National Park Service
U.S. Department of the Interior

Saratoga National Historical Park
New York

Saratoga National Historical Park
Long-Range Interpretive Plan

Cover Photo: *American cannon and troops at Bemis Heights and other nearby positions closed off the Hudson River and valley to advancing British, German, and Loyalist troops in September 1777, forcing British General John Burgoyne to attack the Americans and their fortified positions. Here, the Americans gained one of the most decisive victories in world history.*

LONG-RANGE INTERPRETIVE PLAN

Saratoga National Historical Park

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INTRODUCTION

Saratoga National Historical Park (NHP) is located in the scenic upper Hudson River Valley within the towns of Stillwater and Saratoga, New York. The park preserves sites associated with a significant American military victory in the War for Independence that ranks among the most decisive battles in world history. Here, in 1777, American forces met, defeated, and forced a major British army to surrender –– an event which led France to recognize the independence of the United States and enter the war as a decisive military ally of the struggling Americans.

The Battles of Saratoga consisted of a series of military maneuvers, battles, and sieges in September and October, 1777. The British army –– which included Germans, Canadians, American loyalists, and Indian allies –– were led by British Lt. General John Burgoyne against an army of Continental soldiers and militia initially led by Major General Philip Schuyler, who was replaced before the Saratoga battles by Major General Horatio Gates. The pivotal events of this military engagement were the First Battle of Saratoga on September 19, the Second Battle of Saratoga on October 7, the siege of British forces on October 11-16, and the British surrender on October 17, 1777.

Under a 1926 law, New York State began to acquire battlefield lands in preparation for the sesquicentennial of the battles in 1927. The battlefield was made part of the National Park System in 1938 when the U.S. Congress authorized Saratoga NHP. On June 22, 1948, Saratoga NHP was officially established. Since then, three sites have been added: the General Philip Schuyler Estate in the village of Schuylerville, and the Saratoga Monument and Victory Woods in the village of Victory. The park has increased in size from 1,400 to 3,392 acres since 1948.

Interpreting the events of Saratoga is challenging for a number of reasons. First, the battles were fought in 1777 over a three-week period at various locations. Second, Saratoga NHP is composed of four non-contiguous sites which have not been well integrated or linked. Third, changing traffic patterns have compromised a visitor's sense of arrival. Fourth, the battlefield tour road –– the primary visitor experience –– is not sequenced chronologically. With these and other challenges, it is often difficult for park visitors to adequately comprehend this military engagement's significance, chronology, strategies, and impacts.

This Long-Range Interpretive Plan (LRIP) will help to resolve these issues with recommended actions that should occur over the next five to ten years. It describes visitor experience goals and recommends ways to achieve those goals through visitor facilities, interpretive media, education programs, and personal services.

Saratoga National Historical Park has four non-contiguous sites: Saratoga Battlefield (above) in the town of Stillwater, NY; and the Philip Schuyler House (below), the Saratoga Monument (right) and Victory Woods (not pictured) in the town of Saratoga, NY. Because the park's three sites in Saratoga are about eight miles from the Battlefield unit and its visitor center, the park's General Management Plan recommends that a visitor contact facility be created in the area known as Old Saratoga, either in the village of Schuylerville or in the nearby village of Victory.

LONG RANGE INTERPRETIVE PLAN

Within the National Park Service planning hierarchy, a park's General Management Plan (GMP) guides park management decisions over a period of about 20 years. In the case of Saratoga National Historical Park (NHP), their current GMP was approved in 2004.

A park's Comprehensive Interpretive Plan (CIP) is one of a handful of strategic plans that describes implementation of specific aspects of the GMP. The Long Range Interpretive Plan (LRIP) is the keystone of the CIP and provides a vision for the park's interpretive program for up to 10 years. The LRIP describes the park's interpretive themes and visitor experience goals and recommends ways to achieve those goals through interpretive media, education programs, and personal services. It is supported by two dynamic components of the CIP: a series of Annual Implementation Plans (AIPs) and an Interpretive Database (ID). Both of these components of the CIP planning process will be updated annually by Saratoga NHP's interpretive staff.

This LRIP for Saratoga NHP was initiated in 2003 with input from a variety of park partners and media specialists during workshops in Saratoga Springs and Schuylerville, New York. Although the draft of this LRIP was completed in 2003, it was put on hold until the GMP's "preferred alternative" was reviewed by the public and the GMP was approved by National Park Service management in 2004. Despite this delay, the LRIP's recommendations are still appropriate. The actions that are recommended in this LRIP, however, are dependent on the timely receipt of funds and the ability of the park's many partners to support them. With adjustments when necessary, park management will use this LRIP over the next ten years to reach the ideal future vision for the interpretive services and media at Saratoga NHP.

EXECUTIVE SUMMARY

Saratoga National Historical Park (NHP) was authorized by an act of Congress in 1938, largely through the efforts of President Franklin D. Roosevelt. Although the park was authorized in 1938 it was not established until 1948. In that ten-year period, the battlefield was managed by New York State which had originally established it as a park in 1927. The National Park Service (NPS) began its park administration in 1948; in 1950 the Schuyler Estate was donated to the park; in 1974 the Victory Woods tract was donated to the park by its corporate owners; and in 1980 the Saratoga Monument was transferred to the NPS from New York State. The park currently contains 3,392 acres within its four non-contiguous sites in two units.

The park's permanent staff includes four interpretive park rangers, one park curator, two resource management specialists, three protection park rangers, six maintenance personnel, three administrative assistants, one assistant superintendent, and one park superintendent.

This Long-Range Interpretive Plan (LRIP) was created through a goal-driven process that describes desired visitor experiences and recommends appropriate means to achieve them while preserving the park's natural and cultural resources. The LRIP's first section, on pages 1-51, confirms the foundations of the park; its second section, starting on page 53, recommends actions to be taken over the next 10 years to upgrade the park's personal services and interpretive media.

The LRIP's "Future Interpretive Program" emphasizes the following:

Non-Personal Services (Interpretive Media)

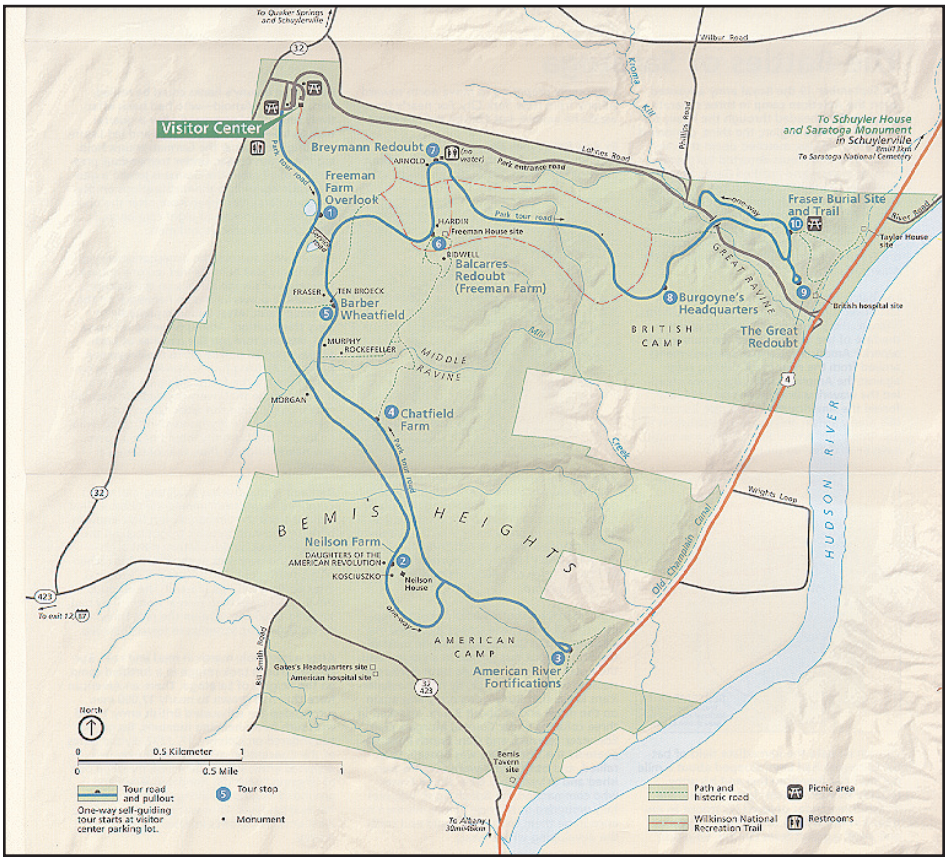
- Complete all exhibit upgrades in the Battlefield Unit's Visitor Center
- Plan new wayside exhibits for the tour road at the Battlefield Unit
- Plan new wayside exhibits for the three park sites in Old Saratoga
- Research the historic furnishings and exhibits at the Schuyler House
- Redesign the park brochure to include the three Old Saratoga sites
- Professionalize enhancements to park website
- Utilize current technology for self-guided tours

Personal Services

- Increase employees and volunteers to expand interpretive programs
- Expand the park's offerings of on- and off-site education programs
- Improve teacher training and resources for park education programs

As stated on the previous page, implementation of the recommendations listed on pages 109 to 117 are dependent on park management's ability to secure funding and its coordination with park partners.

SARATOGA BATTLEFIELD (from park's folder)



Saratoga National Historical Park includes the Battlefield Unit (above) and three sites in Old Saratoga.

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BACKGROUND for PLANNING

ENABLING LEGISLATION

H. R. 4852
(Report No. 1629)
IN THE SENATE OF THE UNITED STATES
June 15 (calendar day, June 22), 1938
Read twice and referred to the Committee on Public Lands & Surveys
April 20 (calendar day, April 21), 1938

Reported by MR. O'MAHONEY, with amendments

AN ACT

To provide for the erection of the Saratoga National Historical Park in the State of New York, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That when title to all the lands, structures, and other property in the area of Saratoga, New York, whereon was fought the Battle of Saratoga during the War of the Revolution, shall have been vested in the United States, such area shall be, and it is hereby, established, dedicated, and set apart as a public park for the benefit and inspiration of the people and shall be known as the Saratoga National Historical Park: provided, That such area shall include that part of the Saratoga Battlefield now belonging to the State of New York and any additional lands in the immediate vicinity thereof which the Secretary of the Interior may, within six months after the approval of this Act, designate as necessary or desirable for the purposes of this Act.

SEC. 2 That the Secretary of the Interior be, and he is hereby authorized to accept donations of land, interests in land, buildings, structures, and other property within the boundaries of said historical park as determined and fixed hereunder and donations of funds for the purchase or maintenance thereof, the title and evidence of title to lands acquired to be satisfactory to the Secretary of the Interior: Provided, that he may acquire on behalf of the United States, out of any donated funds, by purchase when purchasable at prices deemed by him reasonable.

SEC. 3 That the administration, protection, and development of the aforesaid national historical park shall be exercised under the direction of the Secretary of the Interior by the National Park Service subject to the provisions of the Act of August 25, 1916, entitled "An Act to establish a National Park Service and for other purposes", as amended.

Passed by the House of Representatives June 21, 1938.

LEGISLATIVE BACKGROUND

The first formal action recognizing the historical importance of the Battles of Saratoga came in 1856, when a group met at the Schuyler House to discuss creating a memorial to the victory. Three years later they formed the Saratoga Monument Association. After delays caused by the Civil War and other factors, the cornerstone of the Saratoga Monument was laid in 1877 on the 100th anniversary of the battle. The monument was completed in the 1890s and dedicated in 1912.

Ellen Hardin Walworth, who would later co-found the Daughters of the American Revolution (DAR) and help lead the movement to create a National Archives, led the "Saratoga Monument Association Committee" from 1880-1892 to mark points of interest on the battlefield with stone markers and encouraged preservation of the battlefield. The placing of 13 tablets began almost immediately thereafter and continued until 1892. The Saratoga Chapter, National Society of Daughters of the American Revolution, erected nine granite markers on the route from Saratoga Springs to the battlefield between 1904 and 1909.

The drive to preserve the battlefield land gained momentum in the 1920s, led by George O. Slingerland of Mechanicville, with financial support of local Rotary Clubs, the D.A.R., and New York Times owner Adolph Ochs. Ochs intensified the interest of New York Governor Franklin D. Roosevelt in preserving the battlefield, and this interest continued after Roosevelt was elected president in 1932. The Saratoga Battlefield Association was formed in 1923 and began to fund the acquisition of key parcels of land. As support grew with the approach of the 150th anniversary of the battle events, a law was passed in 1926 authorizing New York State to preserve historic sites, rehabilitate and improve historic battlefield sites owned by New York State (or slated to be acquired by the New York State Conservation Commissioner). During a celebration in October 1927, the Saratoga Battlefield was officially dedicated, placed under the New York Conservation Department, and Slingerland was selected as superintendent.

During the park's administration by New York State from 1927 to 1948, progress was made in land acquisition, development setting precedents, and creating infrastructure. During this time, the state owned 12 farms totaling 1,428 acres, about one-quarter of the estimated area of the historic battlefield. Under Supt. Slingerland's direction, from 1927 until his death in 1932, New York State restored the original Neilson House and erected two replica structures to serve as Park Headquarters and a Museum. The Neilson Farm (present-day Stop 2) served as the nucleus of administrative and visitor services functions from 1927 until the visitor center at Fraser Hill was completed in 1962.

Legislative Background (continued)

Park developments in the 1930s were hindered by a shortage of funds caused by the Great Depression and expectations that the NPS would administer the park. In 1931, the DAR dedicated a monument to the unknown dead (placed near a conjectural American Cemetery) and Memorial Pavilion, completed in 1927 and 1928. From 1927 to 1948, the removal of farms, planting of sod, and continuing sheep grazing created an open park-like landscape that was representative neither of battle conditions nor of the traditional agriculture that succeeded it.

Authorization of a national park to commemorate the Saratoga battles by Congress in 1938, came about largely due to the efforts of President Franklin D. Roosevelt. The National Park Service (NPS) accepted 1430 acres from New York State, although the area remained under state administration. A Civilian Conservation Corps (CCC) camp was established in nearby Stillwater in 1939 and the CCC performed the first historical and archeological investigation of the battlefield under archeologist Robert Ehrich and historian Francis Wilshin.

During the ten-year period until establishment of the national park came in 1948, the NPS started planning for its administration of the battlefield, while New York State continued to manage it. Two critical issues emerged: the management of vegetation and the development of tour roads. Initially, NPS historians favored keeping the land open to provide sweeping views of the historic terrain. However, lack of knowledge of vegetative conditions would have made accurate reforestation difficult. The NPS followed a cautious policy while devoting a major effort to develop accurate historical baseline data maps.

Several locations for the new administration/museum building had been suggested. On a visit coinciding with the anniversary of the second battle in 1940, President Roosevelt chose Fraser Hill as the site of this facility, due to the expansive views it provided. This decision by the chief executive brought an abrupt end to the debate. Selection of a site for the main visitor facility guided layout of tour roads, although the course of the roads and the location of the park entrance were often revised, even during World War II. In 1950, the 30-acre Schuyler Estate was finally acquired by the NPS from private owners.

A study by historian Charles Snell in 1951 brought a reversal of previous policy to favor extensive reforestation in an effort to recreate the forest/field configuration at the time of the second battle. Further studies have revised the details of Snell's base map, but the policy established at that time has remained generally in effect, and the base map has remained a cornerstone of subsequent planning. Lack of regular maintenance, which led to unplanned reforestation during and after World War II, inadvertently supported the new policy.

Legislative Background (continued)

The 1959 general development plan finally settled on a tour road alignment. Completed in 1967, the one-way tour road connected interpretive stops in the shortest way, without much regard to historical sequence. In 1962 the visitor center was constructed on Fraser Hill as a part of the NPS's 'Mission 66' initiative to rebuild the infrastructure throughout the National Park System that had been generally ignored during World War II and the post-war years.

The 1969 master plan, which largely followed the park's previous plans, was inspired by the approaching national bicentennial of 1976. Looking ahead to the bicentennial, a tract of land in the village of Victory was acquired by donation in 1974 because it contained British earthworks from the siege period. The 1969 master plan was the last parkwide plan before the park's current General Management Plan was approved in 2004.

Park staff at Saratoga National Historical Park preserves and protects the park's resources as well as interprets the 1777 military campaign (above).

PURPOSE AND SIGNIFICANCE

Purpose

Purpose statements describe why an area was set aside. Congressional testimony, enabling legislation, and other events in the park's legislative history often provide the basis for purpose statements.

The purpose statement below — taken from the park's 2004 General Management Plan, and based on the park's authorizing legislation and its legislative history — states why the park was established as a unit of the National Park System.

Saratoga National Historical Park preserves and protects sites associated with the battle, siege, and surrender of British forces at Saratoga — decisive events in the winning of American independence. The park staff interprets these and other sites, events, and people associated with the 1777 military campaign in the Champlain -Hudson and Mohawk valleys (the Burgoyne Campaign).

Significance

Significance statements describe the importance or distinctiveness of the area, and define the park's place within the broader national context. The statements below — taken from the park's 2004 General Management Plan — describe the most significant resources that inspired Congress to set aside this area as a unit of the National Park System.

Saratoga National Historical Park:

• Honors the participants and preserves the battlegrounds where a major British military offensive in 1777 ended in a surrender that heartened the patriotic cause and brought about the international recognition and aid essential to securing our nation's freedom.

• Contains the Saratoga estate of General Philip Schuyler, an outstanding figure during the revolutionary period and commander of the northern theater of operations between June 1775 and August 1777.

• Presents a richly monumented landscape reflective of a commemorative movement, which culminated in the establishment of the national historical park in 1938.

INTERPRETIVE THEMES

Tangible/Intangible Concepts

The primary purpose of interpretation is to make an intellectual and emotional connection from the park resources to each visitor's experience and background so that visitors will understand, appreciate, and help preserve the park. The list below and on the next four pages (this is not meant to be an all-inclusive list) begins to make that connection by comparing the park's tangible resources to the intangible meanings that today's visitors may bring to the park. National Park Service rangers, the park's partners, and media specialists should use this list of tangibles and intangibles as a starting point when developing interpretive programs, education programs, and interpretive media to help visitors create meaningful connections and lasting impressions.

Tangible (Resource/s): Battlefield

Intangible (Meanings) related to Battlefield:

Life and death

Glory and honor

Defeat and shame

Confusion

Fear and anxiety

Battle lust

Espirit de corps/unit cohesion/sense of belonging

Patriotism/love of cause and country

Tangible (Resource/s): Encampment Areas

Intangible (Meanings) related to Encampment Areas:

Toil, drudgery

Hardships (hunger, cold, thirst, hard living, uncertainty, fear, want exhaustion, hopelessness, anxiety, misery)

Optimism

Camaraderie

Office politics and personalities

Rumor and uncertainties

Regional and national loyalties and prejudices

Disease and illness

Tangible/Intangible Concepts (continued)

Tangible (Resource/s): Fortifications

Intangible (Meanings) related to Fortifications:

Ingenuity
Adaptation to terrain
Safety and security
Protection and confidence
Toil and labor
Accomplishments and pride
Anticipation
Strategy
Economy of force
Sacrifice of mobility

Tangible (Resource/s): Landscape, Terrain, and Geographic Features

Intangible (Meanings) related to Landscape, Terrain, and Geographic Features:

Human impact on landscape and native vegetation (agricultural and military)
Ease of transportation
Limits on transportation
Challenges and obstacles (natural and man-made)
Europeans' reaction to flora and fauna and their sense of awe
Extremes in climate
Natural Beauty

Tangible (Resource/s): Archival Materials

Intangible (Meanings) related to Archival Materials:

Human emotion
Spirituality
Orderliness
Laws and rules
Hierarchy
International partnerships and conflict

Tangible/Intangible Concepts (continued)

Tangible (Resource/s): Artifacts

Intangible (Meanings) related to Artifacts:

Domestic tools and military equipment
Survival
Technology
Craftsmanship
Functionality
Class distinctions
Destruction, death, and injury
Preservation of life
Identification association

Tangible (Resource/s): Farms and People

Intangible (Meanings) related to Farms and People:

Conflicting choices
Consequences of choices
War on your doorstep
Uprooting/refugees
Loss of property and ownership
Powerlessness
Duty versus personal interest
Protection of home and family
Hardness and harshness of life
Impact of military presence
Suffering
Primary way of life at the time

Tangible (Resource/s): 19th century Canals

Intangible (Meanings) related to 19th century Canals:

Overcoming obstacles
Expansion of trade & commerce & communication of ideas - internet of the day
Migration of people

Tangible/Intangible Concepts (continued)

Tangible (Resource/s): Monuments

Intangible (Meanings) related to Monuments:

Glorification

Patriotism (and its changing meaning)

Romanticism

Artistry and craftsmanship

Memory in perpetuity

Sponsorship

Exclusiveness

Cultural pride

Connection to site and events

Sanctification and consecration of the site

Tangible (Resource/s): General Schuyler and his Saratoga Estate

Intangible (Meanings) related to General Schuyler and his Saratoga Estate:

Prosperity

Heritage, family connections, and genealogy

Elitism

Wealth/power/influence/vision/leadership

Perseverance and tenacity despite public and personal disappointments

Disparities between classes, races and genders

Industriousness (white collar and blue collar aspects)

Leisure and entertainment

Living conditions

Activity/commotion/flux

Cosmopolitan attitudes

Devotion to public service (political, social and military circles)

Loyalty and friendship

Decline

Tangible/Intangible Concepts (continued)

Tangible (Resource/s): Siegefields

Intangible (Meanings) related to Siegefields:

Hopelessness versus hopefulness
Isolation
Want and deprivation
Anticipation
Pride
Elation
Fear/uncertainty
Loss

Tangible (Resource/s): Surrender Sites

Intangible (Meanings) related to Surrender Sites:

Respectfulness
Awe at accomplishment
Humiliation
Depression
Sadness and elation
Defiance
Ritual, etiquette and pageantry

Volunteers in period costumes greet visitors at the Neilson House (above).

Parkwide Theme Statements

As visitors enjoy the resources at Saratoga NHP, it is the responsibility of the park staff and their partners to facilitate a connection –– as described on page 7 –– from the park's tangible resources to the visitors' intangible meanings. The interpretive themes listed on this page and the next page express the key concepts that characterize the park resources. Visitors to Saratoga NHP should have the opportunity to be exposed to these themes –– ideas that are central to the park story –– through the park's personal services programs, its education programs, the interpretive media, or all three.

Place: Grand Strategy and Victory for the New Nation

In 1777 –– the second year of America's War for Independence –– the British sought to quell the rebellion with a single decisive military campaign. Their plan depended on using an invading army to divide the colonies along a natural corridor of rivers and lakes stretching from Canada to New York City. The American commitment to halt this invasion south of Saratoga at Bemis Heights proved critical to the future of an emerging nation.

- The Americans' determined resistance at Saratoga, coupled with British strategic blunders, resulted in a stunning defeat and surrender for a British army. This timely victory reversed American military fortunes, boosted patriot morale, and gained them international recognition and support, including military assistance.

- The defensive position south of Saratoga at Bemis Heights was chosen because the natural terrain there afforded the Americans tactical advantages. Their skillful use of the high ground, narrow river passageway, and wooded ravines fortified with entrenchments and batteries, forced the British army to fight on terms favorable to the Americans.

- Since pre-colonial times, the waterways of the Hudson and Mohawk Rivers and Lakes Champlain and George had been prized natural routes of communication, trade, and warfare –– highly coveted by those seeking control of this vast inland area for its rich natural resources and arable land.

Parkwide Theme Statements (continued)

People: At Saratoga — By Choice or By Chance

Today, the winning of American independence seems to have been inevitable. But it was actually the result of many individual decisions and sacrifices made by people from all walks of life. Their determination in surmounting overwhelming odds was an early example of what is recognized now as the American spirit — the will and ability to shape a better future.

- Participants on both sides of the conflict — men and women, soldier and civilian, free and enslaved, and those of many nations — were motivated by hopes and aspirations including reasons of personal or monetary gain, continuance of established ways of life, desire for a better future, or belief in a moral cause.

- General Philip Schuyler, a patriot statesman and military leader from the French & Indian War through his political campaigns for governor and senator, risked his life and livelihood and lost his Saratoga home for his belief in the promise of a new and independent United States of America, affording political and economic liberties for its citizens. After his death, his family continued his policies of promoting canal transportation and fostering economic enterprise in the community that later became known as Schuylerville in his honor.

Memory: Creating a Shared American Identity

Monuments and memorials added to Saratoga's "sacred ground" represent early national efforts to honor those who died or were wounded in service to their country and the causes for which they made their sacrifices. The park, its monuments, and historic markers contribute to a shared American identity and an evolving sense of patriotism.

- The Saratoga Monument stands prominently within the British camp where the decision to surrender was made in October 1777. The site symbolizes the decisive turn in the American struggle for independence and serves as an eternal reminder of the human cost of both the American victory and the British defeat.

- A leader of the Saratoga Monument Association, Ellen Hardin Walworth's effort to commemorate the Saratoga battles marked the beginning of her lifelong commitment to preserving the icons of our national identity and the creation of local, state, and national organizations to achieve those goals.

GOALS

General Park Goals (from the park's GMP)

Goals articulate the ideal conditions that park managers are striving to attain in perpetuity, as well as provide the basis for quantifiable long-term goals that are developed in the park's Government Performance and Results Act (GPRA) Strategic Plan. These goals assert the ideals that Saratoga NHP is protected, that the park visitors are satisfied and informed, and that the park works with others to foster stewardship.

