



Springfield Armory National Historic Site
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Springfield Armory National Historic Site

Long-Range Intepretive Plan *December 2015*





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Springfield Armory National Historic Site
Massachusetts

Produced by the Division of Interpretation, Education, and Partnerships
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Introduction

This Long-Range Interpretive Plan (LRIP) outlines recommendations for future interpretive services, facilities, and media at Springfield Armory National Historic Site. Park staff, partners, and stakeholders worked together to develop a comprehensive tool that outlines education and recreation opportunities for visitors to develop their own connections to the resources and stories of Springfield Armory NHS (SPAR). The goal is to promote the park's resource values through purposefully planned audience experiences.

This plan builds on the park's 1984 General Management Plan (GMP) and the Foundation Document completed in 2014. A 2013 survey of park visitors provided data on existing audiences, and the FY14 Annual Interpretive Plan and a Digital Media Experience report offered specific recommendations for future interpretive media and programming.

An interdisciplinary team of NPS staff, stakeholders, and partners met in October 2014 to review the Foundation Document's purpose, significance, and interpretive themes and develop desired audience experiences. It evaluated existing projects and reached consensus on a variety of personal and non-personal interpretive services and community involvement activities that will best communicate the park purpose, significance, and themes. It satisfies the requirement for an interpretive plan for the park as described in National Park Service guidelines, Director's Order #6. (<http://www.nps.gov/policy/DOrders/Dorder6.html>)

LRIP recommendations will be updated at least annually and as staffing, funding, technology, or resource conditions change. Further planning may be done and design documents created to implement some of the goals and recommendations in this plan.

Site Description

Created as a military storage depot by the fledgling US Army in 1777, Springfield Armory, along with an armory in Harpers Ferry, West Virginia, was authorized by Congress and President George Washington to manufacture small arms for the nation's defense in 1794. The armory was the federal center for the development and manufacture of US mili-

tary small arms from 1794 until its deactivation in 1968.

The park was authorized in 1974 by P.L. 93-486 and established as an NPS unit in 1978. Springfield Armory was designated a national historic landmark (NHL) in 1960 and was placed on the National Register of Historic Places in 1966. Of the 55 acres within the national historic site, 20 acres are managed by the National Park Service (NPS) and 35 are managed by the Commonwealth of Massachusetts and Springfield Technical Community College.

The National Park Service and Springfield Technical Community College work together as legislated partners to manage the site as a whole. The site also is home to the Benton Small Arms Collection, one of the world's largest historic collections of firearms.

Site Background

From the time the first muskets were handcrafted until the high-precision machinery was powered down for the last time in 1968, Springfield Armory profoundly affected the lives of soldiers and civilians alike. Armory weapons influenced battlefield tactics and wartime strategy from the War of 1812 through the Vietnam Conflict. Some Springfield Armory small arms were the foundation for weapons still carried by soldiers today, a testament to their superior design and workmanship. Armory inventions and industrial processes, brought into the private sector in the 19th and 20th centuries, revolutionized the manufacture of consumer products and provided one of the catalysts for American industrialization. Springfield Armory's reputation attracted highly skilled workers and was a major reason for the rapid growth of the City of Springfield and the surrounding area. So many advanced technology industries were founded in the communities along the Connecticut River from Vermont to Connecticut that the area was dubbed "The Precision Corridor."

For more information about the armory, see the park website: www.nps.gov/spar/parkmgmt/index.htm and the education website created by Springfield Armory and the University of Massachusetts Amherst: <http://forgeofinnovation.org>

Part I: The Foundation for Planning

The foundation for planning is derived from legislation and provides basic guidance for planning and management decisions. Park purpose, significance statements, and interpretive themes remain relatively stable over time. Together, they establish an organizational baseline for planning and management efforts.

Park Planning

Park purpose statements describe why an area was set aside (by Congress or the president) and what specific purposes exist for that park. Purpose statements are derived from legislation, legislative history, public participation, and public rule-making.

The following purpose statements were based on a review of park legislation, House and Senate hearings, previous management documents, Foundation Document discussions and other discussions with park staff.

