Purpose describes why an area was set aside and what specific purpose exists for this area. Purpose is derived from legislation, legislative history, public participation, and public rule making. Purpose statements may reflect upon traditional purposes of preservation and enjoyment, the linkages between the management unit and its cultural and natural resources, connections with groups and areas external to the park, and language of the enabling legislation. Additional purposes may have emerged since this area was originally set aside. Purpose Statements may originate in the park's GMP, previous planning documents, or in this case from an Interpretive Planning Workshop.

The purpose of Fort Frederica National Monument is to:

- **Preserve and protect the historical, archeological, and scenic resources associated with colonial Frederica and to use those resources to educate, interpret, explain and illustrate the role of Fort Frederica in American history.**

Park Legislative Significance

The Park Legislative Significance statement clarifies and reveals key components of the original enabling legislation and subsequent pertinent legislation that defines and describes the Park unit and its purpose.

Fort Frederica National Monument (FOFR) was established in 1936, "for the benefit and inspiration of the people. Public Law 74-617 established Fort Frederica National Monument on St. Simons Island on May 26, 1936. The original act limited the site to 80 acres, but subsequent legislation Public Law 81-793 on September 20, 1950 and Public Law 85-401 on May 16, 1958 increased the authorized boundary to 100 acres and then 250 acres, respectively. The latter legislation also authorized acquiring the Battle of Bloody Marsh memorial site on St. Simons Island, and directed the acquisition of additional marshland acreage ensuring additional protection of the historic scene.

Park Significance

Park Significance Statements describe the distinctiveness of the combined resources of this park unit. These statements can reflect upon natural, cultural, scientific, recreational, inspirational, and other resources. The statements embody the power of the place through a factual representation of what makes this place special. Usually stated as facts placed in relevant context, these statements summarize the essence of the importance of this park's resources to our natural and cultural heritage. Significances may evolve over time as a result of discoveries and updates to our knowledge about this place. Significance Statements may originate in the park's GMP, previous planning documents, or in this case from an Interpretive Planning Workshop.

Fort Frederica National Monument (FOFR) has national significance for the following reasons:

- **Fort Frederica was an active, bustling, colonial, military town and home to a wide variety of residents, who in the end helped to shape our country's history.**

- **The National Monument contains a remarkable breadth of intact archeological resources of the colonial period and the site itself is important in the development of historical archeology, as a science and as an educational medium.**

- **The settlement of Fort Frederica was home at various times during the Frederica period (1736-1758) for General James Edward Oglethorpe, founder and first leader of the British colony of Georgia. John and Charles Wesley, the founders of Methodism, were also residents during the Frederica period.**

- **Fort Frederica National Monument commemorates the British victory over the Spanish on St. Simons Island that effectively ended the Spanish claim to Georgia and the Carolinas.**

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

Primary themes should be few enough in number to provide focus for the interpretive program, but numerous enough to represent the full range of park significance.

Park Mission

The Mission Statement integrates the Statements of Purpose and Significance for the National Monument, describing the reason the park exists and the contribution it makes to understand an important part of our nation's history. The mission goals are derived from this statement.

The mission of the National Monument is more than preserving the physical remnants of Frederica. It is also important to preserve its unique sense of antiquity and to use this time capsule as a tool to educate present and future generations about the nation's colonial past.

Mission Goals

1. **All cultural resources and their relationships with the land are protected and preserved.**

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

3. **Fort Frederica National Monument uses current management practices, systems, and technologies to accomplish its mission**

4. **Fort Frederica National Monument increases its developmental capabilities through volunteerism, partnerships, and grants.**

Park Primary Interpretive Themes

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

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

1. **Results of the Battles of Gully Hole Creek and Bloody Marsh destroyed the dreams of the Spanish for empire and cemented British control of the southern colonies.**

2. **The colonial town of Frederica was a classic example of the symbiotic relationship between a military base and supporting residential community.**

3. Civilian life in the colonial town site of Frederica was a study in adaptability and flexibility in the face of hardship and social variance.

4. The archeological discoveries at Fort Frederica reveal a multitude of personal stories and historical revelations.

5. The early history of the colony and the town of Frederica reflects Oglethorpe's liberal social philosophy and his attempt to establish Georgia as a utopian society.

Visitor Experience Goals

Visitor experience goals describe what physical, intellectual, sensory, and emotional experiences should be available for visitors. These experiences should be available to visitors of all abilities and backgrounds, including those with visual, auditory, mobility, or cognitive impairments.

Superintendent Mike Tennent expressed that one of his primary goals as a manager, was to have people understand that Frederica was once a bustling, active, thriving community.

Visitors to Fort Frederica National Monument (FOFR) will have the opportunity to:

1. Learn about / experience Frederica in a wide variety of methods.

2. Learn that Fort Frederica is an early British Town site, not just a fort.

3. Experience demonstrations of musket / cannon firing and see / talk to demonstrators.

4. Enjoy and understand a resource of Fort Frederica.

5. Understand the value of archeology.

6. Appreciate life, then and now.

7. Understand the beginning of the history of Georgia.

8. Enjoy social relaxation and spending time with family and friends.

9. Receive explanations by Rangers of significant aspects of Frederica.

10. Imagine if they could make it here or quit.

11. Get a chance to experience a place.

12. Leave with a concept of why Frederica is important to them.

13. Leave knowing that FOFR is a unit of the National Park System.

"Visitor Experience is what people do, sense, feel, think, and learn. It is affected by experiences prior to the visit and affects behavior after the visit. The ultimate goal of interpretation is for visitors to experience strong emotional and intellectual connections with the meanings represented in park resources and as a result become better stewards of these places which characterize our national heritage.

Park Use and Audience Profiles

The majority of this profile and visitor information is based on staff observation and experience, rather than analytical assessment.

Fort Frederica is enjoyed by a wide variety of visitors. Many who visit have little prior knowledge of the Park or the events that occurred here. For them, this is not a primary destination. The average stay is approximately 1 to 2 hours.

Fort Frederica received approximately 255,500 visitors in 2004. The park receives a significant amount of drive through traffic that never really experiences the site. From 1995 to 2004 highest visitation occurred in 1997 (336,805) and lowest in 2002 (243,676). The park has seen a slight increase since 2002. The park's peak visitation occurs March-May and our lowest visitation occurs in September and January. The decrease in September is likely due to children returning to school.

Out-of-town visitors make up a large percentage of Park visitors. The majority seem to originate in the Northeast and upper Midwest. Quite a few senior citizen couples visit the park, a high percentage visiting from October – February, possibly snow birds. The majority of summer visitors are family groups.

The occasional park special events are well attended mostly by local constituents.

The following is a list of visitor activities in 2004:

21,388 - Watched the park orientation film "This is Frederica".
5,157 - Tour groups
2,883 - Park Education Programs
2,760 - Formal Interpretation (Talks/Tours)
956 - Living History Programs
574 - Informal Interpretation (Roving)

In addition to the above, a surprising number of visitors access the park without even really seeing it. They ride buses and the St. Simons Island trolley, participate in a "hedge tour" and don't even get out of their vehicles.

7, 232 - Bus Drive By
4,528 - Trolley Drive By

The following is a summary of visitor experiences and conditions as they existed at the onset of this planning process.

Previsit and Arrival Information

Information about Fort Frederica National Monument is available by mail, phone, and on the parks web site. No analysis has been done regarding website effectiveness. Information is also in several guide books like AAA and other Southeastern area travel magazines.

The familiar brown and white NPS arrowhead signs are evident on Interstate 95 as it passes through southern Georgia. Way finding signs are strategically located on the Torras Causeway and throughout the road system on Saint Simons Island. An advantage of being on an island is there is only one ingress/egress on and off the island.

Most visitors arrive via car from I-95 and travel onto the island via the F.J. Torres Causeway. On the causeway visitors are directed via NPS arrowhead signs toward the park. In addition to the arrowhead signs, the Golden Isles Convention and Visitor Center has placed wooden signs throughout the island that list area attractions. Most Park produced signs meet the NPS Identity Standards. Brunswick and Golden Isles rely heavily on the tourism industry. Located on the mainland at the entrance to the causeway is a convention and visitors bureau welcome center, information about Fort Frederica National Monument and other area attractions can be obtained there, as well as the St. Simons Visitor Center located in the village of St. Simons.

Starting in 2004 weekly interpretive program fliers were distributed throughout the island. Locations where these fliers were placed included the welcome center, St. Simons Visitor Center, King and Prince Resort, Sea Palms Resort, Quality Inn and on Sea Island. By far the St. Simons Visitor Center gave out the most fliers to the public, followed by the Quality Inn and the King and Prince. No correlation has been established between site visits and distribution of program fliers.

There are opportunities for improvement in getting the word out about the site. The middle of the island (where Fort Frederica NM is located) is very under used and is usually a destination at the end of the day.



Visitor Center

When the visitor arrives at Fort Frederica National Monument they are directed to the visitor center. Fee signs in the parking area indicate to visitors that fees should be paid in the Visitor Center (VC). Once inside the VC the visitor passes through a small bookstore/gift shop area to the information desk, which is utilized for orientation, fee collection and merchandise sales through the Fort Frederica Association cooperating association. An NPS representative staffs both the information area, and the sales area. The Visitor Center and Park are open every day of the year, except for Christmas day. In the future, the VC may be replaced when it has reached the end of its usable life.

Bookstore

The Fort Frederica Association bookstore is very small and carries mainly books, small gifts and colonial reproduction pottery. In the past items did not have interpretive text attached to them, but now do. Given the small space of the visitor center the bookstore is quite small and could be improved upon.

Museum / Exhibits

Once the visitor has been properly oriented at the desk they then move into the museum. The museum consists mainly of numerous cases of artifacts that were found on the site. There is one diorama that depicts the Battle of Bloody Marsh and one that was donated by a local resident. The main showcase of the museum is the floor map that depicts the layout of the town site and is used by the staff to give brief talks about the town and its people. The floor map is very popular, especially with repeat visitors. On one wall of the museum a temporary exhibit attempts to illustrate the diversity of people who lived here – the Indians, Spanish Missionaries and Germans. Another exhibit highlights the archeological education program. Generally visitors explore the museum in a counter-clockwise fashion.

