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Long Range Interpretive Plan

Maggie L Walker National Historic Site

May 1998

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Introduction

What is a Long Range Interpretive Plan?

A Long Range Interpretive Plan (LRIP) provides a 5-10 year vision for a park's interpretive program.

A facilitator skilled in interpretive planning works with park staff and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies end product in the form of themes, constituents, and desired experiences. Within the context of Government Performance and Results Act (GPRA) requirements, it identifies results-oriented strategic goals.

Part 2 describes the mix of services and facilities which are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an implementation plan that plots a course of action, assigning responsibilities and offering a schedule activity.

When appropriate, Appendices provide more detailed discussions of specific topics and offer a series of checklists that link Parts 1 and 2. Each of these lists identifies which program recommendations accomplish established criteria.

When finalized, the LRIP forms a critical part of the more inclusive Comprehensive Interpretive Plan (CIP).

Detailed explanations of both the LRIP and CIP are found in NPS-6, Chapter III, the National Park Service's Interpretation and Visitor Services Guidelines.

What Questions will the Planning Process Address?

It is useful, before beginning a LRIP to identify questions that the planning process should address. For Maggie L. Walker National Historic Site (MAWA), those questions include:

1. What are the primary and significant interpretive themes of the park?
2. Where does Maggie Walker fit into the national historical context?

3. What are the most important resources of the park?
4. What are the essential components of a visitor's experience at the park and how can those components be delivered most efficiently via interpretation?
5. Does costume interpretation fit into the park's overall interpretive program?
6. What is the best way for visitors to "tour" the park? How effective are the ranger/volunteer walking tours?
7. How can interpretation improve the image of Jackson Ward?
8. Are existing educational programs meeting the needs of the park?
9. Who are the park's audiences? Should programs be targeted to reach specific groups? Are there "new" audiences that ought to be considered including elder hostels, camps, African American heritage tours?
10. How can the park become a destination site with increased visitation? Would fee collection affect the goal of increasing visitation?
11. Should the park sponsor more outreach?
12. What role should technology and audio visual media play in interpretation? Is the existing AV program effective?
13. How can volunteers play a greater role in park programming?
14. How can the relationship with other related Richmond institutions be expanded?
15. Are the existing exhibits, both interior and exterior (waysides) effective interpretive tools?
16. Is the current scope of sales for the cooperating association appropriate?
17. Are existing members of the staff at both the park and at Richmond National Battlefield Park (RICH) used effectively to provide cost-efficient interpretation for the park?

18. Are there interpretive needs that can be addressed by use of the structures at 112, 114, 116, & 118 East Leigh Street?

19. Would a compelling visual image surface through these discussions that would be applicable for a logo?

Purpose, Significance, & Mission

As required by the Government Performance & Results Act (GPRA), park staff prepared the following purpose, significance, and mission statements:

Purpose

A statement of purpose emerges from legislative language and existing planning documents. It states the reasons a park was established and identifies the specific resources included.

Maggie L. Walker National Historic Site (MAWA) exists to protect the historic resources associated with Maggie L. Walker, including her home at 110 1/2 E. Leigh Street and nearby structures on Leigh and Second streets as defined in the boundary, and to foster understanding and appreciation of her contributions to the nation, Richmond, and Jackson Ward.

Significance

Significance statements explain why the park and its component resources are important. They provide broad historic and national context.

The park is considered nationally significant because it...

...is the home of the 1st woman (Maggie Walker) who founded a bank in the United States and served as its president.

...illuminates the life of a successful African American businesswoman and social reform leader, Maggie L. Walker, and provides important insights into Mrs. Walker's work ethic, leadership style, successes, and struggles.

...demonstrates Mrs. Walker's progressive leadership in the Richmond community and in the pre-World War II civil rights movement nationally.

...embodies the spirit of Jackson Ward, historically a hub of black professional and commercial activities.

...includes a significant collection of personal and household items owned and used by Maggie Walker when she lived at 110 1/2 E. Leigh Street.

Mission Statement

The park's mission statement combines the thoughts contained in the purpose and significance statements.

It is the mission of the staff of the park to protect, maintain, and interpret the historic resources associated with the Maggie L. Walker National Historic Site, to provide a setting for contemplation, and to inspire in the community and nation a commitment to preserve those places for future generations.

Mission Goals

Elaborating on the mission statement, park staff also have prepared six mission goals. These mission goals represent the ideal conditions that the park wants to attain or maintain. They emerge from agency (National Park Service) goals and are appropriately expressed in terms of desired future conditions.

1. All significant resources related to Maggie L. Walker are identified, preserved, protected, and maintained.
2. The public is provided opportunities to understand the National Park Service and the significance of Mrs. Walker's achievements and the national and local context in which she operated.
3. Appropriate facilities, infrastructure, and services satisfy 80% of visitors; visitors, staff, volunteers, and cooperators can feel safe in the park.
4. The park staff is comprised of diverse, motivated, and well-trained employees working together to achieve the NPS mission in a safe and effective work environment.
5. The park is a responsive, efficient, and accountable organization, utilizing current management practices and integrated systems and technologies to enhance productivity and accomplish its mission.
6. Through partnerships, the Jackson Ward NHL historic district is preserved and enhances the experience of the visitor to MAWA.

Themes & Compelling Stories

What are Interpretive Themes & Compelling Stories?

While interpretation could touch upon any number of stories related to Maggie Walker, focused themes increase effectiveness. Themes are the most important stories, in this case the essence of Maggie Walker's life and legacy. They open the door to "compelling stories" that illustrate how one life can become powerfully representative and inspirational. Themes and compelling stories often relate to some universal human yearning, satisfy a common need to know or understand, or illuminate traits that are widely admired.

By using the resources of Maggie L. Walker NHS, interpretation fashions tangible experiences that visitors can relate to and remember. These memories, if deeply held, may help to preserve important resources for future generations.

The themes included in the Interim Interpretive Plan, prepared in 1985, focused on the various roles of Maggie Walker (see Appendix 1). But, as noted in the Introduction, after 12 years it appeared to be time to reassess this "interim" plan and the themes it presented.

More recent planning, most notably the purpose, significance, and mission statements written as part of the GPRA process, captured current attitudes toward the park's resources and Maggie Walker herself. By definition, however, interpretation must seek the meanings behind the facts. It must establish relationships. It should elicit emotion and feeling. Interpretive themes cannot simply present information, they also must provoke thought.

Theme Development Process

In order to develop current themes, workshop participants were asked several questions.

1. First they were asked to assume the role of newcomers to the park and its resources and mentally complete the following sentence, "After learning more about Maggie L. Walker, I now understand that her life and legacy are important because...." This question opened the door to a discussion of "compelling" stories.

2. Next they were asked, "After visiting the Maggie L. Walker NHS, I now understand that 110 1/2 East Leigh Street and the

surrounding properties associated with the national historic site, reflect the following aspects of Maggie Walker's life and legacy...." The answers provided to this question focused on the park's physical resources.