Resource Management

- Park managers protect, preserve, and maintain in good condition the landscapes, structures, archeological sites, artifacts, archives, monuments, and historic markers that are significant to the outcome and commemoration of the 1777 battles, siege, and surrender at Saratoga.
- Saratoga NHP contributes to the accumulation of knowledge and understanding of cultural and natural resources related to the site's historical significance and to its ecological importance in the upper Hudson River Valley.
- Park professionals manage the park's natural resources in the context of a cultural park to foster healthy ecosystems.

Visitor Use and Interpretation

- The public understands and appreciates the sacred and commemorative nature of the park's landscape and the significance of the military events that took place here on the outcome of the American Revolution and their impact on world political developments.
- Saratoga NHP provides quality interpretive and educational programs that make the park's stories and resources available to a wide variety of audiences. Interpretation fosters opportunities for visitors to make emotional and intellectual connections with the meaning inherent in those stories and resources.
- Visitors safely enjoy a variety of accessible recreational experiences that take place in locations and at levels that ensure the long-term protection of the park's natural and cultural resources.

Cooperative Efforts and Partnerships

- Saratoga NHP establishes partnerships to develop educational programs and to foster stewardship of park resources and values within and beyond park boundaries.

GPRA Goals (from the park's Strategic Plan)

In conformance with the Government Performance and Results Act (GPRA) of 1993, Saratoga NHP devised Strategic Plans in 1995, 2000, and 2005 to outline park management goals. Within the current GPRA Strategic Plan's goals, the following two goals address park visitors:

Mission Goal IIa: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

Under this mission goal, the long-term goal for Visitor Satisfaction is: By September 30, 2010, 95% of Saratoga NHP's visitors are satisfied with the park's facilities, services, and recreational opportunities.

Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

Under this mission goal, the long-term goal for Visitor Satisfaction is: By September 30, 2010, 90% of visitors understand the significance of the Saratoga NHP.

GPRA Goal Measurements

The outcomes (i.e., how well each NPS unit is achieving its GPRA goals) of these efforts are measured each year (at every unit of the National Park System) through survey forms that are distributed to visitors at each NPS unit. Visitors send their completed survey forms to the University of Idaho where the data is collected and compiled for each NPS unit. The survey results reflect visitor opinion about each park's facilities, services, and recreational opportunities, as well as measures visitor understanding and appreciation of each park's significance. The data from this annual survey is expected to be accurate within +/-6% with 95% confidence. For the summary of the 2005 GPRA visitor survey at Saratoga NHP, see pages 24-25 of this LRIP (and/or go to website www.psu.uidaho.edu/vsp for most recent survey.)

Visitor Experience Goals:

Visitor experience goals describe what physical, intellectual, and emotional experiences should be available to visitors to Saratoga NHP. We cannot require that visitors engage in these activities, learn these facts, notice these feelings, or marvel at this resource. However, all visitors should have the opportunity to:

- Understand the importance of the military victory at Saratoga to the American's cause for independence, and the battles' significance to world history
- Feel welcome and valued
- Receive orientation to the park's resources and activities, as well as to resources and activities at associated sites
- Have safe access to most park resources
- Learn that the Battlefield, Schuyler House, Saratoga Monument, and Victory Woods collectively are a unit of the National Park System
- Contemplate and reflect on the sacred and commemorative nature of the park's landscape
- Enjoy quiet and a serene, scenic setting
- Understand Saratoga NHP's landscapes and historical timeline
- Experience the tactically significant configuration of roads, fields, and forests at the time of the second battle at Saratoga
- Understand the relationship of the two Saratoga battles
- Place Saratoga's battles in context within the War for Independence
- Enhance their understanding of warfare and society in the 1700s
- Learn about the people associated with Saratoga, and forge an informed and emotional tie with their achievements and sacrifices
- Have access to the park's collections and resources for research
- Learn about the park's natural resources
- Enjoy recreational activities consistent with the park's purpose
- Value the battlefield as 'open space'
- Understand the need to preserve views from key interpretive points
- Have a fun and memorable visit
- Leave the park with an appreciation and understanding of shared responsibility for the stewardship of natural and cultural resources

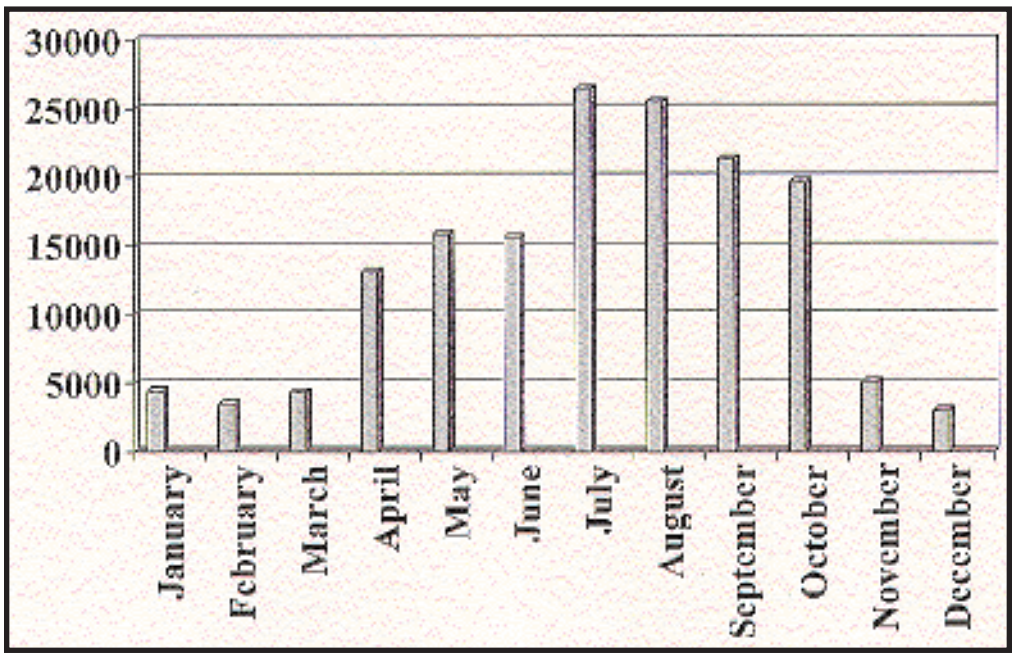
VISITOR PROFILES

Annual Visitation, 2000-2005

2000: 163,914	2002: 142,812	2004: 114,007
2001: 154,897	2003: 106,862	2005: 98,394

Monthly Visitation, 2001-2005

	2001	2002	2003	2004	2005
January	6,051	3,746	4,039	2,309	3,260
February	1,789	4,156	3,361	3,578	3,493
March	3,196	4,713	4,211	2,571	3,397
April	7,150	12,229	5,583	9,134	9,467
May	6,629	21,240	12,292	12,776	10,936
June	10,982	17,454	14,273	17,079	11,480
July	32,903	21,016	15,878	16,436	15,966
August	27,636	19,763	14,356	15,680	16,514
September	29,113	14,725	12,897	13,261	10,631
October	19,413	14,003	11,555	11,854	8,835
November	5,197	6,713	6,364	7,790	2,376
December	4,838	3,054	2,053	1,539	1,859
TOTAL	154,897	142,812	106,862	114,007	98,394



Graph of Monthly average visitation over 8-year period from 1998-2005

Visitation Group Types

Of the park's approximately 110,000 annual visitors, about:

15,000 are **National & International,** usually visiting for the first time

65,000 are **Regional,** usually repeat visitors, from NY and nearby states

5,000 are **Education groups** with curriculum-based field trips

25,000 are **Local recreational users**, who hike, jog, bicycle, ski, etc.

Visitor Group Descriptions

National/International Visitors (approx. 15% of total visitors)

Characteristics: Primarily family groups on vacation who are typically first-time visitors; some visit the park for education-linked purposes.

Use of Saratoga NHP: Most of these visitors are here specifically for the opportunities that the park offers –– either to understand the events of 1777, or to enjoy a traditional park experience. Their visit is typically in a motor vehicle, driving along the park tour road. Many of these visitors also visit the Schuyler Estate and Saratoga Monument.

Issues: Complaints about the lack of directional signs (as well as the lack of local food and drink services) are frequently heard at the visitor center. There are occasional requests for ride-along guides like those offered at Gettysburg. The idea of Heritage Corridors seems to have occurred to visitors long ago, as many visitors make a point of including Fort Ticonderoga, Hubbardton SHS (VT), Bennington Monument SHS (VT), Bennington Battlefield SHS (VT), Fort Stanwix National Monument, and other Revolutionary War sites in their trip itinerary.

Regional Visitors (approximately 60% of total visitors)

Characteristics: Individuals, educational groups, and family groups from upstate New York and nearby states. Many of these regional visitors are repeat visitors, although some have many years between visits.

Use of Saratoga NHP: Visitors from regional communities use the site primarily for its historic resources. Many also use the park for its natural themes and recreational opportunities including hiking, bicycling, horseback riding, picnicking, cross country skiing, snow-shoeing, and sledding. Wildlife viewing is perhaps the major non-historic activity.

Issues: As pressures from the spread of development in upstate New York continue, the battlefield is viewed as a green space by regional visitors. Although most of these regional visitors come to discover the park's Revolutionary War history, some of their recreational activities may not be compatible with the park's goals or the mission of the NPS.

Visitor Group Descriptions (continued)

Education Groups (approximately 5% of total visitors)

Characteristics: Mostly 4th, 5th, and 7th grade classes as their curricula coincide with the park's primary interpretive themes. Programs are offered at the park and at schools (occasionally both). Most school groups come from within 35 miles of the park, but some schools from other states and regions visit. Home school associations and senior citizen "life long learning" groups also occasionally visit the park.

Being a military site, Saratoga NHP is often the subject of "staff rides." Members of the active military, U.S. Military Academy at West Point, ROTC, military reserves, and even some foreign military use the park to study battle strategies and to prepare themselves for actual conflict.

Use of Saratoga NHP: The Battlefield Unit of Saratoga NHP has the most opportunities for schools at this time. Schools use the park to reinforce their respective curricula (e.g., NYS History, US History 1). Occasionally, a school will utilize the park for programs in natural history; such activities are mostly self-initiated and led by teachers.

Issues: The park has limited facilities that hamper education opportunities. The Battlefield Visitor Center has limited space, making it necessary to turn away some educational groups since they cannot be accommodated. On the Battlefield itself, programs for schools are completely at the mercies of the elements. When it rains, there is no shelter on the battlefield, especially for school groups of any size.

Park Rangers usually lead their curriculum-based education programs in NPS uniform (above) at various park locations such as the visitor center.

Visitor Group Descriptions (continued)

Education Groups (continued)

Issues: (continued) The Schuyler Estate is even more limited in scope due to limited capacity because the historic structure can only accommodate a small number of students at a time. The physical configuration of the house is not conducive to traffic flow; there is only one staircase between the first and second floors, restricting the number of visitors who can be accommodated on the upstairs level. The building lacks climate control making it unavailable for most of the school year. During extremely hot weather in the summer, the house is sometimes a safety hazard, causing the park to close it temporarily to visitors and staff. Also, there is no facility or shelter to accommodate individuals or groups waiting outside for their tour inside.

This is unfortunate because the Schuyler Estate is the one resource in Saratoga NHP that could be employed to highlight certain park concepts (e.g., the Schuyler's domestic life, African American experiences) outside those of the Saratoga battles and the War for Independence.

Saratoga Monument could probably be of interest for school groups. However, safety considerations make this resource less than group-friendly: the monument's design limits the numbers of visitors that can be accommodated, the stairwell was designed for visitors to ascend the stairs single-file, and there is no shelter for waiting group members.

Recreational Visitors (approximately 20% of total visitors)

Characteristics: A growing proportion of the park's visitors, the park's recreational visitors are predominantly local residents. They range from individuals to extended family groups.

Use of Saratoga NHP: Visitors from local and regional communities use the site for its recreational opportunities that include hiking, bicycling, horseback riding, picnicking, cross-country skiing, snow-shoeing, sledding, bird watching, and wildlife watching. Most of these activities are an end unto themselves, and many local recreational visitors do not attend the park's interpretive programs.

Issues: As pressures from local development continue, the Battlefield is becoming more widely used as a recreation area for local residents.

Seasonal Visitation Trends

Winter

The winter months of January, February, and March are the slowest times of year at Saratoga NHP. The park sites in Old Saratoga are closed during the winter. As temperatures drop and snow falls, visitation declines. The tour road is closed during the winter, but that does not discourage the many local recreationists who use the park for cross-country skiing and sledding. Park staff occasionally present programs off-site to schools in the region, and prepares for the school group field trips and curriculum-based education programs in spring.

Spring

Although the park sites in Old Saratoga are still closed during the spring, visitation from school groups (along with some home-school students and a few adult education groups) start to trickle into the park in late March, then flood into the park on weekdays through the spring (April, May, and June). By mid-June, the education groups diminish as the numbers of traditional NPS visitors (visitors with family, friends, or alone) increase dramatically, especially on weekends. Also, as spring progresses, the hikers, bikers, and wildlife watchers return to the park.

Summer

Visitation peaks from late June through August as traditional NPS visitors from throughout the United States (and other countries) visit the park and drive the tour road. By summer, the Schuyler House and Saratoga Monument are staffed by permanent interpreters, seasonals, and volunteers. A number of encampments and other special events are planned each summer by permanent staff and volunteers. Use by local and regional recreationists declines, especially on very hot days.

Fall

Visitation in autumn is busy as the fall color season lures droves of visitors to upstate New York and New England. Special events (coinciding with the anniversaries of the Saratoga battles, siege, and surrender) are planned and presented each fall. The site also receives many visits from curriculum-based school groups and senior citizens in the fall because they prefer to travel after the busy summer season. Later in the fall, the park sites in Old Saratoga are closed for the winter.

Visitor Characteristics

From June 26 through August 31, 1995, Saratoga NHP's staff conducted a survey to gather information about how visitors were using and enjoying the park's interpretive services. With 346 questionnaires returned out of 420 distributed, the survey had an 83% response rate.

Group Size

1 person…… 2%

2 people…… 34%

3 people…… 16%

4 people…… 13%

5 people…… 11%

6-10 people.. 13%

11+ people…11%

Group Types

Family…….. 62%

Friends……. 12%

Family and friends.. 10%

Alone……. 2%

Bus Tour…… 7%

Other……. 7%

Visitor Ages

10 or under…15%

11-20……. 18%

21-30……. 12%

31-40……. 25%

41-50……. 16%

51-60…….. 7%

61-70…….. 5%

71 or older…. 2%

Visitor Characteristics (continued)

Point of Origin

Local (I-87 corridor)..... 40%

Regional (other New Yorkers).. . 17%

National (other 49 states) 40%

International (most from Canada)..3%

Number of Visits

First visit.....54%

2-4 visits.....23%

5-9 visits..... 2%

5-9 visits..... 2%

10 or more visits..... 19%

Most Commonly visited Sites at Saratoga NHP

Visitor Center.....84%

Balcarres Redoubt....62%

Nielson House.....58%

Most Commonly used Interp. Services at Saratoga NHP

Visitor Center exhibits.....71%

Visitor Center personnel.....69%

Park brochure.....68%

Most Commonly used Park Facilities at Saratoga NHP

Tour Road.....84%

Parking Lots.....73%

Restrooms.....65%

Data from the GPRA Visitor Survey Cards

The survey data below is from Saratoga NHP's 2005 Visitor Survey from the University of Idaho. The survey reflects visitor opinion about the facilities, services, and recreational opportunities. The data is expected to be accurate within +/-6% with 95% confidence.

2005 Overall quality of facilities, services, & recr. opportunities

Very good: 73%

Good: 26% (99% satisfaction: combined Very Good and Good)

Average: 1%

2005 Specific ratings: facilities, services, & recr. opportunities

Category	Approval Ratings				
Park Facilities:	Very Good	Good	Average	Poor	Very Poor
Visitor Center	73%	16%	10%	2%	0%
Exhibits	63%	25%	8%	4%	0%
Restrooms	58%	30%	12%	0%	0%
Walkways, Trails, Roads	68%	28%	3%	1%	0%
Camp/Picnic Areas	58%	32%	9%	0%	0%
Combined Facilities:	**65%**	**26%**	**8%**	**2%**	**0%**

Visitor Services:	Very Good	Good	Average	Poor	Very Poor
Employee Assistance	88%	11%	1%	0%	0%
Interp. Programs	84%	12%	2%	0%	0%
Park Map or Brochure	70%	18%	9%	1%	1%
Commercial Services*	60%	28%	11%	2%	0%
Combined Vis. Serv.:	**71%**	**22%**	**4%**	**2%**	**0%**

* The low ratings here reflect the area's limited restaurants and motels.

Recreation Ops.:	Very Good	Good	Average	Poor	Very Poor
Learning about ...	71%	25%	2%	1%	1%
Outdoor Recreation	67%	29%	3%	1%	0%
Sightseeing	69%	25%	2%	1%	1%
Combined Recr. Ops.:	**69%**	**26%**	**3%**	**1%**	**1%**

Comments from the GPRA Visitor Survey

The following comments are from the 2005 GPRA Visitor Survey:

"The staff was excellent, but the movie was outdated and the visitor exhibits could be expanded."

"Teach our nation's history. It must be stressed they don't do it in schools the way they should. Keep up the good work."

"Keep history alive and for people to remember how this country became as great as it is."

"It is important to know about our roots in order to grow in the proper direction."

"Tell the history of our country in the area."

"(The park) makes US history accessible and localizes national history."

"Shows the history very well with its plaques and signs and markers."

"It was great to follow the movement of the troops. Not enough is taught about the revolutionary war in schools today. This is a step in the right direction."

"(This is) a memorial to the Revolution – a symbol of American spirit."

"A breath of fresh air – back to nature, very beautiful!"

"Turning point in Revolutionary War. Success of Benjamin Franklin's mission to France. Video presentation excellent – layout of battlefields made everything clear."

"This is the only time France helped us. Since then we've been dumped on repeatedly."

"This park is a memorial to all who died for our country, is of great importance to our country."

"I thought the rangers were all very helpful."

"Excellent bike riding, especially for kids."

"Build a cross-section of a redoubt of logs for display/education."

"The battlefield is well maintained; the visitor center and number of interpreters suffers from lack of funds."

"There should be some sort of snack bar or vending machine."

"More water availabilities and bathrooms and more rangers in period clothing."

"Fantastic trail maintenance…always clean and great wildlife viewing."

"Trails need work and trail maps are bad – get mountain bike trails."

"Loved the self-guided audio tour. Rangers we spoke with were great!."

ISSUES AND INFLUENCES

Servicewide and National Influences

NPS Strategic Plan

Within its Strategic Plan of 2002––mandated by the Government Performance and Results Act (GPRA)––the National Park Service set a number of long-term mission goals to be achieved. Among its goals and initiatives, the National Park Service emphasized the following areas of servicewide priorities for NPS units in its GPRA Strategic Plan:

- Preservation of Natural and Cultural Resources
- Natural and Cultural Resource Inventories
- Visitor Safety and Satisfaction with Park Facilities
- Visitor Understanding and Appreciation of Resources
- Visitor Demographics
- Workforce Diversity
- Employee Competencies Training/Certification
- Employee Safety
- Cost-effectiveness
- Partnerships
- Education Outreach
- Scientific and Historical Research
- International Assistance

National Plans and Programs (from GMP)

American Battlefield Protection Program: Revolutionary War and War of 1812 Study

Congress authorized this NPS study because many sites of this period are at risk from rapid urban or suburban development. The goals of the study are 1) to gather current information about the significance of, current condition, and threats to the sites, and 2) to present preservation and interpretation alternatives for the sites. Through research and public comment, the NPS has identified 2,742 sites of battle actions and historic places associated with both wars. These sites are in 31 states and the District of Columbia, and include Saratoga NHP and several nearby sites. Data gathered during field surveys will help the NPS evaluate the current level of preservation at these sites and make recommendations for further protection and interpretation.

National Plans and Programs (cont.)

American Heritage River: the Hudson River

In 1998 the Hudson River became an American Heritage River, one of only fourteen rivers nationwide to be so honored. The Hudson River's unique place in American history and culture, its role in the birth of the modern environmental movement, and the marked improvements in its ecological health in recent decades all contributed to this designation. As an American Heritage River, the Hudson benefits from the services of a River Navigator, a person who facilitates the application of existing federal programs and resources to the needs of the river.

Champlain Valley Heritage Corridor: Resource Study

A Special Resource Study in 1999 (updated in 2004 and approved in October 2006) conducted by the NPS evaluated the suitability and feasibility of establishing a national heritage corridor in the Champlain Valley. Components of the study, such as water quality, cultural heritage, and recreation have been funded through the Dept. of Interior and EPA grants to the Lake Champlain Basin Program (LCBP). Some of the park staff serves on the Cultural Heritage and Recreation Advisory committee for the LCBP.

Erie Canalway National Heritage Corridor

In December 2000, Congress established the Erie Canalway National Heritage Corridor. The nation's 23rd national heritage corridor encompasses 524 miles of the New York State Canal System, which includes the Erie, Cayuga and Seneca, Oswego, and Champlain canals, the historic alignments of the canals, plus the cities of Albany and Buffalo. Saratoga National Historical Park is located within the boundary of the Erie Canalway National Heritage Corridor and contains two segments of the Champlain Canal within the park boundary.

The purposes of the national heritage corridor, as guided by its Preservation and Management Plan of 2006 are to:

• Provide for and assist in the identification, preservation, promotion, maintenance, and interpretation of the historical, natural, cultural, scenic, and recreational resources of the Erie Canalway in ways that reflect its significance for the benefit of current and future generations and under the highest standards of environmental quality;

National Plans and Programs (cont.)

Erie Canalway National Heritage Corridor (continued)

• Build public support, promote and provide access for Erie Canalway's historical, natural, cultural, scenic, and recreational resources;

• Provide a framework to assist the state of New York, its units of local government, and the communities within the Erie Canalway in the development of integrated cultural, historical, recreational, economic, and community development programs in order to enhance and interpret the unique and nationally significant resources of the Erie Canalway, and;

• Authorize federal financial and technical assistance to the Commission to serve these purposes for the benefit of the people of the state of New York and the nation.

Hudson River Valley National Heritage Area

Congress designated this National Heritage Area in 1996 because the (lower) valley's nationally significant history and resources –– along with its cities, towns, and landscapes –– display exceptional surviving physical resources spanning four centuries. The themes include settlement and migration, transportation and commerce, the fight for independence, and esthetic values of the landscape. Although the boundary does not quite reach Saratoga National Historical Park, the park story –– which is thematically related to the Revolutionary War –– is included in their promotional materials. Partnering with the park for joint activities, events, and educational programs is on-going.

Lighting Freedom's Flame: 225th Anniversary of the American Revolution

This National Park Service initiative is designed to heighten public awareness and understanding of the Revolutionary War. Begun in 2000 and extending to 2008, the National Park Service developed a program of educational materials and special events that celebrate the American Revolution principally at National Park Service sites, such as Morristown NHP and Saratoga NHP.

External and Regional Influences

External and regional factors that influence Saratoga NHP's ability to accomplish its goals include:

Heritage New York Program

New York Governor George Pataki established the Heritage New York Program with a primary purpose to organize a series of thematic heritage trails. One of these trails, the American Revolutionary War Heritage Trail, will help to preserve, protect, interpret, link, and promote significant historic sites associated with New York's important role in the American Revolution. The program will also administer a $1 million capital grant program to help municipalities and non-profit organizations preserve and interpret Revolutionary War sites.

Lakes to Locks Passage

New York State's Scenic Byways Program is a 2000-mile statewide network of scenic byways that draws upon the resources of state agencies, the Federal Highway Administration, as well as the private sector. The program has existed since 1992. Saratoga NHP is located on the Lakes to Locks Passage, formerly known as the Champlain Canal Scenic Byway along NY State Route 4 from Whitehall to Waterford.

In May 2000, Corridor Management Plans for the Champlain Canal Byway and the Champlain Trail Byway (NY State Routes 22 and 9 from Whitehall to Rouses Point) were completed through a grassroots planning process and adopted by the New York State Scenic Byways Advisory Board. The Byway Steering Committees merged to form one management organization for a single Byway entitled "Lakes to Locks Passage, the Great Northeast Journey." Lakes to Locks Passage will provide information and interpretation of four main themes: Pre-European (before 1609: geologic and American Indian); Military (1609-1815: European exploration and settlement, military conflicts); Industrial and Commercial Development (1800-1900: including the Civil War and Underground Railroad); and recreation, tourism, and the environmental movements (1800 to present day).

Mohawk Valley Heritage Corridor

This corridor was established by New York State in 1994 to protect the region's natural, historic, and recreational resources and promote its economic revitalization. Albany, Saratoga, Schenectady, Schoharie, Montgomery, Fulton, Herkimer, and Oneida counties, and the Oneida Indian Nation are included within the corridor. The Mohawk Valley Heritage Corridor Commission is a public benefit corporation and is part of a statewide network of heritage areas.

External and Regional Influences (cont.)

New York Independence Trail

The New York Independence Trail is a nonprofit organization that is funded in part by New York State. The organization provides a self-guided tour of important sites of the French & Indian War and the Revolutionary War that can be found along the Champlain-Hudson corridor from New York City to Montreal, Canada.

New York State Canal Recreationway Plan

In 1991, the people of New York State ratified an amendment to the State's Constitution allowing long-term leasing of the New York State Barge Canal System lands. In 1992, legislation known as "Thruway 2000" was enacted in New York State transferring responsibility for the New York State Canal System from the New York State Department of Transportation to the New York State Thruway Authority.