According to Harpers Ferry Center records, exhibit elements and designs in the Fort Frederica visitor center date to the 1970s. The last major rehabilitation of the exhibits happened in the mid-1980s, with some additional revisions and additions by the park more recently. Museum technology and our understanding of history has progressed significantly in the last twenty years and as a result these visitor center exhibits are now perhaps the weakest and most outdated links in the park's interpretive media program.

One of the most obvious weaknesses is the lighting in the exhibit room, and the dedicated lighting for artifacts and graphics. The brightest room lights are located in ceiling recesses, drawing attention upward where there is no message. The wall detailing along the edges of the ceiling was probably intended to symbolize the crenellated walls of the magazines and barracks, but the effect is probably lost for most visitors. The strongest interpretive and educational element in the room—the town model—is very weakly lit. The most important details of the model—the houses, streets, and military structures are hard to see against the reflections of the ceiling lights in the clear model cover.

Artifact cases are also dimly lit, and their flat acrylic tops reflect the ceiling lights. Labels in the cases identify objects by name, which is useful, but do not provide insights into why they are significant or meaning-

ful to today's visitors. Some of the newer cases outfitted by the park are equipped with internal lighting which is more effective than the cases that rely on ceiling track lights alone.

Because the exhibit units were added to and modified over a long period of time, there is no longer any consistent design approach, style, and quality. The original design is from the post-Mission 66 period, which used a case and panel format, but which added elements more common to the 1970s such as life-size cutouts of figures from period engravings, and architectural design elements such as the tabby block groundwork. The large cutouts helped to set a tone and introduce broad themes but were lacking in content.

There is little consistency in the way graphic panels and cases are designed—their color, texture, materials, and labeling. There is seldom a clear hierarchy of information in exhibit units, making it difficult to quickly comprehend the main idea of each exhibit. Beyond the titles, in many instances, visitors must go directly to the artifacts, models, or images without primary labels to convey the significance and meaning of these details.

Type is too small on many units, and fonts are not consistent due to the incremental additions of new units planned, designed, and produced by succeeding generations of staff and contractors. The exhibit area features baskets containing pine cones, corn, and other natural items, but their purpose is unclear.

Although the current displays contain interesting and significant artifacts, models, props, graphics, and written content, the overall presentation does not have a consistent and user-friendly look and feel. The many modifications to the original design have compromised the original intent of the designers, but even if that remained, the exhibit would have minimal impact on today's visitor. Additions like the children's archeology exhibit, the historic clothing exhibit, and the insect activity barometer provide valuable experiences and information. New exhibits could incorporate all the needed exhibit purposes into a consistent and professional design which would better meet the modern visitors' needs, engage visitors' interest more strongly, give a more elegant appearance, and be easier to maintain and sustain.

There are also exhibits located in the breezeway that are changed periodically. Most address commonly asked questions regarding subjects like Spanish moss and the orange trees. Special emphasis months are also highlighted, Black History Month, Women's History month and how they relate to Fort Frederica.

Touchscreen exhibits were added in 2006 and they highlight archeology, the military and civilians. They also give the visitor opportunities to learn about volunteering. Future additions include area information.

Audiovisual

There is one-push button audio program that accompanies the floor map. Currently a 24-minute film, "History Uncovered" is shown daily, every half hour, in the theater. "History Uncovered" concentrates on three aspects of Frederica: the military aspect, the townspeople and the archeological aspects of the site.

Touring the Town Site

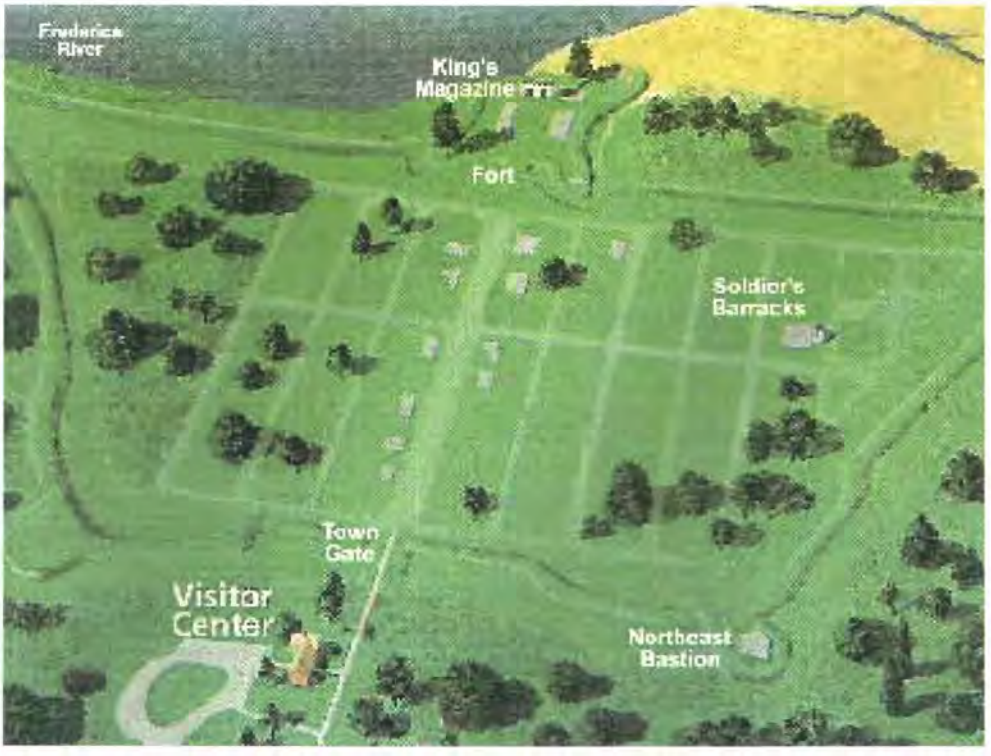
Once oriented to the site the visitor can visit the town by self-guided tour. Located throughout Frederica Towne there are 35 wayside exhibits that show artist conceptions of what the house sites may have looked like and some contain reproduction artifacts which depict what was found on the site. The visitor is guided toward the fort and then returns by way of the barracks. Street signs and alley signs and the mow pattern try to give the visitor the look and feel of a town.

There is also an herb and vegetable garden and tabby making demonstration area (the combination of burned sea shells, water, and sand used for construction by the colonists). Visitors can access these areas before they enter the town site and the area is used by interpreters to give programs. This area serves as the visitor interactive area where hands on activities are done by the interpreters.

There is a digital audio tour that can be obtained at the visitor center, complete with sound effects of a bustling, vibrant town. The tour has good information and provides the visitor with immersion into the resource.

The existing waysides do an admirable job of creating an outdoor museum. An innovative use of reproduction artifacts was employed by positioning artifact boxes next to the waysides. The artifact boxes contain replicas of actual artifacts found at the sites. If the park decides to continue with the practice of using artifact boxes the text should inform visitors that these are reproduction items and should explain the original use of the items.

The sheer number of waysides is a bit overwhelming and confusing. There is no one intuitive route through the site that leads visitors past every wayside. A visitor who wanted to read every wayside would need to double back or zigzag



around the site. There is no organizing principal to guide a visitor who doesn't want to read all of the waysides but did want to see the most interesting / important sites (a real need for visitors with limited time). Finally, the number of waysides and the wayside landscaping (or lack of wayside landscaping) presents a cluttered look.

The waysides look a bit dated and don't conform to the new identity standards. Fortunately the existing waysides include many elements that can be reused in the updated waysides. Graphics and text in the existing waysides is site specific and the text, in particular, is well written.

Personal Services

Interpretive programs are offered to the public on weekends. A variety of interpretive programs are given which may include a hands-on musket drill or tours. Throughout the year, school groups, Elder hostels and tour companies bring groups to the fort and are given the opportunity to have a ranger-led program. These programs vary depending on the group, time required and staff availability. Roving / Informal Interpretation takes place on the grounds.

During the summer month's programs are offered 3 times a day and consist of an archeology program, tours of the town site, hands-on musket drill and tabby making. Topics and lengths of programs vary.

Children may complete the Junior Ranger program and receive a badge and certificate. The booklet consists of 11 activities and seven must be completed. Activities can be done in the Visitor Center as well as on the park grounds. In 2007, a new Junior Ranger booklet and program are being provided.

School Programs

A unique partnership between the Glynn County School System and the Monument was developed in 1994. The program is integrated into the fourth grade curriculum. The school program crosses over many different types of core curriculum standards such as language arts, science, math and social studies. This partnership emphasizes the historical archeology of Fort Frederica and early Georgia history. This curriculum-based education program for 4th grade students includes pre-visit information, a tour of the town site with total immersion of the site at different programming areas with different staff members , a dig, lab work and a post-visit lesson. The students learn about all aspects of archeology; from conducting research about a site to analyzing artifacts in the laboratory. The park has a working field school site and an archeology lab at Oglethorpe Point Elementary School. At the end of the program, students write a Site Report, which serves as an assessment tool. Both the Glynn Country School System and the park employ an Archeology Education Coordinator. The program has won numerous awards and is a one-of-a-kind National Park Service program.

Rangers also provide educational programs in the Glynn County School System and other area schools when requested.

Trail System

The Monument's primary trail system is the pathway leading across the Fort grounds. The "yacht club" property and riverfront are areas that can be explored and trails developed, combining the natural elements and their use by settlers.

Museum Collection and Library

Fort Frederica NM has a museum collection of over 26,000 objects and archival materials. Most of the archeological material is stored at SEAC (South East Archeological Center) in Tallahassee, Florida. The major collection of Archival material -- the Margaret Davis Cate Collection -- is stored by loan agreement at the Georgia Historical Society in Savannah, Georgia.

The items stored at FOFR and SEAC are not physically accessible to public researchers, but research assistance is granted on a case-by-case basis. The Margaret Davis Cate Collection is physically accessible at the Georgia Historical Society during available hours. The ultimate goal is to host a researchable list of the collection via the internet to allow fuller research accessibility.