3. Finally, to test the adequacy of the theme statements that were emerging, participants were asked to share and analyze questions commonly asked by visitors. Did the proposed interpretive themes promise to satisfy visitor curiosity?

As a result, participants agreed to stress three aspects of Maggie Walker's life:

- her entrepreneurship including her ability to overcome significant social and personal obstacles and to succeed.
- the qualities that solidified her leadership in the African American community of Jackson Ward and Richmond and propelled her into important positions in numerous national organizations.
- her outspoken and often eloquent commitment to a variety of philosophical positions including: self determination and self help; education; thrift and personal responsibility; mutual support and cooperative effort; feminism and gender identity; race pride; improved race relations; and devotion to her religion.

The park's resources (her house, the Jackson Ward structures along E. Leigh and Second streets, and her words recorded in speeches and articles), illustrate those three aspects of Mrs. Walker's life by:

- reflecting her rise from humble beginnings to national influence.
- reflecting her professional success and her position of elevated respect in a struggling yet vibrant community.
- reflecting her commitment not only to family and friends but to a variety of local and national social causes.
- reflecting the challenges that she faced and overcame in her personal life.

★ Visitor questions reflect the relative obscurity of Mrs. Walker. and indicate the need for themes that incorporate (basic
✓ information AND place her story into national context.)

They open the door to interpretation of her personal philosophies of self help, race and gender. And they demonstrate curiosity about the life style of Mrs. Walker's family and even how her life compared to her Jackson Ward neighbors.

Themes & Compelling Stories

Themes harness the visitor's natural curiosity, focus it on the most important aspects of a park's story, and initiate a quest to learn more. Compelling stories connect the experiences and emotions embedded in the story with commonly experienced and easily understood emotions. They link the specific to the universal.

At Maggie L. Walker NHS, themes and compelling stories are intricately interwoven. Mrs. Walker's life is, in many ways, symbolic of the aspirations of many.

- Maggie Walker was determined to succeed. By vigorously confronting each obstacle that stood in her way, including her own physical disability, racism, and sexism, she rose from humble beginnings to achieve considerable success. Her Jackson Ward neighborhood, including her own house and the institutions that she helped to found, illustrate both the origins of her activist philosophies and the fruits of her professional and personal influence.
- (She also learned how to lead in a world that she was determined to change) Maggie Walker's life was like a pebble thrown into a pond. The energy that she generated washed most powerfully over her neighbors in Jackson Ward and Richmond but eventually, in the early 20th century, rocked both regional and national waters. As a leader of increasing influence, she interacted with and formed alliances with contemporaries who shared her beliefs and causes.
- Although not now well-known to many, Maggie Walker stands as an eloquent and inspirational champion of a variety of widely admired philosophical positions including: self determination and self help; the value of education, thrift, and personal responsibility; mutual support and cooperative effort; feminism and gender identity; and race pride and improved race relations.

Goals & Issues

Independent of the need to communicate information, to establish historical context, and to present the park's story via memorable themes, interpretation must address issues crucial to the management of the park and help achieve the goals expressed in other planning documents.

Long Term Goals

The GPRA process involves preparation of long term goals which, in turn, help to define how mission goals will be fulfilled. They include measures to determine progress and will be used to evaluate the contributions of all interpretive programming.

The long term goals for Maggie L. Walker NHS, prepared in the summer of 1997, are listed in Appendix 2. While interpretation might, in some way, help achieve each of these goals, those excerpted and presented here are most directly within the purview of interpretive programming.

Related to mission goal #1 (cultural resource management)

- By 2002, 100% of the curatorial collection will be catalogued, stored, and curated according to NPS standards.
- By 2002, methods and procedures will be identified and developed to preserve significant cultural resources within the community that relate to the Maggie Walker story including the Leigh Street facades and the St. Luke office building.

Related to mission goal #2 (public satisfaction & interpretation)

- By 2002, the park has in place excellent non-personal interpretive media and exhibits to increase visitor understanding of the contributions and philosophy of Maggie L. Walker.
- ✓ By 2002, the park has in place an active research component and excellent and versatile personal service programs designed to heighten public awareness of the National Park Service, the park story, and the value of park resources.

Related to mission goal #3 (facilities & services)

- By 2002, all health and safety hazards that jeopardize visitors and staff are systematically identified and corrected.

Related to mission goal #4 (park as a workplace)

- By 2002, 80% of employees demonstrate the basic competencies needed for their job.
- By 2002, park staff continue to reflect a diverse work force.

Related to mission goal #5 (organizational efficiency)

- By 2002, computers, associated software systems, and other technical equipment are adequate to accomplish the work and mission of the park.

Related to mission goal #6 (boundaries and partners)

- By 2002, residents and city officials recognize the value of the historic district and tourism to the nation at large, the local community, and the local economy, and recognize the impacts that development can have on park resources and the quality of a visit to the park.

Park Management Issues

Interpretation often is affected by management decisions. But well planned interpretive programming also can help grapple with many of the real life dilemmas that park managers inevitably face. At Maggie L. Walker NHS, interpretive planning must consider the following:

- There is a real possibility that MAWA budgets will remain under-funded. Additional funding should be sought to bring operations up to a minimum level.
- The park relies on financial and personnel support from Richmond National Battlefield Park and is heavily dependent on the VIP (volunteer) program to support daily interpretive operations and special programs.
- Local partners, including the Metro Richmond Convention and Visitors Bureau, have high expectations for increased heritage tourism. Plans to construct a new city visitor center within one block of Maggie L. Walker NHS could have noticeable impact on park visitation; projected visitation is 200,000+. *impact*
- Any increase in visitation must address several issues:

-
- a. Because the Maggie Walker house, presented as a furnished historic house museum, can accommodate a relatively small number of visitors at any one point in time, (group visitation must be carefully planned and managed.)
 - b. Despite the fact that the park's facilities (house, visitor contact facility, theater) can be easily overwhelmed by visitation, the park is well below the total number of visitors that could be accommodated. In other words, (many more visitors could be accommodated if visitation could be spread over time.)
- Working cooperatively with the National Park Service, the Wharton School (University of Pennsylvania) has prepared recommendations designed to tap the entrepreneurial potential of several NPS units, including Maggie L. Walker NHS. Interpretive planning will need to monitor the progress of these recommendations and make every attempt to ensure that proposals are coordinated.
 - Maggie Walker is not a universally known personality. Even some visitors who assume they know who she is confuse her with Madame C. J. Walker.
 - Improved signage is required to get visitors to the park.
 - Parking is a concern expressed by many park visitors and relates to other, less often verbalized, perceptions of safety in an unfamiliar urban setting.

"The Road Ahead"

Released in 1997 by the Northeast Region of the NPS, "The Road Ahead" is a strategy for achieving excellence in interpretation and education. It identifies six goals:

1. Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.
2. Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and life-long learners recognize and use parks to enhance learning.
3. Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality

educational "park experience" during their elementary and high school years.