The purpose of Springfield Armory National Historic Site is:

- To preserve and interpret for the education, inspiration, and benefit of present and future generations the nationally significant sites, landscapes, structures, archives, and collections associated with Springfield Armory, as well as its important role in developing small arms and modern manufacturing techniques.
- To cooperate with national, state, and local entities, particularly the Commonwealth of Massachusetts, to protect the integrity, character, and historic values of nationally significant sites, landscapes, and structures within the boundaries of the national historic site under nonfederal ownership.
- To ensure the integrity and availability for research of the arms collection in cooperation with the Department of the Army.

Park Significance

These statements describe a site's national significance. They describe a National Park System unit's distinctive natural, cultural, and recreational resources and values that are the specific rationale for national recognition of the site.

The park's Foundation Document (2014) identified the following significance statements. Significant statements are not listed in any priority.

Specifically, the site is nationally significant for the following reasons:

- During the American Revolution, Springfield Arsenal played a critical role in the winning of independence by manufacturing military ammunition, repairing weapons, and storing supplies for the Continental Army. Immediately following the war, it was established as the first national artillery foundry.
- The implications of the 1787 clash at Springfield Arsenal during Shays' Rebellion fueled support for a strong central government and the adoption of the United States Constitution.
- Springfield Armory was a government facility that researched, developed, and manufactured high-quality, dependable small arms for the U. S. Army between 1794 and 1968; consequently it was the longest continuously operating industrial facility in the country.
- Springfield Armory produced precision manufactured weapons that pioneered modern industrial methods such as mass production and interchangeability of parts, transforming American industry
- Research and production of small arms by skilled workers at the Springfield Armory spun off private industry, shaping Springfield and the Connecticut River Valley into a national hub of technological innovation in precision manufacturing.



Armory Days Event
NPS photo

Interpretive Themes

Interpretive themes are organizational tools. They provide a conceptual framework for visitor experience planning and programming. Interpretive themes are derived from and capture the essence of park purpose, park significance, resources, and values. Themes can help explain why a park story is relevant to people who may be unconnected to an event, time, or place. They go beyond simple descriptions or recitations of fact; they reflect the context and effects of events or processes in order to foster opportunities for visitors to experience and consider the meanings, concepts, and values represented by park resources.

While themes are important as a framework to help guide interpretation and management decisions, they are not necessarily intended for public use. They serve to focus the development of visitor experience, services, and programming.

The interpretive theme statements included in this LRIP are based on the Foundation Document prepared for the park with an added

emphasis on the armory workers, the collection, and extant armory landscapes. They also heighten the interpretive value of themes by suggesting contemporary relevance.

- **Aspiration and Power of the Federal Government**
One of the first federal institutions created by the nascent United States Government, the "Grand National Armory" established in Springfield served the military for 174 years in the development, manufacture, and storage of military small arms and grew to be a symbol for the aspirations, strength, and power of the federal government.
- **To Provide for the Common Defense**
Propelled in times of war and national crisis and motivated to ensure national security at all times, Springfield Armory and its workers produced weapons that helped to protect the interests of the United States.

- **Technology, Innovation and Precision Manufacturing**
Springfield Armory implemented large-scale use of machinery and systems for mass production of interchangeable parts, advances that not only revolutionized American precision manufacturing but also formed the foundation of our modern consumer society and established the United States as a world power in the industrial age.
- **Lessons of War**
Conceived and created as a US Army ref-

erence collection in the aftermath of the Civil War, the firearms and archival collections at Springfield Armory illustrate an evolution in the technology of warfare and reveals lessons about the legacies of war and violence.

An Interpretive Theme Matrix is included in Appendix 2. The matrix describes in more detail the theme statements and examples of concepts that may be included within each theme. It lists examples of topics and stories that could be used to illustrate each theme.



Part II: Envisioning the Future

This section includes management goals, describes desired audience experiences, identifies targeted audiences, and lists the challenges and issues that affect visitor experience. These are all things that help guide direction and are useful to consider when envisioning the future.

Management Framework

Initiatives and Goals

In addition to providing audiences with opportunities to make meaningful connections to park resources, interpretation is used to meet management goals. Appendix 10 has details about current NPS initiatives.