A small research library is maintained at the Ranger Office, accessible to the public on a case by case basis.

Park Partners

- Fort Frederica Association (History Association)
- Fort King George State Park
- Coastal Georgia Historical Society (St. Simons Lighthouse and Museum of Coastal History)
- Castillo de San Marcos
- Park Volunteers
- Glynn County School District
- Georgia Historical Society

Current Staffing

As of FY 2005 the interpretive division consists of one GS-0025-11 Chief of Interpretation, two GS-0025-09 Park Rangers (one dedicated as the Education Specialist), one GS-0090-05 Park Guide, two intermittent GS-0303-04 Visitor Use Assistants and several volunteers. The interpretive staff performs a variety of duties including; fee collection, working the Visitor Center desk, and conducting interpretive programs for visitors, school groups and tour groups. NPS staff also manages the Fort Frederica Association sales area, including administration of the bookstore, stocking, inventory, and sales. Although running the bookstore directly benefits the park, using an NPS employee to perform these duties slightly impacts the interpretive program.

Interpretive Publications

Site Bulletins

- **Abbott Monument**
- **Gardens**
- **Mary Musgrove**
- **Archaeology**
- **Armies, Weapons**
- **British Flag**
- **Tabby**
- **Moore's Journal**
- **Insects**
- **Brief History of the Fort**
- **Charles and John Wesley**

Booklets

- **Junior Ranger**

Fort Frederica Association Publications

- **Phoebe's Secret Diary**
- **Bloody Summer of 1742**
- **Frederica: Colonial Fort and Town**
- **The First Families of Frederica: Their Lives and Locations**
- **Women on the Colonial Frontier**
- **The Germans of Frederica**
- **British Officer & St. Simons Island Planter: The Story of Captain Raymond Demere'**
- **A Voyage to Georgia**

Issues and Influences

These safety, resource, and management issues could be addressed through interpretation.

Visitor-related resource issues

- Visitors entering and impacting the ruins
- Visitors' lack of awareness that picking up artifacts is damaging to the resource and illegal
- Illegal collection of natural items, oranges, and Spanish moss
- Visitor-related resource issues
- (Noise from drive-by "hedge tours" bus groups, as well as pollution created by these vehicles

Safety issues

- Banks near the fort are slippery and a drowning hazard exists
- Boaters get stranded at low tide on a recurring basis
- Injuries occurring when visitors go into the ruins (e.g. oyster shell cuts
- Hazardous trees throughout the park with low lying limbs, which occasional break off and fall
- After hours illegal activity (there are no law enforcement personnel on duty)
- Numerous insects, some carrying potentially dangerous diseases

Other Management Issues

- Long-term preservation of archeological / cultural / natural resources
- Christ Church / Sea Island Company Land Exchange and the possible addition of Oglethorpe's home site
- Preservation of the aesthetic beauty and sensory experiences of the site and sense of antiquity
- Visitor understanding and appreciation of this historical period
- Preservation of the integrity of the approach to the National Monument from Frederica Road and the view toward the marsh
- Using archeology to educate present and future generations about the past
- Physical access to the site to experience what was a vibrant community

The ultimate goal of all recommendations is to support management's strategies and to provide visitors opportunities to connect with the meanings inherent in this park's resources.

Interpretive planning assesses current conditions and formulates recommendations that will provide direction and focus to achieve the desired Future Interpretive Program. The discussion of each program or media proposal identifies its place within the overall strategy, and special considerations: and sometimes will suggest specific theme / location pairing to facilitate a desired interpretive outcome. These suggestions should provide a framework for the park's strategic vision, but should not limit the creativity and scope so essential when planning specific programs and media. A complete listing of Interpretive Activity / Location recommendations that were generated by park staff is included in the Appendix. This listing contains both long-term and short-term recommendations and may be very helpful when preparing the Annual Implementation Plan and related funding requests.

A primary challenge for interpreters at Fort Frederica is to help visitors visualize, understand, and appreciate as a living town and fort, what is today a relatively flat, garden-like landscape with no soldiers or settlers. Only remains of the Kings Magazine and the Barracks protrude into the scene to provide hints of the past. It is fortunate that subsequent development of the town site did not occur, so that the park is able to preserve and utilize these genuine remnants of history to engage and enlighten park visitors.

The traditional visitor experience of Ft. Frederica begins by driving north on St. Simons Island on Frederica Rd. and entering the park at the main entrance. An optional visit to the Bloody Marsh site may come before or after visiting the town.

After leaving the parking lot visitors enter the Visitor Center to pay their fee and to make use of the other services in the headquarters complex. They may view the film and/or exhibits either before or after walking to the town site. They also may speak with a ranger here. Leaving the Visitor Center via the breezeway they may then walk along the trace of the Military Road to the west to the burying ground, or east to the town site and fort. Once through the town gate, the remnants of the fort draw visitors to the west and the banks of the Frederica River. The height and visibility of the barracks ruins draws many visitors in that direction—usually on the way back to the Visitor Center.

Pre-Visit Orientation, Information, and Way finding

General and trip planning information regarding Fort Frederica National Monument will continue to be provided by traditional means such as regular mail, phone requests and questions, and e-mail. All mailed information should include the park's web site address, so that visitors may easily access more in-depth information. Critical information regarding access, weather, and insects should be included in all communications. Good pre-trip information may also lead to more in-depth visits and less "drive through" by potential visitors. Adequate clear information should be provided at some distance from the park so that potential visitors are given the tools and motivations with which to make a decision as to whether to visit the park.

Recommendations:

- Update training for all employees on park information, way finding, and informal visitor contacts. Park staff should understand the value in providing excellent visitor services.

- Assure that up-to-date orientation information is available at our partners' sites and related tourist contact points.

- Develop an updated Park Sign Plan that includes the wayfinding signs that direct visitors to the site and peripheral areas. These signs should provide direction and enhance agency identity in this region of the country. They should be of a consistent, recognizable design which would develop greater "brand identity" for the park

- Expand orientation /information training to include staff from partners' sites, related tourist contact points, and personnel from local tourist accommodations.

- Expand the depth of information on the park's internet site. This is an excellent venue to whet the appetite of the potential park visitor, while providing solid way finding information. Overviews of safety and the bug hazard are critical as well. This can also be a wellspring of information to historians and academics, which look to the park for solid research and information.

- Review printed and electronic tourism literature promoting Fort Frederica and associated sites to assure that it is accurate, appropriate, and up to date.

- Develop and improve orientation/ informational literature and displays for regional tourism contact points including the Brunswick Airport. These may include rack cards, portable or permanent exhibits, "table tent" displays, placemats, and cardboard cut-out rangers crafted to dispense literature.

Arrival and Orientation

The visitor is welcomed to the park with a traditional, albeit older, park entrance sign and directional signs to the parking areas. As mentioned previously, a significant quantity of visitor traffic enters the park via bus, but does not have the opportunity to enter the visitor center. Alternate methods of arrival (e.g. water access) to the site may provide greater visitor understanding and create new interpretive opportunities.

Recommendations:

- Although the Parking Area and entrance to the Visitor Center should not be cluttered with exhibits, a new orientation sign should be provided on the approaching walk-way that orients the visitor via a map and simple instructions as to the options for exploration. Information on the fee system and hazards while visiting would be appropriate here as well (insects, heat, etc...) This sign should be consistent in design with the way finding guidance in other wayside exhibits.

- Visitors' transition from a modern built environment to a colonial ruin site is fairly rapid on the traditional approach. An alternative way to experience the park would be to provide a method by which visitors approach the site by water—perhaps the way many colonists arrived in the first place. In this scenario, visitors would have an option to

board a modest size excursion boat from the vicinity of the St. Simons Island Lighthouse. Once the boat passed under the Torres Causeway Bridge and headed north, visitors would enter into a more natural, environment with fewer structures and modern intrusions, much like the colonial period. While en route to the town site, visitors could have time to tune out modern distractions and learn more about the historic town through a ranger talk and/or an AV presentation, exhibits, and publications. Basic way finding and safety information could be instilled as well. With this preparation, visitors could land at the town site in a fairly historical setting with no signs, vehicles, utility poles, or other indications of modern development. Some renovation of the dock would be necessary to reinforce the historic scene, while assuring visitor safety. The visitor center buildings would be distant, and mostly screened by trees and shrubs. This approach to the town would have a powerful feeling of a trip back in time. The park could make this special approach to the park possible through arrangements with a local boat operator or cooperating partners.

Visitor Center

The primary visitor contact point is at the visitor center complex, which is adjacent to the administrative building, connected by a breezeway that contains the public restroom facilities. A disabled access ramp is available from the entrance walk.

When entering the Visitor Center, visitors are greeted with an information desk and Fort Frederica Association sales outlet. A 2005 orientation video is offered in a separate theatre to the left and the remainder of the building houses a set of exhibits.

Recommendations:

- The Visitor Center Theatre is currently accessed through two doors which are set into the left-hand wall just past the Museum Store. Current signs may not be effective enough to bring desired quantities of visitors into the theatre. It would be more effective to mark only one entrance, closest to the main Visitor Center Door, and create a new panel introducing the video presentation along with a schedule of showings. The use of an old movie poster design might be considered, to grab visitor's attention. Staff should recommend this outstanding production as high on the priority list, especially for any first-time visitor who needs orientation to Frederica's story.

- The book sales area is still functional and displays a very good array of relevant titles which are important vehicles for detailed interpretation which visitors can carry home with them. It would add to the visitors understanding if a majority of the non-book sales items were to continue to have park- designed interpretive text associated with them.

- Because the park is relatively compact, and most visitors have the opportunity to see the new film, these exhibits have the opportunity to do what exhibits do best—draw visitors into the park story using the power of artifacts, models, dramatic graphics, and newer interactive devices. They should not do what exhibits often do poorly—trying to tell the whole story like a "book on a wall." Artifact presentation can be improved by carefully selecting objects that reveal the meanings of Frederica, by utilizing objects acquired since the last exhibit design, by connecting them directly to the

story, and by positioning them and lighting them in a way that is accessible to all visitors. Consideration should be given to replacing large black and white line drawings with color images that convey the desired themes but which also contain detail to invite visitors to look more closely. Some of the more interesting images in the current exhibits are those in the archeology exhibit. Some of these would have a greater impact if they were larger rather than all close to the same size as in a scrapbook.