4. Develop America's Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.
5. Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.
6. Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Audiences

Existing

Over the past several years (1994-1996), annual visitation averaged around 10,000. Daily statistics indicate that visitation can fluctuate significantly from month to month. Only February (African American History Month) and July show consistently high visitation. Park staff indicate that attendance is heavily influenced by weather; snow closings cause school trip cancellations.

school groups?

Although there have been daily visitor counts since the park opened, there has been no systematic effort to gather demographic data on park visitation. However, park staff used their first-hand experience to make the following estimates:

- Roughly half of the park's visitors are under 18 years of age; nearly one in five is 62+.
- Not surprisingly, over 50% of all visitors arrive in organized groups (including school groups); (fewer than one quarter arrive in families.)
- Two-thirds are African American.
- Three quarters of the park's total visitation is local or regional.

Potential

Although the park has admitted space limitations, there are opportunities to increase visitation. Specifically, interpretive programming should encourage...

...special programming to attract visitation during the "off season."

...visitation from more middle school groups from the counties surrounding Richmond. Existing educational programs focus on these grades.

...more visitation from professionals and businessmen and women, particularly women's clubs, the National Council of Negro Women, and the American Association of University Women. Maggie Walker's story is particularly relevant to them.

...more organized bus groups. However, before this effort can be implemented, strategies for satisfactorily handling groups must be designed.

...life-long learners, i.e., elder hostels.

...more community participation.

Park staff also should continue to meet with those planning the new city visitor center and ensure that the park's stories and its physical constraints are well known and reflected in the building's final concept.

Desired Experiences

In addition to the stories communicated during the visit and the issues addressed by interpretation, it is important to think about the nature of the visit itself. How do we hope visitors will feel, what impressions will emerge, and what can we do to provide an enjoyable AND a meaningful visit?

To complete this section, workshop participants considered the following questions:

1. If you could list those things that you think every visitor should experience while visiting the park, what would they be? Think about experiences that trigger emotions and impressions, not just those that inform via facts and information. What emotions might you want to elicit?
2. What are the most pressing problems that stand in the way of a memorable park experience?

Based on responses, interpretive programming should...

...minimize confusion by establishing Maggie Walker's identity and setting her life into historical context. While this happens to some extent at every historical site, it is even more important at Maggie L. Walker NHS since both Mrs. Walker and the history of African Americans are less well known and since many visitors arrive with imprecise expectations.

...inspire and encourage contemplation. Maggie Walker's life as well as her speeches and writings provide motivation and leadership and visitors should be offered the opportunity to quietly consider her contributions while they are on site.

...impress upon visitors the enormous obstacles faced and overcome by Mrs. Walker. Address the considerable personal challenges faced by Mrs. Walker (particularly the negative stories) by emphasizing her ability to turn obstacles into positive outcomes.

...help visitors understand Mrs. Walker's entrepreneurial talents and how they contributed to her success.

...help visitors understand the importance of community to Maggie Walker; introduce them to the vitality of Jackson Ward during Maggie Walker's lifetime; encourage them to visit other

neighborhood sites; and illustrate how (her legacy continues via the Consolidated Bank.) ✓

...help visitors find the park and actively address their concerns about parking.

...make visitors feel safe and sincerely welcome.

...include opportunities for interactive, hands-on experiences.

...encourage dialogue and intellectual inquiry.

...transport visitors back in time by re-creating settings reminiscent of Jackson Ward in the early 20th century.] ?

To help achieve these desired experiences, interpretive programming must...

...(recognize the considerable yet potentially unfocused impact that tours of the furnished house can have on the lasting impressions of visitors and supplement these tours with additional opportunities to communicate Mrs. Walker's significance. A complete visit should combine a house tour with well designed non-personal media and some introduction to the Jackson Ward neighborhood.) ✓
house tour

...actively address the problem of limited space in the Walker house itself.

...recognize the limited time that many visitors allot to a park visit.

...provide disabled visitors with programmatic access.

Existing Resources, Facilities & Programs

In order to move forward, we need to know where we are.

Resource Rank

As part of the GPRA process, park staff considered each of the park's physical resources. For each resource they wrote brief value statements and assigned numerical ratings. Based on a scale of 0 (low) to 100 (high), these ratings indicate relative contribution to the park's over all mission.

Resources in Priority Band 100

- 110 1/2 E. Leigh Street
- Curatorial & Archival Collection
- Home Furnishings

Resources in Priority Band 90-95

- Carriage House
- 600-602 N. 2nd Street

Resources in Priority Band 80-85

- Landscape
- 112 E. Leigh Street
- 114 E. Leigh Street
- 116 E. Leigh Street
- 118 E. Leigh Street
- Other Facades of Leigh Street (from 1st to 2nd street)
- Jackson Ward NHL

Interpretive Facilities and Programs

Welcome Facility & Exhibits

The visitor center, located at 600 and 602 North Second Street, provides visitors with physical and thematic orientation. It includes an information desk, bookstore, exhibits, and 30-seat auditorium.

House Tours of 110 1/2 East Leigh Street

how far away?

8/20/98

Conducted by park rangers or volunteers, these tours range from 30 to 45 minutes and introduce visitors to the life of Maggie Walker. They emphasize the business and social activities that occurred in her residence. The home is furnished with items that originally belonged to Mrs. Walker. (It has been accurately restored to c. 1930.) ✓ ?

Publications

The bookstore, operated by Eastern National, displays a wide range of published materials related to the life of Maggie Walker or the study of various facets of African American history.

Video Program

The eleven-minute video shown in the welcome center auditorium examines the life of Maggie Walker via quotations from her diaries, speeches, business papers, and historic photographs from the park's archives. The premise of the program uses the voice of an actor to portray an (elderly Mrs. Walker who narrates her story to a group of children.) ✓

Educational Programs

Educational programs are conducted both on and off-site. When visiting the park, school children receive a detailed tour by park interpreters. For off-site programs, the park has prepared a traveling trunk that includes a video, special projects, and a time line designed to be hung on the classroom wall.

Special Events

Numerous special events are conducted throughout the year, but (special emphasis is placed on Christmas, July 15 (Mrs. Walker's birthday), and African American history month.) Program content varies but may include symposia, storytelling, and plays. In addition, the park participates in special events sponsored by the City of Richmond and other organizations, including the Second Street Festival in October and the Family Jubilee in June. ✓

Interpretive Partners

Currently, there are a variety of organizations and institutions who interpret complementary stories:

The Maggie Walker Foundation
Historic Richmond Foundation
Black History Museum of VA

Virginia Historical Society
Living History Associates
Valentine Museum

Historic Downtown Richmond Consortium
Jackson Ward Community Development Corp.
Jackson Ward Vision 2000 Community Center
VA. Business & Professional Women's Foundation

There are also several organizations with historic ties to Maggie Walker that might be called upon to contribute to the costs of park programming:

Greater Richmond Urban League	National Urban League
NAACP Richmond Chapter	NAACP
National Negro Business League	Metro Business League
Consolidated Bank & Trust Co.	United Order of Tents
National Council of Negro Women	
VA. State Federation of Colored Women's Clubs	
National Association of Colored Women's Clubs	

The City of Richmond is planning to build a new visitor center within walking distance of the park.

