

Visioning Workshops



Courtesy Metropolitan Museum of Art, Gift of John Stewart Kennedy, 1897

Crossroads of the American Revolution New Jersey Heritage Area

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Prepared by Compass 

Background

In 2000, Congress directed the Secretary of the Interior to undertake a Special Resource Study of the Crossroads of the American Revolution in New Jersey. The goal of the study was to determine if the region met the criteria for designation as a new unit of the national park system and, if not, whether other management alternatives including designation as a national heritage area were feasible.

The study area included fifteen (15) New Jersey counties spanning the state from Bergen and Passaic counties in the north to Camden and Gloucester counties in the south. It is within this region that most of the Revolutionary War actions occurred; these counties contain a preponderance of New Jersey's extant American Revolution related resources.

Based on the information developed and analyzed during this study, Crossroads of the American Revolution met all criteria to be eligible for designation as a National Heritage Area. A non-profit organization, Crossroads of the American Revolution Association, Inc., has been established to undertake the purposes and activities of the state heritage area and recommended national heritage area.

In May and June of 2006, the Crossroads of the American Revolution Association sponsored two forums. Attended by partners and stakeholders, these forums solicited input, built local support, and took the next step in visioning interpretive programs for the proposed heritage area.

As a result of forum discussions, the Crossroads of the American Revolution Association (Association) intends to develop a coordinated interpretive program that can be implemented for a pilot area in Morris and Somerset counties (the pilot area includes: Bedminster Township; Bernards Township; Bernardsville; Chatham Borough; Chatham Township; Far Hills Township; Harding Township; Long Hill Township; Madison Borough; Mendham Borough; Mendham Township; Morris Township; Morristown; and Peapack Gladstone).

The Association chose this pilot area carefully. It contains a magnet site (Morristown National Historical Park) that already has well-developed interpretive programs and substantial visitation. The pilot area is geographically cohesive, with all 13 municipalities and historical sites within easy traveling distance on good roads, with available restaurants, motels, and open spaces. There also is thematic coherence. The pilot area was an important locus of military activities over late 1776 and into the late spring of 1777. It played a major role as a patriot staging area as troops returning from Canada and points north linked up columns moving to support Washington's army before the Battle of Trenton. The region outside of Morristown sheltered the main army after the Trenton-Princeton Campaign, and then witnessed the rebuilding of the Continental Line during spring 1777. Frequent troop movements were commonplace, as were occasional alarms and skirmishes. Civilian refugees from enemy-occupied parts of New Jersey swelled the local population, and the social history of the period is especially significant (including a

major small pox epidemic and the displacement of regional Tories). At least until the departure of Washington's main force for Philadelphia in the summer of 1777, the designated pilot area was one of the most militarily and socially significant districts in Revolutionary America. It has many stories to tell.

Once interpretive programs developed for the pilot area are field tested and modified as required by actual experience, the Association or partners can apply them, as appropriate, throughout the entire heritage area.

Significance & Primary Themes

Historical Significance

Situated between British headquarters in New York City and the rebel capital of Philadelphia, the New Jersey landscape through which the Continental and British armies marched and battled was truly the crossroads of the American Revolution. According to The American Battlefield Protection Program Revolutionary War and War of 1812 Historical Preservation Study Database, New Jersey was the scene of more engagements than any other colony. As a result, her citizens suffered through some of the worst of the war. Within its borders a civil war was continuously waged between those loyal to the British Crown and those choosing independence for the American colonies.

New Jersey representatives to the Continental Congress voted for the Declaration of Independence on July 2, 1776. The New Jersey Provincial Congress had removed William Franklin from office as Royal Governor and voted 53-3 for independence from Great Britain in June. War came to New Jersey in November 1776 when General George Washington ordered abandonment of Fort Lee on the Hudson and retreated to the Delaware River, crossing into Pennsylvania from just north of Trenton. These were "the times that tried men's souls" wrote Thomas Paine and defeat appeared imminent for the American cause. Washington re-crossed the river on Christmas night, however, and during the next ten days won two battles at Trenton and, personally rallying his retreating troops in the field, forced the British from Princeton. He then marched to Morristown for the first of two winter encampments there.