Visitation Goal

While visitation to the site has remained steady from the time the site was operated by the Army through administration by the National Park Service, the park has unmet interpretive potential and new or adjusted programming will reach out to new audiences with the goal to increase on-site visitation. Metrics and milestones will be established to measure if efforts to increase visitation have an effect.

Audience Experience Goals

In addition to defining SPAR's primary stories, this plan explores the opportunities that audiences will have to engage physically and mentally in those stories. What activities will embed memories into audience minds and reinforce the national significance of the armory? In the future, interpretation at SPAR will seek to:

- **Use Technology and Tap Online Potential**
The park plans to use social media and electronic technology to reach audiences
- **Provide Interactivity and Dialogue**
Active engagement, learning by doing and hands-on interpretation will be structured to tell stories about manufacturing, interchangeable parts. Outreach to former armory workers possesses potential to open

dialogue about the impact the armory had on Springfield's economy as well as on individual families. Increased access to the collection will support interests among traditional gun enthusiast audiences. Visitors will have opportunities to participate in meaningful learning activities and even take away a tangible product or memory of that participation. Programming will be based on active participation with audiences rather than only static, formal presentations or passive exhibits.

- **Increase Intergenerational Learning and Communication**
Research suggests that SPAR's audiences are aging. Future programming will be designed to appeal to intergenerational groups, youth, and education audiences. Interpretive materials will be designed to encourage dialogue among parents and kids, teachers and students.
- **Connect the Stories**
Currently, the armory and manufacturing narratives and collection stories seem to stand apart, each interpreted separately from one another and from other armory buildings. Stories will be integrated to the fullest extent possible without artificial divisions between a "main" (military) story and "other" (everything else) stories.
- **Re-connect with the Community**
In order to reconnect the armory with the community, SPAR will invite groups to visit, participate in special events tailored to specific audiences, showcase the products of educational programs, and even hold meetings or events in park spaces.

Approaches to Accomplish Goals

In order to accomplish its management and experience goals, the park will:

- **Increase Opportunities to Work with and Through Others (Collaboration)**
Staff will strengthen working relationships with the community; build relationships with partners through cooperative planning, projects, and programming, and move toward leveraging partnerships as a way to increase interpretive sustainability. Specifically, staff will work with the City of Springfield; STCC; Springfield's museums; Springfield Urban League; Springfield schools; and the coalition of museums and organizations along the "Precision Corridor" of the Connecticut River Valley (Bridgeport, Connecticut, to Windsor, Vermont).
- **Base Decisions on Data**
Parks are held accountable to be more externally aware and data-driven to keep up with changes in visitor expectations especially as they relate to visitor experience, interpretive media, and technology. Goals for visitation will follow the potential suggested by demographic trends and data. Staff assignments and visiting hours will be based on data about patterns of visitation and participation.
- **Experiment**
Be nimble, flexible, and responsive, and experiment with new ideas that show promise to reach new audiences and provide identified audience experiences. Partners may fill gaps in topics and audiences and help spread the word that the park is about more than just guns.
- **Design for Universal Access**
Design and budget for products, programming, and services that are as universally accessible as possible in order to meet the physical and cognitive needs of visitors. The initial goal is to have at least 80% of existing and all new hardware, online media, and programming comply with principles of Universal Design within five years with the ultimate goal of 100% physical and programmatic access.

Targeted Audiences

While all people are welcome and invited to participate, some audiences are targeted for focused attention because they may be inadequately served by existing interpretation, need different strategies for engagement, are an untapped source of visitors, or require specific methods to open communications and sustain relationships. Factors to consider when developing interpretive and educational programs and services include the life experiences of the individual or group, level of education, learning styles, languages, cultural traditions, time available for interaction, and other factors.

Existing audiences include: local and regional visitors who live within 100 miles of the park (22%) and from Massachusetts and New York (33%); student groups (grades 3-12 and college); researchers; and arms enthusiasts including active duty military, veterans, competitive marksmen, hunters, and collectors.

A visitor survey conducted in FY2013 informs park decisions about audiences and their approaches to them. Audiences to SPAR are 93% white, 70% of visitors have at least a bachelor's degree, 66% are ages 36 and older, and 34% have a household income of \$75,000-\$150,000. (See Appendix 7 for links and the executive summary of survey results.)