The town model is a very effective piece conveying a wealth of information. Consideration should be given to upgrading it for use in the new exhibits. Attention should be given to improving lighting, and making any corrections to the model's content based upon the updated historical and archeological record. There may also be a place in a new exhibit for the Bloody Marsh diorama, which could also be utilized to place Frederica and Bloody Marsh in geographic context. Parks with dioramas from this period are divided on whether to retain them or not. It may be worthwhile to investigate whether it is truly an effective means of interpretation. With some rehabilitation, it could provide a useful view of the military story and accommodate a wider range of learning styles.

A new exhibit program in the visitor center could take advantage of the wealth of new museum exhibit technologies available today, and make more accessible the results of recent archeology and new scholarship. It could also connect with a more diverse audience than the old exhibits. It may be possible to continue to use the large picture window in the exhibit room as an element in the exhibit program, perhaps as a scrim exhibit with the town site today in the background and a painting of the historic scene as the foreground scrim art.

Because Frederica is principally an archeological site today and not a display of original or reconstructed structures, visitors' perception of most of Frederica is cut off at the foundation level. Visitors do not see, as they would at Williamsburg, a full scale, first-story view of the exteriors and interiors of houses, shops, fortifications, barracks, and other structures as they might have appeared at the time. A series of immersive exhibits blending exhibit technologies with historic furnishings settings could help bring Frederica's missing dimensions into focus. Using perhaps four corners of the room, the exhibits could replicate settings such as 1) a barracks room with life-cast soldiers, a bastion interior with weapons, Oglethorpe working at his desk with Mary Musgrove, a scene from the candle maker's house, or children playing on a back porch. These settings might allow visitors to enter and become aware of sounds associated with the activities shown. Reader rail barriers might display original artifacts associated with the scenes in buffered cases. These might be used for living history vignettes as well.

A Visitor Center Schematic Plan should be considered for the Visitor Center and the Breezeway. This plan would specify visitor experience opportunities for this facility, more specifically relate Interpretive Themes to particular exhibit designs and content, create bubble diagrams or floor plans, a visitor walkthrough narrative, and provide three dimensional views of the pro-

posed exhibits, desk and sales area. It could also inform and support the further design work that would be necessary for the alternatives listed above.

Today the breezeway and lawn areas are used as staging areas for living history talks. Immersive exhibit settings could also be used in programs, with rangers gathering people in one setting, and then moving to another one or out to the town site. When outdoor conditions are not favorable for programs, small groups could be accommodated inside in the exhibit area with a multitude of props at hand to illustrate the program.

Artifacts at Frederica are powerful interpretive tools, but are also part of the core park resource that visitors have a right to see. The exhibit room should continue to be a display area for significant objects, or those that facilitate the telling of the park's story. There should also be a new exhibit on the continuing history of park archeology, including reference to the ongoing school programs. Today, using digital graphics it would be easy to regularly update displays on the archeology programs.

Breezeway

The Breezeway offers a possibility for breathing new life into the operation and effectiveness of the visitor center. Consideration should be given to relocating there the ranger contact desk, general information, fee collection, and publications sales. This realignment would free up considerable space in the exhibit room to have larger scale exhibits that would not conflict with personal services functions at the desk.

Recommendations:

- Converting the breezeway to a glass enclosed area would offer rangers a better view of visitors coming and going to and from the parking lot and would make it easier to provide directions and orientation for visitors. The glazed areas might extend from waist height to the ceiling, utilizing the existing brick knee walls. If more connection to the outside is desired, windows could be designed to be opened, weather permitting.

The new sunroom space should be air conditioned. The breezeway would then help to moderate temperature and humidity changes in the exhibit room, offering some of the advantages of an air lock. There would be ample space for fee collection and the information desk function. The ranger offices would remain easily accessible. Directing all visitors through this new orientation space would help prevent visitors from avoiding the entrance fee. Other walking routes from the parking lot to the town site would be reserved for disabled and official use only.

The sunroom would accommodate all informational needs of visitors, as distinguished form the inter-

pretive content presented in the museum space. Media elements in that room could cover fees, insects, directions, how to use your time, passports, program schedules, and partner information. A sales area there would have more space than the existing one, and would be available to visitors more easily both coming and going.

Entry into the museum or exhibit area could be a transition into a quieter, controlled environment designed to take visitors back in time. Some soundscape design in this space could be effective, and would be insulated from the ranger desk function. The linkage between the exhibits and the film would be good, since these are codependent functions.

Repurposing the breezeway would have the advantage of increasing the space used by visitors and rangers, without increasing the footprint of the building on the historic site. It also would form a more logical hub for visitor flow and decision making than the small space at the entrance to the current exhibit room. An interactive interpretive display might be utilized here to provide another type of option for orientation and way finding. The informal postings that accumulate in that space would be replaced with upgraded graphic panels that would be more professionally designed and sustainable. In addition, by using the breezeway the area in the exhibit room for displays is increased.

To facilitate a more controlled flow of visitors and more consistent contact with them, access and egress from the grounds via the walkway adjacent to the administration building could be eliminated.

Town Site and Ruins

Access to the town site of Frederica is via a tabby path originating at the rear of the Visitor Center. Visitors walk under the stately live oaks and through a portal that was once the town gate bounded on both sides by the remains of the stockade and moat. Visitors are allowed to roam through the town site at will, with some guidance provided by wayside exhibits that provide interpretive messages, along with way finding information. (See more specifics on the wayside exhibits below under recommendations) A disabled access ramp is available from the entrance walk.

Personal interpretive services are provided to visitors year-round on weekends via tours through the town site, a hands on musket drill presented at the rear of the Visitor Center, and other theme based interpretive programs. Informal roving interpretation also takes place as time and staff permits. During the summer, the frequency of programming increases to three daily programs.

Recommendations:

- In the short term the park may consider reprinting any damaged waysides through HFC minor rehabilitation program at little or no cost. Contact Susan Haines at 304 535-6033 or visit the following web site below for more information on this program and types of funding sources: http://www.nps.gov/hfc/products/waysides/way-service-rehab.htm

- In the long term the park would benefit by developing a Comprehensive Wayside Exhibit Plan that utilizes the new NPS standards, which may use certain existing

graphics to provide some continuity. Many of the parks waysides were created by HFC in the early 80s and mid 90s and any commissioned art work developed for those waysides is stored at HFC. The government owns the use rights for commissioned art work and so the art can be reused without an additional charge. Any photos used in the original waysides would have been returned to the parks collection and could also be reused in any new waysides.

- To eliminate the clutter and way finding confusion that the current wayside exhibits produce, we recommend choosing a few sites that best illustrate the main stories / themes of the town and fort (examples would be the Hawkins Davidson home or the Kings Magazine) and create modern waysides for these locations utilizing the new identity standards and bases. Then remove the waysides from the other ruins and replace them with trail markers that give the name of the building with perhaps a brief interpretive text. These trail markers should be a component of the way finding guidance for the entire site. To maintain the "feel" of old Frederica it may be helpful to blend these new waysides into the landscape, so as not to detract from the viewshed. Routes could be developed that highlight certain aspects of life at Frederica, as portrayed in our Primary Interpretive Themes 2, 3, and 4. It may be helpful to develop a Way finding Plan that integrates waysides and trail markers to better facilitate these specific visitor experiences. Each different walking tour would lead visitors past the ruins and waysides most illustrative of a particular theme or set of themes. A standardized way finding map inset could be placed on all the new exhibits and trail markers to show the visitor where they are at within the town site. (*Figure 1*)



Figure 1

- Historic roads should be re-established throughout the town. At present the park is mowing the historic streets and letting the grass grow higher in the former home sites. While the grass gives the landscape a comfortable, "golf course" feel, it does not advance the story. The roads could be returned to a dirt look utilizing a synthetic base material currently being used to stabilize trail treads in National Parks and Forest Service areas. It has the appearance of dirt, but is much more durable and resists erosion and footsteps quite well. This return to dirt roads would also enhance way finding for the visitor.

- Recreate the Frederica Town Gate and at least a small section of the moated palisade to allow visitors to more deeply immerse themselves in the history of this place. Once visitors have been oriented in the Visi-

tor Center and begin their journey out to the town site, they would be given the opportunity to enter the town much like many of the people who lived there did. This would also be an excellent place to reinforce their way finding information and perhaps present a costumed interpretive program. The re-creation of this structure would be subject to current NPS standards for reconstruction / reproduction and applicable historical research and may be difficult to realize. Alternately, if the breezeway is enclosed, a replica town gate could be constructed at the entrance to the Visitor Center to achieve a similar effect.

- Recreate an authentic Palmetto Bower that can be utilized for both interpretive programs and educational programs. This type of authentic re-creation provides an outstanding platform to explore several of our Primary Interpretive Themes in a readily accessible visitor environment. See last sentence above.

- Another effective method to enhance visitor immersion in this time period would be an audio device that recreates the sounds of the active, vibrant community that Frederica was. The parks previous attempts at this technology via Antenna tape players and audio systems built into some wayside exhibits met with mixed success due to harsh environmental factors. However this type of technique can be very effective and perhaps more so in places like Frederica where very little of the physical structure still exists. While portable devices can be very effective, this environment lends itself to audio stations, perhaps associated with specific wayside exhibits that could enhance those particular thematic stories. Based on previous experience, these units would need to be "hardened" to marine levels. The Kings Magazine, barracks, town gate, main road, and selected home sites would be the best places for this enhancement. One other consideration for this immersive type of experience in the new portable audio/video views like "Voiced Viewer" that can superimpose moving images with sound over an archeological or architectural remnant. With appropriate research visitors could actually see what particular features like home looked like in Frederica's heyday. This should be considered a long-range suggestion, as the technology is new at this point and should be allowed to mature, prior to a large dollar commitment.