Current Staffing, Volunteers, Budget

Staff & Volunteers:

- Staffing for interpretation and cultural resources for FY97 totaled 7 positions or 3.26 FTE, all permanent.
- Of the park's total FTE, 47% was devoted to interpretation.
- The park had 27 volunteers who donated .3 FTE.

RICH contribution:

In order to accurately portray the total staffing requirements of MAWA, it is necessary to include the following RICH staff and the FTE they contribute to MAWA:

Chief of Interp. & Cultural Res. Mangmt. (Ruth)	.20 FTE
Supervisory Park Ranger (Andrus)	.30 FTE
Interpretive Staff	.10 FTE
Total	.60 FTE

Budget:

- The FY97 budget for interpretation (ONPS) totaled \$130,100 or 51% of the total park budget.
- \$1,000 was allotted to the volunteer program.

Interpretive Program Description

Interpretive Opportunities

Interpretation of Maggie L. Walker will occur in a variety of venues, often in specific physical spaces--the park's visitor center or Mrs. Walker's house, for example. Sometimes, however, interpretation is not dependent upon a specific location. Materials are sent to visitors in response to telephone inquiries, for example. Educational programming can take place in a number of locations, both on- and off-site. So, in order to reflect the greatest interpretive potential, this plan considers the widest range of interpretive opportunities.

For easy reference, each interpretive proposal is marked by a bullet. Each bulleted item is listed in the Implementation Plan toward the end of this document. Checklists in Appendix 4 indicate which proposals address themes, issues, goals, audiences, and desired experiences.

Proposals

L. Pre-arrival & Off-site Interpretation

Before visitors arrive on-site, many already have information. Perhaps they called in advance, read about the park in a newspaper, or even checked the Internet. The information they receive sets the tone for the actual visit and is important to a satisfactory experience.

Of course, not everyone who receives information about the park actually visits. In these cases, pre-visit materials become the primary contact.

Non-personal Services

- Staff will re-assess all pre-visit and educational materials to make sure that they conform to current conditions and reflect the themes, untold stories, and goals identified in this plan.
- Park staff will use this plan's themes, "untold stories," goals, etc. as they work with Harpers Ferry Center to develop the park's official "unigrid" folder.

-
- The contents of the park's website will be continually re-assessed. Remembering that some who use the website will visit the park while others will not, topics might include: a description of site programs; sources of additional information on Maggie Walker including basic biographical data; excerpts from some of her speeches; photos of her and the interior of the house; and a brief introduction to other local sites and partner organizations, etc. Links with other related websites will be continually considered.
 - In order to mitigate impact on the Walker House, staff will continue efforts to distribute visitation, particularly by school groups. This will be accomplished in two primary ways: via pre-visit materials & during all phone inquiries.
 - Staff will review the list of potential audiences (see the "Audiences" section above) and develop pre-visit packets that will appeal to each group.

Personal Services

- As indicated, staff play an important role whenever they handle telephone inquiries. During each of these visitor contacts, it is important for staff to provide information on parking and carrying-capacities.

Partners

- Potential visitors receive information from non-park sources as well. This will become increasingly true when the City of Richmond completes a new visitor center near the park. Staff will need to play an active role in planning this facility and help determine what visitors are told about the park.

II. Arrival & Courtyard

When visitors arrive on-site, they face two immediate questions--where to park and where to enter park buildings.

Non-personal Services

- Current on-street parking is unpredictable. Park staff will initiate efforts to create more reliable parking alternatives.
- Staff will design a sign that communicates a clear "you have arrived" message and install it in an appropriate location.

- Staff will also design and write a wayside exhibit for the courtyard. Interpretively, this exhibit will introduce visitors to the historical uses of backyards and then explain the preservation and adaptation that has accompanied NPS administration of the park.
- The benches and planted areas of the courtyard provide a pleasant contemplative space for visitors. Staff should assess this space as a place to install a visitor-activated device that contains some of Maggie Walker's speeches. As a practiced orator and speech-writer, Mrs. Walker served as a source of inspiration and motivation and her words should be shared with those visitors seeking a quiet, unhurried listening environment.
- Although the window exhibit along 2nd Street is exposed to damaging sunlight, something is needed in that space. Staff will plan a display that begins to establish Mrs. Walker's identity by using short quotations and black and white photos to highlight her interests.

Partners

- Staff will continue discussions with the owner of the parking being developed across 2nd Street.

III. Visitor Center

As they move through the courtyard, visitors are directed into the visitor center. Here they will meet an interpreter, receive orientation, watch a video, look through exhibits, and purchase interpretive items from the cooperating association. When visitation is heavy and when school groups arrive, the visitor center performs an important logistical function by providing meaningful activities that complement interpretation of the Walker House itself.

Non-personal Services

- A new exhibit plan that focuses on Mrs. Walker's identity and introduces visitors to her primary interests, philosophies, and spheres of influence is needed for the visitor center. Content, however, will be limited since the space available is not large and since the area might, at times, be crowded by groups waiting for a tour of the house.

The proposed exhibits, together with the sales area, should hold visitor attention for perhaps 15 minutes.

The existing sales area is attractive and well stocked with a varied inventory. However, more site specific items might be developed.

- Staff should consider both the interpretive and the sales potential of the following suggestions and prepare proposals for consideration by Eastern National (EN):
 1. A timeline, similar to the one now circulated in the park's educational kit. Interpretively, the timeline combines milestones in the life of Maggie Walker with regional and national events.
 2. A reprint of the 1917 St. Luke's souvenir booklet. This item provides a interesting history of one of the more important organizations in Mrs. Walker's life.
 3. A reproduction of the children's bank distributed by the St. Luke Penny Savings Bank. Staff would first need to locate a surviving bank so that an accurate reproduction could be produced.
 4. A reprint of the St. Luke Herald. Copies of this newspaper are rare, yet it played an important role in promoting organizations and philosophies supported by Mrs. Walker.
 5. Mrs. Walker was affiliated with many organizations that produced interesting memorabilia, including items with her likeness. Staff should search for surviving examples and then choose an item that might be inexpensively reproduced.
 6. The biography edited by Dr. Gertrude Marlowe provides the most recent scholarly assessment of Mrs. Walker's life. When completed, it should be considered for reproduction and sale.

Several of these items also would be useful additions to the park's educational programming and could be included in traveling kits as they are developed (see "VII. Educational Programming" below). Wherever possible, partner sponsors or sales by another museum or organization would increase a project's attractiveness for EN.