The legislation established the New York State Canal Corporation as a subsidiary of the Authority, and created the Canal Recreationway Commission, a 24-member body to advise the Authority on its canal-related activities. The legislation directed the Commission to prepare a comprehensive plan for the development of the Canal System. The Canal Corporation Board adopted the plan in September 1995.

A $32 million, five-year Canal Revitalization Program was developed in 1996 to serve as a realistic approach to canal system development. The overall goals of the revitalization program, which are consistent with the recommendations of the Canal Recreationway Plan, are to preserve and rehabilitate canal infrastructure so that it is safe, accessible, and available for future use; to enhance recreational opportunities for water-based and landside users; and to promote and foster economic development throughout the canal corridor. The Recreationway Plan called for a study to determine if the canal system met the criteria for designation as a national heritage corridor. This study was undertaken by the National Park Service in 1998. As mentioned previously, the Erie Canalway National Heritage Corridor was designated in 2000.

External and Regional Influences (cont.)

Old Saratoga on the Hudson

A civic group called Old Saratoga/New Schuylerville (that had focused on community improvements based on the area's history)was incorporated into a new entity called Old Saratoga on the Hudson. This new group now includes elected officials from the Villages of Victory and Schuylerville, and the Town of Saratoga. The group was originally formed to develop a 3.5-mile linear park along the Fish Kill and Old Champlain Canal that would link two Saratoga National Historical Park sites (the Schuyler House and the Saratoga Monument) with other historic resources in the villages. The group now focuses on resource protection, economic revitalization, and heritage tourism along the Hudson River and Champlain Canal. A part-time staff member paid by Saratoga PLAN (Preserving Land And Nature, a local land preservation group) coordinates planning and development activities, most recently through a local Waterfront Revitalization Plan grant funded by the State Department of New York.

Olde-Saratoga-Hudson Commission

This commission is a public-private partnership sponsored by state assembly members with the objective of preserving historically rich greenspace for future generations while fostering economic growth in the form of historical tourism and recreation activities. Funded by New York State with a proposed budget of $200,000 for staff and operations, elected officials and local representatives will sit on the commission which will be set to accept private donations and possible benefits from General Electric's Hudson River dredging project.

Hudson River Dredging

A major dredging project to remove PCBs (polychlorinated biphenyls) is planned along the Hudson River near Saratoga National Historical Park. This high-profile project necessitates a number of interpretive initiatives including: providing information about the dredging process; offering interpretive programs about the history, industrial (PCB) effects, and ecology of the river; and interpreting Revolutionary era artifacts that may be found during the dredging process.

Resource Management Issues

Resource management issues that influence Saratoga NHP's ability to accomplish its goals include:

Air Quality

The Clean Air Act (42 USC 7401 et seq) requires federal land managers to protect air quality and for NPS Management Policies to address the need to analyze air quality during park planning. States are responsible for the attainment and maintenance of national ambient air quality standards developed by the Environmental Protection Agency. These standards have been established for several pollutants: inhalable particulate matter, sulfur dioxide, nitrogen oxides, ozone, carbon monoxide, and lead. Elevated concentration of these pollutants can have adverse impacts on park resources and visitors.

Three air quality categories are established for the national park system areas: Class I, Class II, and Class III. Saratoga NHP is in a Class II area, meaning that the state may permit a moderate amount of new air pollution as long as neither ambient air quality standards, nor the maximum allowable increases over established baseline concentrations are exceeded. Saratoga County complies with national ambient air quality standards for carbon monoxide, nitrogen oxide, particulate matter, and lead, but is in marginal non-attainment for ozone. Current laws and policies require that the air quality in the park meet national ambient air quality standards and that healthful indoor air quality at NPS facilities is ensured.

Water Resources, Floodplains, and Wetlands

Current laws and policies are in effect for the protection of water resources, including the Federal Water Pollution Control Act, as amended, the Clean Water Act of 1977, the Water Quality Act of 1987, Executive Order 11988: Floodplain Management, and Executive Order 11990: Protection of Wetlands. The laws and mandates require that: 1) surface water and groundwater be restored or enhanced; 2) NPS and NPS-permitted programs and facilities be maintained and operated to avoid pollution of surface water and groundwater; 3) natural floodplain values be preserved or restored; 4) the natural and beneficial values of wetlands be preserved and enhanced; and 5) that long-term and short-term environmental effects associated with the occupancy and modification of floodplains be avoided.

Resource Management Issues (continued)

Species of Special Concern

Current laws and policies in effect for the protection of species of special concern include the Endangered Species Act of 1973, as amended, and NPS policies on invasive species. The laws and policies require that federally listed and state-listed threatened and endangered species and their habitats be sustained and that populations of native species that have been severely reduced in or extirpated from the park be restored where feasible and sustainable.

Wildland Fire

Current laws and policies in effect regarding fire management require that all fires burning in natural or landscaped vegetation in parks be classified as either wildland fires or prescribed fires. All wildland fires are to be effectively managed, considering the resource values to be protected and firefighter and public safety, using the full range of strategic and tactical operations as described in the park fire management plan. Prescribed fires are those fires ignited by park managers to achieve resource objectives and are to include monitoring programs to provide information on whether specified objectives are met.

Natural Lightscapes or Night Sky

Natural lightscapes are considered natural resources that exist in the absence of human-caused light. The NPS management guidelines recognize that night sky and darkness are components of the overall visitor experience to a national park area. Agency guidelines direct the NPS to cooperate with park neighbors and local government agencies to minimize the intrusion of artificial light into the night scene.

Natural Sounds

The natural ambient soundscape is the aggregate of all natural sounds that occur, together with the physical capacity for transmitting sounds. Natural sounds occur within and beyond the range of sounds that humans can perceive and can be transmitted through air, water, or solid materials. According to the 1995 and 2001 visitor studies done at the park, a large number of visitors expressed appreciation for the quiet and serenity that they were able to experience at the battlefield.

Mandates and policies require that the NPS preserve the natural ambient soundscapes, restore degraded soundscapes to the natural ambient condition wherever possible, and protect the natural soundscapes from degradation due to human-caused noise.

Resource Management Issues (continued)

Archeological Resources

Current laws and policies to protect archeological resources include NPS Management Policies, National Historic Preservation Act, Executive Order 11593, the Secretary of the Interior's Guidelines, and the Archeological Resources Protection Act. The laws and policies require that archeological sites be identified and inventoried and their significance determined and documented. Archeological sites are to be protected in an undisturbed condition unless it is determined through formal processes that disturbance or natural deterioration is unavoidable. When disturbance or deterioration is unavoidable, the site is to be professionally documented and salvaged in consultation with the State Historic Preservation Officer and American Indian tribes.

Ethnographic Resources

Certain contemporary American Indian and other communities are permitted by law, regulation, or policy to pursue customary religious, subsistence, and other cultural uses of NPS resources with which they are traditionally associated. To the extent allowed by law, the NPS will protect resources in a way that will accommodate their religious value.

All agencies, including the NPS, are required to allow access to and ceremonial use of Indian sacred sites by Indian religious practitioners and avoid adversely affecting the physical integrity of these sacred sites. Other federal agencies, state and local governments, potentially affected American Indian and other communities, interested groups, State Historic Preservation Officer, and the Advisory Council on Historic Preservation are to be given opportunities to become informed about and comment on anticipated NPS actions as early as possible. All agencies are required to consult with tribal governments before taking actions that affect federally recognized tribal governments.

Historic Resources

Numerous laws and policies are in effect for the protection of historic resources, including the National Historic Preservation Act, the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation, and the Secretary of the Interior's Standards for the Treatment of Historic Properties. The laws and policies require that historic resources be inventoried and their significance and integrity evaluated under national register criteria. The qualities that contribute to the listing or eligibility for listing historic properties on the National Register of Historic Places are to be protected in accordance with the Secretary of the Interior's Standards (unless it is determined that disturbance or natural deterioration is unavoidable).

Interpretation Issues

Interpretation Issues that influence Saratoga NHP's ability to accomplish its goals include:

SARA has Four Non-Contiguous Sites

Saratoga NHP is composed of four non-contiguous sites. The Battlefield Unit, which many people think of as “the park,” is located in Stillwater. The Old Saratoga Unit, in the villages of Schuylerville and Victory, contains the Schuyler Estate, the Saratoga Monument, and Victory Woods. As a result of adding the Old Saratoga sites and the distance between the Battlefield Unit and the Old Saratoga Unit, the park does not function as a cohesive entity. The four sites have not been well integrated. In addition, several popular publications (not published by the NPS) that highlight the Old Saratoga sites give no indication that these sites are part of the park. These publications, coupled with minimal NPS presence in Old Saratoga, causes confusion about the NPS role in owning and managing the Old Saratoga sites.

Interstate-87's Change in Traffic Patterns

An unplanned consequence of the construction of the Northway (Interstate-87) was a change in traffic patterns that shifted the primary gateway of the park from the Route 4 entrance to the Route 32 "rear entrance." The new entrance brings visitors past the maintenance facility and park headquarters before arriving at the visitor parking area. Park planning must consider ways to restore the sense that one is entering an important place that is significant in our nation's history.

Area's Roadside Directional Signs

More than one-third of park visitors approach Saratoga NHP from the north. Directional signs that were installed for the new Gerald B. H. Solomon Saratoga National Cemetery serve both the cemetery and the national historical park. These signs, which confuse many people, send park visitors traveling southbound on I-87 to the Schuyler Estate in the Old Saratoga Unit rather than to the visitor center in the Battlefield Unit. As a result, the first park experience for southbound visitors is a historic house tour focused on General Schuyler, not an overview of the park themes and general orientation. No facilities or media are available in Old Saratoga to provide a park orientation or an overview. Thus, many southbound visitors do not understand the park or how best to tour the park until late in their visit. The park must upgrade the park’s signs and improve orientation for this large segment of visitors.

Interpretation Issues (continued)

Battlefield Tour Road

The battlefield tour road is the primary visitor experience, yet the current sequencing and location of interpretive stops leads to confusion and makes understanding the relationship of events difficult. In its current configuration, visitors on the tour road have difficulty tracing the battlefield action in any logical or chronological order. Moreover, few visual clues exist in the landscape to help visitors understand troop movements. Without supporting interpretation, such as guided tours, visitors find it difficult to "read" the landscape. Park planning must examine ways to reduce visitor confusion while driving the park tour road and improve visitor understanding of park interpretive themes.

Local Recreational Use

Ongoing residential development in Saratoga County increases local demand on the park for recreational use. Many local residents often use the park for activities unrelated to its historical significance, such as biking, jogging, bird watching, and skiing. Planning must determine the extent to which recreational use can be accommodated while still adhering to the mission of the National Park Service.

Saratoga NHP's Visitor Center

The park's visitor center is undersized and outmoded and fails to meet orientation and interpretive needs. In addition, facilities to support fee collection and special events are lacking. The GMP has determined the need for additional facilities to provide adequate visitor services.

The Battlefield visitor center does not provide adequate visitor services.

Interpretation Issues (continued)

Burgoyne Campaign-related Properties outside of SARA

A number of historic properties related to the Northern Campaign of 1777 remain outside the park boundary. These include the Field of Grounded Arms, the Sword Surrender site, the Marshall House, the Swords House site, and the Dirck Swart House. Future park planning efforts need to consider cooperative strategies for recognition, long-term protection, and coordination of interpretation with these sites.

Heritage Preservation Initiatives

Many federal, state, and local government entities and non-profits are working on heritage preservation initiatives in the Champlain-Hudson and Mohawk valleys. Many of these initiatives converge in Saratoga County, specifically in Old Saratoga, and offer opportunities for National Park Service participation. For example, local and state officials are working to develop the historic and recreational potential of Schuylerville; the park is a partner in the Saratoga County Heritage Trail System, which passes through Old Saratoga; and the Lakes to Locks Passage initiative (a scenic byways program) highlights the heritage resources in Old Saratoga. Other heritage initiatives affect the park and offer important opportunities. The park is located within the Erie Canalway National Heritage Corridor (the Old Champlain Canal runs through the battlefield's eastern edge and through the Schuyler Estate) and the Mohawk Valley Heritage Corridor, and is near and thematically related to the Hudson River Valley National Heritage Area. It is also within the study area of the Champlain Valley Heritage Corridor Project. Representatives of these numerous initiatives have come together and identified a need for a multi-purpose orientation facility in or near Old Saratoga that provides information about the different initiatives and clarifies for the visitor the many offerings available to them. Park planning must consider an appropriate role for the park in these regional initiatives.

Interpretive Division Staffing

At current staffing levels, the park staff is unable to fulfill many of its management and interpretive requirements. Additional staff would be required if the park is to operate effectively and participate in the regional initiatives described above in any meaningful way. Park planning must examine the levels of staffing that are needed to achieve the goals outlined in the GMP.

EXISTING CONDITIONS

Pre-Arrival

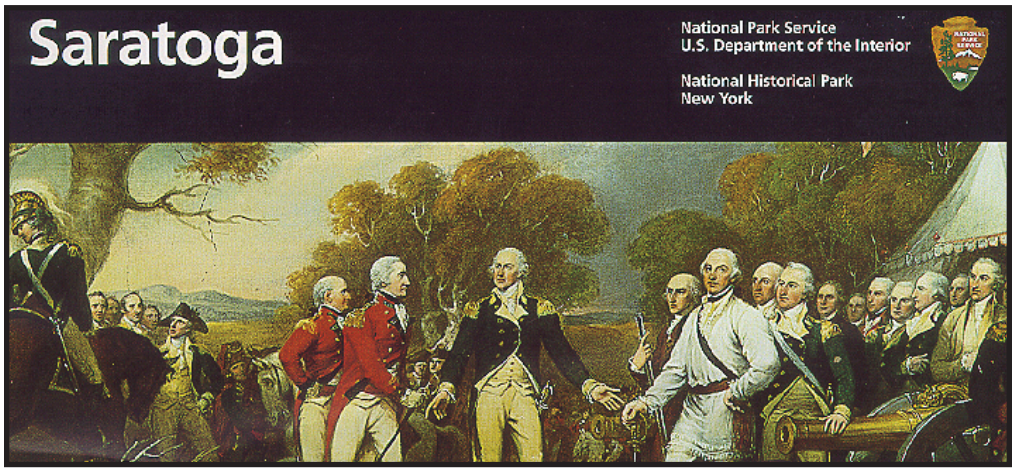
Internet and the Park's Website

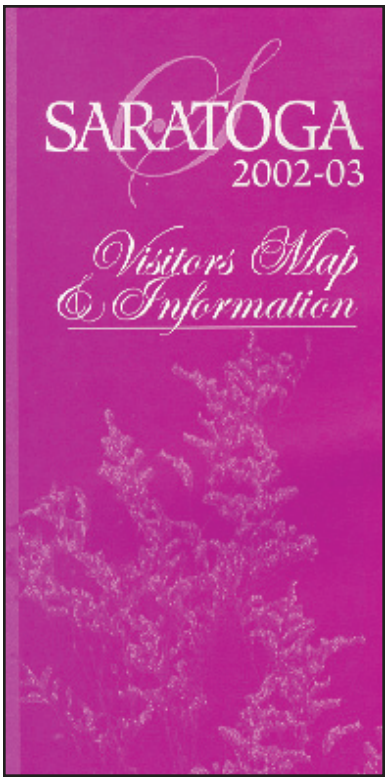
The park's website (www.nps.gov/sara) can be accessed directly or through a link on the NPS ParkNet website (www.nps/gov). The website provides a park map, a schedule of interpretive programs and activities, interpretive text describing the park's significant resources and historic events, and basic visitor services information (e.g., operating hours, travel directions, nearby attractions). Visitors can also link to the Saratoga County Chamber of Commerce (www.saratoga.org) and to The Weather Channel (www.weather.com). In addition to the NPS website, a number of other websites that offer information and park photographs can be found through an Internet search engine.

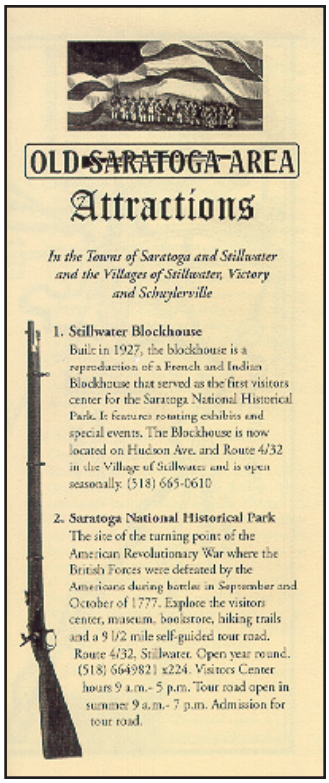
Pre-Arrival (continued)

Park Brochure and other Publications

Saratoga NHP's current unigrid brochure was produced by the NPS's Harpers Ferry Design Center in 1989. The park staff regularly mails copies of this brochure to visitors who contact the park about their upcoming park visit. People who want to further plan their park visit, or who want to know about nearby visitor services and attractions, have several resources available. A variety of national and regional travel publications offer basic information and operating hours of area attractions. The Saratoga County Chamber of Commerce and other organizations provide free guides for shopping, lodging, and dining.



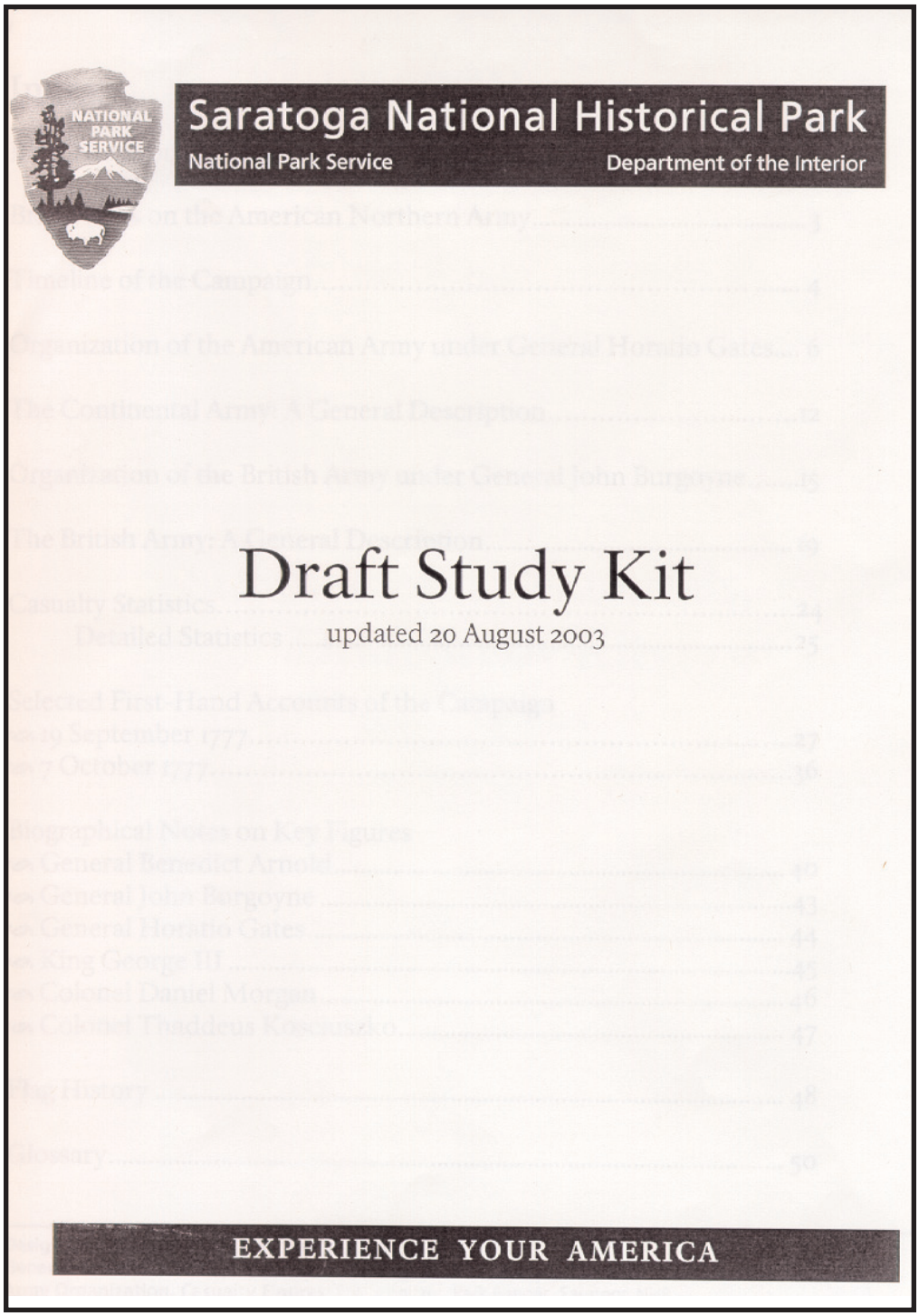




Pre-Arrival (continued)

Education Materials

The park staff has prepared a draft Study Kit to prepare school groups and other Education Program groups for their trip to the park. Below is the cover of this kit and a sample page is shown on the next page; the Study Kit is available on a pdf file from the park's Interpretive Division.



Pre-Arrival (continued)

Education Materials (continued)

Recruitment and Enlistment

Eighteenth Century armies present a great contradiction of ideas to more modern viewers. Contemporaries saw armies as instruments of oppression, and yet expected its protection. During times of emergency common soldiers might well be considered heroic defenders of a nation, but in general, they were too often considered to be little more than chattel.

Army enlistments were lengthy and service could be far from home. Military life was one of great toil, physical discomfort and hardship. Additionally, discipline was kept by the threat of horrific punishment.

I am my country's shield
And my back is covered with scars;
I am my country's rampart. My reward is a whipping.

Poor wretched soldier
More miserable than the sole of a shoe,
The very worst of life is yours,
It's no secret.

They beat you, they hammer you
As if forging a bar of iron.
A dog is treated better.
They beat you on the face,
In the eyes, the mouth,
Even the teeth.

--Translation of a song written by a Russian soldier ca. 1750

The War for American Independence resulted in a great deal of recruiting by both Crown Forces and the rebelling colonies. Enticing men to enlist was often difficult and disappointing for the recruiters. After all, service for British soldiers was certain to be thousands of miles from home and family. (Worse still, it might mean a tour of duty in the Caribbean Islands, where yellow fever and other tropical infections often made such an assignment a veritable death sentence.) Americans for their part found themselves in a bit of a quandary. British oppression was considered to be the first steps toward the loss of freedom, but military life was considered to be a form of slavery.

Despite such set backs, the armies did find recruits to fill out the ranks. Interestingly, most (but by no means all) were voluntary enlistments. The question arises how could the military, noted for a hard life and harsh discipline, convince anyone to join?

The following exercises will help students and teachers examine and understand the motivations that caused men to serve in armies at the time of the War for American Independence.

Battlefield Unit

Visitor Center

The visitor center is the first stop for many park visitors —especially for first-time visitors. Located on Fraser Hill, the visitor center affords a view of the battlefield and surrounding countryside. Built in 1962 during the NPS's 'Mission 66' construction program, the visitor center is open daily, 9:00 a.m. to 5:00 p.m., except Thanksgiving, Christmas, and New Years Day. Park entrance fees are paid here. Orientation, information about programs and activities, an introduction to the park's interpretive themes, a sales area, and opportunities to talk with park staff are provided in this facility. Public restrooms, administrative offices, a library, research files, a kitchen, a meeting/temporary exhibit room, and storage spaces for "living history" supplies and other materials are also located in this building.

Park staff provide orientation and information services at the information desk. A variety of publications, maps, and exhibits help to answer visitor questions about logistics, topography, and interpretive activities, as well as factual information about the battles of Saratoga. Publications include the official park brochure and site bulletins (informational handouts) on park events, the Schuyler House, the Saratoga Monument, and park trails. The park also has a newspaper, the *Saratoga Sentinel*. Safety messages are addressed in the official park brochure, as well as in other publications and on bulletin boards. Local brochures that cover nearby dining, shopping, lodging, camping, visitor attractions, and recreational opportunities are also available.

The visitor center's desk and sales area (above) as it looked in 2003.

Battlefield Unit (continued)

Exhibits

When this Long Range Interpretive Plan (LRIP) was initiated, the majority of interpretive exhibits in the battlefield visitor center were from the American Bicentennial era (1976). They included dioramas, artifacts (many without descriptions), artillery pieces, agricultural tools, broadsides and weapons.

During the LRIP planning process, park staff used recommendations from preliminary interpretive workshops as guidance for developing new exhibits.

In 2005-06, an exhibit rehab corrected an inaccessible pit area where several artifacts were located. This area was refitted for a fiber optic map of the battlefield and corridor, and a timeline exhibit with artifacts and colorful images (providing context to Saratoga and its place in the Revolutionary War) that spans the entire room. In 2007, a wall of miscellaneous artifacts was replaced with a permanent exhibit called “At Saratoga: By Choice or By Chance” which features five full size photo cutouts of lesser known combatants along with reproduction artifacts for visitors to touch. These new exhibits relay Saratoga’s primary themes of “place and people.”

Audiovisual Programs

Along with the fiber-optic map, a 15-minute audio program describes the campaign and includes sound effects to enhance the narrative of the battles. During periods of lower visitation, the fiber-optic map and audio program is self-operated; an automatic play function is used during summer visitation. A pause switch function is also available for interpreters or group leaders to use while giving interpretive talks along with the map program.