- Finally, it is highly recommended that the Park assess on a continuing basis whether these changes are effective in providing the visitor with better opportunities to understand and related to the meanings represented in these resources. This can be as simple a process as observation or as complex as a visitor survey. Many NPS Cooperative Study Units associated with Universities can provide expertise in these areas. Assuring that are methods are effective is the best way to assure desired visitor experiences and support of managements desired outcomes. Examples of media project assessments that have been completed are available on the Harpers Ferry website.

Bloody Marsh Unit

The separate Bloody Marsh unit is accessed by car from Demere Road, several miles from the actual monument. It has traditionally not been fully staffed and much of the contact that visitors have with NPS personnel here is during the gate opening and closing. Occasional informal interpretive programs take place here, but are very dependent on staffing. Many people, who visit Bloody Marsh, do so prior to arrival at the Monument. As a result they are generally somewhat confused as to context and affiliation. No clear cut method of exploring the site is evident and only social trails lead to exhibits outside the shelter.

Bloody Marsh is perhaps the quintessential site to bring to light our first interpretive theme, via personal and non-personal services.

Recommendations:

- Form multiple direct connections between Bloody Marsh and the rest of the Monument. Way finding signs should specify that Bloody Marsh is a part of Fort Frederica National Monument. Very few of the public understands our "Unit" nomenclature. We recommend following the NPS identity guidelines, which would specify that all the outlying sites are identified as part of Fort Frederica.

- Due to the transient nature of visits to Bloody Marsh, instituting the presence of a costumed interpreter on a regular basis could be a most effective method to reveal the history of this site and it's affiliation with Fort Frederica. Roving (Informal) interpretation would give the most flexibility in a site like this, where visitation is hard to anticipate.

- The waysides at Bloody Marsh are outdated and don't conform to a standard NPS look. The images on "A clash of cultures" (*Figure 1*) were of poor quality.



Figure 1



Figure 2

placed and hidden in a dark shelter (Figure 2)

- One or two wayside exhibits could be created to provide visitors that have not yet been exposed to orientation information an opportunity to have a basic understanding of what happened at Bloody Marsh and its connection with the town of Frederica. This is an especially important place to explore our first Primary Interpretive Theme. The wayside exhibits would also need to incorporate appropriate way finding information, matching that used throughout the Monument. If a sheltered area for these waysides is desired, it would be most effective to remove the existing one and construct a more open shelter that provides shade, but does not block the view or decrease ambient light.

- A short trail could be designed that connects these waysides and the standing historic monument that already exists at this site. The trail tread would be most effective if constructed out of the dirt colored artificial tread material described for recreating the roads at the town site. This trail system could eventually be connected to a foot path that links Bloody Marsh with the town of Frederica. This foot path along the old military road would be an excellent alternative adventure for those visitors wanting to delve deeper into the military past of this area. Because most of the military road is on privately held land, a possible partnership opportunity exists that would enhance visitor understanding, while at the same time providing options for exploring other facets of St. Simons Island. This would also expand recreational opportunities at Fort Frederica.

Archeological Site

The archeological site currently used for the Fort Frederica Archeological Program consists of a developed and fenced site at which archeologists in the 1950 re-buried artifacts from excavations completed in Frederica town site. These artifacts are recovered and reburied in the course of the Archeology Program. They no longer have individual archeological value as they are out of context.

The Fort Frederica Archeological program has great potential for expansion by including other regional schools in the program. In 2006, the archeological education curriculum was re-written to conform with the new Georgia performance standards. In 5-10 years, the curriculum should be revised again.

Recommendations:

- Once the curriculum issue is resolved, an expansion of the Fort Frederica Archeological program to become a regional hub for this type of study would enhance the Park's education program and create new opportunities for partnerships. This would require attendant staffing increases and continued close cooperation with the Glynn County School System.

- Establishing an archeological day camp that gives children of various ages an opportunity to connect with the history of Frederica, through archeology could be very popular at the local and regional level. This would also be an opportunity to attract local visitors to this resource and perhaps have the parents connect with Frederica. A dedicated staff member would be necessary to operate a program of this magnitude.

- Introduce visitors to this site via personal interpretive services. An excellent opportunity for visitors to see another facet of history at Frederica and offer a deeper understanding of the NPS at this site.

- Build a Multiuse room / Classroom that would support the Archeological Program, offer an operations area for the Archeology Summer Camp, and provide infrastructure for other interpretive and educational projects. This is especially needed in the face of inclement weather and insect challenges.

Media

Generally the distributable media here is well accepted by the visitor and historically accurate. Providing orientation and way finding material on a region wide basis would serve to increase Fort Frederica's exposure to greater numbers of more diverse visitors.

Recommendations:

- Create a park presence at the local airport and other regional portals with a portable but durable park exhibit with lush photos and a way to distribute a park handouts and a new rack card with way finding information and a map.

- Create and display multiple copies of a life size free standing cut-out of a staff member in British soldier uniform with a method of distributing way finding information (Figure 6). Seeing a uniform like this will attract interest and reveal the time period. Well timed, strategic placement of this cut-out; in concert with regional partners could be a very effective method of marketing.

- Create an audio orientation program for the trolley, which can be played over their systems when the

trolley visits Frederica. Enhance our partnership with the Trolley, possibly leading to a regular "step on" interpretive program for each Trolley that stops

- Sponsor familiarization tours for regional tourism personnel every few years.

- Create Fort Frederica Table Tents for use in local restaurants as initial orientation information for visitors and locals.

- Distribute the new Rack Cards to the Federal Law Enforcement Training Center and encourage those attending FLETC to come to Frederica for a break from classes

- Create and distribute a yearly calendar of events, to include both special events and daily opportunities. Expand the distribution of this schedule to local businesses and tourism centers.



Figure 6

Other Off-Site Units and Partnerships

The Monument has enjoyed a good, if somewhat removed relationship with the Fort Frederica Association since its inception. The Association is very supportive of park programs through monetary and other types of donations. The Park also works closely with the Coastal Georgia Historical Society.

Recommendations:

- It would be of great value to meet and re-define the roles as they relate to the Park and Fort Frederica Association. It would beneficial to have the Superintendent play a more active role in the Fort Frederica Association Board, as well. This may in turn open some new opportunities for broader community participation and involvement.

- The park would benefit by enhancing their relationships with the Coastal Georgia Historical Society, Fort King George State Park, Jekyll Island (Horton House) and other organizations and agencies who share a common goals. Sharing of resources and personnel with these organizations can provide leverage to reach more visitors and provide a better, more integrated message. Updated or new formal agreements can clarify roles and set a foundation for expansion of partnerships, but they are not absolutely necessary with all partners.

- It is important to clarity the value of these relationships to staff. Partnerships can be very empowering, but to be so need the full support of management and staff.

Personal Services

Personal interpretive services are those in which the Monument staff interacts with visitors. Examples of personal services include staffing the visitor center, formal interpretive programs, informal (roving) interpretation, conducted activities, special events, orientation and educational programs. All of which give the park staff an opportunity to enhance the visitor's experience through personal interaction. Personal services are often most effective for interpreting complex or conceptual themes and topics.

Personal services encourage visitors to become active participants in exploring the park's stories. A variety of formal and informal programs are offered at Fort Frederica, including a musket drill, costumed interpretation, educations programs, and formal guided talks. Because this site has few above ground clues to its many stories, personal services are vital to create opportunities for visitors to truly understand and relate to the meanings and stories represented here.

The Interpretive Staff here at Frederica should assess which particular personal interpretive services will be most effective on a yearly basis. This is the core of the Annual Implementation Plan which will guide the Interpretive Program in supporting management goals and providing optimum opportunities for the visitor. This process includes yearly re-evaluation of Desired Visitor Experiences and subsequent assessment of the most effective combinations of interpretive themes, locations, audiences and types of personal services to best fulfill the visitor's needs. These factors can change from year to year as the park's demographic, management's needs, and knowledge of the site changes.

Recommendations

- Critical opportunities for visitor here at Frederica are provided by the guided interpretive walks led by uniformed interpreters onto the grounds of Frederica. These varied programs provide visitors with a multitude of prospects for connecting with Frederica's stories. They are flexible enough to embrace every single new Primary Interpretive Theme and expand upon them. It is very important to maintain this visitor opportunity, due to the scope of the site and the lack of remaining structures and landscape from that time period.

- Roving or informal interpretation also serves as a major component here, as long as the staff is aggressively seeking out visitors and creating moments of opportunity. This is particularly beneficial to those visitors that did not receive much way finding information.

- In the future, the presence of a costumed interpreter, performing informal interpretation, in major tourism venues around the island and nearby mainland may be effective in introducing visitors to Fort Frederica. An important setting that comes to mind is that area around the Lighthouse and the Village on St. Simons Island. Both sites have significant historical ties to Frederica and proximity to a great number of island visitors. This would also support and enhance our partnership with the Coastal Georgia Historical Society, based at the Lighthouse.

- The Park should explore ways of making the "hedge tours" work. Park literature could be distributed on the buses. The park could develop a partnership that facilitates a step-on Ranger Program. This may be an opportunity to attract visitors to return on their own with the appropriate way finding information already in hand. Obviously a balance has to be struck between diesel fumes in the parking lot and visitor opportunity.

- As mentioned above, an Annual Implementation Plan should be created and revised yearly. It is important to assess changes in management strategy, demographic shifts, and any new information that would modify our message to the visitor. One tool that helps to integrate inevitable change into a personal services program is the use of a matrix which assesses the best combinations of current interpretive themes or sub-themes, best locations for services, and most effective services for particular audiences. This should in turn facilitate the Park's Desired Visitor Experiences. This is also a good time to assess whether we are best utilizing our resources to produce these Desired Visitor Experiences and support management initiatives.