In 1777, Washington and his army left New Jersey to undertake the unsuccessful defense against British occupation of Philadelphia and wintered at Valley Forge. Across the river in New Jersey, the action continued at Red Bank (Gloucester County) with the defense of the Delaware and the interruption of ships attempting to supply the British. After the British abandoned Philadelphia in 1778, Washington marched to New Jersey and fought the retreating British regulars at Monmouth Court House in the largest land artillery battle of the war. After Monmouth, the main British forces embarked from New York City for South Carolina, but action continued in New Jersey at the Battle of Springfield and in lesser engagements, raids, and skirmishes throughout the state. Washington spent the winter of 1778-1779 encamped at Middlebrook in Somerset County, and then a second winter (December 1779-June 1780) at Morristown. In 1781, Washington merged his army with French forces under General Rochambeau to complete the long march to final victory at Yorktown, Virginia. In total, Washington and many elements of the Continental Army spent close to half of the American Revolution within New Jersey's borders. General Washington executed a strategy in New Jersey that prolonged the war by capitalizing on the attributes of the state's topography, transportation routes, and cultural geography. Collectively, the events that occurred within the Crossroads of the American

Revolution study area had a major impact on the ultimate British defeat and the subsequent history of the United States.

Interpretive Themes

The stories of the people, places, and events related to the Crossroads of the American Revolution are numerous and diverse. Themes are the organizing framework under which interpretation of related natural and cultural resources is conducted. Themes represent the broad stories that integrate the collection of individual resources so that they may be viewed in the context of the whole.

Suggestions for themes were gathered at public meetings conducted during the study and through correspondence. Suggestions included organizing themes temporally, reflecting periods leading up to, including, and following the war, or following the military campaigns. Many stressed the need to tell the stories of New Jersey's citizens and the impact of the war on their daily lives. Themes highlighting the leaders of the time were suggested as well as the stories of the common soldier and the hardships endured. Others noted the determining factors of the landscape in strategies followed by both sides in the conflict. Political and ideological loyalties were also advanced as important themes.

The feasibility study for Crossroads of the American Revolution developed three interpretive themes based on the historical significance of the study area.

- **A REVOLUTIONARY LANDSCAPE** – The manner in which the physical and economic geography of New Jersey influenced how the war was carried out is the subject of this theme. Understanding the state's 18th century landscape is a vital part of understanding the war. Sub-themes include location, strategy, and supply and logistics.
- **RENDEZVOUS FOR REBELLION** – The campaigns and military engagements that occurred in New Jersey greatly influenced the outcome of the Revolutionary War. This theme explores those events, the leaders on both sides, and the war's impact on soldiers and civilians. Sub-themes include campaigns and engagements, encampments and daily life of soldiers, leadership, and civilians and the war.
- **DIVIDED LOYALTIES** – The war in New Jersey generated allegiances to the Crown for some and loyalty to independence for others, resulting in a daily civil war between Tories and rebels. This theme explores how the division in loyalty split families, communities, and institutions. It generated hostilities that would outlast the period of the American Revolution. Sub-themes include political loyalties and cultural and religious diversity.

Taken together, these themes for a Crossroads of the American Revolution heritage area enable the entire story of New Jersey's critical role in the American Revolution to be fully

understood and appreciated. They are supported by a multitude of related natural and cultural resources that remain in the state today.

Participants at the first visioning forum reviewed these three themes and discussed how they applied to the proposed pilot project. The group reached consensus on two points:

1. While all three interpretive themes applied to pilot area resources, “Revolutionary Landscape” and “Rendezvous for Rebellion” had the strongest connections and “Divided Loyalties” the least.
2. While the three themes are understandably focused on New Jersey, the larger contextual stories of the American Revolution are not well represented. In other words, narrow focus on only these three themes will not explain the origins of the Revolution, events that occurred in other theaters of war, or how the American war fits into global geopolitics. To the extent that broad context is critical to establishing the relevance of local places and events, interpretive media need to be developed to assist individual sites. This could be a logical role for the Association.

Primary Audiences

In order to design the most effective interpretive programming and select the best interpretive techniques, it is critical to identify intended audiences, both existing audiences who actively use site interpretive programs AND potential audiences that well-planned interpretation might encourage.

The term audience is used purposefully in this document. Sites associated with the Crossroads of the American Revolution will communicate with both on-site visitors and with some who have not or cannot “visit” the pilot area. Increasingly, the Internet is a source of information and interpretation. While many who use their computer as a gateway to a site or region will eventually visit, that is not universally true. In addition, for reasons of time and budget, outreach and school programs might be conducted off-site. News and magazine articles as well as television and radio programs reach millions who fall outside the technical definition of “visitor.” Plus any heritage area has a significant number of neighbors who live within the region and should be the recipients of interpretive information and programming.

Participants in the first forum considered which audiences should become the initial focus of interpretive attention for the Crossroads Association, recognizing that individual sites and organizations might have reasons to concentrate on other groups.