The visitor center’s theater has 50 chairs for people viewing the park’s orientation film. In 1999 the park acquired a new DVD (digital versatile disc) player/projector. In 2003, a 20-minute audiovisual program titled, "Something More at Stake" replaced a 20-minute film (produced in the 1970s) as the primary audiovisual introduction to the park's significant events. In 2004, a former ‘second theater’ was converted to a permanent meeting room with rotating, temporary exhibits. The meeting room is equipped with a TV/video feed off the Theater for overflow visitors and large school groups.

Battlefield Unit (continued)

Battlefield Tour Road

The primary visitor activity at the park is driving the battlefield tour road, which is open from early April through November, depending on weather. The road begins at the visitor center parking lot and is a single lane, low speed, one-way road. It is a 9.5-mile, self-guided loop road with 10 stops highlighting specific battle-related events and sites. All of the stops are paved and wheelchair accessible (except the trail at Stop 10). The entire tour road was stabilized and repaired during 2000-2001. A pedestrian/bike path was added to the road shoulder to provide alternative transportation methods such as walking and biking.

Visitors use audiocassette tapes and CDs (available for purchase in the visitor center) and the park brochure (distributed free of charge) as guides for this driving experience. Within the battlefield, the current sequencing of stops along the tour road leads to visitor confusion and makes understanding the sequence of events quite difficult. Following its current configuration, visitors encounter details of the second battle of Saratoga before the first battle, so they cannot trace the battlefield action in any logical or chronological order.

Tour Road Stops, Monuments, and Wayside Exhibits

Orientation to and explanation of the sequence of battlefield events occurs at each stop on the tour road. Wayside exhibits serve as the primary interpretive media at each stop. Several of the wayside exhibits contain push-button audio programs. The current wayside exhibits were developed in 1976 for the American Bicentennial; many of the wayside exhibits are outdated, have broken audio units, have faded illustrations, or do not provide quality interpretive messages.

Depending on the location of the tour road stop, visitors can walk to or see various structures, reproduction cannon, monuments, markers, or tablets that recognize people and events associated with the two Saratoga battles in September and October 1777. The 23 monuments placed on the battlefield over the years illustrate past commemorative activities.

The battlefield's landscape is primarily rural in nature. Since it is not possible or desirable to recreate the battle scene of 230 years ago, the landscape is managed to illustrate only the field and forest configuration as it appeared in October 1777. Therefore, visitors are viewing an approximation of the landscape with painted fence posts (many of which are in poor condition) depicting locations of the defenses built by the time of the second battle. In some locations, cannon also indicate areas of American and British fortifications.

Battlefield Unit (continued)

Tour Road Stops, Monuments & Wayside Exhibits (cont.)

Stop 1 - The first stop on the tour road is identified and interpreted for visitors as an overlook for the Freeman Farm, the scene of major fighting on September 19, 1777. However, the site description is misleading, as is the text in the park brochure and the wayside exhibit here. Visitors are actually viewing the Marshall Farm fields (formerly called the Coulter Farm), the site of secondary action during both Saratoga battles; a grove of trees now obscures the views of the Freeman Farm.

Stop 2 - The Neilson Farm contains the park's only structure dating to the time of the battles, a house used by American officers as quarters. American fortifications, marked by painted fence posts (that are in poor condition), extend in both directions and reproduction cannon indicate fortification lines. The house has been restored, is on its approximate original location, and is furnished with reproduction items. It is open for limited visitation during the summer.

At this site, park staff provide costumed (and non-costumed) interpretive programs, conduct living history craft demonstrations and activities, and host annual, large encampments of American troops.

The Memorial to Unknown American Dead (the D.A.R. Monument), Colonel Thaddeus Kosciuszko Monument, and the Men of New Hampshire Monument are located at this site. The sites of General Gates's headquarters and the American field hospital are about ¼ mile to the south off of Route 32, but are currently not accessible to visitors.

Stop 3 - The American River Fortifications illustrate the American position and strategy against British General John Burgoyne. This site is crucial for visitor understanding of how and why General Horatio Gates and Colonel Thaddeus Kosciuszko chose this site to stop Burgoyne's advance down the Hudson River. Wayside exhibits here explain the American artillery positions and entrenchments on Bemis Heights. Painted posts outline the American entrenchments, and reproduction cannon, carriages, and a cannon hoist are on display. Forest growth prevents seeing fortifications outlined to the west and also to Bemis Heights.

Stop 4 - The Chatfield Farm is currently interpreted (on wayside exhibits) as the site of skirmishing, or "exchanged musket shots" between the two battles. However, current research indicates that the farm identification and location, and interpretation of the events here are inaccurate. This site is also a staging area for the historic road trace system, and a trailhead for a trail through the Middle Ravine to Stop 6, the Freeman Farm.

Battlefield Unit (continued)

Tour Road Stops, Monuments & Wayside Exhibits (cont.)

Stop 5 - In a wheatfield at the Barber Farm, American troops intercepted a British advance on October 7, 1777. British General Simon Fraser was mortally wounded during this action. The site is interpreted through a series of wayside exhibits. Reenactment groups have demonstrated firing tactics here during anniversary encampments.

Stop 6 - At the Balcarres Redoubt (Freeman Farm), painted posts outline the British log-and-earthen work. Several monuments and reproduction cannon are located here. Reenactment groups occasionally conduct encampments at this site, and park staff provide costumed interpretation programs and conduct living history activities here.

Stop 7 - At the Breymann Redoubt, which was the site of the decisive moment in the second battle of Saratoga, visitors can see the "Boot Monument" to Major General Benedict Arnold, near the location where he suffered a leg wound during the battle on October 7, 1777. The location of the Canadian Cabins is within view of this site. Reproduction cannon are also located here.

Stop 8 - Visitors walk a short path to the site of General Burgoyne's Headquarters between the two battles. The line of British and German fortifications started here in 1777 and extended down to the Hudson River. Reenactment groups use this site for an encampment each year. Two cannon are positioned here along with posts and unit markers.

Stop 9 - The Great Redoubt was part of a system of British fortifications built to protect the army's hospital, artillery, and other support infrastructure to the north. Visitors have open views of the Hudson River Valley from this stop. Two cannon are positioned here along with posts and markers.

Stop 10 - At the Fraser Burial Site, visitors can walk a one-mile loop trail to pass the traditional site of General Simon Fraser’s grave. The trail continues past the sites of the British hospital, artillery park, baggage area, and Taylor House (where it is traditionally believed Fraser died), each marked with a wayside exhibit. Along this trail, visitors pass by the old Champlain Canal. Accessibility is a concern due to the trail's poor condition and elevation changes. In addition to a wayside exhibit, two cannon are positioned here along with posts and markers.

Battlefield Unit (continued)

Tour Road Stops, Monuments & Wayside Exhibits (cont.)

In addition to historical inaccuracies in the interpretive text describing battlefield sites and events, the current sequencing and location of stops along the battlefield tour road is confusing to most visitors and makes it difficult for them to understand the sequence of battle events. By following the tour road's current configuration, visitors come to the October 7 battlefield before the September 19 battlefield. Although visitors start the tour road in the American defenses, then proceed through the battle events and end with the British redoubts and retreat, the tour road stops are not in chronological order. Visitors are given details of pre-battle activities, the first battle, between-battle events, the second battle, and post battle activities based on tour stop locations as opposed to the actual unfolding of events.

Painted fence posts have been placed at several stops to delineate the lengths of the British and American fortification lines. Visitors are not offered any explanation of these posts or what they represent. Even with these post markings, it is difficult to visualize or understand the extent, size, and scale of the original offensive and defensive positions.

Trails and Historic Roads

Beyond the park tour road, the park also contains an extensive trail system and traces of historic roads (approximately 12 miles), managed for different visitor uses. Depending on the season, trails (and the tour road) are used by hikers, joggers, birders, and by cross-country skiers and snowshoe users. There is a separate two-mile trail for equestrians.

The highest amount of use occurs on the Wilkinson National Recreation Trail that was developed in 1986 in partnership with the Boy Scouts of America as part of the National Trails System. The Wilkinson Trail is 4.2 miles in length, and follows historic road traces used by the British Army in 1777. A self-guiding brochure features 14 stops with site information. Boy Scout members have the opportunity to walk the trail, complete a questionnaire, and earn a medal or patch.

In recent years there has been an increased demand for recreational open space in Saratoga County. Many local residents use the park for recreational activities such as bicycling that are unrelated to the park's history. There appears to be a high volume of repeat visitation, and the park's trails and road traces are increasingly being used after-hours.

Old Saratoga Unit

Saratoga Monument

The Saratoga Monument commemorates all the Northern Campaign events, culminating in General John Burgoyne' surrender on October 17, 1777. Construction of the 155-foot obelisk was begun in 1877, completed in 1883, and dedicated in 1912. It stands on ground within Burgoyne's entrenched camp during the final days of the campaign.

The monument was closed from 1987 to 2002 to rehabilitate unsafe conditions. Temporary wayside exhibits and a small parking area were developed for the site in 2002. In 2006, the site received cannon, an improved parking area, restrooms, and new wayside exhibits.

Victory Woods

Victory Woods is a 22-acre forested area south of Saratoga Monument that was a portion of the last defensive position of the British before they surrendered in October 1777. The historic importance of the land is evidenced by remnants of the earthworks still visible on the landscape. Recent evidence indicates the site was used by American Indians and has remained relatively undisturbed since the 1770s. These remnants are the last protected fortifications related to the Saratoga Campaign.

Within its archeological and planning documents, the park staff has proposed a self-guided trail here with some fully accessible portions.

General Philip Schuyler Estate and Period Furnishings

American General Philip Schuyler and his family lived at this estate periodically both before and after the battles. Their primary residence was in Albany. The British burned the original house and outbuildings here in October 1777; the present house was built in 1777 shortly after Burgoyne's surrender. Here, visitors can tour the house and learn of Schuyler's contributions to the American military preparedness prior to the Saratoga battles, as well as his family life and extensive farming, milling, landholding, and business operations. A section of the Old Champlain Canal can be seen at this site. The village of Schuylerville has completed a trail along the canal towpath with interpretive signs highlighting Schuyler's involvement with the canal's development.

The NPS has undertaken restoration work on the house exterior and interior. The house’s exterior appearance reflects a circa 1787-1804 time period. Interior restoration work is ongoing, reflecting a circa 1787-1795 time period. Many of the furnishings currently in the house are on long-term loan to the NPS by the Old Saratoga Historical Association (OSHA). Efforts are being made to update some of the furnishings to best reflect current research.

Old Saratoga Unit

Gen. Philip Schuyler Estate and Period Furnishings (cont)

Park staff and volunteers offer guided tours of the house (limited to 12 people) every half-hour, Wednesday through Sunday, from Memorial Day weekend through Labor Day. A non-historic herb garden is planted and maintained on the estate grounds, and periodic living history encampments occur during the summer. A candlelight tour is hosted by Old Saratoga Historical Association one Saturday evening each October. Also, an annual 18th Century Day is presented.

Interpreters at the house are challenged with issues of the time period (the house was built after Schuyler's significant military contributions), cohesive historical appearance, accessibility, and ease of use. The second floor is open for tours, but it is not wheelchair accessible; photographs of the second floor rooms are available for viewing. Large groups of visitors cannot be accommodated or have to be split into smaller groups for back-to-back tours due to carrying capacity and safety concerns. Local school groups are not encouraged to visit the Schuyler Estate due to logistical complications of handling large groups. There is no place for visitor contact prior to their arrival at the house's front door, and there is little shelter for visitors during inclement weather or while waiting for a tour to begin. Due to staff limitations, there is often little or no opportunity for visitors to interact with interpreters before or after tours.

Associated Sites Outside of Park Boundaries

The Field of Grounded Arms, the Sword Surrender site, the Marshall House, the Dirck Swart House, and the Swords House site are all associated with the Saratoga battles, siege, and surrender. None of these sites are within the park boundary or in federal ownership, and NPS staff does not provide any interpretation. Interested visitors can only drive by these sites to see them.

Personal Services

Living History Encampments

Volunteers and park partners participate with the park staff to present programs highlighting 18th-century civilian and military life. The number and variety of these events varies from year to year, depending on scheduling and availability of participants. Encampments are held to demonstrate 18th-century military camp life, tactics, and weapon firing. The general public is invited to stroll through the encampments and meet with participants who offer one-on-one discussions and impromptu interpretive talks. All of these events are presented in accordance with the NPS guidelines for Interpretation (DO-6).

Representative events and participants in past years' encampments and recruitment meetings include the Crown's 24th Regiment of Foot, 9th Regiment of Foot, 21st Regiment of Foot, 53rd Regiment of Foot, and 20th and 62nd Regiments of Foot, as well as the American 2nd Continental Artillery Regiment, 2nd Albany County Militia, 25th Continental Regiment, and 6th Massachusetts Regiment. Individual members or small groups from these organizations assist with smaller-scale living history programs at the park, as well as the large-scale encampments.

During the anniversary encampments held over a weekend each September, the American troops camp at the Neilson Farm while Crown troops (British, Loyalist, German) camp at Balcarres Redoubt and at Burgoyne’s Headquarters. Firing demonstrations are held on occasion at various locales on the battlefield. Park interpreters offer explanations of these activities for visitors.

Education Programs

The majority of the park's current education programming is directed toward 4th and 5th grade students because of their focus on New York State history and American history. A program entitled "Soldier Life" is presented on-site and off-site, using hands-on, reproduction items. School groups come to the park through a reservation system, and the park staff offers the program for one or two school groups each day.

Other school groups (grades other than 4th and 5th) arriving at the park have a largely self-directed experience. They are greeted and provided a short interpretive program. These groups usually watch the orientation film, drive the tour road, and have lunch on the battlefield. Some groups tour the Schuyler Estate and attend programs there. In 1999, more than 3,600 school children participated in the park's education programs which have been developed to meet the New York State education standards and are curriculum-based.

Personal Services (continued)

Information Desk at Visitor Center

As described earlier in this LRIP, park interpreters staff the information desk and provide informal orientation talks in the visitor center lobby 362 days a year. Besides those basic duties, interpreters develop and present a variety of tours and programs.

Special Programs

Park staff, volunteers, and partners coordinate and support a variety of special programs and activities each year both in and outside the park. The range includes the Frost Faire, July 4th activities, several local observances such as 18th-century Day and a candlelight tour at the Schuyler Estate, musical programs, and Stillwater Heritage Day. Park interpretive staff offer programs at the visitor center about American history during Tuesdays in August when the Saratoga Race Course is closed.

Other special programs involve National Park Service observances such as March for Parks and Founders Day. The park's visitor protection staff offers programs on search and rescue, drug and resource awareness, and career opportunities. The park staff offers a Junior Ranger program for children who are not visiting with a school group. Since 2005, the park staff offers kids programs each summer.

Depending on availability each summer season, volunteers lead nature hikes in the park and historical music performers present 18th-century vocal and instrumental performances. On some weekends, volunteers and park staff lead walking, biking, and caravan tours, as well as "History Hikes" to battlefield sites. The park's resource management staff, with help from the maintenance staff, provides a range of cultural and natural history programs on-site and off-site, including deer management, fire management, archeology, and natural history topics.

Interpretive Staff at Saratoga NHP as of 2006

Positions/Title	Incumbent
Chief of Education and Visitor Services	Gina Johnson
(Lead) Park Ranger	Joe Craig
Park Ranger/Interpreter	Bill Valosin
Park Ranger/Interpreter	Eric Schnitzer
Park Guides (GS-4s)	_____
4 seasonal Rangers; about 1.5 FTEs	(changes each season)

FUTURE INTERPRETIVE PROGRAM

NON-PERSONAL SERVICES (MEDIA)

Website

Many visitors to National Park Service areas start their visit by finding basic park information on the Internet. (Many of these visitors to a park's website never actually go to the park, and are known as "virtual visitors.") The existing website for Saratoga NHP provides good information and interpretive content. The park website, along with websites throughout the National Park System, has recently been re-formatted to the Common Spot content management system (CMS). Other updates in Saratoga NHP's website should include the following:

- ***The park's website should focus on interpretive content and event information. General information such as travel directions, nearby attractions, facilities, and fees should always be provided on the "park profile page" at <http://www.nps.gov/sara/>***
- ***The park's virtual tour is a great way to connect visual and historical information. Improve the navigation links from some pages to get back to the map or forward to the next tour stop***
- ***The park's website could link to natural resource information such as species lists and cultural resource information such as museum collections, monuments, and archeology.***
- ***Improve the consistency of NPS and Saratoga National Historical Park identification by using the NPS logo and a consistent format.***

Creating a site-wide design for the Expanded website with a clear, consistent identity and a well-structured navigation hierarchy will facilitate the public's access to the park's excellent interpretive content.

Self-Guiding Tours

The park currently uses a 10-year old audio tape (cassette and CD) as a self guide for visitors touring the battlefield. Although it uses music quite effectively and was well researched, the tape does not incorporate opportunities for relevancy to a wider, more diverse audience. Additionally, technological advances (cell phone tours, ipods, etc.) need to be researched and adapted where possible for a more current and sophisticated delivery system. Steps that need to be taken:

- ***Evaluate current audio tape for story and techniques that may continue to be effective in developing a new product***
- ***Research current technologies for best and most effective delivery system for a wide audience (young and old)***
- ***Develop new script and implement***

Roadside Signs

After a potential visitor to Saratoga NHP visits the park's website, the next step for most visitors is to drive to this national historical park.

The existing wayfinding signs directing motorists to Saratoga NHP are adequate. However, they could be improved in the following areas:

- ***Signage along roads to the park from the south could be improved by indicating that Saratoga Cemetery (administered by the Veterans Administration) and Saratoga National Historical Park (administered by the National Park Service) are distinct sites that are not related to each other.***
- ***Signage from Schuylerville to the Battlefield along Route 4 should indicate the direction of the Battlefield and the distance to it.***
- ***From Interstate-87 (the Northway), remove the confusing and out-of-the-way signs. That is, visitors/motorists driving on I-87 to exit 15 should be directed to the Battlefield via Route 29; or, motorists coming off exit 15 should be directed to the Battlefield via Route 9P and County Route 71, via Ellen Hardin Walworth's route that follows the traditional route to the Battlefield.***
- ***Along Route 29 in and near Schuylerville, upgrade directional signs to the Schuyler House and Saratoga Monument to distinguish them from the directional signs to other sites in/near Schuylerville.***

The existing park identification signs for three of the park sites (the Victory Woods site is not currently signed nor open to the public) are adequate. However, they could be improved in the following areas:

- ***Develop distinct NPS identification signs for the Schuyler House (like the signs made for Saratoga Monument in 2006) that will clearly designate it as a NPS site and not be confused with signs for non-NPS sites in Schuylerville.***

Also, it is recommended that the park arrange for a visit from the NPS Sign Program coordinator from Harpers Ferry. After visiting the park:

- ***The NPS Sign Program coordinator will write a trip report of recommended actions that the park staff can accomplish to bring its sign program up to the standards set in Directors Orders 52C.***

Facilities

Battlefield Visitor Center

The only visitor facility at Saratoga NHP since 1962 has been the existing visitor center at the park's battlefield area. The visitor center's exhibits were upgraded and a second theater was added during the national Bicentennial in the mid-1970s. With changes in roads and directional signage from Interstate 87 in the 1990s, the visitor center is the point of entry for most visitors from the south and east. (Visitors from the north and west usually visit the park's Old Saratoga sites first.)

With $300,000 of federal funding included in a 2003 congressional spending bill sponsored by U.S. Representative John Sweeney, the park plans to improve the existing visitor center in the following ways:

- ***Improve accessibility by installing additional railings along the walkway, and improving the handicap parking area and signage***
- ***Complete the conversion one of the theaters into an educational classroom and learning center for school classes and other groups***
- ***Upgrade audiovisual equipment used in the visitor center exhibits***

Other improvements proposed for the existing visitor center include:

- ***Plan, design, and build a large park orientation map for the lobby***
- ***Rehab/move the Eastern National (EN) bookstore (preferably so it is not the first area visitors see when entering the visitor center)***

Old Saratoga Visitor Contact Facility

The park's General Management Plan (GMP) foresees a new visitor contact facility for Saratoga NHP to be developed in Old Saratoga (the villages of Schuylerville and Victory). This new visitor contact facility would be located near the three NPS-owned sites of Saratoga NHP (Schuyler House, Saratoga Monument, and Victory Woods) in Old Saratoga and would serve visitors arriving from the north and west.

The new visitor contact facility may include:

- ***A classroom for education programs and public assembly space***
- ***Outdoor exhibits to orient visitors to the Schuyler Estate and regional historic sites (the facility's outdoor exhibits will be available year-round)***
- ***Staffing on a seasonal basis (paid employees and some volunteers)***
- ***Additional lands and adequate space for future expansion of the facility if visitation warrants it***

Audiovisual Programs

Saratoga NHP Audiovisual Program

Until the summer of 2003, the park's primary audiovisual program was a 20-minute film produced during the mid-1970s titled, "Checkmate on the Hudson." This program was replaced in 2003 by a 20-minute audiovisual program entitled "Something More at Stake." The program is captioned version for visitors with hearing impairments, and has enhanced audio for visually impaired visitors. The program is shown in a theater which seats about 50 people in removable seating set on a flat floor. The new audiovisual program is shown on a DVD player, a new large screen, and an upgraded stereo sound system.

The only additional recommendations are:

- ***Rewallpaper or paint the theater walls and evaluate the the wall materials; upgrade or replace the soundproof materials if needed***
- ***Replace the theater's projection system and screen***

Audio Units with the Wayside Exhibits

The audio messages available alongside many of the wayside exhibits along the battlefield tour road perform erratically. It is rare that 100% of the audio repeaters are in service, especially in humid weather, and non-operating audio units create visitor frustration. Also, the regional accents of the audio actors are not accurate, and the audio content — written in 1975 — was invented by its author. Actual words of battle participants from letters and diaries would be a better interpretive choice. If the park decides to keep some or all of the existing audio units, the following tasks/steps should be undertaken:

- ***Evaluate the park's audio units and their messages at all wayside exhibit locations***
- ***Revise audio scripts using more historical quotes and re-record them using accurate accents***
- ***Make the scripts available to visitors with hearing impairments***
- ***Replace the audio units and recordings at all wayside locations***

Other Audiovisual products

The park staff will pursue the following audiovisual-related projects:

- ***Create a "Soldiers database" with Heritage Hunters (like the database developed for Valley Forge National Historical Park) to be located at a nearby community library***
- ***Create more PowerPoint presentations for off-site and on-site use***

Exhibits

Recommendations for Existing Visitor Center Exhibits

Rehabilitate Current Exhibits

With funds for a complete rehabilitation of the existing visitor center probably a decade away, the park staff should continue pursuing small-scale projects to upgrade the existing visitor center exhibits:

• ***Relocate the Eastern National (EN) bookstore to the other side of the visitor center lobby.*** (Or, reduce the current size of the bookstore; or expand the bookstore to an enclosed portion of the porch.) This will help make park orientation the first area visitors see in the lobby.

• ***Create an introductory panel to summarize the park significance.***

• ***Maximize the large windows by placing a wayside-like exhibit that interprets the landscape and its significance to the park's story.***

• ***Establish a hierarchy of labels and/or interactive flip panels.*** Interpretive labels should explain the function of the artifacts on display to provide better visitor understanding of the numerous artifacts and models on display in the visitor center.

• ***Place an exhibit title (along with a quote) next the photomural leading into the back exhibit room in the visitor center.***

• ***Place the cannons (that are currently vertical) in a horizontal position to become more prominent.*** Add labels or an interactive panel to interpret the amount of time it took to produce cannons, the cannons' power, and how much time it took to load and fire them.

Develop New Exhibits

Rather than rehabilitate some of the exhibits that already exist, the park could request funding through the PMIS system to develop low-cost module exhibits for the existing exhibit area.

• ***A low-cost option could maximize wall space by using modular exhibit structures, such as "Discovery Stations,"*** and use many of the artifacts already on display or in curatorial storage. These artifacts should be displayed in a larger context to provide meaning to visitors. The timeline exhibit could incorporate artifacts in interpretive context.

Exhibits (continued)

Old Saratoga Visitor Center

Recommendations for New Exhibits

If funding becomes available (through PMIS request or other source), a re-design of the existing exhibit area should consider the following:

• Orientation should play a key role at the new visitor center exhibits to address questions such as “Where am I?” “Why is this place significant?” and “Why should I care about this place?” An orientation panel and a computer interactive exhibit could help orient visitors to the park. The new park audiovisual program will also play a key role in helping visitors understand the park's stories.

• Exhibits about the local, regional, national, and international stories could provide a more developed context of the battles and help visitors learn about personal stories and multiple perspectives related to the battles. The exhibits should help visitors understand the impact that the Saratoga battles had on soldiers and the people who lived in the area, by exploring questions such as, “Why did these battles happen here?” “Who lived here during the time of the battles?” and “What was life like here then?” The exhibits should emphasize the diversity of people and the different perspectives between people on the American side, the British side, farmers, women, American Indians, and slaves.

• Include vignettes to explore personal stories and multiple perspectives. For example, silhouettes of people from the time period, along with a quotes and a relevant artifacts could help relay various personal stories; or a pull-out drawer could include items that soldiers had with them. Music from the time period should accompany these exhibits, including sounds that might have been heard at a campsite. These sounds might be heard as visitors explore a period setting, such as the existing replica soldier's tent that shows everyday items. Perhaps a replica tool could be attached to a flip panel, next to a question that asks, "Why was this (object) so important to a soldier?" Opening the flip panel would reveal a drawing of a soldier using the object. Visitors might also have the opportunity to receive an identification card at the start of the exhibit, which describes the life of an individual related to the battles. Visitors could learn more about these individuals throughout the entire exhibit.