The video currently shown in the visitor center theater was designed as a component of the park's educational program. It was written to appeal to children. While it touches on many important topics and is considered successful for its original purpose, it loses effectiveness when shown to many adult audiences.

- A new, 10-15 minute video is needed. It will become the primary audio visual program for the park and will be used on- and off-site for adult visitors. The existing video will continue to be used for children.

Since AV can be used to establish context, the new video will explore the societal attitudes that confronted Mrs. Walker and African Americans in general. It will also fix Mrs. Walker's identity in the viewers mind—who she was, what she accomplished, when she lived, and what she overcame.

Experience indicates that this video will be an ideal place to (deal with (not dwell on) some of the negative and more controversial challenges Mrs. Walker faced (death of her husband and racial discrimination, for example).)

Personal Services

- Staff in the visitor center must be trained to answer visitor questions about both Maggie Walker and Richmond and help to manage larger groups effectively.

Partners

- The proposed video would be an ideal project for a sponsor (like Consolidated Bank or any of the other organizations that have ties to Mrs. Walker or that support philosophical positions similar to hers).
- New sales items will be supported by Eastern National and, depending upon the item chosen, by other logical partners. Consolidated Bank, for example, might be a partner in the reproduction of a penny bank and the Maggie L. Walker Foundation, because of their interest in educational programs, might support production of a timeline.

Additional volunteers to staff the visitor center desk are needed, particularly during those times when visitation peaks.

- Staff should initiate a modest effort to seek, interview, select, and train additional volunteers.

IV. 110 1/2 E. Leigh Street: Home of Maggie L. Walker

Extensively furnished with items that belonged to Mrs. Walker, the house provides insights into many aspects of her personal and professional life. In the hands of a skilled interpreter, her home and possessions bring her to life. They provide the human touch that no other medium can duplicate.

✓ The spaces inside the house, however, are small. Based on many years of experience, staff indicate that tours with more than 15 visitors or, if staff are assigned to fixed point duty, more than 40 visitors per hour, significantly reduces the quality of the visit.)

Non-personal Services

- HFR
- In order to present the most accurate view of life in the Walker home, a new Furnishings Plan will be completed. It will not only address the authenticity of room furnishings and room settings, it will make recommendations on topics like window treatments. And, in order to breathe additional life into the house tours, it will recommend ways to duplicate a lived-in appearance and even suggest sensory experiences like music or a tape of Mrs. Walker's speeches. (Rangers would have the option of using or not using these supplemental devices.)
 - Currently, the second floor of the house is not accessible to mobility impaired visitors. Since no acceptable options for physical access have been identified, park staff will develop a programmatic solution and make it available in the visitor center.

Other new or revised interpretive programming should adhere to the accessibility guidelines prepared by the NPS (see Appendix 3).

Personal Services

- Personal services are the key to an effective tour of Mrs. Walker's home. Staff will re-assess training materials to make sure that adequate support is provided for the themes presented above. When the Furnishings Plan is completed and as it is implemented, staff and volunteers will be fully informed of changes.

Partners

New volunteers will be used to support the house tours. Some might function as "trailers," making sure that groups stay together and that artifacts are protected. Others might be trained to actually give the house tours.

- Staff will initiate a modest effort to seek, interview, select, and train additional volunteers.

V. 112, 114, 116 & 118 E. Leigh Street

The external appearance of these houses is important to the preservation of the Leigh streetscape. 112 E. Leigh Street is currently and will continue to be used as a residence. However, efforts are underway to restore 114, 116, and 118. Since restoration planning will occur in 1999 and construction begin in 2000, workshop participants considered the contributions that the interior spaces of these buildings could make to the site's interpretive program.

Non-personal Services

After analysis of what will be accomplished elsewhere on site, in facilities already in use, several themes and desired experiences (see "Themes" and "Desired Experiences" sections above) also seemed suited to the Leigh Street houses. (In fact, without the additional space these houses provide, it is doubtful that all of the park's interpretive needs will be fully accomplished.) ✓

The following proposals for the Leigh Street houses would round out the park's interpretive programming:

- 114 E. Leigh Street will be rehabilitated to provide needed curatorial space for both MAWA and RICH.
- In order to interpret the magnitude of Mrs. Walker's success, the park needs to explain the society in which she functioned. Via photos, quotations, a few artifacts, and even video, exhibits will introduce visitors to the limitations and possibilities of life in Richmond and Jackson Ward in the 19th and early 20th centuries.
- The philosophies of Mrs. Walker can only be introduced in the limited exhibits in the visitor center and in the suggested new 10-15 minute video. Leigh Street, however, provides the opportunity to develop this important aspect of Mrs. Walker's legacy. Her leadership and entrepreneurial skills will be explored via traditional and interactive exhibits. How did she succeed? What decisions did she make? Who benefited? What long-term impact did she have on Jackson Ward, Richmond, and the nation? Which institutions and organizations did she influence? How are her ideas still relevant?
- Mrs. Walker's skills as an orator also will be highlighted here. Audio tapes of some of her best speeches will be provided along with a place for comfortable listening.

- Exhibits will link past and present. Mrs. Walker's spheres of influence will be brought up to date via interpretation of the organizations that she founded or supported. The Hall of Fame of African American entrepreneurs, suggested by other planning documents, might be an appropriate way to accomplish a portion of this goal. If that plan proceeds, business partners will be asked to contribute to an annual Maggie L. Walker Entrepreneur of the Year Award given to a nationally recognized African American business leader.
- ✓ (A changing exhibit of recently donated or loaned items would encourage other visitors to make similar contributions.) In the same location, a complementary exhibit will encourage participation in the park's on-going attempts to build an oral history of Mrs. Walker's life and legacy. Those with memories of Mrs. Walker or the organizations she led, will be encouraged to contact park staff.
- The park also needs meeting space. Currently, it is difficult to hold meetings with more than a few participants. Other than the small theater in the visitor center that is used regularly for the video, there is no place where school or bus groups can congregate and sit. By increasing total available space, the Leigh Street houses will make it possible to create such a space. With storage for educational materials nearby, this space will double as a mini-laboratory for educational programs.

Partners

Partner involvement in the interpretive development of the Leigh Street houses is essential, particularly given the functions suggested for those spaces. Specifically:

- The site's General Management Plan identified Legacy organizations, such as the Maggie L. Walker Historical Foundation, as potential occupants of 116 and 118.
- African American businesses will be asked to support exhibits on Mrs. Walker's entrepreneurial legacy and, if pursued, the Hall of Fame and annual award.
- Other organizations in which Mrs. Walker participated will be asked for contributions.
- Local businesses and organizations will be asked to support creation of a mini-lab for school groups.

VI. Jackson Ward & Richmond Sites

The story of Maggie Walker is incomplete without some interpretation of her influence on Jackson Ward. The video, visitor center exhibits, Leigh Street exhibits, and tours of the Walker House all will encourage visitors to continue their visit by learning more about the local community.