Based on a brainstormed list (see Appendix 1), broad categories of the most important initial audiences emerged:

Educators and school groups (many age groups were discussed, and additional focus will be required before proceeding to program design)

Those who influence local residents and public opinion, those who provide funding, and those who provide political support (although technically not a traditional interpretive audience, because these “opinion leaders” would benefit from some of the same materials developed for other groups, and because efforts to communicate with them require time and resources, they are included in the overall planning discussions)

Audiences reached via the Internet and electronic media (TV and radio)

Families and intergenerational groups

Special interest groups like heritage tourists, preservationists, re-enactors, crafters, hikers, birders, religious groups, etc.

Tourists who travel from outside the area including international audiences

There are a variety of ways to envision these primary audiences (and audience experiences)—see Appendix 2 for a dynamic balance approach developed by participant Craig Johnson.

Audience Experiences

In addition to the themes that the pilot area hopes to communicate, it is important to think about the nature of interactions with targeted audiences. What will initial contact be like? How will audiences be oriented? What activities and programs can the pilot area provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What forms of interpretation will help create positive memories and nurture stewardship and support? (See Appendix 3 for lists of types of interpretive media that were considered during the second visioning forum)

Participants attending the first visioning forum discussed the types of activities that would help audiences with orientation to sites associated with Crossroads of the American Revolutions, particularly in the pilot area, and help them understand the primary themes.

Participants thought that the following experiences would be critical to successful interpretation:

Connections

There are several ways that Association programming must help make connections:

The pilot area will benefit from interpretive media that helps audiences connect individual sites both physically and thematically. That is, the pilot area needs media that will help audiences understand how individual sites fit into the larger picture and, for those interested in visiting multiple sites, media that will make transit from place to place easier. Wayfinding, branding, and message/visual consistency will be critical to the success of the projects in the pilot area, and must be discussed early in the planning process. As with every heritage area, wayfinding must respect the need that individual sites have for maintaining their own identity and offer flexibility in design that accommodates varied conditions and applications.

As an adjunct to connectivity, interpretive media also should interpretively improve the journey around the pilot area (by providing activity while traveling from place to place, for example).

Interpretive media should help to expand a single site visit into a multi-site visit. The pilot area will experiment with the concept of using a magnet site (Morristown National Historical Park) as a way of attracting audience and then informing and distributing visitors to other places. What are the interpretive tools that can expand audience interest (at the magnet site or elsewhere) beyond one place or one story?

Education programming must link to school curriculum and state standards. How can educational materials be designed to help educators achieve their instructional goals while advancing the organizational goals of the Association and individual sites?

And finally, using a slightly different concept of connectivity, interpretive media should help 21st century audiences connect to 18th-century stories and people. Are there ways to help create a sense of place and time? What are the universal stories (loyalty, for example) that are relevant today, as they were during the American Revolution?

Active Participation

On a scale of active vs. passive media (are audiences encouraged to participate or observe), forum participants felt that there must be opportunities for audiences to be active participants, and that hands-on interpretive media and cultural activities need to be seriously considered. To be effective, interpretive media need to involve multiple senses, not just depend on listening.

Options/Depth

Crossroad audiences should be offered choices—they should have significant control over the scope, length, and pace of their experience. That means the Association needs to explore interpretive tools that will explain options and then empower audiences to make personalized choices.

For example, the richness of the stories associated with Crossroad sites suggests the need for interpretive media that will allow audiences to delve as deeply into background as desired. The options offered by layered interpretation must be easy to understand and use.

Multiple perspectives were important historically and remain so today. As the theme “Divided Loyalties” explains, diversity and individual experience contributed to widely different views on loyalty, independence, and war.

Contemporary audiences bring equally diverse points of view. As historian David Glassberg writes in *Sense of History: The Place of the Past in American Life*, interpretive planners should not ask what history they will celebrate, but what histories they will celebrate. “In designing public programs to elicit the memories attached to local places, we must ensure that the multiple voices of the community be represented.” Why? Because “individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.” “We remember...places by attaching our memories and meanings to them.”

Which interpretive techniques accommodate and foster respect for multiple points of view?

Technology

The Association should make appropriate, cost-effective use of technology in developing interpretive media. Which media can be sustained over time and maintained with relative ease and at low cost? Are certain media inappropriate because they will be quickly outdated or difficult to fix/repair? Are there low-tech options that will work just as well?

Quality

Projects for the pilot area can make a significant contribution by focusing on interpretive quality. Any interpretive media and programming produced should define and demonstrate high standards. Then, as media are developed for other sites in the heritage area, the Association should be in a position to provide assistance with interpretive quality via examples that illustrate best practices.

Quality needs to extend to personal services as well as media. Projects for the pilot area should explore strategies for developing and offering staff/docent/service and tourist industry staff training. Specific training topics need to be identified, but might include, for example, wayfinding advice (what the heritage area is and how to see it), visitor service, interpretive techniques.