- Assessment of the effectiveness of our interpretive techniques and services is critical to maintaining positive visitor experiences and providing rational for our programs. These assessments can include supervisory assessments of effectiveness, more formal outcome based assessment, a correlation of visitor inputs, and formal demographic studies. The rubric based assessment method utilized in the Interpretive Development Plan, while not addressing "supervisory concerns" does give great insight into whether a particular service is effective in creating interpretive opportunities for our visitors. Outcome based evaluative methods would be effective as well.

- Personal interpretive services continue to be an invaluable method of assuring that visitors "connect" with the resources and find personal meaning and relevance. Here at Frederica the costumed interpretation could even be made even more effective by adding more staff that is in costumes representative of the townspeople here at Frederica. Especially if they reveal the daily interactions between the civilians and military here. Another opportunity to reveal the interface between the town's inhabitants would be to staff the recreated front gate with costumed interpreters that could tell these stories and at the same time provide valuable way finding information. Naturally to accomplish this, staffing levels would need to increase appropriately.

- When core operations have been addressed, it could be very beneficial to step off of the park grounds and expand personal outreach to park partners, the community center, assisted living centers and other regional venues. A step aboard personal interpretive service on the trolley could be a good way to enhance local partnerships and expand knowledge of what Frederica has to offer. Interpretive and educational programs could also be developed for the telnet system, which would expand Fort Frederica's presence even further.

- Activities centering on the historic garden and tabby making could be expanded both through increased costumed interpretation and the development of enhanced exhibits. This appears to be a good opportunity for revealing commonalities between the military and civilian populations here at Frederica.

- Personal services may also be the best way to describe the melting pot of people that lived together at Frederica. In concordance with the NPS diversity policy, it would be beneficial to recruit interpreters that could represent the diversity that defined Frederica.

- We encourage participation by all interpretive staff in the Interpretive Development Program. This is the NPS primary professional training in interpretation and is critical for field level interpreters and interpretive supervisors. It will keep them abreast of the most effective interpretive methods and provide valuable insight into national policy.

- Higher staffing levels will be required for the park to fully support this plan. Realizing that budget levels are stagnant at the time this was written, it would be appropriate for the park to look at other methods of staffing. An expansion of the numbers of park volunteers and Student Conservation Corp. volunteers could be effective, thought the infrastructure needed to support a large volunteer force can drain resources quickly.

Education Program

The current education program at Fort Frederica centers around the Fort Frederica Archeological Program, a unique partnership between the Glynn County School System and the park was developed in 1994. In addition, interpretive personnel travel to local schools on occasion and present other educational programs as requested. Most of the recommendations regarding the Fort Frederica Archeological site should be regarded as extensions of the Park's education program.

Recommendations:

- The Park would benefit by enhancing its relationship with the Glynn County School System. The park and school system could work toward devising a stronger and more diverse partnership that would benefit the school system with expanded support of the curriculum. The park could in turn benefit by the continuation of the Fort Frederica Archeological Program and expansion to a regional level. Expanded cooperation may also create other opportunities for rangers in the classrooms and classes in the park. A "Classroom in the Woods" opportunity is a rare option for many school districts.

- The park's education coordinator needs to keep abreast of changes to the Georgia State Curriculum which could adversely impact not only the Fort Frederica Archeological Program, but the entire relationship between the park and Glynn County School.

- An enhanced Junior Ranger program can inspire locals to further explore the opportunities at Frederica with their children. The popular program is also becoming

a traveling point for many families, who seek out parks with fun and effective Junior Ranger programs.

- As mentioned in the Archeological Site section the construction of a Multipurpose / Class room near the site would provide numerous opportunities to expand and enhance the education program and would also provide other visitor experience options. Public access to this site and a greater understanding of the archeology would "complete" the story for many visitors.

- The current day camp could be enhanced by overnight stays. A new summer day camp in the park would enhance opportunities for kids to understand and respect the park. This type of camp could provide opportunities for the children to "live as a colonist" for several days, immersed in history. Many of the school children who experience the park through other venues would be able to deepen their understanding not only of Frederica, but of the Park Service in general. In the long term, this type of camp is also a great tool for attracting new constituents and assists in diversity recruitment as well.

Services for Special Populations

The park maintains several electric golf carts, which are utilized for transporting disabled visitors upon request. The Visitor Center has been modified to accommodate disabled visitors as well, with ramp access and appropriate restroom available. The new film "History Uncovered" has open captioning and assisted listening devices.

Recommendations:

- The wayfinding and interpretive material should be brought up to date with appropriate accommodations available for disabled visitors

- When developing the new waysides and exhibits, the design should not just accommodate disabled visitors, but should be designed to fully involve those visitors in the interpretive opportunities.

- Guidelines for designing for and accommodating those with special needs are found in the appendix.

Library Collections and Research Needs

Fort Frederica NM has a museum collection of over 26,000 objects and archival materials. The items stored FOFR and SEAC are not physically accessible to public researchers, but research assistance is granted on a case by case basis. The Margaret Davis Cate Collection is physically accessible at the Georgia Historical Society, during available hours. The ultimate goal is to host a researchable list of the collection via the internet to allow fuller research accessibility. In addition, a small research library is maintained at the Ranger Office, accessible to the public on a case by case basis.

Recommendations:

- Develop a plan for funding and developing a searchable database of all the collection, which will be available online. Search for possible partnership assistance and new opportunities with educational institutions and current partners (Alexandria Archeology, etc...)

- Develop a list of needs for the library and plan and develop a new library space, perhaps in the new multi-purpose room.

Staffing and Training

To implement this plan, especially with additional living history programming, would require three (3) GS-04 seasonal Park Guides. The most effective areas for living history would be the tabby demonstration area, the garden, and the town gate.

In addition, another GS-04 Park Guide would be required should the boat access option come to fruition. In this instance it appears that it would be more effective to have an interpreter interacting with visitors on the boat, rather than having a taped message.

As proven in the past, additional programming does not assure greater visitation as the park continues to battle the ever present heat and insect issue. It may be that the most effective changes at this site initially, may be improving the exhibits and visitor center.

The Park's programs could be further enhanced with expanded living history training, including black powder certification and more staff involvement in the Interpretive Development Program.

Implementation Priorities

Pre-visit Orientation, Information, and Wayfinding

Short Term (1-2 yrs.) – All recommended components of this subset should be implemented as soon as possible. This can be funded with existing funds

Medium Term (2-5 yrs.) – Upgrade the park Sign Program. This can be funded with existing funds

Arrival and Orientation

Medium Term – Upgrade Wayside Exhibit on entry walkway at visitor center. This could be funded with a PMIS Project Request.

Long Term (5-10 yrs.) – Initiate Boat Tours after research to determine viability of this recommendation. The research would possibly be coordinated with a regional educational institution in concert with interested partners. Funding for the program, if found to be viable, would be through PMIS Project Request and/ or coordination with park partners.

Visitor Center

Short Term – Create interpretive Movie Poster for theatre entrance. This could possibly be funded by the Fort Frederica Association (FFA) and then used as a sales item.

Short Term – Expand the use of interpretive text on FFA sales items.

Long Term – Develop Exhibit Plan as recommended, then design and build components as funding is available. Utilize new exhibits to generate renewed interest in the resource. This would most likely be funded by PMIS Project Request,

but could be supplemented by FFA or other partner assistance as well.

Breezeway

Long Term – Develop this Breezeway modification as recommended, then design and build components as funding is available. This would also most likely be funded by PMIS Project Request, but could be supplemented by FFA or other partner assistance as well.

Town Site and Ruins

Short Term – Palmetto bower project is already underway and will be completed shortly

Short Term – A PMIS Project has been awarded to institute an Easy Guide system, based on the previous Antenna Tape Tour.

Medium Term – Modify the existing roads and trails to the more appropriate "synthetic dirt" tread. This would most likely be funded by PMIS Project Request, but could be supplemented by FFA or other partner assistance as well.

Medium Term – Institute a comprehensive visitor study. This would most likely be funded by PMIS Project Request from Fee Demo money, but could be supplemented by FFA or other partner assistance as well.

Long Term – Develop an Exhibit Plan. This could be funded by existing funds, but supplemental sources could be developed as well.

Long Term – Develop a more advanced A/V system for use on the town and fort grounds.

Bloody Marsh Unit

Short Term – Increase ranger programs from once a month to once a week. Need to increase staffing, so as to not take away from the main unit.

Medium Term – Replace Bloody Marsh wayside exhibits and support structures. This would most likely be funded by PMIS Project Request from Fee Demo money, but could be supplemented by FFA or other partner assistance as well.

Long Term – Replace exhibit shelter and upgrade trail experience. This would most likely be funded by PMIS Project Request from Fee Demo money, but could be supplemented by FFA or other partner assistance as well.

Archeological Site

Short Term – Continue to support and enhance the Fort Frederica Archeological Center, the History Camp, and the existing education program. These programs can continue to be funded by fees, donations, and base funding.

Long Term – A management decision regarding park housing must be made prior to action on an Education Center, as the current infrastructure may be used for seasonal housing or an administrative complex.

Media

Short Term – Continue to distribute interpretive media to the local airport, FLETC, and other park and tourism partners. Also continue to distribute and post a calendar of events and provide FAM tours.

Medium Term – Develop free standing interpretive cut-out with rack card distribution capability. Also develop orientation program for trolley. This could be funded from existing funds.

Personal Services

Short Term – Continue to provide and refine guided interpretive tours, living history programs, informal presentations, and roving interpretation. Expand the ability to assess the effectiveness of these programs.

Medium Term – Institute the "step on" program for bus tours. This would require an increase in staffing to be effective.

Education Program

Short Term – Continue to upgrade the curriculum to conform to the ever changing Georgia Education Standards. Finish the re-write of the Junior Ranger program, already funded through the FFA. Continue to support the successful, fee supported History Camp program.

Library, Collections, and Research Needs

Long Term – Enhance the database for collections via equipment and software upgrades. This may be internally funded by policy mandate, but a PMIS Project request could also be considered.

Long Term – Build and outfit Multipurpose Room. This would most likely be funded by PMIS Project Request from Fee Demo money, but could be supplemented by FFA or other partner assistance as well.