While many gun enthusiasts already know about the role that the armory played in US history, there is potential to share the park's significance with many groups with other interests. In order to expand the number of visitors who actually visit the armory, interpretation will reach out to several of those under-represented groups.

African Americans

The 2010 US Census reports that more than 22% of Springfield's residents are African American while a survey of SPAR visitors failed to register enough African American visitors to measure. Since many African American families in the local region had members once employed by the armory, this group is a logical choice for outreach and renewed engagement.

Sharing perspectives on the Civil War at Armory Day event.



Local Educators

The park has an active program of outreach to educators that could be enhanced by expanding contact with upper elementary, middle highschool and college students.

Local Youth

The NPS is interested in additional outreach to youth, particularly "Millennials" who represent the next generation of park constituents. The 2010 US Census reports that 48% of Springfield's residents were non-white indicating that outreach to youth needs to engage both African Americans and Latinos (nearly 39% of Springfield's population is Hispanic but fewer than 4% of SPAR's visitors). Strategies need to rely on employment, volunteerism, and community engagement in addition to relevant interpretive content.

Virtual Audiences

Audiences for all national parks get visit planning information and interpretation online via a park's website and social media. Although these "virtual" contacts may not swell on-site visitation, they have the potential to sustain and expand contacts with traditional SPAR audiences like gun enthusiasts while engaging new audiences in dialogue (with the park and with each other) over the role Springfield weapons played in national defense, peacekeeping, and manufacturing history.

Springfield Technical Community College (STCC)

STCC occupies many of the buildings built for the armory, STCC faculty, staff, and students comprise a significant audience on SPAR's doorstep, including many African Americans, Latinos and Millennials. As with other

targeted groups, engagement strategies require approaches park staff have less practice using. The recommendation is to begin with dialogue between the NPS and STCC on overlapping missions.

Challenges and Issues Affecting Interpretation

Issues and challenges describe such things as internal or external issues, influences, pressures, trends, initiatives, relationships, communications, or goals that may affect interpretation. They are the things that may affect planning or that need to be considered when developing implementation strategies and actions. Identifying and understanding challenges helps to develop strategies to overcome them, build on strengths, mitigate competing interests, overcome obstacles, and help resolve management issues.

Participants in the October 2014 workshops identified several obstacles that interpretation can help the park to overcome.

- **Separated from the Community**

The park is physically separated and isolated from the community. On-site visitors must weave through the STCC campus to find the museum and visitor center. Even though STCC occupies former armory buildings there is little sense of connection between the college and NPS. Low levels of visitation indicate that while the armory played a central role in Springfield's history and economy, it is now largely irrelevant to local residents. It would be worthwhile to investigate why.

- **Perceptions**
Perceptions influence visitation and suppress potential audiences. The significance of SPAR is unclear to many outside the gun enthusiast/military history community. Typical comments about the park indicate that “it’s only about guns.” The rich manufacturing stories are not well known. The potential for dialogue about war and weapons and violence represented by the “organ of muskets” rack of Civil War Rifles which inspired Henry Wadsworth Longfellow to write his peace poem, “The Arsenal at Springfield” is lost in details of firearm history. The diverse workforce that kept the armory running is not evident to potential audiences.
- **Static Exhibits**
The techniques used to tell the park’s stories are static and dated. More engaging, hand-on/minds-on exhibits would help bring SPAR’s themes to life and invite audiences into dialogue on historical and contemporary issues. More interpretation of intangible stories that explore meaning and relevance would better showcase the park’s rich collection of weapons far beyond those produced by the armory. Exhibits featuring the park’s firearm collection only begin to explore the role of firearms in US history. More of the collection should be available online.
- **Resources: Space, Staff, and Operations**
Use of available space needs to be an ongoing topic of discussion. Are available spaces used to the best advantage? Does

the current distribution of stories reflect current themes? How can on-site visitors—including targeted audiences like community groups, students, and youth—be served better in existing spaces? How can operations be optimized? Given likely low levels of staffing and volunteers, visitation data suggests adjustments in the museum operation would allow staff to focus on activities, such as education programming.