Challenges

Early in any interpretive planning process it is helpful to consider real world challenges that may hinder implementation unless they are addressed. Once identified, these challenges might be overcome via carefully conceived interpretive programming.

Participants in the first visioning forum suggested several challenges to effective interpretation in the pilot area (and more generally to the entire Crossroads heritage area):

“Literacy”

Some audiences know little about the role that New Jersey played in the American Revolution.

Others know little about the heritage area, or may be concerned about how a heritage area might affect them.

Still others cling to a generally negative image of New Jersey.

Fragmentation

The heritage area has a wide variety of associated sites, spread over more than a dozen counties. While that richness can be positive, it also means that audiences have many choices and that individual sites may find themselves in competition for visitors and funding.

With many geographically scattered sites, a unifying identity may be difficult to achieve. Transit among sites is harder.

Multiple media markets and increasing audience diversity, particularly in terms of language and ethnicity, make it difficult to deliver messages to primary audiences.

Demonstrating the relevance of the past is often a challenge, particularly to audiences that see no immediate connection to their own history or experience.

Sustainability

Interpretation needs to be designed with staying power. Funding, always a concern, must be earmarked for projects that promise to survive the test of time.

Assessment

Projects for the pilot area need to be assessed using agreed upon criteria. Assessment tools are needed to measure success (effectiveness in communicating Association themes and delivering experiences to primary audiences, for example) and to help measure quality.

Second Forum

A second forum, held in June 2006, focused on selecting a limited number of realistic projects that the Association will undertake over the next several years. Forum discussions addressed questions like:

What types of projects will reach the identified audiences?

What interpretive techniques offer the types of audience experiences described as important? Which experiences should be provided first? Which experiences should the Association pursue versus which would be better addressed by individual partner sites?

Which challenges are the most troublesome for multiple sites? And which interpretive techniques will address the identified challenges most effectively?

Like the first forum, the meeting in June remained focused on the mission of the Association. To help guide the Association and its partners, and to help them recognize success, the group developed a brief goals statement for the pilot project area. Discussions revolved around the development of flexible strategies that both assist partner sites and respect individual site identity.

Pilot Area Goals

The overall mission of Crossroads of the American Revolution, as stated on the Crossroads website, is to...

Foster the conservation, preservation, and interpretation of New Jersey's Revolutionary War sites and landscapes in ways that enhance public understanding about the people, places, and events that transformed the course of American and New Jersey history.

Raise popular understanding of the historical significance of these sites.

Provide an area-wide network between historic sites, state parks, private property owners, local governments, not-for-profits, and other civic organizations in order to facilitate further preservation (including open-space preservation).

Offer a forum for new initiatives on site use, management, education, and historical interpretation.

More specifically, there are organizational goals associated with the pilot area. Participants at the second forum felt that any projects developed for the area should help build and strengthen the synergistic relationship that exists between the Association and individual sites in the proposed national heritage area. *Plainly stated, initial projects for the pilot area should demonstrate the benefits and effectiveness of cooperative effort in communicating the primary themes, reaching the targeted audiences, providing the desired audience experiences, and overcoming the challenges to success.*

Implementation strategies for each of the projects that emerge from planning will recognize that there is no single path to success. They will endorse flexibility—some projects may be achieved with leadership from the Association, while others will succeed when individual sites take a leading role in accomplishing necessary tasks, perhaps with support from the Association. Individual sites will be encouraged to find elements in each proposed project that will help them achieve their own goals as well as the overall mission of the Association.

As envisioned by forum participants, the projects for the pilot area will promote dialogue among partner sites, property owners, decision makers, educators, and the general public as well as nurture reciprocal partnerships that will contribute to the overall quality of interpretation and communication associated with the entire Crossroads area.

Proposed Initial Projects

Based on input from over 40 participants, five initial projects for the pilot area emerged from the dual forums.

The group felt that two projects needed immediate attention and should become the Association's highest priorities.

Immediate Projects

- *Mount a publicity and communication campaign designed to reach decision and policy makers*

Forum participants stressed the immediate need to heighten public awareness of the Crossroads mission and Association activities as well as to explain the value of historic preservation. Although the general public will benefit from this publicity and communication campaign, specific targeted audiences will include public officials, decision-makers, and property owners.

This project will have at least two phases.

Initially, the Association will meet with officials and opinion leaders who are sympathetic to the mission of the Association and to historic preservation. Together they will develop a strategy for opening dialogue with others who are less engaged in or knowledgeable of the Association mission. That strategy will emerge from discussion of questions like:

What aspects of the Crossroads mission will resonate with other officials and decision makers?