Appendix A: Location/Interpretive Activity Sets

1) Kings Magazine / Fort
   A) Sounds to create feeling (on site A/V?)
   B) Interpretive Programs
   C) AV Interpretive Guide (Voice Viewer or ??)
   D) Wayside Exhibits (Upgrade?)

2) Barracks
   A) Sounds to create feeling (on site A/V?)
   B) Interpretive Programs
   C) AV Interpretive Guide (Voice Viewer or ??)
   D) Wayside Exhibits (Upgrade?)

3) Water Trail
   A) Concession Boat Tours
   B) Canoe or Kayak based Interpretive experience
   C) Cutter

4) Demonstration Area
   A) Interpretive Wayside on Tabby
   B) >> See Amphitheater<<
   C) Living History Interpretive Programs (Blackpowder, 1st Person?)
   D) Interpretive Programs

5) Oglethorpe's Home Site
   A) More research
   B) Wayside Interpretive Exhibit
   C) New Interpretive Publication or Site Bulletin
      Formal or Roving Interpretive Program (Oglethorpe's connections)

6) Gully Hole Creek
   A) More research (Historical Research Project)
   B) Wayside Interpretive Exhibit
   C) New Interpretive Publication or Site Bulletin

7) Woods
   A) Enlarge Road
   B) Exhibit
   C) Trail Loop Publication

8) Military Road

9) Cemetery (Burying Ground)
   A) New Wayside Exhibit

10) Internet
   A) Link deeper into research
   B) Association Bookstore online
   C) Museum Collection access online
   D) Expand Website – Derivative Elements
   E) Develop Distributable Links for our site
   F) Blog Involvement (Historical, Pre Revolutionary War..)
   G) NPS Internet Site
      1) Expand Orientation Information
      2) Expand Link accessibility
   H) Regional Tourist Internet Sites
      1) Accommodations
      2) Triple A
      3) Marinas
      4) Offer FAM tours
   I) Historic Internet Sites (mutual linking)
      1) EASN
      2) Native American Sites
      3) Partnership Sites (Expand these relationships)

11) Town Gate
   A) Exhibit Panel or Wayside
   B) Audio or Personal Service "Halt Who Goes There?"
   C) Living History / Interpretive Program
   D) Rebuild Wall / Moat / Entry at that location

12) Theatre
   A) Entry Sign (Movie Poster?)
   B) One Entrance
   C) Improve lighting
   D) Remove carpet
   E) Modify sound

13) Town Site
   A) Formal and Informal Interpretive Programs built around new themes
   B) Living History and/or Costumed Interpretation
   C) Decide on Historic Landscape (Grass, No Grass, ??)
   D) Surface Road to re-create historic state (synthetic stabilization like trail to Rainbow Bridge NM)
   E) Wayside re-assessment
   F) Make decision on preferred routing and means to facilitate
   G) Introduce Historical Environmental sounds
   H) Enhance way finding via media of some type
   I) Re-introduce historic elements (gardens, etc..)
   J) Assess and decide on use of portable electronic devices (i.e. Video Viewer, Cell phone Audio Program, or??)
   K) Retain or replace artifact repros in waysides??

14) Archeological Dig Site
   A) Expand Program (other schools, other participants??)
   B) Build new classroom building on site
   C) Establish Archeological Day Camp (summer)
   D) Introduce visitor operations on site?

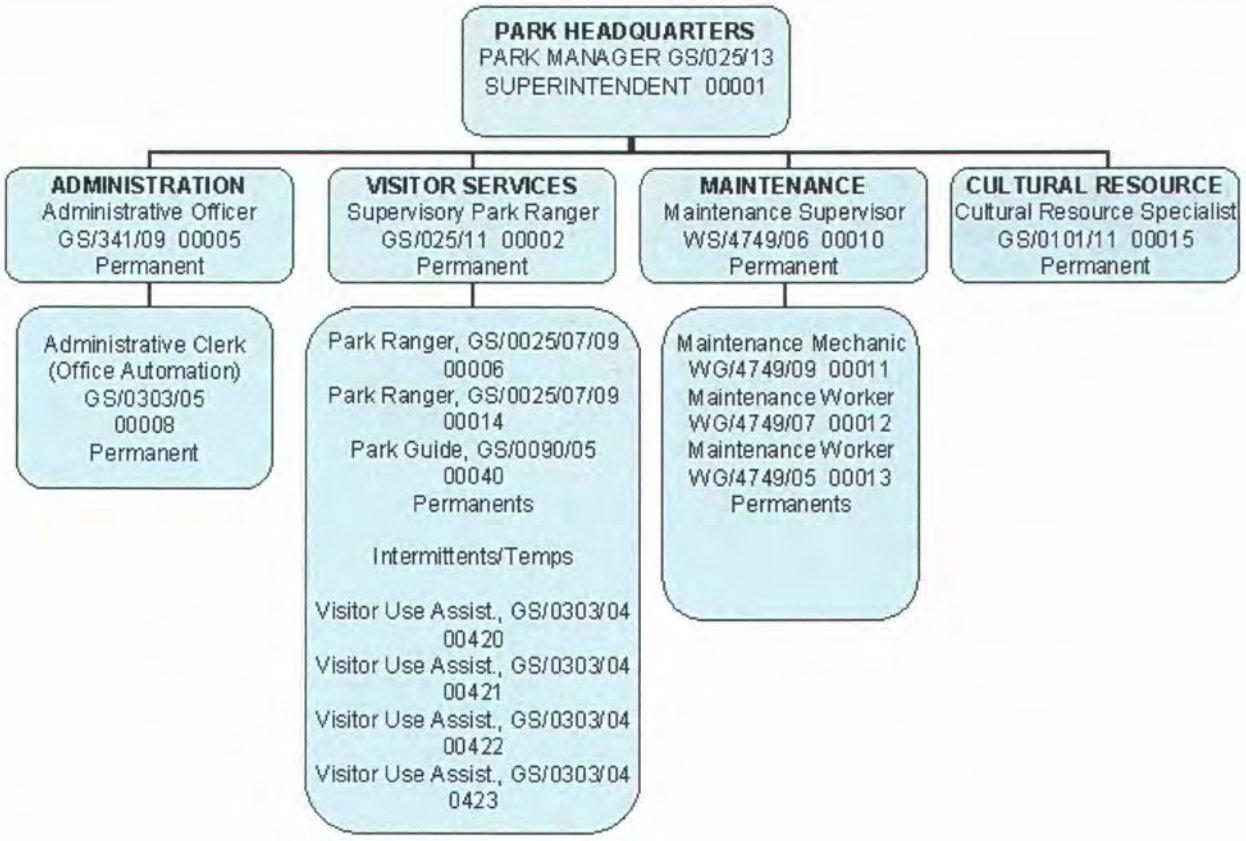
15) Water Approach
   A) Wayside to facilitate way finding
   B) Interpretive / Orientation publication
   C) Marketing to local marinas

16) Waterfront Trail
   A) Interpretive Waysides
   B) Improve trail

17) Bloody Marsh
   A) Modify Parking Lot
   B) Design and construct a trail between Bloody Marsh and Frederica via the Military Road, and in the opposite direction from Bloody Marsh to Ft. St. Simons via the Spanish retreat route. (including the construction of wayside, trail tread, and production of Interpretive Signs and/or Wayside Exhibits)
   C) Provide a larger contextual view of the battles.
   D) Correct Wayside exhibit orientation

18) Visitor Center Approach
   A) Upgrade main sign to be appropriate thematically
   B) Engineer a better parking lot / VC interface
   C) Common elements continue from Parking Lot into Breezeway

Appendix B: Current Organization



Appendix C: Special Populations Guidance

Programmatic Accessibility Guidelines for Interpretive Media

Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Task Force

Contents:

Statement of Purpose
Audiovisual Programs
Exhibits
Historic Furnishings
Publications
Wayside Exhibits

Statement of Purpose

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

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

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

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

"...to provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."
NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the format used, and will be selected in consultation with the parks and regions.

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

Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or

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

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

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

Exhibits

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

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

Guidelines Affecting Visitors with Mobility Impairments

Note: **The Americans with Disabilities Act Accessibility Guidelines (ADAAG)** is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed between 36" and 60" from the floor.
2. Artifact Cases:
   a. Maximum height of floor of artifact case display shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
   b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
4. Railings/barriers: Railings around any horizontal model or exhibit shall have a maximum height of 36" from the floor.
5. Information Desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:
   a. Height from the floor to the top: 28" to 34". (ADAAG 4.32.4)
   b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide, and 24" deep is recommended.
   c. Width of top surface of section: at least 36". Additional space must be provided for any equipment such as a cash register.
   d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
6. Circulation Space:
   a. Passageways through exhibits shall be at least 36" wide.
   b. If an exhibit passageway reaches a dead-end, and area 60" by 78" should be provided at the end for turning around.
   c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from wall with their leading edges at or below 27" above the floor can protrude ant amount.
   d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)
   e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
   f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must allow at least 80" from the floor to the bottom of the sign. (ADAAG 4.4.2)
7. Floors:
   a. Floors and ramps shall be stable, level, firm, and slip-resistant.
   b. Changes in levels between ¼" and ½" shall be beveled with

a slope no greater than 1:2. Changes in level greater than ½" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)

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

8. Seating for Interactive Stations/ Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide, and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig. 45)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geologic specimens, cultural items, etc.).
2. Typography: Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:
   a. Type Size: No type in the exhibit shall be smaller than 24 point.
   b. Typeface: The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatine, Century, Helvetica, and Universe. (Note: since the development of these guidelines, typefaces NPS Rawlinson and Frutiger should be added.)
   c. Styles/Spacing: Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
   d. Line length: Limit the line length for body copy to no more than 45 to 50 characters per line.
   e. Amount of Text: Each unit of body copy should have a maximum of 45-60 words.
   f. Margins: Flush left, ragged right margins are easiest to read.
3. Color:
   a. Type/Background Contrast: Percentage of contrast between the type and the background should be a minimum of 70%.
   b. Red/Green: Do not use red on green or green on red as the type/background color.
   c. Do not place body copy on top of graphic images that impair readability.
4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface, and color combinations for labels in an exhibit.
5. Exhibit Lighting:
   a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.
   b. Harsh reflections and glare should be avoided.
   c. The lighting system shall be flexible enough to allow adjustments on-site.
   d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor

finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.