- **Access to the Collection**
Only a small portion of the park’s collection is accessible for interpretation.

These recommendations provide direction and focus for visitor experience, interpretation and education services, and programming over the next several years. The recommendations were developed in collaboration with park partners. The actions appear in the Action Plan chart contained in an appendix of this report.

These actions will be revisited periodically—at least annually—and prioritized based on changing circumstances, opportunities, operational need, funding, budget availability, and other factors. An action that is not completed in the year identified in the Action Plan will be reevaluated as a future action. New ideas that surface during the life of this plan will be evaluated using the themes, target audiences, experiences, and goals identified in parts I and II of this plan. If an idea meets those criteria, it should be included in a revised Action Plan.



Part III: Recommendations

Recommendations are the actions that will move the park toward its future vision. They are grounded in goals and connect to park themes. Recommendations are not a wish list. They should be realistic, achievable, and sustainable and staff will be accountable for them. The actions become the basis for ongoing annual planning for interpretation and the park.

Recommendations for Audience Experiences, Visitor Services, Interpretation, and Education

- **Improve the Park Websites**
Park staff will begin with a review of current website content and identify sections that can be improved immediately. The NPS has created new guidelines and standards for all park websites in preparation for the agency’s centennial in 2016. Staff should research and adhere to current Washington Office (WASO) guidance for web and mobile web (<https://sites.google.com/a/nps.gov/web-community/home>). In addition, questions such as the following could guide interim improvements: Does the website content reflect the depth of the park’s stories and richness of the park’s collections? Do visitors get an accurate view of what the park has to offer? Does the content help entice visitation, particularly by members of targeted groups? Does it provide educators with materials they can use to plan a visit or create their own lessons? Is it providing increased access to objects in the collection per park goals?

community groups (particularly African Americans and Hispanics), virtual audiences, and STCC—and gun enthusiasts currently interested in park programming.

Implementation can occur in several steps: a) expand or open dialogue with each target group beginning with participants in the planning workshop; b) ask them to identify the most effective channels of communication—what are the most effective ways to invite members of each target group to participate in the park’s interpretive programs and visit the park; c) develop specific materials to promote the park based on steps a and b. For example, a targeted rack card may work well with some groups, an electronic newsletter (such as Constant Contact or Mail Chimp) or social media with others, and outreach programs with a third group; and d) update the park’s electronic list serve and maintain as the park’s network of contacts expands.

- **Create a Portable Exhibit that can be Used Off-site for Promotion**
As part of the park’s new approach to meet audiences where they are, staff will develop portable exhibits designed to be unstaffed and appeal to targeted groups and their interests. Integrate, don’t segregate, stories highlighting or appealing to these audiences (such as highlighting black armory workers to help engage African American audiences).

Meeting visitors where they are is a fundamentally different approach from the “outreach” of the past. “Outreach” implies an uneven relationship where visitors still must come to a park or park staff rather than a more equal, reciprocal, ongoing relationship between a park and its community. As a

This initial assessment will not be limited to the official SPAR website. The Forge of Innovation education and collection database website done in partnership with the University of Massachusetts will be evaluated as well.

- **Design and Develop Targeted Promotional Materials**
The park will re-assess (and streamline) promotional materials produced and distributed in the past. The primary goal will be to expand existing audiences by reaching out to targeted groups. Rather than a “one size fits all” approach, new materials will have sharper focus. Initially, messages should appeal to specific target groups identified in this plan—educators,



Naturalization Ceremony at the Armory.

starting point, staff will analyze effectiveness of past outreach efforts (particularly staffed outreach). Dialogue with community contacts will help determine venues for the portable exhibits (libraries, STCC locations, or other museums, for example) and inform the content, tone, relevance, and messaging for the exhibit.

- **Re-assess Commemorations and Special Events**

Given the park’s goals for community outreach, special events can continue to offer means to foster connections. In order to make the most effective use of special events which are labor-intensive efforts, staff will take a hard look at the data and analyze return on investment of current events. Because special events are a significant workload and take staff time that could be used on other projects, the park should not be afraid of experimenting with dropping some events even temporarily and enlisting the assistance of community leaders to design or co-sponsor events that appeal to Springfield residents and achieve the park’s goals.