How can the Association and partner sites best communicate information about the Crossroads mission? What media should be used?

What venues will provide access to other decision and policy makers?

Realistically, how can historic preservation be integrated into local master planning and include homeowners in the planning process?

After these initial questions are discussed and a clear, practical strategy for expanded outreach is developed, the Association will prepare recommended materials and design a timetable, with delineated responsibilities, for specific tasks.

- ***Design a marketing and promotion campaign, including special events, that calls attention to the Crossroads heritage area and helps clarify both what the area is and why its mission is important***

Forum participants felt that it was critical to design a publicity campaign immediately. This campaign will answer basic questions like what is Crossroads, how will it affect me, and why should I care. Its goal is to introduce Crossroads to the print and electronic media as well as to partner sites and the general public.

As part of this campaign, the Association needs to consider branding strategies including creation of an eye-catching logo that reflects the primary themes and that can be included in all graphics materials, print pieces, signs, etc. The Association/Crossroads needs to define and then promote an easy-to-grasp identity.

Campaign elements will include development of:

Media contact information, mailing lists, etc.

Talking points that outline the central mission and goals of Crossroads as well as the value of historic preservation.

Sample news releases that can be used by the Association and by partners to announce events and share preservation success stories.

Press kits that include basic information about Crossroads and Crossroads partners, the pilot area and initial projects, Association and partner contact information, maps, and photos of Crossroads sites and events, etc.

Whenever possible, publicity associated with this marketing/promotional campaign will reinforce connections among the many partners and sites and take every opportunity to restate the Association's mission and Crossroad themes. It will integrate special events (like the anniversary of Rochambeau's march to Yorktown, the 75th anniversary of the creation of Morristown National Historical Park, interpretation of the beacon system used by the army for communication during the war, etc.) into well-coordinated promotional efforts that continually refocus attention on Crossroads activities.

Both this immediate project and the strategy to reach out to additional decision makers will highlight successes within the pilot area and the entire heritage area.

Additional Projects

As opportunities arise and resources become available, the Association also will address three additional projects and gradually move them up in priority as other tasks are accomplished.

▪ *Design and test additional programs for educators and students*

Creation of new educational programs will not only focus on one of the primary audiences identified by forum participants, it also will help to make important connections among Crossroads sites.

Like the more immediate projects, the strategy for education will emerge from several purposeful steps.

Initially, new programming will build upon partner efforts already underway. Morristown National Historical Park, for example, has several existing programs with lesson plans. The Association, working with sites now involved in developing and presenting educational programs linked to Crossroads themes, will meet with a range of professional educators (administrators, curriculum specialists, and teachers as well as scholars and professors affiliated with New Jersey schools of education) to discuss what is offered currently and what is effective, to outline the parameters of successful future programs, and to develop strategies for program development, delivery, and assessment.

Following these initial discussions with partner sites and professional educators, the Association will provide implementation leadership as appropriate. It certainly will monitor the development, presentation, and assessment of new programming, encourage adjustments suggested by field experience in the pilot area, and share successes with interested Crossroads partners, decision makers, and the general public.

If the initial discussions suggest that new materials be curriculum-based (educational programs tied into the established curricular materials in targeted school districts), the Association and partners may find it helpful to refer to the characteristics of the curriculum-based programs developed by educators in the National Park Service (see Appendix 4).

In order for this project to offer the greatest flexibility and provide useful lessons to as many partners as possible, actual project design will consider the needs of four different types of pilot area sites:

“Advanced” sites (for example, sites that have professional staff, on-site resources including more than one place to visit, and existing programs);

Small sites (for example, sites that consist of only a single place or building, with limited staffing or volunteers);

“Less realized” sites (for example, sites that have considerable unrealized educational potential, perhaps because they lack resources or expertise); and

Landscape and waterscape sites (for example, sites with stories primarily associated with landscape, terrain, rivers/creeks rather than buildings, and perhaps without staff).

- ***Design a self-evaluation process that can be used by the Association and by individual sites to clarify connections to the Crossroads themes and to ensure quality educational and interpretive programming***

As Crossroads seeks to elevate public understanding of its primary themes and the value of historic preservation, the quality of interpretive programming is critical to credibility. In addition, expanded dialogue among partners sites, focused on what each offers and how they address audience needs, can lead to shared information, pooled resources, and mutual assistance that can increase overall interpretive quality and effectiveness. This project captures the spirit of the pilot area's synergistic goal.

To initiate this project, the Association will sponsor a series of meetings with existing and potential interpretive partners. These meetings will accomplish several things. They will further explain what Crossroads is and solicit feedback on the planning that has occurred to date. Partners will have opportunities to suggest ways that the Association can assist them, and how they can contribute to the synergy that emerges from the pilot area projects. If appropriate, the Association also will facilitate on-going dialogue, beyond these initial meetings, among interpretive and preservation partners.