In addition, city plans to construct a new welcome center near Jackson Ward might provide an ideal staging point for additional interpretation of the area.

Interpretation in the community would be enhanced by:

Non-personal Services

- A new walking tour brochure and map of Jackson Ward sites.
- Standard, low-profile wayside exhibits, planned, designed, and written by park staff, but funded, at least in part, by contributions from the community.
- A driving tour of Richmond that connects sites related to Maggie Walker's life and legacy.

Personal Services

- Plans to celebrate the 100th anniversary of several important milestones in Mrs. Walker's life. These events will provide valuable opportunities to link her life with the community, remember the contributions that she made, and honor the vitality of Jackson Ward. Specifically, staff should begin to plan appropriate ways to commemorate:
 1. Mrs. Walker's election as Grand Secretary of the Independent Order of St. Luke (IOSL) (1899)
 2. Mrs. Walker's speech identifying the goals of IOSL (1901)
 3. The first issue of the St. Luke Herald (1902)
 4. The founding of St. Luke Bank (1903)
- Participation in cultural and special events, like the Two Street Festival or Down Home Family Weekend.
- Joint sponsorship of a local parade, similar to those so popular during Maggie Walker's lifetime.
- Continuation of living history programs and costumed interpretation, provided by members of the Maggie L. Walker Foundation during special events. (no other use of living history or costumed interpretation is recommended) ✓

Partners

- The NPS will work closely with the city in development of the new welcome center.
- Co-sponsors would be needed to stage a local parade.
- Partners also could:
 1. Fund walking tour or driving tour materials (brochures, maps, audio, etc.).
 2. Sponsor production of a wayside exhibit(s).
 3. Maintain the walking tour route and wayside exhibits, perhaps with local neighborhood children.
 4. Fund materials for a mini-lab for school groups.
 5. Fund Leigh Street exhibits on Richmond and Jackson Ward.
 6. Create an endowment that would support an annual Maggie L. Walker award.
 7. Sponsor cultural events, live musical entertainment, etc.
 8. Assist with plans to commemorate milestones in Mrs. Walker's life.

VII. Educational Programming

The time is right for the park to design a new educational package focused on the middle school audience (one of the potential audiences identified in the "Audiences" section above) .

Mrs. Walker provides an ideal focus for the kind of educational programming encouraged by "The Road Ahead" interpretation and educational strategy of the Northeast Region (see "Goals & Issues" section above). As an African American woman deeply involved in the world of finance, she provides ample opportunity to interpret these important "untold stories." She had a long-standing, deeply held interest in formal and informal education and, given her broad philosophical interests, her life is equally relevant to school children and life-long learners.

And, if having an ideal story and institutional encouragement were not reason enough for increased emphasis on revised educational

programming, Virginia's newly announced Standards of Learning (SOL) provide timely guidance to both the park staff and local teachers who would work on new materials.

Non-personal Services

- New educational materials will be developed to reflect the themes described above and meet Virginia's Standards of Learning. To reinforce historical links, they might include activities originally designed for young members of the IOSL. Certainly, they should be flexible—they might be used by teachers, volunteers, or park staff and, since some schools may not be able to visit the park, they should be useful both on- and off-site.

When new packages are developed, a strategy for distribution will be needed.

All materials should be considered as content for the park's website.

- Staff will design a Junior Ranger program that will include activities and some type of reward for completed work.
- Park staff will investigate materials already in use by Consolidated Bank and, if appropriate, offer to strengthen the interpretive connection to Maggie Walker. In return, materials could be included in park educational packages.
- As new sales or reproduction items are considered (see the discussion of potential new sales items in the "III. Visitor Center" section above), their value to the park's educational program will be an important factor.
- The park's visibility in the community is important. To help, staff will design a logo that can be used on interpretive materials, lapel pins, etc.
- If audio tapes are made of Mrs. Walker's speeches they should be included in park educational packages.

Personal Services

- Since school groups, particularly middle schools, are such an important component of park visitation, (Tuesdays will be designated as school visit days and staffing will be adjusted to make a ranger available for off-site programs.)

- The park will sponsor a conference or workshop each year. Each event will be organized around a primary interest of Mrs. Walker. These educational activities will explore topics like race pride, thrift, educational opportunity, etc. Other partners will assist and provide additional funding.
- Education of the community is an important priority. Staff will develop a plan for contacting local organizations and offering to speak at meetings and/or provide materials for newsletters.
- Staff will open discussions with elder hostel organizers and explore the possibility of including a visit to the park as a part of a longer course.
- Since the Independent Order of St. Luke staged its own pageants and plays, similar events might be organized and presented by current students. These might be organized and sponsored by a partner like the Maggie L. Walker Foundation.

Partners

- Educational materials produced by Consolidated Bank might complement park efforts and should be investigated.
- The Maggie L. Walker Foundation can make important contributions to the park's educational program, particularly in the design of new materials, in the recruitment of volunteers to offer on- and off-site school programs, and in the funding of a mini-lab in one of the Leigh Street houses.
- Local sponsors will help to fund conferences and workshops.
- An educational film about the Mrs. Walker produced by a local film-maker for public television and scheduled for completion in Fall of 1998, might be a useful supplement to park programming.

VIII. Post-visit

If effective, on-site interpretation started a process of learning that will continue. Staff activities will both encourage this process and try to assess program effectiveness.

Non-personal Services

- Staff will participate in GPRA-motivated surveys designed to measure visitor satisfaction tool.

-
- ~~More site-specific~~ sales items intended to "extend" a park visit will be developed ((see the discussion of potential new sales items in the "III. Visitor Center" section above).
 - Staff will consider other programs that include "rewards" for participation, i.e., the Junior Ranger Program and the Consolidated Bank savings program.

Library & Collection Needs

Library

The reference/research library currently contains approximately 200 books covering subjects on African American history, women's history, banking, Richmond history, American history, architecture, and decorative arts. (Primary source material includes copies of personal papers, diaries, speeches, and photographs from the Maggie L. Walker collection.) These materials have served as a core data base and learning center for staff members and researchers. The library's holdings make a significant contribution to meeting management goals and a critical contribution to interpretation. ✓

- The library's holdings and services should expand to include:
 1. New or previously overlooked audio visual media including video and CD-Roms related to park themes.
 2. Periodicals, journals, dissertations, bibliographies related to park themes
 3. Period African American newspapers from the Richmond area.
 4. Rare and out of print books, perhaps on microfilm, related to park themes.
 5. More extensive use of the Internet to identify recent publications.

Partners

The Maggie L. Walker Historical Foundation has expressed interest in supporting the library program and has donated a number of volumes. In the future, park staff and Foundation leaders will:

- Explore the feasibility of using Foundation members as volunteers who will help organize and catalog the library.