6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs which designate permanent rooms and spaces shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs which provide direction to or information about functional spaces of the building shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

Guidelines Affecting Visitors with Hearing Impairments

1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
3. Graphic elements shall be used to communicate non-verbally.
4. The exhibits shall be a 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 problematic in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that many times is at odds with our modern views of accessibility.
The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Visitors with Mobility Impairments

1. The exhibit space should be free of architectural barriers, or a method of alternate

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

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

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

Publications

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

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which

could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in a park. A template for this site bulletin will be on the Harpers Ferry Center website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type. 16 points minimum and follow the large-print criteria below.

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:

    a. Text
        i. Size: the largest type size appropriate for the format. (preferred main body of text should be 10 point)
        ii. Leading should be at least 20% greater than the font size used.
        iii. Proportional letterspacing.
        iv. Main body of text set in caps and lower case.
        v. Margins are flush left and ragged right.
        vi. Little or no hyphenation is used at ends of lines.
        vii. Ink coverage is dense.
        viii. Underlining does not connect with the letters being underlined.
        ix. Contrast of typeface and illustrations to background is high (70% contrast is ommended)
        x. Photographs have a wide range of gray scale variation.
        xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.
        xii. No extreme extended or compressed typefaces are used for main text.
        xiii. Reversal type should be a minimum of 11 point medium or bold sans-serif type.
    b. Paper:
        i. Surface preferred is a matte finish. Dull-coated stock is acceptable.
        ii. Has sufficient weight to avoid "shoe through" on pages printed on both sides.
2. Large-print version publications
    a. Text
        i. Size: minimum 16 point type.
        ii. Leading is 16 on 20 point
        iii. Proportional etterspacing
        iv. Main body if text set in caps and lower case.
        v. Margins are flush left and ragged right.
        vi. Little or no hyphenation is used at ends of lines.
        vii. Ink coverage is dense.
        viii. Underlining does not connect with letters being underlined.
        ix. Contrast of typeface and illustrations to background is high (70% contrast is ommended)
        x. Photographs have a

wide range of gray scale variation.
xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.
xii. No extreme extended or compressed typefaces are used for main text.
xiii. Sans-serif or simple-serif typefaces.
xiv. No oblique or italic typefaces
xv. Maximum of 50 characters (average) per line.
xvi. No type is printed over other designs.
xvii. Document has a flexible binding, preferably one that allows the publication to lie flat.
xviii. Gutter margins are a minimum of 22mm; outside margin smaller, but not less than 13mm

b. Paper:
i. Surface is off-white or natural with matte finish.
ii. Has sufficient weight to avoid "show-through" on pages printed on both sides.

3. Maps
a. The less cluttered the map, the more visitors can use it.
b. The ultimate is a map that has large print and is tactile.
c. Raised line/tactile maps can be developed using digital files and a thermoform machine. Lines are distinguished by lineweight, color, and height. Areas are distinguished by color, height, and texture.
d. Digital maps are located on an accessible website.
e. Same paper guidelines as above.
f. Contrast of typeface background is high (70% contrast is recommended).
g. Proportional letterspacing.
h. Labels set in caps and lower case.
i. Map notes are flush left and ragged right.
j. Little or no hyphenation is used at ends of lines.
k. No extreme extended or compressed typefaces are used for main text.
l. Sans-serif or simple-serif typeface.
4. The text contained in the park brochure should also be available on audiocassette, CD and accessible website. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
5. The official park brochure is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list ant special services available to these visitors.
2. Publications:
a. Use language that appropriately describes persons with disabilities
b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
c. Whenever possible, easy to understand graphics will be

used to convey ideas, rather then text alone
d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

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

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

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

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

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual

interpretation covering the same subject matter. Examples include audio tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Visitors with Hearing Impairments

1. Wayside exhibits will communicate visually, and will rely on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

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

Appendix D: Bibliography

Baine, Rodney M. *The Publications of James Edward Oglethorpe*. (Athens, GA & London: The University of Georgia Press).

A collection of James Oglethorpe's published writings. Many of the selections document Oglethorpe's interest in social issues ("The Sailors Advocate," various reports on conditions in British prisons, and Georgia and philanthropy). It also contains his account of a duel he fought in 1722. Good background information for understanding Oglethorpe.

Birney, Margaret Ruth. *By Design: A Semiotic Analysis of Architectural Variation at Fort Frederica.*
(Master's Thesis, Michigan State University, 1996).

This thesis looks at the symbolism of individual buildings originally constructed at Fort Frederica in the 18th Century. It is helpful for comparing and contrasting concepts of power, success, and prosperity between the current era and historically. Many visitors understand the correlation between dwelling quality and social standing.

Cate, Margaret Davis & Charles H. Fairbanks. *Hawkins-Davison Houses, Frederica, St. Simons Island*, Georgia. (St. Simons Island, GA: Fort Frederica Association, ?).

A reprint of the articles in The Georgia Historical Quarterly (Vol. XL, No. 3, September 1956). This small book includes an article by Margaret Davis Cate entitled "The Original Houses of Frederica, Georgia: The Hawkins-Davison Houses." This article looks at what is known about the houses and their occupants from historical records. The book also contains an article entitled "The Excavation of the Hawkins-Davison Houses, Frederica National Monument, St. Simons Island, Georgia" by archeologist Charles H. Fairbanks which contains information about what was discovered during the initial archeological excavations of the site.

Earle, Alice Morse. *Home Life in Colonial Days*. Stockbridge, MA: The Berkshire Traveller Press,
1992).

Reprint of 1898 work that provides a detailed account of American colonists lifeways.

Hill, Patricia Kneas. *The Oglethorpe Ladies and the Jacobite Conspiracies.* (Atlanta: Cherokee Publishing Company).

This book gives background that helps a reader understand the difficult situation James Edward Oglethorpe found himself in with regards to the proper British monarch. His family largely were supporters of the Stuart claimants yet he himself led forces against Prince Charles. Rumor of his sympathies towards the Stuarts put an effective end to his military career. Good background information for understanding Oglethorpe.

Hovarth, Elizabeth A., Susan L. Hammersten & Debbie K. Leslie. *Archeological Investigations Conducted at Fort Frederica National Monument, Glynn County, Georgia.* (Tallahassee, FL: National Park Service Southeast Archeological Center, March 1991.

This archeological report covers shovel tests done in May 1990 (new water and sewer system and waterline down Broad Street), February 1991 (Bloody Marsh, burial grounds fence, garden fence). Good information for understanding archeological investigations done at the site.

Jones, George Fenwick. *The Salzburger Saga: Religious Exiles and Other Germans Along the Savannah.* (Athens, GA: The University of Georgia Press, 1984).

This book examines the history of the group of German-speaking Salzburgers that settled in both Ebenezer and St. Simons Island (Fort Frederica). It looks at motives for this migration, how they came here and the hardships they encountered.

Ready, Milton LaVerne. *An Economic History of Colonial Georgia, 1732-1754.* (Doctoral Thesis, University of Georgia, 1970).

This thesis studies the economic underpinnings of the early years of the Colony of Georgia. It is very useful for interpreters who need to convey the economic motives and realities faced by the early settlers.

Ver Steeg, Clarence L. *Origins of a Southern Mosaic: Studies of Early Carolina and Georgia.* (Athens: University of Georiga Press, 1975).

This book is based on Ver Steeg's research into the interplay of the colonies of South Carolina and Georgia. As a secondary source it provides a good overview of Georgia's beginnings and the role South Carolina had as an early supporter and later competitor of Georgia. Large numbers of visitors come from Georgia and many come from South Carolina and this work helps an interpreter understand the historical differences between the two areas. It also provides good information about the myths of Georgia's reputation as a debtor's colony.

Appendix E: Recommended Reading List

Conner, Judson J. *Muskets, Knives and Bloody Marshes: The Fight for Colonial Georgia.* (St. Simons Island, GA: Saltmarsh Press Inc., 2001) FOFR Library

The best work consolidating the primary accounts of Oglethorpe, Sullivan, and Monteano regarding the battles that occurred on St. Simons Island in July 1742. A good companion to British Drums.

Ivers, Larry E. *British Drums on the Southern Frontier: The Military Colonization of Georgia, 1733-1749.* (Chapel Hill: University of North Carolina Press, 1974). FOFR Library

British Drums on the Southern Frontier: The Military Colonization of Georgia, 1733-1749 is an important work that traces the changing troop levels and actions of British and Colonial troops during the struggle with Spain. By far the best overview of the British efforts

Manucy, Albert. *The Fort at Frederica.* (National Park Service, undated). FOFR Library

NPS report on the physical structures of Fort Frederica, its history and its use.

Moore, Francis. *A Voyage to Georgia, Begun in the Year 1735, etc.* (St. Simons Island, GA: Fort Frederica Association, 2002). FOFR Library

A reprint of a 1743 account of the founding of Frederica by the recorder Francis Moore. A good read for understanding the initial challenges faced by Frederica's settlers.

Reese, Trevor R. *Frederica: Colonial Fort and Town: Its Place in History.* (St. Simons Island, GA: Fort Frederica Association, 1969). FOFR Library

Good overview of the major themes of Frederica's history. Produced as a visitor center sales item.

Scott, J.T. *The First Families of Frederica: Their Lives and Locations.* (St. Simons Island, GA: Fort Frederica Association, undated). FOFR Library.

A good reference book to familiarize oneself with the physical layout of the town and individual stories of settlers.

Appendix F: The Planning Team and Consultants

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Jon Burpee
Park Ranger, Fort Frederica National Monument

Ellen Strojan
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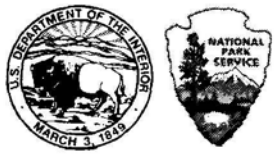
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As the nation's principal conservation agency, the Department of the Interior has the responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historical places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

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