As an integral part of this project, the Association will work with individual sites (including sites that focus on landscapes and terrain) and interpretive/educational professionals to develop a system of program evaluation, including criteria for assessment.

As assessment tools are created, the Association will work with willing partners to evaluate their "readiness" to receive visitors and meet the needs of audiences. "Readiness" might consider, for example, the organizational capacities of participating partners relative to public programming. What can a site realistically deliver audiences? Are there aspects of a site's public programming that need strengthening to achieve desired quality? How can one site assist others?

This evaluation process will be flexible and voluntary. It might be self-directed or completed with the help of consultants. Hopefully, the benefits of participating, (including improved quality, increased communication, and perhaps associated funding to sustain or bolster quality and links to the Crossroads mission) will elicit widespread support from partner sites.

Finally, one of the most critical aspects of this project and an important early step will be exploration of how interested partners fit into the larger Crossroads initiative and the pilot area. To help demonstrate connections, the Association will sponsor preparation of a narrative that identifies the many sites in the pilot area with thematic links to Crossroads stories. This narrative will explain, in lean and efficient language, how individual sites fit into the larger, contextual picture of the American Revolution in New Jersey. It should not be delayed, but prepared at the earliest possible opportunity.

- ***Develop strategies for wayfinding and additional physical and thematic links among sites in the pilot area***

As interest in Crossroads expands, the Association will use the pilot area to develop and test wayfinding strategies including a route or routes designed to help improve access (auto and/or bicycle and hiking trails) to individual sites, demonstrate thematic connections among sites, and elevate public awareness of Crossroads and Crossroads themes. The visibility of this route would put a highly visible face on Crossroads for residents as well as travelers and, by using the logo mentioned in the marketing campaign above, help with branding and identity.

Technical options for the delivery of information and interpretation along and about the route will need to be assessed carefully as planning proceeds. Media solutions could range from publications to electronics like cell phones or iPods.

As highway signs are considered, the cost of maintenance as well as visual clutter and sign competition need to be fully discussed.

Access to and distribution of the final product need to be explored early in the planning (where will the final product be available, will there be a fee for the use of media, how will development costs be paid, etc.?).

Other specific wayfinding techniques might emerge from additional discussions with partner sites as well as with tourism professionals (what appeals to heritage tourists and what is marketable?), managers from other heritage areas (what best practices might be instructive?), and government officials responsible for the maintenance of area highways and highway signs (are the costs of new signs and the bureaucracy associated with installation prohibitive?).

As new wayfinding strategies are discussed, individual solutions might be combined to increase overall effectiveness. For example, signs would reinforce maps and brochures. A “passport” program might encourage visits to multiple sites. Information provided on an expanded Crossroads website might be downloaded easily for on-site use. Special events might highlight connections and encourage visits from visitors who would otherwise not know about a site. This synergy among media developed for the pilot area could be as valuable and instructive as the cooperative efforts of partner sites. As always, the primary themes, targeted audience, and desired audience experiences can serve as yardsticks during the decision making process.

Next Steps

After this draft is circulated to forum participants, and revised as necessary, a public meeting will introduce Association plans to the general public.

Public reaction will be incorporated into a final work plan designed to guide Association outreach and interpretive activities, specifically as they relate to the pilot area both immediately and over the next several years.

The job, of course, is not complete when this document is finalized. Any planning process requires periodic review of project progress, based on more in depth discussions that fine-tune the definition of success and put mechanisms for assessment into place. During these reviews, the Association and partners need to adjust both the tasks and responsibilities to reflect inevitable new realities.

Creative efforts to find funding for Association projects will be critical to progress. Stakeholders need to pool their capacity to locate and land monetary contributions from local as well as state and national funders.

The visioning forums provided considerable guidance from dozens of stakeholders and partners, and this input could conceivably establish a foundation on which the Association can build. The forums not only helped define the short term projects described in this document but also could suggest the next generation of accomplishments several years in the future. The on-going benefits of widespread partner input will accrue only as the Association remembers the content of forum discussions.