Collection

The collection at Maggie L. Walker National Historic Site consists of approximately 15,000 items of original material related to the

life, work, and enterprises of Mrs. Walker. It includes furniture, clothing, housewares, personal effects, correspondence, memoranda, diaries, newspaper clippings, Mrs. Walker's library, photographs, and ephemeral material. Items in the collection date from c. 1875 to 1998. The majority of the holdings were acquired by the National Park Service in 1979 along with Mrs. Walker's Richmond home.

In order to fully support interpretation, the collection...

- Should be expanded to include items for currently "empty" rooms in the Walker house. These objects will be identified by a Historic Furnishings Plan.
- Will be re-evaluated and objects identified by a Historic Furnishings Plan will be restored/conserved for display in the house.
- Will be enlarged to include objects identified by an exhibit plan for the Visitor Center

Research Needs

The research program at MAWA should reflect...

...the need to make Mrs. Walker's story relevant to diverse visitation,

...the continuing need to re-evaluate conclusions drawn by scholars in the past and,

...the need to conduct new investigation to support current interpretive themes.

- ✱ • More specifically, research is needed in the three areas:

1. Personal life

Mrs. Walker's parents, their families, and descendants.

Mrs. Walker's place in the national context of women's and African American history.

2. Professional life

The economics of Mrs. Walker's business enterprises.

Mrs. Walker's connection to the National Association of Wage Earners and attitudes on race, gender, and pay.

Mrs. Walker's leadership of the Independent Order of St. Luke and the regional and national impact the organization's 100,000 members.

3. Community

Leadership, residential patterns, and demographics in Jackson Ward before and after Mrs. Walker's life.

Staffing Needs & Costs

The Annual Performance Review for FY98, required by GPRA, provides a mechanism for linking staffing needs and related cost to goals and proposed activities.

Mission Goal 1.3

By 2002, 100% of the curatorial collection will be catalogued, stored, and curated according to NPS standards.

Activity	FTE	Dollars (thousands)
Complete curatorial worksheets	.50	24.22
Conduct periodic examination of collection	.03	.44
Monitor cataloguing backlog contract	.09	1.20

Mission Goal 1.4

By 2002, methods and procedures will be identified and pursued to preserve significant cultural resources within the community that relate to the MAWA story including Leigh Street facades and the St. Luke Office building.

Activity	FTE	Dollars (thousands)
Identify others to help	.01	.50
Research history, write documentation	.04	.91

Mission Goal 2.1

By 2002, the park has in place excellent non-personal interpretive media and exhibits to increase visitor understanding of the contributions and philosophy of Maggie L. Walker.

Activity	FTE	Dollars (thousands)
Finalize LRIP with help from RICH staff	.07	2.06
Make Web page, state of the art media	.02	.89
Assist with exhibit plan w/contractor	.05	2.12
→ Assist with furnishing plan w/contractor	.04	2.67

Mission Goal 2.2

By 2002, the park has in place an active research component and versatile personal service programs designed to heighten public awareness of the National Park Service, the park story, and the value of park resources.

Activity	FTE	Dollars (thousands)
Prepare/deliver talks & tours	.95	17.02
Manage volunteers	.14	5.97
Establish base-line data on overall "visitor experience" satisfaction	.02	.90
Orient, provide standard information to visitors	1.00	44.38
Respond to detailed historical inquiries	.15	6.04
Add to collection of source material	.06	2.42
Develop Jr. Ranger program	.10	4.11
Develop outreach education program	.08	4.66
Add one new interpretive program	.03	1.33

Mission Goal 4.1

By 2002, 100% of employees have the basic competencies needed for their job.

Activity	FTE	Dollars (thousands)
Training	.25	3.27

Mission Goal 4.2

By 2002, park staff continues to reflect a diverse workforce.

Activity	FTE	Dollars (thousands)
Identify, recruit under-represented populations	.04	1.83

Mission Goal 6.1

By 2002, stakeholders (neighbors, government & elected officials among others) recognize the value of the historic district and tourism to the nation at large, the local community, and the local economy, and recognize the impacts that development can have on park resources and the quality of a visit to the park.

Activity	FTE	Dollars (thousands)
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Attend tourism related meetings	.03	1.51
Meet with officials regarding convention center	.01	.50
Plan/prepare FAM tours	.02	.91
Write newsletter/press releases	.04	1.83
Work with special events	.21	9.81
 Total	 4.88	 141.500

Additional Need

- Since the FTE and related costs identified by the GPRA process exceed what is currently available (see "Existing Resources" section above), 1 FTE and \$29,500 for a Park Guide will be added to the MAWA staff.

Implementation Plan

Proposal	Who	FY98	FY99	FY00	FY01	FY02	Future
Non-personal Services							
Complete "Unigrid" folder	I&VS	X					
Dev. pre-visit items for targeted audiences	I&VS, Ed Spec		X				
Complete & install "you have arrived" sign	I&VS		X				
Design, produce, & install courtyard wayside	I&VS		X				
Consider speech tape for courtyard	I&VS					X	
Develop & implement exhibit plan for vc	Curator, I&VS		X				
Plan & produce new video	I&VS					X	
Plan/produce walking tour of Jackson Ward	I&VS		X				
Plan/produce waysides for Jackson Ward	I&VS			X			
Plan & produce driving tour of Richmond	I&VS		X				
Recruit sponsors for Jackson Ward interp.	I&VS		X				
Personal Services							
Recruit & train new volunteers	I&VS	X					
Provide program accessibility to Walker house second floor	I&VS		X				
Continue living history	I&VS	X					
Offer off-site talks	I&VS, Ed Spec		X				
Increase hours of Park Guide	Supt		X				
Education							
Re-assess pre-visit & ed. materials	I&VS, Ed Spec		X				
Create a mini-lab for school groups	Ed Spec				X		
Design Junior Ranger program	Ed Spec, I&VS		X				
Cooperate with Consolidated Bank savings prog.	I&VS, Partner	X					
Set aside Tuesdays as school-visit days	I&VS, Ed Spec	X					
Open discussions about on-site elder hostel program	I&VS, Ed. Spec	X					
Involve Maggie Walker Foundation in school programs	I&VS, Foun.	X					
Develop post-visit assessment tool	Ed Spec		X				
Initiatives							
Re-assess and maintain website	I&VS	X					
Dev. plans to re-distribute visitation	I&VS		X				
Assess new park-related sales items	C. Assoc, I&VS	X					
Participate in neighborhood cultural events	I&VS	X					
Find sponsors for parade	I&VS			X			
Plan commemorations of milestone events	I&VS		X				
Recruit partners to celebrate milestones	I&VS		X				
Create logo	I&VS						X
Sponsor annual conference/workshop	I&VS	X					
Recruit co-sponsors for conferences	I&VS	X					
Investigate historical pageants, plays, etc.	I&VS	X					
Curatorial							
Replace window exhibits on 2nd Street	Curator		X				