• Keep an area or exhibit case for changeable exhibits within the new visitor center. As new research is conducted, the park could develop new interpretive exhibits to help visitors –– especially repeat visitors –– gain an even better understanding of the park story.

• ***Work with a design firm to initiate planning for exhibits at the new visitor center in Old Saratoga when its funding is approved.***

Wayside Exhibits

Background

Visitors to Saratoga NHP today see more than 60 wayside exhibits on the battlefield and its outlying sites. Over time, four generations of waysides have been installed along the tour road and its ancillary trails.

Esthetically, Saratoga's non-standard wayside bases are more massive than wayside bases now used in most NPS areas. The sheer physical presence of the bases at Saratoga intrudes into the cultural landscape. At least 17 of the low-profile cast-metal waysides predate the Harpers Ferry Center (HFC), the NPS Interpretive Design Center. These wayside panels have raised lettering and raised-line diagrams, like the metal signs the War Department placed on Civil War battlefields.

Besides those cast-metal waysides, 22 other wayside units with audio components were designed for the park by HFC in 1975. These "Bicentennial waysides," like others nearby, were produced as cast-aluminum plates with raised lettering. Unlike the earlier waysides, this 1970s' generation included full-color, fiberglass-embedded graphics. Many of the Bicentennial waysides were rehabilitated by HFC in 1984 without a major change in design, content, or interpretive direction.

Communications between the park staff and HFC about wayside rehabilitation have been complicated by the fact that the park and HFC each have a separate naming/numbering system for Saratoga NHP's waysides. Also, HFC had no records of design, text content, or early planning on the earliest waysides installed on the battlefield. To say that there are just twenty-two 1975- and 1984-era waysides at Saratoga NHP is misleading, because many of the Bicentennial-era waysides have a single exhibit name and number, yet include two or three panels on separate bases. Many panels could be considered as separate waysides for purposes of upkeep and rehabilitation. In some cases, separate panels share a common base of logs or stonework; in others, they sit on separate bases.

Saratoga NHP's cast-metal waysides were created before HFC established national standards for NPS wayside exhibit bases and panel design. The waysides at Saratoga NHP don't use NPS standard bases, nor do they employ the standard Unigrid design system used by the NPS for park publications since the 1970s and for wayside exhibits since the 1990s. Because Saratoga NHP's waysides don't employ standard sizes of panels in either porcelain enamel or fiberglass-embedded screenprints, quick replacement of a sun-damaged or vandalized panel is impossible. Although the existing waysides have survived 30 years of weather and wear-and-tear, being outside the national standards has become a significant problem in replacing them when needed.

Wayside Exhibits (continued)

The park's cast-metal waysides have also proven to be labor-intensive to maintain. Saratoga NHP's Facility Manager reported that about a third of the waysides have to be removed from the field each winter, stripped of paint, reprimed, repainted, and relettered. Maintenance on these waysides consume as much as 0.2 FTE each year. This is a recurring workload that parks with standard bases and panels do not have.

The raised lettering seen on Saratoga NHP's waysides also may not meet current ADA standards for legibility. The legibility problem is compounded by the fact that many of the earliest set of waysides are lower to the ground, making their lettering particularly hard to read for visitors with visual impairments. Repeated sanding and repainting for upkeep has blurred the sharpness of the original casting on the letters. The use of non-standard fonts that mimic 18th-century type for effect makes some panels even harder to decipher for many park visitors.

The NPS now uses common principles of visual design to establish and reinforce NPS identity in the American public's mind. Saratoga NHP's current wayside exhibits lack the visual elements that remind visitors at every tour stop and wayside that this is a National Park Service area.

Non-standard bases and panels give Saratoga NHP no chance to update content if new scholarship should create the need to adjust interpretive text or the opportunity to improve graphics. The tour road was not designed to take visitors through the battlefield following the logic of the timeline of the fighting. Saratoga NHP's publications and wayside exhibits both need to do a better job of keeping visitors oriented in both space and time. One suggested design solution would be to color code locations in the park to help visitors separate the initial fortifications from the two separate battle actions. With standard-sized panels based on electronic files, this kind of design modification could be produced without great effort. Installing a set of fresh new panels into standard-sized frames takes a few minutes per wayside. To recast new text in metal plates would be a process of many months.

Lastly, the subjects presented by Saratoga NHP's current waysides are mostly derived from battle action. Earlier generations of wayside work gave little attention to themes outside of military tactics and battle narratives, following in the tradition of the U.S. Army's use of historic battlefields as teaching devices for the military. Interpreters today in other battlefield parks look for ways to tell a wider range of stories beyond the narrow battle narrative. Wayside exhibits can successfully link people and their stories to specific places, and they should not be limited to combat. New wayside planning should consider including exhibits that interpret this landscape before the battles and after the battles, as well as specifics of the diversity of the two opposing armies.

Wayside Exhibits (continued)

Recommendations

Future wayside work at Saratoga NHP should address two areas:

I. Improve the present wayside exhibits at the park's battlefield unit, bringing their panels and bases up to national standards, and

II. Plan a new series of wayside exhibits to interpret the new areas that are not contiguous with the main battlefield.

I. Improve the Present Saratoga Battlefield Waysides

Before new waysides are planned for Saratoga, the present set should be evaluated on their effectiveness in communicating to park visitors. Experienced interpreters should then judge if the panel still performs a relevant interpretive function. Are there better graphics now available than the originals? Is the text adequate, or should it be adjusted? Are there now quotes available from participants that could strengthen the impact of the wayside? Should this particular wayside (or large flag or soldier line drawing) be removed from the battlefield experience?

Each audio message that is available alongside a wayside exhibit should also be rigorously judged on accuracy of content and accents. Historical authenticity and added interpretive impact should be considered in view of visitor disappointment when audio stations are out of service.

Text and graphics of Saratoga's current waysides, if retained in service, should be re-cased into NPS standard 36" x 24" or 42" x 24" panels. Refurbished exhibits should be produced in fiberglass-embedded screenprints, so that Saratoga NHP can tap into HFC's program of replacing panels automatically when vandalism or sun fading occurs. New standard frames should be installed at the various log and stone overlooks, so that replacement panels can be easily slid into place. Conversion to standard NPS wayside exhibit bases would greatly lighten the annual maintenance burden.

As the current waysides are evaluated, park interpreters will probably uncover gaps in the stories presented, and these gaps should be carefully catalogued. One such gap is the lack of an explanation for the hundreds of painted posts on the battlefield that indicate the American and British fortifications. Perhaps this information can be addressed by a simple card insert for the park brochure, or in a sidebar inserted into a set of waysides at the first tour stop along the road where the "giant matchsticks" can be seen. If the direction of the road is altered or divided into separate loops, additional sidebars in the resulting alternate first-encounter sites will be needed.

Wayside Exhibits (continued)

I. Improve the Present Saratoga Battlefield Waysides (continued)

Another preparatory step before setting up a wayside planning trip would be to collect the most commonly asked questions from the park interpretive staff. Often this set of questions is a fertile jumping-off point for identifying potential new wayside exhibit storylines.

A new parkwide Wayside Exhibit Proposal for Saratoga NHP will take considerably more time and forethought than wayside planning for a comparably sized NPS site where there are no waysides in service. Evaluating and upgrading the current Saratoga set is a larger piece of work than planning brand-new waysides for a typical medium-sized NPS area. Yet, it is work that should be organized, funded, and done to capitalize on the investment made 30 years ago, and keep the best portions of that Bicentennial wayside effort to serve the park's visitors.

II. Plan New Series of Wayside Exhibit s for Saratoga's other sites

The expansion of Saratoga NHP and its growing partnerships create needs to link newer sites to the core resource, and show their relationship to the NPS. The Saratoga Monument, the Schuyler House, and Victory Woods certainly need this kind of NPS identification and linkage to the larger historic landscape related to the Saratoga battles and surrender. Besides these three current NPS sites, other areas or potential partnerships that could be strengthened by on-site wayside interpretation as they come under the NPS umbrella are listed below. Each of the following areas should be considered as locations for side-by-side upright wayside exhibits, with one panel providing parkwide orientation and the second panel providing site-specific orientation:

- Saratoga Monument
- Philip Schuyler House
- Victory Woods
- Old Saratoga Visitor Contact Facility (if built)
- Field of Grounded Arms at Fort Hardy
- Negotiation site
- Sword Surrender Ceremony site
- Canal towpath trail
- Water Access Point (if built)
- Hudson Crossing
- Marshall House
- Stark's Knob

Wayside Exhibits (continued)

II. Plan a New Series of Wayside Exhibits (continued)

The new wayside exhibits would primarily provide orientation in space and, to a lesser degree, orientation to the battle and siege timelines. They should also answer the ever-present "so what?" questions that people bring to a new place, so that visitors leave knowing the significance of the sites and a justification for resource-friendly behavior.

New trail development along Fish Creek, in Victory Woods, around the Schuyler Estate, and along the future Schuylerville/ Champlain Canal greenway might create the need for more low-profile waysides.

In addition to the baseline orientation and NPS-identification wayside needs, future wayside planning for Saratoga NHP should analyze the need for outdoor, site-specific story telling that goes deeper than the traditional battle narrative. Planners and designers should tackle the challenge of relating the park's interpretive themes of "people, place, and memory" instead of just relating combat action and tactical moves.

For example, both the Crown forces and the patriot army had a diverse cast of individuals with complex motives. Burgoyne's troops were not all polished English professionals, German mercenaries were not all masters of the battlefield, the Continental army soldiers were not all a gang of undisciplined militia. Addressing these human aspects helps present-day visitors compare their own lives to a past that is not as cleaned-up and simplistic as they remember from school and history textbooks. There are ample potential interpretive surprises at Saratoga. Many stories could challenge misperceptions and serve as springboards for further learning. New wayside exhibits could tell stronger before-the-battle and after-the-battle stories about the battlefield residents. Their disparate loyalties should be interpreted openly.

Since there is agreement that visitors' spatial orientation is weak on this battlefield, future waysides need to be designed to help visitors see what can't be seen. This means both inserting the combatants of 1777 into the present viewsheds, as well as visually marking the armies' movements. We need to help visitors intellectually zoom out to a higher altitude. Designers must take into account that current testing shows that map literacy in the U.S. population is falling. Military sites have traditionally leaned heavily on maps to tell the battles' stories. Devices other than standard flat maps with multi-colored lines must be explored to solve this problem for 21st-century audiences.

Earlier generations of Saratoga NHP waysides were planned from a one-size-fits-all audiences point-of-view. The overarching principle was to give the first-time, national visitor a comprehensive introduction to the military tactics used in 1777. Now that recreationists and regional visitors are recognized as the park's largest audiences, outdoor

Wayside Exhibits (continued)

II Plan a New Series of Wayside Exhibits (continued)

media planning should look for ways to deepen the park experiences of these repeat visitors. These visitors can turn out to be the strongest advocates for park preservation. Even if they don't read every wayside exhibit every time they come, if the platform for them to form personal connections is there, so much the better. There are many places where waysides have never before been considered, like the Bemis Tavern site and General Gates' headquarters site, that should be considered in the park's future wayside plans if these sites can be made fully accessible. As a result of research, new locations of interest to visitors have been identified and should be incorporated into the visitors' experience.

The battle-action waysides of yesteryear assumed that visitors understood and agreed with the significance of national parks and monuments. Today's interpreters need to weave messages of how we as a society choose to remember and honor a site into their new media presentations. We can no longer take it for granted that visitors will get the "so-what" factor by osmosis. Public memory, memorialization, and resource-use choices are key elements of the park story. If the park staff or wayside exhibits don't tell these stories, who will?

During the LRIP workshops in 2003, at least 40 potential new waysides surfaced that should be considered during a future wayside project scoping trip. A parkwide Wayside Exhibit Proposal should form the foundation for future wayside work, and the scope of that proposal should look at a wider world of possibilities beyond the boundaries of the Saratoga battlefield. As much as possible, the proposal should include sites and stories that are not currently being told. The Wayside Exhibit Proposal will provide general guidance for the park's overall wayside exhibit needs in the foreseeable future.

Wayside Exhibits (continued)

Recommendations (continued)

To logically address the issues listed on the previous four pages, the following tasks/steps are recommended:

- *Planning Trip to Saratoga NHP by Wayside Exhibits specialists of HFC's Media Services group and the NPS Sign Program Manager of the NPS Strategic Initiative group with Saratoga NHP staff*
- *Wayside specialists to write a parkwide Wayside Exhibit Proposal*
- *Sign Program Manager to write a park Sign Program Trip Report*
- *Saratoga NHP staff to review/approve Wayside Exhibit Proposal*
- *Saratoga NHP staff to submit a PMIS entry for Wayside Exhibits*
- *Saratoga NHP staff to submit a PMIS entry for new park Signs*
- *Saratoga NHP staff to prepare graphic and text resources for the wayside exhibit planning effort*
- *HFC media specialists (and/or contractors) to plan and design parkwide wayside exhibits and create a Wayside Exhibit Plan*
- *Saratoga NHP staff to review the wayside plan at specific stages*
- *HFC and Saratoga NHP to procure all graphic materials and/or "use rights" (e.g., art, photographs, maps) for all wayside exhibits*
- *HFC production specialists (through contractors) to produce the new wayside exhibit panels and bases, and ship to Saratoga NHP*
- *Saratoga NHP maintenance staff (or contractors) to install the wayside exhibit bases and panels, and improve wayside locations using the principles of universal design that will make all wayside locations fully accessible to visitors with mobility impairments*

Historic Furnishings: Schuyler House

Evaluation of Existing Conditions

In 2003, a Historic Furnishings Report (HFR) - Volume I (Existing Conditions) was prepared by the Northeast Museum Services Center. Within that HFR, the following alternatives were presented for the furnishings in the Schuyler House:

1) Maintain an evocatively furnished interior incorporating current scholarship

2) Combine period furnishings and other media (e.g., vignettes/partial furnishing coupled with exhibits, interior waysides)

3) Remove all furnishings and replace them with formal exhibits.

Because the HFR Volume I does not include a Historic Furnishings Plan section, the HFR makes no recommendations. Instead, it offers considerations which might affect a room's use.

The HFR Volume I does not answer many questions about the furnishings' documentation. Have the results of archeological digs been considered? Is there comparative evidence from Schuyler's Mansion and other estates? Does the house truly represent Philip Schuyler, his business, interests, education, status, lifestyle, ethnicity, and beliefs? The LRIP Workshop participants agreed that they would be uncomfortable removing furnishings from the Schuyler House until these questions are addressed.

The connection between the Schuyler House in Saratoga and the Schuyler Mansion in Albany should be strengthened, as few visitors to the Schuyler House have seen the mansion. More cross-visitation should be encouraged, and images and a discussion of the mansion should be worked into interpretation and exhibits to better illustrate the status and living conditions of the Schuyler family. Certain themes, like General Schuyler's education and business interests, could be linked to key furnishings, which are often the best way of interpreting those themes. If we know the contents of Schuyler's library, for example, it would be possible to reproduce those books, with correct titles, for display in the office, providing more interpretive impact (and historical accuracy) than displaying a few volumes as is currently done. This could be seen as both furnishing and a useful interpretive exhibit.

The furnishings should help the interpreters make a connection between the house, the Schuyler family, and their lifestyle to a visitor's background and experience. The house as currently furnished does not adequately portray the status of the Schuyler family. It is smaller than many houses today and is sparsely furnished by the standards of both the 18th (at least of this social class) and 21st centuries. Interpretation should stress both differences and similarities between the lives of a family of the Schuylers' status and our lives today.

Historic Furnishings: Schuyler House

Recommendations

To address the issues described on the previous page, the following tasks/steps are recommended:

- ***Evaluate each major piece of furniture for appropriateness. Remove anything from the house that post-dates the target interpretive years of 1787-95, or that is not of high enough quality to have been in the Schuyler household. This might include, for instance, textile equipment, some furniture and accessories, the cruder lighting devices, and some textiles.***
- ***Once that has been done, the park curator with support from the Old Saratoga Historical Association (OSHA), which owns about 70% of the house furnishings, should evaluate what is left in each room on a room-by-room basis, and decide how to proceed.***
- ***A survey should be made of repositories of Schuyler-related manuscript collections to further develop a research base on which to build a Historic Furnishings Plan (to include research conducted by New York State for the Schuyler Mansion State Historic Site) that might have a bearing on the furnishings.***
- ***If potential furnishing items are identified for acquisition, the park curator and OSHA should determine if one or the other organization (or a third party) would purchase needed items.***
- ***The status of the current HFR should be addressed, and a decision made either to fund and complete the HFR with a Recommended Furnishings Plan section, amending the Historical Data section of the draft document to include any evidence unearthed in the mean time, or, if a non-furnishings approach is adopted (in conjunction with OSHA), to forego the completion of the HFR. HFC would be available to consult and provide assistance if funding is available.***

Schuyler House: Other Media

Other suggested media to help interpret the Schuyler House include:

Portable Exhibits which could be placed in the kitchen or on the back porch (and be brought indoors at night). These portable units could introduce the use of exhibits to the site and experiment with content.

Publications to provide additional information to visitors, especially when the house is closed. Besides the park-produced site bulletins that are currently available, other site bulletins could tell the park's stories of Philip Schuyler himself, his family, his land holdings and business enterprises, his slaves, the first house, and the grounds and outbuildings.

Piece of Art to portray the house, grounds, and outbuildings in 1787. The creation of an aerial, oblique piece of art could be used in park publications, in a wayside exhibit, as visual support for house tours, in education materials, and in a portable exhibit. The fact that the view from the house doesn't indicate any of the infrastructure that surrounded it in the late 1700s (the modern view is of a nice, restored, colonial house along the road, with lawns, and a tree line in each direction) argues for the creation of a piece of art based on the best available evidence, including more archeology if necessary to firmly locate Schuyler's first house, the barns, and other outbuildings.

Video or CDs (or other audiovisual programs) to interpret the second floor of the house (from a monitor on the first floor) for visitors with mobility impairments. A professionally produced audiovisual program portraying the lifestyles of the Schuyler family (and their servants and slaves) could also be viewed and sold at the visitor center.

Enhanced Website to include additional Schuyler house information. The park staff felt that they could accomplish this in the near future.

Wayside Exhibits at sites of former buildings, along Fish Creek Trail, along Route 4, and at Fish Creek crossing.

Ground-level Markers to show the locations of former building sites.

Schuyler House: Personal Services

Personal services should continue to be the mainstay of interpretation at the Schuyler House.

• **Two interpreters should be assigned to the Schuyler House every day during the summer,** seven-days a week . As of 2006, the house is staffed by one interpreter in the morning and two in the afternoon.

• **Open the house to visitation on weekends in spring and fall** if at all possible. Unfortunately, staffing rarely allows this to happen.

• **If only one paid employee is on duty at the Schuyler House, s/he should wear the NPS uniform.** The uniform lends authority, is easily recognizable and identifies NPS staff, provides security and control, and helps identify the house as a Saratoga NHP site and an NPS unit.

• **If a second interpreter (paid or volunteer) is available, s/he should wear period clothing appropriate to the 1780s-90s.** Period clothing helps to set the historic scene, facilitates period activities, and encourages visitors to stop if they see people in period clothing outside the house. However, it is difficult and expensive for period clothing to be authentic, especially when the house is interpreted in the 1787-1795 time period, 10+ years after the 1777 time period of the rest of the park; also, there are safety issues with long petticoats and leather-soled shoes.

• **Experiment with other forms of interpretive contact in addition to guided tours.** For example, station interpreters in the house rather than leading tours to allow a more leisurely visit. Also, rope barriers to some rooms could be exchanged for barriers incorporating interpretive panels that provide information on each room. This would be especially helpful if furnishings are removed (partially or totally), or if vignettes are created, as a way of fleshing out the room without having to invest in additional furnishings (e.g., using the lists of known Schuyler purchases of china, perhaps with illustrations, or using archeological evidence, instead of buying china).

• **Consider changing the starting area of the tours to the kitchen,** to take the emphasis away from the front door. Historically, most visitors would probably not have been received at the front door. All of the domestic business of the estate would have been conducted at the back. Changing the tour starting area to the kitchen would make it easier for interpreters to continue incorporating the stories of the site's slaves, domestics, and employees, as well as Schuyler's business dealings which would also have been conducted at the back of the house and in the office. Also, the back porch will shelter visitors from extremes in weather. However, changing the tour's starting area will require a clearly designed pathway and signage (i.e., visitors go to the front door instinctively; going to the back door is counter-intuitive).

Historic Furnishings: Neilson House

Evaluation of Existing Conditions

The current furnishings in the Neilson House are sparse and reflect a combination of domestic and military activities. The items appear to be an accumulation rather than the result of a specific furnishings effort and, therefore, do not adequately portray either activity. Several items appear either late in date or inappropriate in placement, and the military pieces are too few to be convincing. No actual activity, domestic or military, is implied by the choice and placement of the furnishings.

Recommendations

To address the issues described above, the following tasks/steps are recommended:

- ***Evaluate the current furnishings to determine which should be retained, either due to some association with the site or because they are correct for interpreting the time, place, and social condition of the Neilson family, or because they are correct for interpretation of the house as military headquarters.***
- ***Using inventories of comparable families, determine what items should be added to establish a baseline for furnishings to interpret the Neilson family. A Historic Furnishings Study, prepared by Denver Service Center in 1976, contains a group of comparable inventories. This document also contains a furnishing plan developed from those inventories which should be consulted to determine its accuracy and relevance. Some items should be left out or put away to reflect the transition from home to headquarters.***
- ***Using current research on military equipment of the Revolution, and surviving examples used by American officers, determine which items should be added in order to convincingly depict the military headquarters of a General Officer. Additional trunks, cases, portable writing and eating equipment, books, papers, and other forms of military hardware arranged for use or simply stacked up would help create the busy, crowded atmosphere of a battlefield headquarters.***

Publications

Unigrid Brochure

The current supply of Unigrid brochures for Saratoga NHP will serve park visitors through 2006; a reprint in 2006 will supply the park's brochure needs through 2007. However, the park's brochure and map need to be enlarged and redesigned for the following reasons:

• Considering the park's current interpretive themes (see pages 12-13), the existing brochure covers the "Places" theme well, but little or no emphasis is placed on the "People" and "Memory" themes. These two themes need to be better represented and balanced in the brochure.

• The park is composed of four non-contiguous sites. The current park brochure features the Battlefield unit almost exclusively, and only touches on two of the park's other three sites in Old Saratoga (the Schuyler House and the Saratoga Monument; the third outside-the-Battlefield unit, Victory Woods, is currently closed to the public but will be opened to the public in 2007). Many visitors –– especially those approaching the park from the east or north –– get their initial park orientation at the Old Saratoga park units; these park units need to be added to the park brochure's text and map along with a small-scale map that shows the geographic relationship between the Battlefield and the three sites in Old Saratoga.

• The park staff is planning to reconfigure the current tour road at the battlefield by 2009, as well as eliminate the numbered tour stops along the tour road. These changes need to be made in the brochure's map.

Recommendations

To address the issues described above, the following tasks/steps are recommended:

- ***Send a written request from SARA's Superintendent to HFC's Director (copy to HFC's Printing Specialist) to request that HFC completely re-design the park's Unigrid brochure.***
- ***Once the above-described request is approved by HFC, the park interpretive staff will work with HFC's Publications work group to redesign and reprint the park's Unigrid brochure.***

Publications

Site Bulletins

Site bulletins are usually developed on-site, and can be produced (and updated) on park computers and photocopying equipment. In cases where information rarely changes, however, site bulletins could be printed by a Government Printing Office (GPO) contractor or a local printer that could print several thousand copies, thus producing a professional-looking product, while reducing wear and tear on park staff and equipment. All site bulletins should follow the standard format set forth by the NPS graphics identity program in Director's Orders 52C.

Also, site bulletins can address important issues in the park, and provide visitors with handy, concise answers to frequently asked questions. During the next five years, it is recommended that the park continue and upgrade their existing site bulletins as well as:

• ***Plan, design, and print Site Bulletins for:***

--British forces

--Militia soldiers

--General Schuyler and his family

-- Local people

-- Fortifications

--Germans

-- Women

-- Currency

-- Loyalists

-- American Indians

-- Continental soldiers

--Old Saratoga sites (with more information than can be included in the re-designed park brochure described on the previous page)

Rack Cards

In 2006 a rack card was developed. The park needs to:

• ***Continue to print the park-produced 'rack card' and distribute boxes of these cards to introduce the park to prospective visitors with a few graphics and the park's most important messages. The rack cards should be available at Saratoga area venues such as motels, restaurants, gas stations, chamber of commerce centers, and information centers along the region's Interstate highways.***

PERSONAL SERVICES

Present levels of staffing and commitments

Saratoga NHP's interpretive division has eight positions as of 2006: four permanent park rangers (two who are subject-to-furlough) and four seasonal park guides (who work summer season with some intermittent work over the winter months). Staffing a year-round, 7-day-a-week visitor center operation, two 5-day-a-week seasonal contact stations, and the growing responsibilities in partnerships, outreach, educational needs, enhanced events, and website duties, this level of staffing proves to be a serious challenge in meeting all commitments and responding to various national and regional initiatives.