Participants

Name	Organization or Affiliation
Richard Ahlfeld	Old First Presbyterian Church
Jody Austin	Kean University
Henry Aratow	East Hanover Historical Society
Robert Barth	Canal Tours and More
Leslie Bensley	Morris County Visitors Center
Dennis Bertland	Dennis Bertland Associates
Marguerite Chandler	Crossroads of the American Revolution Association
Sally de Barcza	Somerset County Cultural and Heritage Commission
George Dawson	Raritan-Millstone Heritage Alliance
Anne DeGraaf	Morristown National Historical Park
Jack Denys	Docent, Wallace House, Somerville
Sally Dudley	ANJEC and Crossroads Association
Abbie Fair	ANJEC
Carolyn Fefferman	District Office of U.S. Senator Robert Menendez
Steve Feldman	Steve Feldman Design
Carrie Fellows	Morris County Heritage Commission
Barbara Fuller	Union County Division of Cultural & Heritage Affairs
Howard Green	Public History Partners
Dorothy Guzzo	NJSHPO and Crossroads Association
Kerry Haselton	Bernardsville Environmental Commission
Jessie Havens	Heritage Trail Association
Craig Johnson	Talisman Interactive
Mark Lender	Kean University, Dept. of History and Crossroads Assn.
Martha Lieblich	Leonia Environmental Commission
Cate Litvack	Crossroads of the American Revolution Association
Emily Lummer	Chatham Township
Linda McTeague	Friends of the Jacobus Vanderveer House
Peter Miller	Bernardsville Environmental Commission
Jude Pfister	Morristown National Historical Park
Max Pizarro	Chatham Courier
Jim Raleigh	W3R-NJ
Monique Rubens Krohn	Heritage Trail Association
Bill Schroh Jr.	Liberty Hall
George Stafford	Stafford Advertising
Ted Stiles	Rutgers University and Crossroads Am. Rev. Assn.
Kevin Tremble	Crossroads of the American Revolution Association
Randy Turner	Morristown National Historical Park
Robert von Zumbush	D&R Canal Coalition
Ellen Vreeland	Friends of the Jacobus Vanderveer House
Thomas Winslow	Morristown National Historical Park
Johanna Wissinger	Bernardsville Environmental Commission

Appendix 1

Brainstorm List of Possible Audiences

Families
Religious groups
Discoverers
Day-trippers
History channel viewers
Chambers of Commerce
Elected and appointed officials, planning boards
Local residents, taxpayers
Ancestor worshippers
Heritage tourists
Bus trips, gamblers
Local fairs
Crafters
Accidental visitors
Hikers, bikers
Gardeners
Preservationists
Scout groups
Informed/uninformed
School groups, teachers, educators
Scholars
Conferences
Adult learners
Corporations
Audiences in cyberspace, Internet, electronic media
Seniors, elder hostels
New Americans
International visitors
Ethnic groups
Women
Funders
Tourist industry, commercial service industry

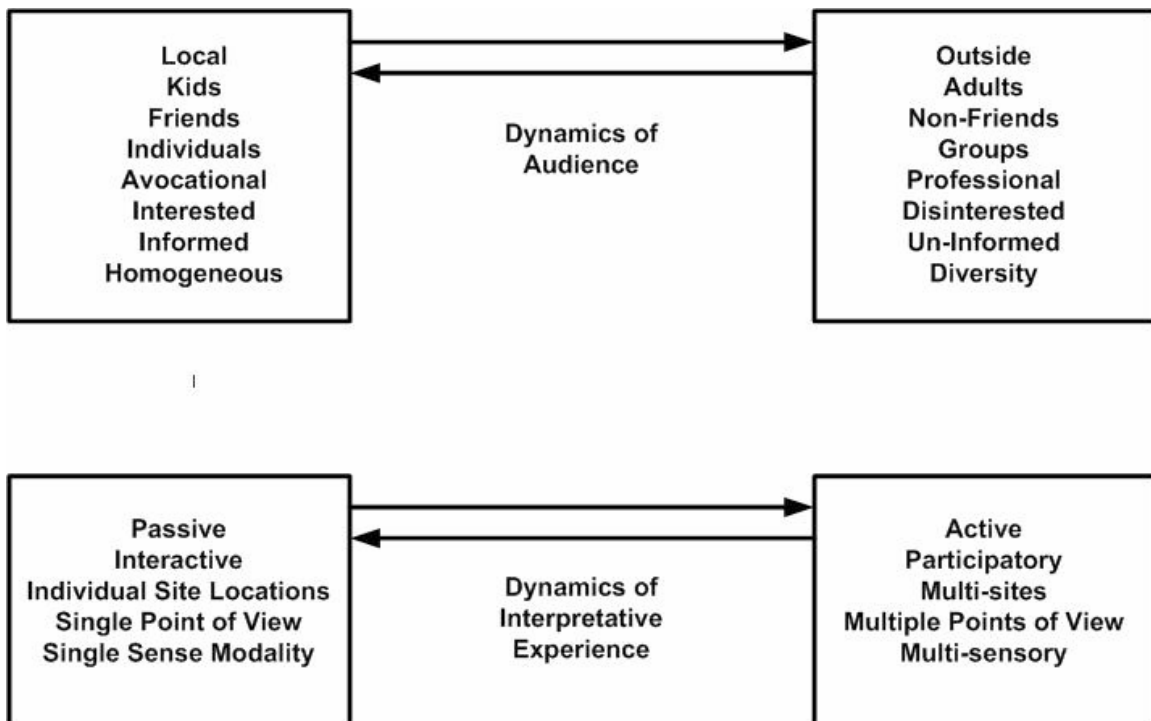
Appendix 2

Audiences As Conceptualized by Participants

As the discussion of audience progressed during the first visioning forum, participants conceptualized primary audiences in a variety of ways.