Proposal	Who	FY98	FY99	FY00	FY01	FY02	Future
Complete & implement new Furnishings Plan for Walker House	Curator		X				
Rehab 114 for curatorial storage	Supt			X			
Produce changing exhibit of donated items	Curator		X				
Research							
Gather oral histories	I&VS		X				
Expand library holdings	I&VS			X			
Research personal life	I&VS			X			
Research professional life	I&VS					X	
Research community	I&VS					X	
Site Development							
Provide input into new city visitor center	Supt, I&VS		X				
Improve parking	Supt		X				
Plan/produce " <u>societal</u> " exhibits for Leigh Street houses	I&VS						X
Plan/produce " <u>philosophy</u> " exhibits for Leigh Street houses	I&VS						X
Produce audio <u>tapes</u> and listening area for Leigh Street houses	I&VS						X
Plan/produce "sphere of influence" exhibits for Leigh Street houses	I&VS						X
Create meeting space	Supt						X
Provide offices for Legacy groups	Supt						X
Recruit donors for Leigh Street houses	Supt						X

Participants

The following participated in one or more working sessions.

<u>Name</u>	<u>Title</u>
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Mike Andrus,	Supervisory Park Ranger, Richmond National Battlefield Park and Maggie L. Walker National Historic Site
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Jim Bell,	Park Ranger, Maggie L. Walker National Historic Site
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Muriel Branch,	President, Maggie L. Walker Historical Foundation
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Pat Gillespie,	Interpretive Specialist, Chesapeake/Allegheny System Support Office
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Cindy MacLeod,	Superintendent, Richmond National Battlefield Park and Maggie L. Walker National Historic Site
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Randy Peyton,	Park Guide, Maggie L. Walker National Historic Site
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Dave Ruth,	Chief of Interpretation & Cultural Resource Management, Richmond National Battlefield Park and Maggie L. Walker National Historic Site
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Hyman Schwartzberg,	Museum Curator, Maggie L. Walker National Historic Site & Richmond National Battlefield Park
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Sandy Stovall,	Executive Director, Historic Jackson Ward Association
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Celia Suggs,	Park Ranger, Maggie L. Walker National Historic Site
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Ron Thomson,	Plan Facilitator
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Appendix 1

Existing Interpretive Themes

The 1985 Interim Interpretive Plan adopted the following approach to themes:

"The primary interpretive themes for Maggie L. Walker National Historic Site will emphasize the life and career of Maggie Lena Walker, the impact of her accomplishments and contributions during a period of change for the black race in the United States, and the significance of the continuing organizations she influenced."

"The interpretive program will identify and present Maggie Walker in the many contrasting vicissitudes of her daily life activities. It will show the range of her interests, the depth of her personality, and the significant role she played in promoting public awareness of the social, economic, and cultural needs of black Americans. Areas of primary interest include the following:

- Her role as a successful woman outside the home.
- Her role as a fraternal leader.
- Her role as an educator.
- Her role as matriarch on the home front."

Appendix 2

Mission Goals

The following mission goals were prepared in the summer of 1997 as part of the GPRA process:

Related to mission goal #1. (cultural resource management)

- By 2002, all buildings on the List of Classified Structures (LCS) will be in good condition.
- By 2002, a new boundary has been identified and legislation sought reflecting current land use circumstances.
- By 2002, 100% of the curatorial collection will be catalogued, stored, and curated according to NPS standards.
- By 2002, methods and procedures will be identified and developed to preserve significant cultural resources within the community that relate to the Maggie Walker story including the Leigh Street facades and the St. Luke office building.

Related to mission goal #2 (public satisfaction & interpretation)

- By 2002, the park has in place excellent non-personal interpretive media and exhibits to increase visitor understanding of the contributions and philosophy of Maggie L. Walker.
- By 2002, the park has in place an active research component and excellent and versatile personal service programs designed to heighten public awareness of the National Park Service, the park story, and the value of park resources.

Related to mission goal #3 (facilities & services)

- By 2002, all health and safety hazards that jeopardize visitors and staff are systematically identified and corrected.
- By 1999, necessary emergency services are available as needed.
- By 2002, effective crime prevention and law enforcement patrols result in the numbers of incidents remaining at or below '97 levels and the elimination of resource damage that materially affects the quality of a visit to the park.
- By 2002, the visitor contact facility and grounds are in good condition and in compliance with health and safety standards.

Related to mission goal #4 (park as a workplace)

- By 2002, 80% of employees have the basis competencies needed for their job.
- By 2002, park staff continue to reflect a diverse work force.
- By 2002, Maggie L. Walker National Historic Site will utilize a comprehensive program that recognizes efficient and highly motivated employees with a variety of innovation incentive options.
- By 2002, employee lost time injury rate will be reduced by 25% from '97 levels or to zero.

Related to mission goal #5 (organizational efficiency)

- By 2002, computers, associated software systems, and other technical equipment are adequate to accomplish the work and mission of the park.
- On a continuing basis, the staff will supplement the operational and maintenance needs at Richmond National Battlefield Park.

Related to mission goal #6 (boundaries and partners)

- By 2002, residents and city officials recognize the value of the historic district and tourism to the nation at large, the local community, and the local economy, and recognize the impacts that development can have on park resources and the quality of a visit to the park.

Appendix 3

Programmatic Accessibility Guidelines

The following guidelines were prepared by Harpers Ferry Center (NPS) in September 1991. They should be applied to the development of any new interpretive programs as well as to revisions of existing programs.

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 abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

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

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

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

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

Audiovisual Programs

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

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

Guidelines Affecting Mobility Impaired Visitors

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

Guidelines Affecting Visually Impaired Visitors

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

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.

3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

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

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

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5)
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)

8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.

9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30" clearance underneath. The width should be a minimum of 32" vertical, with additional space provided for cash registers or other equipment, as applicable.

10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.

11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest room elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.
2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.

2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

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 Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with 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 the physically impaired.

Guidelines Affecting Visually Impaired Visitors

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

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting the Learning Impaired

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 the disabled, 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 updated "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

Guidelines Affecting Mobility Impaired Visitors

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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 the disabled.

Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18 point type.
3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

Guidelines Affecting Hearing Impaired Visitors

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

Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

Wayside Exhibits

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

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

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

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on

themselves. A wayside exhibit is only one of many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Mobility Impaired Visitors

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 34" from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height is 24-28", depending on panel size.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibit sites will have level, hard surfaced exhibit panels.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

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

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 Learning Impaired Visitors

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

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

Appendix 4: Checklists

The checklists that follow indicate which proposals address the results described in the earlier pages of the LRIP. Checks were assigned only when a strong and obvious relationship exists between an result and a proposal or when a proposal specifically achieves a desired result.

For more complete descriptions of each results, refer back to the appropriate section of this document. For more information about the proposals, refer to the document narrative (proposals are listed in the order in which they appear in the text).