Current commitments include staffing the battlefield visitor center (362 days per year) whose activities include collection of Federal Recreation Fees (May 1 through October 31) and filling interpretive assignments at the Old Saratoga sites (Saratoga Monument and Schuyler House) which come before staffing the Neilson House interpretive station at the Battlefield Unit (on most days, visitors do not receive any personal services at the Battlefield once they leave the visitor center).

Administrative duties have grown considerably and account for a large percentage of staff time to deal with community outreach activities, historic corridor partnerships, supervision, scheduling, volunteers and college interns, fee collection, managing the park's Eastern National cooperating association, budget management, operations management, research, non-personal interpretive products, website maintenance, and planning.

With these responsibilities and commitments, volunteers are vital in performing many operations. Although volunteers may provide some level of assistance in fulfilling responsibilities, they should always be "supplemental" to the interpretive operations and are legally allowed to perform many duties that paid staff must perform. Also, volunteers require supervision, training, and evaluation –– just like paid staff.

Personal Services Program (continued)

Short-term Recommendations (1-3 years)

- *Increase staff and funding to successfully managing the division's increased roles and mandated duties.*
- *Increase visibility of the National Park Service by stressing NPS uniformed interpretive programs. Good interpretation is good public relations that can make visitors into stakeholders. Also, NPS uniforms are less expensive than 1700s period clothing.*
- *Institute alternative interpretative opportunities such as Licensed Battlefield Guides. Guides will be thoroughly trained and tested, and will provide visitors with customized, knowledgeable battlefield tours in the comfort of the visitor's cars via pre-arranged reservations. (Cost unknown at time of writing.)*
- *Pursue volunteer teachers (wearing NPS VIP uniforms) to provide curriculum based NPS programs in area schools. This will entail recruiting, training and ongoing evaluations, but without additional staff it will be an important avenue to bring the park story to areas schools, including those we currently do not reach.*

Mid-Term Recommendations (3-5 years)

Support of (and additional staff for) a proposed Old Saratoga Regional Visitor Center will include the following:

- *Create and fill a Management Assistant position as called for in the General Management Plan. This position will be responsible for being the liaison between community partners and the park. This position will also serve as the park's Information Officer.*
- *Create and fill a full-time Volunteer Coordinator position. Since volunteers will continue to be an important factor in the park's future, the park will need a full-time coordinator to recruit, train, coach, and evaluate the volunteer program. This position would also supervise the Licensed Battlefield Guide program.*
- *Create and fill an Education Specialist position. This position will meet nationally mandated requirements for curriculum-based education programming, especially in helping teachers to assume a greater role in planning, presenting, and critiquing programs.*

Personal Services Program (continued)

Mid-Term Recommendations (continued)

Support of a proposed Old Saratoga Regional Visitor Center will include the following:

- ***Develop long-term internship agreements with local colleges and similar institutions to assist in the creation and improvement of interpretive media such as websites, brochures, and exhibits.***
- ***Hire a seasonal employee whose main function is fee collection. (Their lieu days would be covered by other interpretive staff members on a rotating basis.) One primary fee collector will allow for improved accountability and service.***

Education Program

Overview of Existing Education Programming

Most of the park's educational programs are provided for 4th and 5th grade groups because the New York State social studies curriculum focuses on the American Revolution and state history at these grades. Some middle school classes (especially 7th graders) and high school classes (especially 11th grade) come to Saratoga NHP because the New York State curriculum also studies New York state history and the American Revolution. Group sizes average two classes (about 50 to 60 students) for elementary grades, but can be higher with some schools.

A small — but slowly increasing number — of home-school associations, state college, and military institutions (e.g., ROTC, West Point) make up the park's non-traditional students education groups.

Thematically, the focus of Saratoga NHP's educational programming has been the soldiers' experience. Individual soldier experiences are a secondary but notable theme. The park's interpretive staff has also tried to tie these themes to the significance of the battles of Saratoga as a turning point in the War for American Independence.

Group visits typically start at the Battlefield Visitor Center where they participate in one of the park's education programs (described below and on the following pages). Most groups also see the park's 20-minute audiovisual program, "Something More at Stake," visit the exhibit area, experience the fiber-optic map program, and purchase sales items at the Eastern National bookstore.

"Soldier Life" On-Site (or Off-Site) Program

The backbone of Saratoga NHP's education programming is the "Soldier Life" program. In this program, a park ranger either takes the program to a nearby school or delivers the program for a class visiting the park. This program involves copies of uniforms and a soldier's haversack (knapsack), which several volunteers try on as a starting point to discuss with the students what a soldier's life was like during the time of the American Revolution. The program takes about 40-45 minutes, which is an average class period when visiting a class off-site.

When groups come to the park, the trip usually combines this program with viewing the visitor orientation film and/or a drive through the battlefield (when the driving tour road is open). When groups visit the park, the park interpretive staff is able to augment the program with a short presentation about the soldier's musket, using a reproduced musket to demonstrate the steps to loading and firing the weapon. Occasionally, this demonstration includes having the group go outside to see a ranger (with a second ranger there for black powder safety) demonstrate firing the weapon using a blank gunpowder charge.

Education Program (continued)

"Gone for a Soldier" On-Site Program

A second, related education offering is the "Gone for a Soldier" program, which is used by a smaller percentage of groups. Students visiting the battlefield for this program go through a ½-hour hands-on musket drill with wooden musket cutouts. This program gives students an opportunity to understand what 18th-century soldiers needed to learn and appreciate some of the difficulties soldiers endured.

"Touring the Battlefield" On-Site Program

Touring the battlefield is a self-guided activity for school groups (as it is with regular visitors) because staffing limitations prevent rangers from leading school tours. Groups generally take approximately one hour to tour the battlefield and, therefore, focus their visit on four main stops: two American positions –– the Neilson House [Stop 2] and American River Fortifications [Stop 3]; and two British positions ––Balcarres Redoubt [Stop 6] and Breymann Redoubt [Stop 7].

When groups arrive at these self-guiding stops, however, it is difficult for them to learn because the battlefield's 30-year-old wayside exhibits do little to provide good site orientation or to explain a site's significance. For example, the waysides at the Neilson House fail to explain that the fighting never got to that location, to explain which side of the line the Americans were encamped, or to explain that the white marker posts at these sites indicate where the fortified lines once stood. Teacher resource guides, available on the park's website, provide some pre-visit and on-site materials for teachers for self-guiding situations.

"Draft Study Kit" Off-Site Informational Packet

The teachers who request information on the Saratoga battles and the park, but are unable to take advantage of the above-described programs, are offered a Draft Study Kit. Originally, this kit was developed from a collection of informational sheets which had no unified format; answering any teacher request for information required a ranger to assemble and mail 8 to 10 separate information sheets. After several revisions, these sheets were developed into informational packets.

The Study Kit includes a brief description of the British strategy in 1777, a time line of events associated with their 1777 campaign, biographical information on key figures, journal entries as primary source documents, background on both armies, flag information, and a brief glossary. A Supplemental Materials packet, developed in conjunction with the Study Kit, adds maps showing troop movements and army positions, information on army recruitment and artillery, and a list of the surrender terms under which the British laid down their arms.

Education Program (continued)

"Traveling Haversack" Off-Site Program

Another off-site education program currently available to area educational groups is a "Traveling Haversack." This kit was developed by the park's lead interpretive park ranger with the assistance from other rangers. A local professionals group called Leadership Saratoga partnered with Saratoga NHP to establish a distribution network through the county BOCES program (a New York State educational program through their Board of Cooperative Educational Services).

The kit has replicas of items that an 18th-century soldier would have carried in his haversack, knapsack, or pockets. These items include a tin cup, wooden bowl, metal spoon, sewing kit, dice, a little money, and a shaving kit. Each kit contains smaller "discovery bags," each with a replica item and primary source text on themes corresponding to the items, such as food, water, camp followers, gambling, money, cleanliness. A teacher's guide, accompanying each kit, has instructions on using the kit and suggested additional activities. Necessary preparation time for the teacher's guide is only about ½ hour. With perhaps an hour of preparation time, including necessary photocopying, teachers can be ready to use the Traveling Haversack with their classes.

"Battlefield Archeology" and "Medicine in 18th Century"

Two other education programs are being developed for use off-site or on-site. "Battlefield Archeology" uses a box of relatively durable artifacts (cannon cleaning "worm," brick, musket lock) to introduce archeology and artifacts. The program encourages students to use different senses to develop hypotheses on an item's use, and to discuss how different academic disciplines can work together to analyze an artifact. The program is about 30 to 40 minutes and ends with a brief talk on archeological protection's methods and legalities.

"Medicine in the 18th century" looks at different medical implements and medicines and their uses. It encourages students to compare and contrast illnesses and medicine today with what was known of medicine in the 1700s. This program also runs between 30 and 40 minutes.

"Teaching with Historic Places" Website

Also available for off-site use is a lesson on the "Teaching with Historic Places" website that was created by former and present park staff. The lesson discusses geography and its role in the battles here, compares and contrasts accounts of the battles, researches post-war settlement in the area, and looks at the impact of the Saratoga battles on New York and world history. The lesson includes questions on picture analysis, map analysis, and comparative journal entries.

Education Program (continued)

Limitations of Existing Education Programs

Saratoga NHP's Interpretive staff is currently being stretched, due to staff limitations (few interpreters, extensive collateral duties, minimal FTEs for personal services), in their ability to respond to teachers' curricular needs. In 2006, a Teacher Resource Guide replaced the Study Kit with ready-made activities, including pre-visit, post-visit, and during-their-visit activities. The park is also developing a Student Study Kit to fill the increasing need for grade-appropriate research information (journal entries, maps, drawing activities). This latter resource would be targeted for 4th Grade, but could have variations for higher grades. Development of these and other resources, though, is hindered by staff limitations.

Saratoga NHP's education program is hindered by limited facilities and resources such as program space restrictions, the absence of sheltered eating facilities, and no drinking water access on the battlefield. The tour road's short season (early April through mid-November) also restricts schools' ability to visit the park. Seasonal limits (lack of temperature controls) and group size restrictions at Schuyler House and Saratoga Monument essentially prevent their use by nearly all educational groups. Further, limited site information and orientation on the battlefield (accentuated by unavailability of a ranger to actually lead a school group tour) limits the effectiveness of group battlefield tours.

The Visitor Center cannot hold more than about 60 students for the ranger-led programs and the orientation film, owing to the building's small size and narrow design. After the ranger-led program and the film, the museum area becomes crowded with 20-25 people present, as does the bookstore area. The current display wall of artifacts, located in the middle of the building, becomes a bottleneck and restricts movement through that area. There are no eating facilities for students in the building, and the picnic area behind the building (which has no reservation system) is protected only by an overhanging roof. The building also has very limited storage space, and has no room for a group of more than approximately 25 students to be involved in any kind of open-space, "active" learning. Also, bus scheduling for school field trips is beyond the control of the park staff; some teachers would like to have their classes come to the park, but cannot reserve buses.

Finally, there even seems to be limited understanding in the schools and other groups in the greater Saratoga region that these programs are available through Saratoga NHP. Most communication about these programs is by word-of-mouth. However, promoting these programs may bring in too many requests since the park staff has essentially reached their maximum level of program availability and sustainability.

Education Program (continued)

Future Education Programming

The number one priority for the future education program at Saratoga NHP is to increase the use of virtual, web-based components. This expansion could include: virtual tours (of the Schuyler House, the Saratoga Monument, and an improved Battlefield virtual tour); increase advertisement of the downloadable and interactive educational materials (with primary source samples such as artifacts and journal entries) that are in the Teacher Resource Guides; decision-tree adventures and simulation programs; web cams; teachers' discussion boards or email listserv; "Ask a Ranger" write-in forums; video or audio clip downloads; and photos and descriptions of related sites.

The park's need for ready-made educational materials would likely be filled by the availability of separate Teacher Resource Guides for both elementary and high school teachers, and of separate Student Research Packets for elementary and high school students. These four resources (some of which have been developed in 2005-06) would be as follows:

1. Teacher Resource Guide for Elementary Schools: a collection of ready-made activities for elementary school teachers to photocopy and use with their students. These include, but are not be limited to, primary source documents and document-based questions, pre- and post-visit materials, battlefield tour activity worksheets, vocabulary lists, digital images for classroom discussion/display. Whereas the Draft Study Kit is made up of "raw ingredients," the Teacher Resource Guide materials for teacher use with students would be "microwaveable." These would all follow state curricular requirements.

2. Teacher Resource Guide for High Schools: similar to the elementary level, but geared to high school students' abilities and designed to help teachers meet state curricular requirements for high school, especially those of Advanced Placement (AP) courses in American History.

3. Student Research Kit for Elementary School: a collection of materials for elementary school-level research projects. This would not be an attempt to do the research for elementary school students, but rather a way of providing materials for the students, such as a timeline, brief casualty list, army organizational charts, first-person accounts, maps, and pictures (available as paper copies, or as a CD-ROM).

4. Student Research Kit for High School: similar to the elementary-level idea, but providing more material and more in-depth or advanced material for high school students. Essentially, this would comprise the park's current Draft Study Kit and Supplemental Materials Packet, with a little more streamlining and a new cover page.

5. Distance Learning with video/computer links is being developed.

Education Program (continued)

Future Education Programming (continued)

These guides could also contain materials such as: DVD copies of the present visitor orientation film; during-visit activities for tour road stops (maps, journaling, compare/contrast activities like "patriot vs. loyalist", etc.); vocabulary exercises; audio/video clips in CD format; interdisciplinary activities for social studies, math, geography/mapping, English/language arts (ELA); and interactive "scavenger hunts."

The battlefield tour experience can be enhanced by the availability of the park's pre-visit and during-visit activities. Pre-visit directions for teachers on where their classes can stop, how to best organize their classes to capitalize on their visit, what to expect at each site, and what activities go with what sites will all add to the students' learning experience and make it easier to manage for the teachers and chaperones.

The education program would also be enhanced by improved wayside exhibits at the tour road stops. Adding features such as audio clips that include a child's voice, maps indicating information such as "you are HERE, the battle was over THERE, the rest of the army's fortifications were at POINTS A, B, and C," and timelines showing what was happening during the battles at the particular sites on particular dates will all enhance the sense of place and increase understanding of the significance of the ground on which the students (and all visitors) stand.

Natural history programs should also be offered to education groups. These programs may transition from topics like geography and military strategy (both found in New York State's 4th grade curriculum), but they may also be independent programs to help students learn about and develop an appreciation for the ecology of the park. Nature hikes, environmental workshops, and other programs can fulfill this role.

Distance learning programs would provide another venue for groups to participate in educational presentations given by park rangers. A plan is being developed in partnership with the Schenectady city school district to establish a distance learning facility at Saratoga NHP.

As educational and societal demographics change, educational programming will need to keep pace. Increasing numbers of retired citizens' groups, each having particular curricular needs, may reflect a majority of such demographic changes. (The park has started initial development of a PowerPoint program with two senior citizen groups.) Programs such as site and adjacent site history presentations, highlighting individuals' connections, have already begun to fill that need.

Education Program (continued)

Future Education Programming (continued)

Finally, for the park to be able to offer year-round educational programming, it needs adequate facilities. An additional park building, with a large, dedicated learning space, will be needed. The facility must have a traffic flow and adequate safe area to accommodate the on- and off-loading of buses. It should incorporate universal design concepts and be fully accessible. Its dedicated learning space needs to be open, well lit and ventilated, outfitted to use current technologies (Internet, distance learning), accessible, and well equipped with storage space. It should be available for programs year-round. The facility should create a natural level of interest, from an entry experience that sets the stage for learning to a learning space that generates its own level of excitement and accommodates different learning styles.

This educational space would also be used to host several teacher workshops and in-service programs. The park could offer presentations by subject matter specialists (teaching with historic documents, developing document-based questions, using the park's "Traveling Haversack," etc.), so that participating teachers would leave the workshops/programs with materials in hand and the ability to use them in the classroom.

The area would need to be easily cleaned and easily rearranged with seating and workstations or "learning/discovery stations." The area should have enough space for hands-on, active learning, which generally requires twice the space needed for a classroom. It would also need to have sufficient space for larger school groups (80 to 100+ students), eating facilities (lunchroom area) for such groups, and adequate restroom facilities for those groups. It would need adequate space for staff needs (office space, storage space, lunchroom, restrooms), and should also be flexible enough to permit changes for future needs. Space and facilities for partner groups (Eastern National, town information booth, etc.) should also be present in the building.

Making the learning space and the building a generic "multi-use area" should be avoided, as it would detract from the desired learning environment. Other pitfalls to avoid in this building/learning space include underestimating the space needed for active learning, allowing it to become mere storage space, and not providing enough opportunities for hands-on learning.

Education Program (continued)

Recommendations

When looking at the development and enhancement of education programs, the park ought not to try "reinventing the wheel" as the existing programs are effective, enjoyable for students and teachers, and in demand. Enhancement and expansion of these programs is needed. Additional programs ought not replace the existing programs, but broaden the scope of the park's educational presence as a whole.

The single biggest challenge, though, to the development and enhancement of the park's educational programming is staffing. At present, the interpretive staff is stretched to the limit on just sustaining programs at their present level. Few program additions or enhancements can be made unless this problem is alleviated. Even if the problem is alleviated, many programs will, of necessity, have to be self-guided and stand-alone because increases to the park interpretive staff will likely be minimal. For educational programs to be fully developed as outlined in this document, the park needs a full-time education specialist. At present, development and enhancement of the park's educational materials and programs is a collateral duty, with very little time available for these endeavors. While the interpretive staff would continue to deliver and assist with development of educational programs, the education specialist would focus on the development, maintenance, and availability of the Teacher Resource Guide, website, and teacher institutes/workshops.

Themes incorporated into educational programs and materials will need to be prioritized. Existing programs already use the park's interpretive themes that were developed for the GMP. "People" at Saratoga, one of those park-wide interpretive themes, dovetails well here. The soldiers' experience will continue to be a priority, as it is addressed in the state educational curriculum, and can be explored through history and through ELA activities. Other individuals' perspectives, such as Philip Schuyler, John Neilson, or John Freeman could be incorporated. Perspectives of camp followers — wives and children of soldiers — could continue to be included in this program.

The park wide interpretive theme of "Place" is easily incorporated here as well. Strategic terrain/geography is an important element in the story of the American victory here, and is also part of the New York State school curriculum. The American victory here as a turning point in the American Revolutionary War is another important element of our story, and is included in the NYS school curriculum. "Place" may be further expanded to move from local to international perspective. It may also be used to introduce the theme of "Memory" and memorialization.

Education Program (continued)

Recommendations (continued)

Successive meetings and conversations within NPS employees and with experienced teachers have led to a four-part focus to help guide and prioritize the development of the park's educational materials and resources. These four areas of focus are:

- ***Web-based availability of some materials (e.g., Haversack Kit) in the next year, some materials in the next 2 to 3 years (e.g., selected Teacher Resource Guide activities as they are developed), and other materials within the next 5 to 7 years of this LRIP;***
- ***Teacher Resource Guides and Student Research Packets;***
- ***Distance Learning / Project VIEW (a Federal Technology Innovation Challenge Grant led by the Schenectady City School District).***
- ***Group Activity Packets to enhance teacher-guided tours of park***

The single largest recommendation is to enhance use of the Internet. Development of virtual visit activities and materials, and inclusion of other education materials, will not only help meet the general outreach needs of the park, but also offer support for all phases of an educational group's visit. Those materials will also help create a meaningful educational experience for students and classes that are unable to physically visit the park or to take advantage of personal service programs like the "Soldier Life" and "18th Century Medicine" programs.

Parallel to this recommendation is the enhancement of other existing programs and materials to augment the ranger-delivered programs to better meet the curricular needs of schools. This can be done largely through the ongoing efforts of the park staff as they work with teachers and as teachers inform us of their needs. Staying in touch with the New York State curriculum requirements will add to this awareness.

Enhancing these other materials, with a focus on the development of printed materials, the park has developed Teacher Resource Guides. The present Study Kit and Supplemental Materials packets have been given a clean, unified appearance that lends to their usability. Materials contained therein are well organized, easily located, and user friendly.

The park has already begun to seek and receive feedback from teachers on the recently developed Teacher Resource Guides. Several teachers have already stated to park staff that the materials are well organized, visually appealing, full of useful information, and user friendly. The park staff is working with teachers in one school district to assess their classroom needs, to look again at what printed materials the park has, and to assess what meets their needs and what is still needed. Once these matters have been determined, gaining suggested activities from

Education Program (continued)

Recommendations (continued)

teachers for use in the Teacher Resource Guide and having teachers test sample activities will be essential. While the evaluation process has already begun, in a limited way, with one of the rangers working on developing and getting feedback on a few of those "microwaveable" activities (virtual scavenger hunt, on-site map activities, nature hike checklist of things seen), development of partnerships with a several area schools will go a long way toward achieving these ends.

Partnerships will be essential for brainstorming and development and evaluation of materials, for locating and accessing funding sources, and for distribution of educational resources. Area partners can include local school districts and museums. Area historical societies and other regional historic sites (Ft. Stanwix, Ft. Ticonderoga, Schuyler Mansion) with similar themes can be helpful resources. Further, individuals with skills and interests to share and friends' societies (Friends of Saratoga Battlefield) are valuable resources. Professional organizations, such as Leadership Saratoga, BOCES, Audubon Society, and the Capital Region Teacher Center can also be extremely helpful.

Funding will be needed for workshops and brainstorming sessions in the development and testing of present materials. Much greater funding will be needed to create and distribute a Teacher Resource Guide. Similar funding will be needed for the creation and delivery of teacher workshops and in-service sessions. Such funding may be available through Parks as Classrooms grants and through Teaching with Historic Places. The purchase and installation of equipment such as Web cams would also require extensive funding. (Distance learning equipment has been acquired through Project View; however, due to Federal IT security restrictions, the equipment has been installed at a local school for their use as well as for NPS education programs.)

What steps does the park need to take toward making all this a reality? Begin at the beginning. Analyze present ranger-led programs by simply following and observing several school groups as they tour the battlefield. By observing what happens, what the groups do, what they experience, and what they are unable to do, the interpretive staff can begin to assess what works, what doesn't, and what's needed. Meeting with teachers to elicit their responses and suggestions, and/or providing some type of evaluation or suggestion form, would also be needed.

It should be noted that the treatment of wayside exhibits and of visitor center or education facilities is given elsewhere in this report. As such, the following bulleted list of steps toward realizing the ideal but practical future educational programs will focus on the production of educational materials in specific.

Education Program (continued)

Recommendations (continued)

Steps suggested toward attaining this state of ideal but practical future programming are:

- *Assess needs: determine what are teacher needs by shadowing school tours of battlefield, ask teachers what are their needs, research New York State Education Department (NYSED) curriculum requirements;*
- *Report: list desired products in some detail (Teacher Resource Guide, Student Research Guide, color posters, music CDs, digital image CDs, website virtual tour, etc.); list cost estimates for printing/production of resources; list desired partners (Skidmore College for A/V materials, area colleges' teacher education departments for activity/question development, etc.); list/diagram desired distribution system(s);*
- *Review Report: review list of products desired, determine reasonability, prioritize; review costs;*
- *Find Funding: work with teacher groups, Friends group, NPS sources (Teaching with Historic Places, etc.), and other sources to obtain needed funding;*
- *Create Draft Product: hold teacher forum to brainstorm activity ideas; work with computer program designers to create on-line simulation activities; work with colleges on draft image CDs and music CDs; work with teachers' focus group to actually write questions/activities from brainstorming session; assemble into streamlined, unified resource;*
- *Review Draft Product: review products created to ask if this does what we're looking for; have teachers and teacher education departments review product;*
- *Get Use Rights: obtain rights for using music, artwork, images;*
- *Create Product: assembling all components into unified whole ready for production;*
- *Assess Final Product: "proofreading" before going into production:*
- *Produce and Distribute:*
- *Collect Feedback: any input from "in the field" will be used to go toward future revisions of product. Evaluate on an ongoing basis.*

Education Program (continued)

Educational Staffing and Volunteers

As mentioned in the Education section's previous pages, Saratoga NHP is doing the best it can for educational programming with its available resources. However, the increasing number of administrative duties results in the park's interpretive staff spending only about 10% of their time on personal services. Therefore, these administrative duties have considerably reduced the time that interpreters can spend on ranger-led activities and on developing educational materials and resources.

The proposed "solution" most frequently mentioned is to increase our number of volunteers. Recently, the park's volunteer ranks have fluctuated a little, with a steep drop in the number of volunteers interested in assisting with operational duties. The vast majority of volunteers, present and potential, have shown minimal interest in helping with greeting at the Visitor Center, with doing tours at the Schuyler House, or with interpreting the Saratoga Monument. Essentially, if they're not going to be in period costumes and doing "living history" demonstrations on the battlefield, many are not interested in volunteering.

Attempting to recruit from local communities has met with minimal success. Perhaps the best example of that has been one municipality that, prior to the re-opening of the Saratoga Monument in 2001, voiced immense support for the Monument, saying that if the park opened it again, there would be virtual waves of volunteers to help staff it. When the Monument opened, the silence was deafening. The park had only one organization approach the staff to help there, and that was an organization from a community some 40 minutes south. This organization generated only two volunteers, and they were able to contribute only a dozen combined hours over the course of the entire visitor season.

THEMES /PROGRAM MATRIX

On the following two pages, a simple chart shows where the park's interpretive themes are covered in the interpretive media, personal services and education programs at Saratoga NHP.