One participant described various audiences as streakers, strollers, and scholars.

Participant Craig Johnson visualized the audience and audience experience discussion as dynamic balances.



Appendix 3

Interpretive Media

In order to design effective interpretive programming, planners must make choices. They must look beyond the most common and sometimes overused interpretive media and consider the whole range of options available. The best interpretive programs match media to message, audience, and desired audience experience.

Interpretive media are divided into two primary categories: those that are delivered directly via people (personal services) and those that are not (non-personal services). Each category employs many techniques.

Personal Services

Guided talks & tours

Sound/slide shows

Demonstrations of an activity or craft, visitor participation in an activity (birding, cross country skiing, stone cutting, historic preservation, etc.)

Living history, re-enactments

Festivals, special events, celebrations, anniversaries

Drama, street theater, puppet shows

Storytelling, oral history

Role-playing, mock debates

Seminars, workshops, lectures, conferences, panel discussions

Roving interpretation (apparently informal contact with visitors usually provided by someone roving an area, trail, etc.)

Fixed duty (contact with visitors usually provided by someone assigned to a particular area, room setting, section of a museum, etc.)

Information, orientation in person, on the phone, by mail

School or adult education programs

Non-personal Services

Publications

- Books
- Brochures
- Posters
- Postcards
- Lesson plans
- News & magazine articles

Audio Visuals

- Audio
- Automated sound/slide programs
- Films & video
- Computer simulations & games
- Internet programs
- Cell Phones
- IPods

Exhibits

- With artifacts, photos, or art
- Dioramas
- 3-D maps,
- Hands-on & interactive

Reproduction or craft items with accompanying interpretive explanation

Preserved or reconstructed structures, landscapes, sites

Refurnished period interiors

Wayside exhibits, signs and trailheads, representative art & icons, memorials, banners

Self-guided trails, walking routes, driving routes

Appendix 4

Characteristics of a Curriculum-based Educational Program

1. The program must be relevant to the resource and address the identified interpretive themes. This way the program becomes mutually beneficial to both the park/site and the organized group.
2. The program must address the learning needs of the target audience. School districts in every state are addressing education reform. Teachers need to be sure that their time is spent on helping students achieve the state required standards for learning. The park/site needs to work with these standards to identify the connections between park/site resources and themes and the standards of learning. This knowledge will help the park/site target the appropriate grade level or levels and help to again create a mutually beneficial program that meets both park/site and school needs.
3. The program needs to be developmentally appropriate for the target audience. A one size fits all does not work with organized groups, which are mostly school groups. It is difficult to develop a program that will meet developmental needs for grades 4, 8 and 11. A program that is too difficult will frustrate younger students; a program that is too simple will not be sophisticated enough for older students.
4. Many parks/sites do not have the expertise on staff to address developmental needs and create appropriate materials and activities for students. Parks/sites need to work with educational group leaders in the development and implementation of curriculum-based programs. Many park/sites have benefited from partnerships with individual schools or school districts in the development of the materials and activities for curriculum based programs.
5. Curriculum-based programs extend learning beyond a single experience either in a park/site, on the Internet, or in an outreach program in a school. Pre-visit and post-visit activities extend learning and help to incorporate the park/site experience into the larger context of a unit of study in the school.
6. Evaluations need to be conducted both in the developmental and testing phase as well as in the full implementation phase. Parks/sites need to know what works and what does not work. In developing a program, part of that development should focus on a plan for evaluating the program itself as well as the learning outcomes. To assist parks/sites in evaluating their programs, they should look at *Assessing Parks as Classrooms®: A Model for Program Evaluation* and go on-line to review the *Social Science Surveys and Interviews in the National Park for the National Park Service: A Guide to NPS and OMB Approvals*. Both of these tools will help parks/sites think about why evaluation is necessary, what evaluation can inform, and how evaluation will help to improve a program.

For additional information about curriculum-based programs, parks/sites can review *Programming for School Groups: An Interpreter's Guide*. In addition, Reference Manual 6 for DO 6 will have an Education Chapter.