Parkwide Interpretive Themes/Media Matrix

Place: Grand Strategy and Victory for the New Nation

In 1777 –– the second year of America's War for Independence –– the British sought to quell the rebellion with a single decisive military campaign. Their plan depended on using an invading army to divide the colonies along a natural corridor of rivers and lakes stretching from Canada to New York City. The American commitment to halt this invasion at Saratoga proved critical to the future of an emerging nation.

• The Americans' determined resistance at Saratoga, coupled with British strategic blunders, resulted in a stunning defeat and surrender for a British army. This timely victory reversed American military fortunes, boosted patriot morale, and gained them international recognition and support, including military assistance.

• The defensive position south of Saratoga at Bemis Heights was chosen because the natural terrain there afforded the Americans tactical advantages. Their skillful use of the high ground, narrow river passageway, and wooded ravines fortified with entrenchments and batteries, forced the British army to fight on terms favorable to the Americans.

• Since pre-colonial times, the waterways of the Hudson and Mohawk Rivers and Lakes Champlain and George had been prized natural routes of communication, trade, and warfare –– highly coveted by those seeking control of this vast inland area for its rich natural resources and arable land.

People: At Saratoga -- By Choice or By Chance

Today, the winning of American independence seems to have been inevitable. But it was actually the result of many individual decisions and sacrifices made by people from all walks of life. Their determination in surmounting overwhelming odds was an early example of what is recognized now as the American spirit –– the will and ability to shape a better future.

• Participants on both sides of the conflict –– men and women, soldier and civilian, free and enslaved, and those of many nations –– were motivated by hopes and aspirations including reasons of personal or monetary gain, continuance of established ways of life, desire for a better future, or belief in a moral cause.

• General Philip Schuyler, a patriot statesman and military leader, risked his life and livelihood and lost his Saratoga home for his belief in the promise of a new and independent United States of America, affording political and economic liberties for its citizens. After his death, his family continued his policies of promoting canal transportation and fostering economic enterprise in the community that later became known as Schuylerville in his honor.

Memory: Creating a Shared American Identity

Monuments and memorials added to Saratoga's "sacred ground" represent early national efforts to honor those who died or were wounded in service to their country and the causes for which they made their sacrifices. The park and its monuments and historic markers contribute to a shared American identity and an evolving sense of patriotism.

• The Saratoga Monument stands prominently within the British camp where the decision to surrender was made in October 1777. The site symbolizes the decisive turn in the American struggle for independence and serves as an eternal reminder of the human cost of both the American victory and the British defeat.

• A leader of the Saratoga Monument Association, Ellen Hardin Walworth's effort to commemorate the Saratoga battles marked the beginning of her lifelong commitment to preserving the icons of our national identity and the creation of local, state, and national organizations to achieve those goals.

Parkwide Interpretive Themes/Media Matrix

Web	Pubs	AV	Exhibits	WEs/Signs	Hist Furn.	Educ. Prog.	Pers. Serv.
XX	XX	XX	XX				
	XX	XX	XX			XX	XX
	XX	XX		XX		XX	XX
	XX	XX	XX				
	XX	XX	XX	XX	XX	XX	XX
	XX	XX	XX	XX	XX	XX	XX
		XX	XX	XX	XX	XX	XX
			XX	XX			XX
				XX			XX
XX							XX

PARTNERSHIPS

Existing partnerships:

With management direction in the early 1990s - supported by the General Management Plan completed in 2004 - the interpretive staff initiated cooperative activities with community and regional organizations involved in historic interpretation, cultural preservation, and heritage tourism. These groups, some new and some that have become long-term partners (many over 15 years), and Saratoga National Historical Park benefit from joint marketing of events and interpretive products, facilitating improved visitor experiences, expanded educational opportunities, and fostering greater public awareness.

Siena College – Revolutionary War Certificate Program

Saratoga National Historical Park and Siena College initiated a partnership to provide a cutting edge, multidisciplinary academic and public service program aimed at increasing awareness of the critical role that Saratoga Battlefield and a host of other area sites played in the development of American independence and the United States' ideals of liberty, freedom, and democracy.

A critical component of this program will be a Revolutionary Era Studies Certificate with multidisciplinary course work focusing on the eighteenth century and utilizing the region's rich historical resources. Students in the program will work with professionals at historic sites as well as with Siena faculty. The Center will be housed in the History Department at Siena College with a satellite office at Saratoga NHP and additional interpretive staff to support the program.

Amtrak

In partnership with Roosevelt Vanderbilt, Springfield Armory, and Erie Canalway, Saratoga NHP interpretive staff trains and coordinates activities for dozens of volunteers who provide interpretive services year-round aboard the Amtrak's Adirondack, Maple Leaf, and Vermonter trains. Volunteers research and develop scripts (reviewed by NPS staff) and arrange scheduling on the three trains, some of which require overnight stays (paid through PMIS project funds).

Oneida Indian Nation

In what has become an annual event, members of the Oneida Indian Nation's Living History group attend the parks battle anniversary encampment (travel funds provided by Friends of Saratoga Battlefield). Also, the Oneidas provide resource information and technical review of park exhibits that pertain to their role in the Battles of Saratoga.

Partnerships (continued):

Fort Hardy Committee

Although originally intended to be part of Saratoga National Historical Park (World War II prevented acquisition), the Field of Grounded Arms - an approximately 2 acre field along the Hudson River where Burgoyne's army surrendered their arms - is currently public ball-fields owned by the Village of Schuylerville. A grass-roots group of local citizens recognizing its historical importance have undertaken efforts to find alternative sites for the ball-fields with the intention of making the area memorial ground. The group organizes improvement projects (boardwalks, fencing, etc) and special events.

Friends of Saratoga Battlefield

Started in the 1980s to support educational activities at the Battlefield, the Friends of Saratoga Battlefield raises funds that underwrites "Arts in the Parks" programs such as music, theater, storytelling, and children's 18th century workshops; an annual scholarship fund for interns; a Junior Ranger program; special exhibits or projects; and produces a quarterly newsletter. Park staff members work closely with the group to coordinate events and support their efforts on behalf of the park.

Old Saratoga Historical Association

Beginning in the mid-1950s, the Old Saratoga Historical Association (OSHA) has played a vital role in furnishing the General Philip Schuyler House. In the past they also conducted activities necessary for seasonal opening and closing of the house, and provided interpretive house tours and events. Since the mid-1990s park staff conduct all day-to-day operations and work closely with OSHA to coordinate major annual events such as the 18th Century Day and the Candlelight Tour. The park curator also oversees opening and closing procedures, collections care, and research on furnishings.

Stillwater Historical Society and Stillwater Blockhouse

A replica of a 1750s era blockhouse fort that served as the Saratoga Battlefield's visitor center from 1927-1961, now serves that same function in the Town of Stillwater. This important link is supplemented by assisting each other with various events and promotion of the Town and park's shared history.

Hudson Crossing Bi-County Park

With a vision to build an environmental education facility and conference center on the Hudson River near where Burgoyne's army crossed the river, this group is developing trails and 'pocket parks' emphasizing the cultural and natural history of the area. Park staff sits on their committee, coordinating trail projects and events.

Partnerships (continued):

Lakes to Locks Passage - Local Action Committee

A local committee implementing heritage tourism initiatives in the southern reaches of the corridor including Saratoga, Washington and Renasselear counties, develops and produces brochures, travel books, travel itineraries and promoted events.

Polish American Congress

This group hosts periodic mid-to large scale events in commemoration of Thadeus Kosziusko, an American General of Polish descent who was instrumental in the victory at Saratoga.

Sons of the American Revolution

Conducts annual wreath laying events, holds their annual meetings at the park and participates in the Citizenship Ceremony on July 4.

Daughters of the American Revolution

Conducts annual wreath laying events, holds their annual meetings at the park and participates in the Citizenship Ceremony on July 4.

Children of the American Revolution

Conducts annual wreath laying events, holds their annual meetings at the park and participates in the Citizenship Ceremony on July 4.

Various Reenactor Groups

The park works with members from about 10 reenactor groups who hold encampments and provide living history demonstrations.

Town of Stillwater

The town co-sponsors the park's annual Frost Faire event, participates in ceremonial aspects of many park events and work closely with park staff in developing various events and activities to educate town residents about opportunities for them to learn and enjoy Saratoga NHP.

Town of Saratoga

Park staff work closely with the Town in special events such as History Week, special anniversary and commemorative events and initiatives such as interpretive signage and trails.

Museums of Saratoga

This collaboration of 12 museums and historic sites in the greater Saratoga Springs area jointly markets their sites through a common website (sponsored by the Saratoga County Chamber of Commerce), brochures, events, and exhibits. Each site allows reciprocal visits by other sites' staff to learn about each other so they can provide up-to-date answers to visitor inquiries about the area's historic resources.

Partnerships (continued):

Heritage Hunters

This ancestor research group holds data that pertains to veterans from the Battles of Saratoga and Revolutionary War campaigns. The group would like to make this information, supplemented with additional park records, available to the public on a computer station in the park's Battlefield Visitor Center. There has also been consideration to make these records available at the Schuylerville Library. Although this project concept and development is still a work-in-progress, much has been accomplished in developing a standardized database that can accommodate each soldier's records (name, rank, officers, companies, pensions, etc.) and to make this information user-friendly and provide easy web access. However, the limited space for a dedicated computer in the visitor center, the cost of an dedicated web link, and occasional lack of staff to assist users are challenges still necessitating resolution.

LIBRARY NEEDS

Existing Condition

Saratoga's reference library –– consisting of more than 1200 books and periodicals on the Saratoga Campaign, the Revolutionary War and its historical figures, the 19th-century commemorative period, 18th-century domestic arts, national parks and nature –– has been competently managed by a retired, professional volunteer librarian since 1994. The collection is organized in the Library of Congress classification system, is electronically managed through a DOS-based database program, and is available for use by park staff, volunteers, and researchers.

Similar to public libraries, Saratoga NHP books are available for staff, volunteers, park stakeholders, and researchers to borrow for a two-week period, except for important, out-of-print reference books which are only allowed to be used on site.

Actions Needed

• Upgrade existing DOS-based library software program to a contemporary software program, with features that provides access by multiple users and includes various organizational and report-making tools.

• Develop a user-friendly finding aid which is cross referenced to subject, author, title and classification number.

• Acquire newer Saratoga-related books and books that contain the latest scholarship associated with the War for American Independence.

• Acquire out-of-print Saratoga-related books. (See the 'Collection Needs' section starting on the following pages.)

• Acquire microfilms associated with the Revolutionary War, especially those associated with the Northern Campaign of 1777 and the battles of Saratoga.

• Prior to the current volunteer librarian's retirement, recruit a long-term volunteer (preferable with library experience) to learn the park's library system and help ensure continual, proper library management.

COLLECTION NEEDS

Collections Overview

Saratoga National Historical Park's museum collection numbers over 236,800 objects and includes cultural collections as well as natural history collections. The cultural collection includes cataloged and uncataloged archeology collections of some 123,000 objects excavated from within the park's boundaries for historical research and compliance purposes. These collections include associated field records. The majority of the archeology collections are from excavations conducted at battlefield sites between 1940 and 2005 at three of the park's four sites: the Battlefield, Victory Woods, and at the Schuyler Estate. These collections consist largely of musket and cannon balls, ceramics, glass, nails, coins, and tools. Additional archeological collections relate to the Burgoyne campaign in general, and come from areas outside the park's boundaries. A small ethnology collection numbers about 100 items donated to the battlefield prior to NPS management along with approximately 1,000 objects that were found during excavations on the battlefield and on the Schuyler Estate. Many of these items have been tentatively identified as Woodland or pre-contact, and the bulk of the collection consists of projectile points or fragments, stone tools, and chert. Some of these objects may relate to the Stockbridge-Munsee Community of Mohican Indians of Wisconsin, who have identified the lands of Saratoga National Historical Park as being within original Mohican territory.

The history collection contains approximately 2,130 objects associated with the battlefield, the Schuyler Estate, the Saratoga Monument, and the area's 19th century commemorative period, as well as items related to the park's administration by New York State and the National Park Service and work done by the Civilian Conservation Corps (CCC). The first collections acquired by the park largely consisted of objects collected between 1927 and 1932 and used for interpretation at the battlefield by the site's first manager George O. Slingerland when it was administered by New York State. Most of the state's collections were turned over to the National Park Service in 1942. Among the most significant history collections are nine original cannons surrendered by British General John Burgoyne and 18th century camp furniture alleged to have belonged to Burgoyne. In addition, a number of historical and archeological collections have been donated to the park from 1927 on, and represent the Burgoyne campaign of 1777.

Archival and manuscript collections include administrative and resource management records, historical documents, and associated

Collections Overview (continued)

records such as drawings, maps and photographs. The approximately 314,880 piece collection also includes the George O. Slingerland Papers (1895-1932), which are an important group of records on the early administration of the park under New York State, the Civilian Conservation Corps Papers, the George Strover Papers (1821-1938) (the Strover/Lowber family owned the Schuyler House from 1839 to 1948), and the Edwin Hoyt Papers. Hoyt was an amateur historian from Vermont who amassed copies of rare primary source material on the Burgoyne Campaign and the Battles of Saratoga. Also significant are oral histories, photographs, rare and out-of-print books and pamphlets, and postcards.

The park's natural history collection includes biological and geological collections. The herbarium contains about 1,000 plants that occur in the park; a limited number of geological specimens found during archeological excavations; along with associated project documentation and reports. Other natural history collections within the museum collection include study skins, bird nests, bird eggs, and insects. Limited voucher specimens collected in association with the NPS Inventory and Monitoring (I & M) Program activities are stored at Acadia National Park.

The Library Collection is housed in the Visitor Center and contains a reference library of non-rare books, microfilm collection of papers held in other collections, and research files containing published and non-published reports. These collections are non-circulating, and although they are not part of the museum collection, they are managed through a Library Management Policy by the Interpretation staff under the direction of the Museum Curator.

Collection Needs

1. Develop a list of other institutions with artifact, archeology, and manuscript collections that are complementary to Saratoga National Historical Park's mission and themes in order to develop lending and research partnerships. Preliminary list might include: Ft. Ticonderoga, Morristown NHP, Valley Forge NHP; Schuyler Mansion State Historic Site, New York State Museum, the New York Historical Society, the Albany Institute of History and Art.

2. Develop a Collections Advisory Committee to plan for acquisitions and conservation needs that exceed the normal operating budget for the Park's curatorial operations.

3. Consider the impacts to the collections from the following projects:

a. Hudson River PCB Dredging Project - potential to add archeological artifacts on a loan basis.

Collection Needs (continued)

b. (Potential) New visitor contact station in Old Saratoga Unit. Potential to add artifacts to the collection. Potential to add planning and resource management records to the Archives. Potential to exhibit existing archeological collections currently housed in the Collections Storage building.

c. Updating Schuyler House furnishings. The completion of a revised Historic Furnishing Plan, and the addition of reproduction objects to further illustrate the Schuyler family lifestyle of the late 18th century, as well as the replacement of worn window treatments made for the house in the early 1960s, will add objects and resource management records to the collections and Archives.

d. Archeological investigation in Victory Woods in 2006 found American Indian sites, but no archeological evidence from the British. Archeological artifacts and resource management records of this Cultural Landscape Report / Archeological Sensitivity Assessment will be added to the collections and Archives. Possible future investigation of the Schuyler Estate, including the current New York State Department of Transportation yard, will result in additions to the archeology collection and resource management records in the form of plans, research, maps and documents, to the Archives.

e. Compliance activity associated with park development projects has the potential of adding archeological artifacts and will always result in the addition of resource management records to the Archives.

f. Park records transfer to the Archives is ongoing from each Division within the Park. The former Central Files have been abandoned, and each Division now retains records on their own. Following NPS Retention Schedules, each division will transfer permanent records to the Park Archives in a timely manner.

g. As far as is reasonable, the Park should collect artifacts and manuscripts related to the Burgoyne Campaign, the Battles of Saratoga, and when interpretive needs require, artifacts related to the Revolutionary War in general. The Park should also consider expanding their holdings related to the commemorative period of the nineteenth and early 20th century; and the Champlain Canal as it relates to the portions included within the Park's boundaries. The Park should continue to seek out rare and out-of-print books related to the subject matters listed above. All such volumes will be part of the Park Archives.

h. Maintenance of the Park's Research Library to include reference books and microfilm.

RESEARCH NEEDS

Natural Resources

Funded Natural Resource Research

Landscape-level Habitat Use by Wood Frogs at Saratoga NHP

Funding Source: NRPP - Small Parks

Significance: In the context of worldwide amphibian declines, it is important to understand patterns of amphibian habitat use in order to ensure appropriate conservation measures. Many amphibians, such as the wood frog, require ponds for spring breeding and forests for summer ranges. Thus, effective conservation requires protection of both types of habitats. This research proposes to attach radio transmitters to 30 frogs in the spring as they leave their breeding sites to track their movements throughout the summer until they enter fall hibernacula. This will allow researchers to understand frog patterns of movement across the landscape as well as broader issues of habitat usage.

Resource Issue: Saratoga NHP's 2004 General Management Plan recommends the return of the park's landscape to its historically accurate conditions. This study's results will allow evaluation of likely impacts of specific land-use changes on the community of spring-breeding amphibians that occupy this landscape.

On-Going Natural Resource Research

Inventory and Monitoring (I&M) Program Activities

Water Quality Monitoring

Forest Health Monitoring

Forest Bird Monitoring

Each of these long-term monitoring programs was initiated in FY 2006, and are are funded and operated through the Servicewide I&M Program. If there are any significant events documented during the monitoring, further investigations may be called for to ascertain the nature of the disturbance and the threats, if any, to park resources.

Landscape Management

Prescribed Fire Effects Monitoring

This program has been a joint venture operated by the staff at Saratoga NHP and the Fire Effects Module from Shenandoah NP. This program is supported by funding from the Regional Fire Program. This program continues to look into the question of whether the prescribed fire program is meeting its stated goals: to reduce woody vegetation and exotic plant species in the park's historic fields.

Future Natural Resources Research Needs

1) Ecological Significance

The park is the only large Federal landholding adjacent to the Hudson River in the Upper Hudson River Valley. Furthermore, the park represents most of the publicly held land within this same region. Park managers need a better sense of the ecological role the park fulfills in maintaining regional biodiversity. Once this role is better understood, important steps can be taken in concert with partnership organizations to identify, develop, and institute appropriate preservation strategies.

2) Reforestation Processes

In order to enhance visitor understanding and provide a rewarding visitor experience, park managers are striving to replicate the park's landscape to the late 1700s when and where it is both appropriate and feasible to do so. To meet this goal, reforestation processes are being allowed to naturally occur. Park managers need a better sense of how this process is proceeding, what are the factors affecting this process, and how are the processes manifesting themselves upon the landscape. What are the implications for forest composition and the long-term viability of the forest? How does this modern forest compare with the original eighteenth century scene? What, if any, actions can management take to ensure an outcome commensurate with the stated goals?

3) Pervasive Environmental Contamination

Our industrial society has left a legacy of environmental contamination that park managers need to recognize. Pollutants such as acid rain, ozone, and industrial residues should be reviewed for their potential for negative consequences to the park. Long-term monitoring programs should be designed and implemented for environmental contaminants that are found to be potentially detrimental to park resources.

4) Geological Processes

Streambank erosion, hillside slumping, and siltation of the historic Old Champlain Canal are documented to occur at the park. Assessments of the on-going processes, threats they may pose to park resources and potential mitigation strategies need to be investigated. Long-term monitoring strategies may also need to be implemented.

5) Sustainable Earthworks and Battlefield Terrain Management

In 1777, opposing forces at Saratoga produced a tremendous amount of earthworks and other manipulations to the physical landscape for military purposes. Some of what remains has yet to be fully documented. Known extant features could benefit from an evaluation, and identification of a management strategy designed to provide for their appropriate long-term stewardship. Other features, once identified through cultural resource projects could be folded into this program.

Future Natural Resources Research Needs (continued)

6) Inventory

Although the Inventory and Monitoring program will provide the park with copious natural resource information there are certain datasets which will require additional effort to complete. The park will need to conduct inventories on biota such as mosses, lichens, insects, butterflies, moths, mollusks, and crustaceans.

7) Invasive Plants

Recent research has documented the presence and distribution of many invasive plant species within the park. Some are not feasible to manage for. Others, however, not only pose a threat to park resources but also present an opportunity for active management in order to reduce their capacity for harm. Research needs to be conducted that will identify appropriate treatment strategies for targeted invasive plant species. Also, long-term monitoring plans need to be implemented to guard against resurgence of managed species as well as detect new species of concern should they acquire a foothold within the park.

8) Pest Species Management

Many plant and animal species have the capacity to threaten not only park resources but visitor and staff health and safety as well. Each year seems to bring new challenges to park managers whether it be Lyme's Disease, West Nile Virus, Chronic Wasting Disease, Rabies, Hanta Virus, or Hemlock Wooley Adelgid to name just a few. Park managers need to keep abreast of and respond effectively to new developments. Park managers when appropriate support research aimed at providing solutions to problematic pest species.

9) Historical Field Management Regimen

The park goal of closely replicating the historical field - forest configuration as it appeared in October of 1777 places upon managers the burden of maintaining approximately 800 acres of fields. These areas, if left unmanaged would via natural successional processes, revert back to a forest cover. Park managers need to find an optimal, sustainable management practice which will keep these designated areas open for the public's use and enjoyment. There are many options that can be utilized to achieve this goal. However, given many disparate needs, no one method or combination of methods has yet to be devised that meets all park goals in the most satisfactory manner. Further research coupled with long-term monitoring of field maintenance practices needs to be conducted in order to provide park managers with the information required in order to adopt the best sustainable field management regimen.

Future Natural Resources Research Needs (continued)

10) Natural Quiet

Visitor studies in 1995 and 2000 as well as recent planning efforts have brought to park manager's attention the public's appreciation of the serene nature of the battlefield park. Frenetic, noisy activities are discouraged in order to protect the quite, contemplative environment the park provides. However, the park has no baseline information on this natural quiet resource, nor have its threats been identified, nor have strategies and partnerships been developed. Further research needs to be conducted to inform park managers of the nature of this resource and how they can work within the local community to best protect it.

11) Night Sky

Night use of the park, though presently limited, does occur. Given the ever-increasing development surrounding parklands, the potential for the impairment of this park resource has increased over time. To date, the park has no baseline data with respect to the night sky resource, nor have threats been identified (such as unwanted light pollution), mitigation strategies adopted, or partners enlisted. Research needs to be conducted along these lines to put park managers in an informed and proactive stance. With solid research, park managers could enlist the aid of partners to assist the park in protecting this resource.

12) Ecosystem Health

The Inventory and Monitoring program is working to provide park managers with the identity of key indicator species, ones that are indicative of a healthy environment. Once identified the park will need to implement long-term ecological monitoring to detect changes in these species over time. Differences, if detected, will need to be followed up with investigations to determine the cause of the change and ascertain if a threat to park ecosystem health does indeed occur. If such threats are identified, appropriate strategies to mitigate any potential harm will need to be developed and implemented.

13) Urbanization Impacts

Saratoga County remains one of the fastest growing counties in New York State. A large scale development has been proposed in the Town of Stillwater which may create an additional 12,000 new jobs. New residents will put increased pressure upon park resources and those of the surrounding communities. To the degree the local communities continue to view the park as a venue for recreational space, the park can anticipate an increased demand upon existing facilities and added pressures to expand current offerings or provide new ones. A risk analysis should be conducted which brings together the information at hand, and assessments should be made on how Saratoga can best meet the demands of tomorrow and still provide appropriate stewardship.

Cultural Resources

Future Historical Research Needs

1) Muster Rolls and Lists

Need to transcribe and put into a database (for files and for public use, similar to the interactive computer at Valley Forge) the lists and muster rolls listed below. Eventually these lists should be published.

—Acquire select National Archives and Records Administration M246 Revolutionary War Rolls and lists, listing most Continental and militia officers and men who participated in the Northern Campaign of 1777 (these are available via microfilm, but the individual rolls need to be reviewed to determine which rolls need to be acquired).

— Massachusetts, New York, Connecticut, and New Hampshire state archives search for "missing M246" documents: the National Archives and Record Administration M246 series has significant gaps of records because some documents were placed in other archives, like the Massachusetts Historical Society, for reasons unknown. Without these, M236 remains incomplete.

— Compile copies of extant lists of Loyalist and Canadian officers and men from the campaign.

2) Papers of Participants

Need to acquire, photocopy, or microfilm extant papers of important participants. Saratoga NHP has these for some participants such as Schuyler, Gates, and many German officers; but, there is potential in finding a wealth of information (including first-hand accounts)of others such as the papers of Major William Hull and Dr. Jonathan Potts.

3) Camp Followers

Research the nature of the camp followers of the Army of the United States. There is almost no information on them, their numbers, or their home states. Unfortunately, it is unlikely this information exists.

4) Soldiers Drafted for Service

Need to research and compile all information regarding names, units, and use of militia that participated in the battles, siege, and surrender. This research would include how specific units were drafted for service (and how they therefore didn't volunteer, how Jane McCrea's death was not a decisive factor in their appearance here, etc.). The park's knowledge on this issue is pretty sparse and, coincidentally, it is one of the most commonly asked questions. Also, it is perhaps the issue most misunderstood by park visitors.

Future Historical Research Needs (continued)

5) Capitulation and Surrender

Need to compile and organize information in specific detail, all facts (and stories, placed in proper context) relating to the exact process of negotiations for capitulation and surrender on October 17, 1777. This would include research that would lead to the proper understanding of the sword surrender (and how it did not occur so formally, nor when the two Generals initially met) and other topics. This information will become more important in the future, as Saratoga NHP develops its sites in Old Saratoga, now part of Victory Woods CLR.

6) Brig. General Simon Fraser

Research and compile a formal review and report on the facts surrounding the mortal wounding of Brigadier-General Simon Fraser, the proper location of his hospitalization in the Baroness's house (the New York State Museum has part of a table top from that house), and the proper location of his burial.

7) Portraits

Collect copies (photographs or digital images) of known portraitures of the participants of the Saratoga battles, as well as extant first hand accounts (on microfilm or photocopies; not original manuscripts) written by participants that we do not presently have but know exist.

8) Journals, Memoirs, and Letters

Compile a database of all known first-hand accounts (journals, memoirs, letters, maps, etc.) of participants in the Saratoga battles, siege, and surrender. This database would be similar to a document that Fort Ticonderoga has produced. Although many sources are on file, there is no accounting of them, or their context, or their information.

9) Supplies

Research, as thoroughly as possible, the specifics regarding the supplies, arms, clothing, and accouterments of the Continental army and loyalist forces. Our understanding of these things for the British and German forces is very good, but a similar (or even adequate) understanding for the Continental, militia, and loyalist forces is almost nonexistent. Knowing and understanding this information is critical for proper living history, as well as an understanding of how both poor and well the Continental and Loyalist forces were clothed, armed, and equipped. The park's understanding of the facts regarding the troops' clothing, arms, and equipment will lead to an understanding of their mindset, situation, and employment in battle.

Future Cultural Resources Research Needs (continued)

10) Loyalist Claims

There are dozens of loyalist claims on the British government for compensation for lost property and possessions. Many of these claims were submitted by the wives or children of the head of the family such as Mary Swords (Thomas Swords' wife) or Thomas and Mary Freeman (the Freeman children). Aside from the wealth of material information these provide, these claims would help us understand the situation of displaced loyalist peoples, given in their own words. Loyalists remain the predominant untold story of the Northern campaign of 1777.

11) Cultural Landscape Inventory - Battlefield Unit

12) Cultural Landscape Report & Treatment Plan - Schuyler Estate & Saratoga Monument

13) Cultural Landscape Treatment Plans - Battlefield Unit

Social Science Research Needs

Saratoga National Historical Park has had several small surveys in the past few years. The annual GPRA surveys have been conducted each August at the Battlefield Visitor Center; while these GPRA surveys give a "snapshot" of visitors' opinions during a short period of time, it does not really capture the mood, opinions, or hopes of people who visit the park on a more regular basis. Also, the public comments received during recent GMP-related meetings from park neighbors, stakeholders, and others were helpful in measuring local and regional views.

However, with changes in national and regional demographics, some symptoms of suburban sprawl in the neighborhoods near the park, and the proposed changes to Saratoga's Federal Recreation Fees, the time is right to conduct some thorough Social Science research. As housing developments eventually encroach near the park's boundaries, many local residents will look upon the units of Saratoga NHP as "green space." Activities associated with "green space" are not always in opposition to the NPS mission or the purposes behind establishing Saratoga NHP. However, engaging the public before certain uses become an issue can head off confrontation and reinforce our constituency in the local area. It is also an excellent opportunity to build new constituencies with the purpose of highlighting the preservation efforts and mission of the National Park Service.

1) Find Funding for Social Science Research

Initiate social science research within one year of completing this LRIP, with the search for appropriate funding source(s) and contractor(s) to commence in early 2007.

STAFFING NEEDS

Current Level (as of FY 2006):

Position Title	Status	Grade	FTE	Incumbent
Chief of Interpretation	Permanent	GS-12	1.0	Gina Johnson
Park Ranger (Interp.)	Permanent	GS-11?	1.0	Joe Craig
Park Ranger (Interp.)	Permanent	GS-9	0.9	Bill Valosin
Park Ranger (Interp.)	Permanent	GS-9	0.9	Eric Schnitzer
Visitor Use Assistant	Permanent	GS-5	0.9	vacant
Seasonal Park Guide	Part-time	GS-4	0.3	Seasonal 1
Seasonal Park Guide	Part-time	GS-4	0.3	Seasonal 2
Seasonal Park Guide	Part-time	GS-4	0.3	Seasonal 3
Seasonal Park Guide	Part-time	GS-4	0.3	Seasonal 4
Seasonal Park Guide	Part-time	GS-4	0.1	Seasonal 5
Seasonal Park Guide	Part-time	GS-4	0.1	Seasonal 6
Intern 1				
Intern 2				
Intern 3				
Intern 4				
		Total FTE	6.1	

Positions Needed:

Position Title	Status	Grade	FTE	(Incumbent)
Historian	_____	GS-11	1.0	vacant
Education Specialist	_____	GS-9	1.0	vacant
Visitor Use Assistant	_____	GS-5	1.0	vacant
Volunteer Coordinator	_____	GS-5	1.0	vacant
Visitor Use Assistant	_____	GS-5	0.3	vacant
Visitor Use Assistant	_____	GS-5	0.3	vacant
Seasonal Park Guide	Part-time	GS-4	0.3	vacant
Seasonal Park Guide	Part-time	GS-4	0.3	vacant
		Total FTE	5.2	

Total New Positions: 8 Total FTEs with new positions: 11.3

IMPLEMENTATION PLAN

The measure of success of any plan is the extent to which it is implemented. Initial implementation strategies need to be both realistic and flexible. The implementation plan for the Long-Range Interpretive Plan (LRIP) outlined on the following pages is an initial blueprint for change. Because funding opportunities and priorities often change, park managers need to adjust the implementation strategies to adapt to changing conditions. Therefore, this LRIP should be updated annually as Part 6 (Status of Implementation Plan) within the park's Annual Implementation Plan (AIP).

Over the next 10 years, employees in the positions listed below should form an **Implementation Team** to guide the accomplishment of this LRIP's Implementation tasks as outlined on the following pages:

Title	Location
Superintendent, SARA	Park Headquarters
Assistant Superintendent, SARA	Park Headquarters
Chief of Interpretation, SARA	Visitor Center
Park Ranger/Interpreter, SARA	Visitor Center
Park Ranger/Interpreter, SARA	Visitor Center
Park Ranger/Interpreter, SARA	Visitor Center
Park Curator	Curatorial Building
Chief of Resource Management	Ranger Station
Chief Ranger	Ranger Station
Education Specialist, NERO	Boston, Massachusetts
Chief of Interpretation, NERO	Philadelphia, Pennsylvania

The NPS employees filling the above-listed positions should confer annually to devise/adjust the funding strategies and task assignments to ensure the implementation of this Long-Range Interpretive Plan.

NON-PERSONAL SERVICES:

Task(s)/Step(s)	(from page #)	Responsible Office(s)
Website		
Refine info on "home page" vs. "In Depth" pages	(see page 54)	SARA Interpretation
Improve navigational links on park's "virtual tour"	(see page 54)	SARA Interpretation
Improve design consistency between web pages	(see page 54)	SARA Interpretation
Roadside Signs		
Distinguish SARA from Cemetery on direction signs	(see page 55)	SARA Maintenance, NYDoT
Improve direction signs along Route 4 to SARA	(see page 55)	SARA Maintenance, NYDoT
Improve direction signs from I-87 to SARA	(see page 55)	SARA Maintenance, NYDoT
Improve direction signs in/near Old Saratoga	(see page 55)	SARA Maintenance, NYDoT
Install 'SARA identity' signs at Old Saratoga sites	(see page 55)	SARA Maintenance
Arrange for NPS Sign Coordinator to visit SARA	(see page 55)	SARA Interpretation
Facilities		
Install railings along walkways at Battlefield VC	(see page 56)	SARA Maintenance, Contractor
Upgrade the theater equipment at Battlefield VC	(see page 56)	SARA Interpretation, HFC-AV
Make a new orientation map at Battlefield VC	(see page 56)	SARA Interpretation, Contractor
Move EN bookstore within the Battlefield VC	(see page 56)	SARA Interpretation, Contractor
Begin plans for Visitor Facility in Old Saratoga	(see page 56)	SARA Maintenance, Contractor
Audiovisual Programs		
Evaluate the Battlefield VC theater walls treatments	(see page 57)	SARA Interpretation, HFC-AV
Evaluate audio units (and messages) at all locations	(see page 57)	SARA Interpretation, HFC-AV
Revise audio scripts using more historical quotes	(see page 57)	SARA Interpretation, HFC-AV
Replace audio units & audio tapes at all locations	(see page 57)	SARA Interpretation, HFC-AV
Create a "Soldiers database" w/ Heritage Hunters	(see page 57)	SARA Interpretation (w/VAFO)
Create PowerPoint presentations for Off-sites	(see page 57)	SARA Interpretation

Cost estimates for the media listed on these pages will be provided by Harpers Ferry Center in a separate document; HFC can be contacted at (304) 535-5050 or www.nps.gov/hfc/

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

Fund Source	2007-08		2009	2010	2011	2012	2013	2014	2015	2016	2017
ONPS or WASO		XXX									
ONPS or WASO		XXX									
ONPS or WASO		XXX									
ONPS or Fee			XXX								
ONPS or Fee				XXX							
ONPS or Fee				XXX							
ONPS or Fee				XXX							
ONPS or Fee					XXX						
ONPS or HFC					XXX						
Line Item	XXX	XXX									
Line Item	XXX	XXX									
Add-on	XXX	XXX									
EN				XXX	XXX						
Line Item?							XXX	XXX			
ONPS		XXX									
ONPS			XXX								
ONPS				XXX							
ONPS					XXX						
ONPS		XXX									
ONPS			XXX								

NON-PERSONAL SERVICES (continued):

Task(s)/Step(s)	(from page #)	Responsible Office(s)
Exhibits		
Submit PMIS entry for complete rehab of the BVC	(see page 58)	SARA Interpretation
Plan, design, produce large tactile orientation map	(see page 58)	SARA Interpretation, Contractor
Upgrade/replace panels in BVC lobby & sales area	(see page 58)	SARA Interpretation, HFC-MD
Contract for Plan/Design for new exhibits in BVC	(see page 58)	SARA Interpretation, HFC-MD
Start exhibit planning for new VC in Old Saratoga	(see page 59)	SARA Interpretation, HFC-MD
Wayside Exhibits		
Planning trip for HFC-Waysides and NPS-SI	(see page 66)	HFC-MD (WE), HFC-NPS/SI
Write a parkwide Wayside Exhibit Proposal	(see page 66)	HFC-MD (WE)
Write a parkwide Signage/Wayfinding Trip Report	(see page 66)	HFC-NPS/SI
Submit PMIS entry for parkwide Wayside Exhibits	(see page 66)	SARA Interpretation
Submit PMIS entry for parkwide Sign Program	(see page 66)	SARA Interpretation, HFC-NPS/SI
Prepare resources for Wayside Exhibit planning	(see page 66)	SARA Interpretation
Plan/design parkwide Wayside Exhibits	(see page 66)	HFC-MD (WE) or a Contractor
Review parkwide Wayside Exhibit Plan	(see page 66)	SARA Interpretation, NERO
Produce Wayside Exhibit panels and bases	(see page 66)	HFC-MD (WE), Contractor
Install Wayside Exhibit bases; adjust/improve pads	(see page 66)	SARA Maintenance
Historic Furnishings		
Schuyler House: evaluate all furnishings pieces	(see page 68)	SARA Curator
Schuyler House: survey all Schuyler repositories	(see page 68)	SARA Curator
Schuyler House: acquire appropriate pieces	(see page 68)	SARA Curator, OSHA, partners
Schuyler House: complete a Furn. Plan	(see page 68)	HFC-MD (HF), SARA Curator
Neilson House: evaluate, inventory, add items	(see page 71)	SARA Curator
Publications		
Re-design SARA's Unigrid Brochure (B-4 or B-6)	(see page 72)	HFC-MD (Pubs), SARA Interp.
Upgrade and add Site Bulletins; use NPS Identity	(see page 73)	SARA Interpretation
Develop Rack Cards for Saratoga NHP	(see page 73)	SARA Interpretation

Cost estimates for the media listed on these pages will be provided by Harpers Ferry Center in a separate document; HFC can be contacted at (304) 535-5050 or www.nps.gov/hfc/

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

Fund Source	2007-08	2009	2010	2011	2012	2013	2014	2015	2016	2017
N/A	XXX									
_____		XXX								
ONPS or Fee			XXX							
_____					XXX					
								XXX		
ONPS or Fee		XXX								
ONPS or Fee			XXX							
ONPS or Fee			XXX							
ONPS			XXX							
ONPS			XXX							
ONPS				XXX						
ONPS or Fee				XXX						
ONPS					XXX					
ONPS or Fee						XXX				
ONPS							XXX			
ONPS	XXX									
ONPS		XXX								
ONPS		XXX								
ONPS			XXX							
ONPS	XXX	XXX								
HFC			XXX							
ONPS and/or EN		XXX								
ONPS and/or EN		XXX								

PERSONAL SERVICES:

Task(s)/Step(s)	(from page #)	Responsible Office(s)
Personal Services Program		
Submit request for funding increase for more staff	(see page 75)	SARA Interpretation
Increase NPS visibility by through NPS uniforms	(see page 75)	SARA Interpretation
Increase communication among SARA's Divisions	(see page 75)	SARA Interpretation
Consider Licensed Battlefield Guides at SARA	(see page 75)	SARA Interpretation, Admin.
Create and fill a Mgmt. Assistant position re: GMP	(see page 75)	SARA Interpretation, Admin.
Create and fill a Volunteer Coordinator position	(see page 75)	SARA Interpretation, Admin.
Develop agreements with colleges to help w/media	(see page 76)	SARA Interpretation
Hire a seasonal employee to Fee Collection duties	(see page 76)	SARA Interpretation
Transfer Fee Collection to SARA's RMVP Division	(see page 76)	SARA Interpretation, RMVP
Education Program		
Institute volunteer teachers providing Ed programs	(see page 75)	SARA Interpretation
Create and fill an Education Specialist position	(see page 75)	SARA Interpretation
Make some Educ. programs available on the web	(see page 85)	SARA Interpretation
Refine/expand Teacher Guides & Student Packets	(see page 85)	SARA Interpretation
Initiate Distance Learning via Project VIEW	(see page 85)	SARA Interpretation, NY State
Go through steps to improve Education Program	(see page 87)	SARA Interpretation
Partnerships		
Continue relationships with existing partnerships	(see page 92)	SARA Supt.; Management Team
Develop cooperative agreements w/ new partners	(see page 93)	SARA Supt.; Management Team

The estimated costs of the Interpretive "Personal Services" should be calculated and updated annually by the SARA Chief of Interpretation and the SARA Administrative Officer.

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

Fund Source	2007-08	2009	2010	2011	2012	2013	2014	2015	2016	2017
ONPS	XXX									
ONPS	XXX									
ONPS		XXX								
Contract			XXX							
ONPS				XXX						
ONPS					XXX					
ONPS						XXX				
Fee Funds							XXX			
Fee Funds								XXX		
VIP			XXX							
ONPS					XXX					
ONPS		XXX								
ONPS				XXX						
Grant						XXX				
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX			
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		
ONPS		XXX	XXX	XXX	XXX	XXX	XXX	XXX		

RESEARCH NEEDS:

Task(s)/Step(s)	(from page #)	Responsible Office(s)
Collection Needs		
Develop list of institutions with similar collections	(see page 98)	SARA Curator and Interp staff
Develop a Collection Advisory Committee	(see page 98)	SARA Curator and Interp staff
Add to collection as artifacts become available	(see page 99)	SARA Curator and Interp staff
Natural Resource Research		
Continue research on Wood frogs' Habitat Use	(see page 100)	SARA Resource Management
Continue Inventory and Monitoring Programs	(see page 100)	SARA Resource Management
Continue Prescribed Fire Effects Monitoring	(see page 100)	SARA Res. Mgmt. and NERO
Initiate research on park's and area's Biodiversity	(see page 101)	SARA Resource Management
Initiate research on park's Reforestation Processes	(see page 101)	SARA Resource Management
Initiate research on Environmental Contamination	(see page 101)	SARA Resource Management
Initiate research on Geologic Processes	(see page 101)	SARA Resource Management
Initiate research on Battlefield Terrain Mgmt.	(see page 101)	SARA Resource Management
Initiate inventory on the park's biota species	(see page 102)	SARA Resource Management
Initiate research on park's Invasive Plants	(see page 102)	SARA Resource Management
Initiate research on park's Pest Species	(see page 102)	SARA Resource Management
Historical Research		
Transcribe and database Muster Rolls and Lists	(see page 104)	SARA Curator and Interp staff
Acquire/photocopy papers of battle participants	(see page 104)	SARA Curator and Interp staff
Research the nature of "Camp Followers"	(see page 104)	SARA Curator and Interp staff
Research how soldiers were drafted into service	(see page 104)	SARA Curator and Interp staff
Research the Capitulation and Surrender of 1777	(see page 105)	SARA Curator and Interp staff
Research Brig. General Simon Fraser	(see page 105)	SARA Curator and Interp staff
Collect copies of portraits, journals, letters, etc.	(see page 105)	SARA Curator and Interp staff
Research the supplies, arms, clothing, etc.	(see page 105)	SARA Curator and Interp staff
Research "Loyalists Claims" and Loyalist history	(see page 106)	SARA Curator and Interp staff
Social Science Research		
Find funding for Social Science research	(see page 105)	SARA Interpretation

The estimated costs of the park's "Research Needs" should be calculated and updated annually by the SARA Chief of Interpretation and the SARA Resource Management staff.

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

Fund Source	2007-08	2009	2010	2011	2012	2013	2014	2015	2016	2017
ONPS	XXX									
ONPS		XXX	XXX							
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		
ONPS	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		
ONPS			XXX							
ONPS				XXX						
ONPS					XXX					
ONPS						XXX				
ONPS							XXX			
ONPS								XXX		
ONPS									XXX	
ONPS										XXX
ONPS	XXX									
ONPS		XXX								
ONPS			XXX							
ONPS				XXX						
ONPS					XXX					
ONPS						XXX				
ONPS							XXX			
ONPS								XXX		
ONPS									XXX	
ONPS	XXX	XXX								

PLANNING TEAM

National Park Service

Saratoga National Historical Park

Doug Lindsay	(former) Superintendent (retired in 2005)
Frank Dean	Superintendent
Joe Finan	Assistant Superintendent
Gina Johnson	Chief of Interpretation
Joe Craig	Park Ranger/Interpreter
Eric Schnitzer	Park Ranger/Interpreter
Bill Valosin	Park Ranger/Interpreter
Jim Gorman	Chief Ranger
Christine Robinson	Museum Curator
Chris Martin	Chief of Resource Management
Linda White	Bio-Technician

Harpers Ferry Interpretive Design Center

Jack Spinnler	Interpretive Planner (Team Captain)
Paula Lange	Exhibit Planner
Mark Johnson	Wayside Exhibit Planner
Andy Chamberlain	Curator, Historic Furnishings
Lakita Edwards	Education Specialist
Bob Clark	NPS Sign Program Manager (Consultant)

Northeast Regional Office -Interpretation and Education

Kathy Tevyaw	Education Specialist

Park Partners and Consultants

Debbie Peck Kelleher	President, Old Saratoga Historical Association
Linda Palmieri	Historian, Town of Stillwater, NY
Dan Umstead	Representative, Oneida Nation
Tom Wood	Principal (retired), Salem School District
Ann Canavan-Baker	Teacher, Stillwater School District
Stephanie Buyce	Teacher, Stillwater School District
Linda Sanders	Historian, Town of Stillwater, NY
Sean Kelleher	Historian, Town of Saratoga, NY

APPENDICES

Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

Harpers Ferry Center National Park Service

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 every National Park Service (NPS) area.

These guidelines do, however, define a high level of programmatic access which can be met in most NPS situations. They articulate key areas of concern and note generally accepted solutions. Because of 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 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. Because of the unique characteristics of each situation, parks should be evaluated on a case by case basis. The goal is to fully comply with NPS policy:

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

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

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

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 each particular site.

Guidelines Affecting Visitors with Mobility Impairments

1. Theater, auditorium, or viewing area should be free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.

2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).

3. Viewing heights and angles will be favorable for those in designated wheelchair locations.

4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Mobility Impairments

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

1. Height/position of labels: Body copy on vertical exhibit walls should be placed at between 36" and 60" from the floor.

2. Artifact Cases:

a. Maximum height of floor of artifact case display area shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.

b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.

3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".

4. Railings/barriers: Railings around any horizontal model or exhibit element shall have a maximum height of 36" from the floor.

5. Information desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair 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 inches. (ADAAG 4.32.4)

Exhibits (continued)

Guidelines Affecting Visitors with Mobility Impairments (cont.)

b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide and 24" deep is recommended.

c. Width of top surface of section: at least 36 inches. Additional space must be provided for any equipment such as a cash register.

d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.

6. Circulation Space:

a. Passageways through exhibits shall be at least 36" wide.

b. If an exhibit passageway reaches a dead-end, an area 60" by 78" should be provided at the end for turning around.

c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from walls with their leading edges at or below 27" above the floor can protrude any amount.

d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)

e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)

f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must have at least 80" from the floor to the sign's bottom edge. (ADAAG 4.4.2)

7. Floors:

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

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

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

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

Exhibits (continued)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geological specimens, cultural history items, etc.).

2. Typography - Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:

a. Type size - No type in the exhibit shall be smaller than 24 point.

b. Typeface - The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatino, Century, Helvetica and Universe.

c. Styles, Spacing - Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.

d. Line Length - Limit the line length for body copy to no more than 45 to 50 characters per line.

e. Amount of Text - Each unit of body copy should have a maximum of 45-60 words.

f. Margins - Flush left, ragged right margins are easiest to read.

3. Color:

a. Type/Background Contrast - Percentage of contrast between the type and the background should be a minimum of 70% .

b. Red/Green - Do not use red on green or green on red as the type/background color combination.

c. Do not place body copy on top of graphic images that impair readability.

4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface and color combinations for labels in that exhibit.

5. Exhibit Lighting:

a. All labels shall receive sufficient 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.

Exhibits (continued)

Guidelines Affecting Visitors with Visual Impairments (continued)

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 handsets.

3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.

2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.

3. Graphic elements shall be used to communicate non-verbally.

4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.

5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

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

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

Guidelines Affecting Visitors with Mobility Impairments

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, and dioramas.

2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.

3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform to UFAS 4.8.

4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.

5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.

6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.

7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for visitors with physical impairments.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.

2. Audio description will be used to describe furnished rooms, where appropriate.

Historic Furnishings (continued)

Guidelines Affecting Visitors with Visual Impairments

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, or pamphlets.

2. Captions will be provided for all audiovisual programs relating to historic furnishings.

Guidelines Affecting the Visitors with Learning Impairments

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.

2. Living history activities and demonstrations, which utilize the physical space as a method of providing multi-sensory experiences, will be encouraged.

Publications

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

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in the park. A template for this site bulletin will be on the HFC Department of Publications website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum, and follow the large-print criteria on the next page.

Publications (continued)

Guidelines Affecting Visitors with Mobility Impairments

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.

2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:

a. Text

(1) Size: The largest type size appropriate for the format. (Preferred main body of text should be 10 point.)

(2) Leading should be at least 20% greater than the font size used.

(3) Proportional letterspacing

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

(5) Margins are flush left and ragged right

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

(7) Ink coverage is dense

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

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

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

(11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.

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

(13) Reversal type should be minimum of 11 point medium or bold sans serif type.

b. The paper:

(1) Surface preferred is a matte finish; dull-coated stock is acceptable.

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

2. Large-print version publications:

a. Text

(1) Size: minimum 16 point type.

(2) Leading is 16 on 20 point type.

Publications (continued)

Guidelines Affecting Visitors with Visual Impairments (continued)

2. Large-print version publications:

a. Text

(3) Proportional letterspacing

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

(5) Margins are flush left and ragged right.

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

(7) Ink coverage is dense.

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

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

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

(11) Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.

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

(13) Sans-serif or simple-serif typeface

(14) No oblique or italic typefaces

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

(16) No type is printed over other designs.

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

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

b. Paper:

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

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

3. Maps:

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

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

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

Publications (continued)

Guidelines Affecting Visitors with Visual Impairments (continued)

3. Maps (continued)

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

e. Same paper guides as above.

f. Contrast of typeface background is high. (at least 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 used for main text.

l. Sans-serif or simple-serif typeface.

4. The text contained in the park folder should also be available on audiocassette, CD, and accessible web site. Handbooks, accessibility guides, and other publications should be recorded where possible.

5. The official park publication is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list any special services available to these visitors.

2. Publications:

a. Use language that appropriately describes persons with disabilities.

b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.

c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.

d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

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

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

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

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

Guidelines Affecting Visitors with Mobility Impairments

1. Wayside exhibits will be installed at accessible locations whenever possible.

2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; the height for vertical exhibits from panel to finished grade should be 6 to 28 inches.

3. Trailhead exhibits will include information on trail conditions which affect accessibility.

4. Wayside exhibit sites will have level, hard surfaced exhibit pads.

5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit type will be as legible and readable as possible.

2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.

Wayside Exhibits (continued)

Guidelines Affecting Visitors with Visual Impairments (continued)

3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.

4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.

5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Visitors with Hearing Impairments

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.

2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.

2. Whenever possible, easy-to-understand graphics will be used to convey ideas, rather than text alone.

3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

4. Text will be concise and free of long paragraphs and wordy language.