Several promising ideas surfaced during workshop discussions:

- Develop an “Alumni Day” designed and promoted to re-connect the families of armory workers with the park. Use community contacts to invite these families to attend a festive open house or reunion with behind-the-scenes tours. Ask residents to bring photos of family members who worked at the armory. Begin an alumni wall that features these family stories and encourage others to share their personal or family connections to the armory.
- Offer a similar open house to the STCC community. Share historic photos of armory buildings now used by STCC. Offer to display historic photos, perhaps as large graphics, inside STCC buildings in appropriate locations. The college may have ideas or even manpower to work on collaborative projects related to historic or current photos.
- Offer the park as a meeting place for community discussions particularly for topics

related to economic development, historic preservation, or cultural heritage.

Engage Youth

Young adults, including Millennials, represent a substantial group currently under-represented in most park audiences, including SPAR. Given the armory location on the campus of a community college, this group is literally at the park’s doorstep. Outreach should begin with a strategy, perhaps with the following steps:

- Renew contacts with STCC and ask about and explore ways to invite students to visit and use the park that matches their interests and lifestyles.
- Establish contacts with other Springfield youth groups and organizations and discuss ways that their mission and needs complement the park’s desire to re-connect with Springfield. The park might, for example, provide opportunities for service learning projects or volunteerism.
- Given the park’s association with innovation and precision manufacturing, it is an obvious venue for youth groups interested in STEM (science, technology, engineering, and mathematics) education, particularly organizations like scout groups (see <https://www.girlscouts.org/program/basics/science> & <http://scouting.org/STEM.aspx> and Boys and Girls Clubs.
- Ensure that the park’s online presence (website, social media, virtual visitor center) all engage young audiences. That means working with partners to develop appealing content and inventing ways to highlight park/youth activities. Perhaps create ways for young people to connect with other young people about their park experiences.

Develop and Re-purpose Interpretive Content

In order to engage new audiences, the park will repurpose and develop new interpretive content. There is a trove of existing content that can be repurposed. While there are many topics that staff could research, the next several years will focus on:

- The armory’s workforce. This topic will

be integrated into interpretation to humanize park stories with the added advantage of tapping into the family stories of Springfield residents employed by the armory.

- Identify and gather materials to build the recently funded “virtual visitor center.” Development of content is an initial, critical step for use in technology. Content needs to be succinct. Content needs to be connected to park themes and desired audience experiences.
- Targeted audiences, like older students and STCC students and gun enthusiasts, may be recruited to help repurpose or develop content.
- Content for the planned changing exhibits. As part of this process, stories will need context and need to illustrate connections to targeted audiences, themes, and desired experiences.

As this information is compiled, the park will:

- Offer ways to share the information including training for staff and volunteers
- Add new materials to the park’s website.
- Similar to a new book section that exists in many libraries, consider an area in the museum that invites visitors to explore new materials. This area should be visually attractive and could even include a secure display case for a related artifact. It might include a flipbook of recent materials. It could even include a new item donated or shared by community residents as a way to re-connect with neighbors.

Develop a “Virtual Visitor Center”

With funding on the horizon, the park will prepare for this project by defining and gathering content, developing a strategy to load content into selected media, refining operation, testing, and launching the final program.

Develop Changing Exhibits

The park staff is committed to a multi-year trial program of changing exhibits that are each displayed for six months. The purpose of this is two-fold: 1) to showcase more items

in the park’s large collection, and 2) increase visitation by providing new reasons for local residents to visit. In addition, changing exhibits offer opportunities to create new programming to accompany them.

In order to assess the return on investment and cost/benefit of this commitment, staff will tally costs—including salary costs to plan and develop the exhibits in-house and monitor visitation to evaluate if/how they influence visitation or affect community involvement.

Because the primary reason for this labor intensive effort is to increase visitation, metrics will be established to evaluate success. (For example, a 10% annual increase in museum visits is 2,000 people per year or 166 per month.) Determine which goals were met, which weren’t, and evaluate the return on investment. Changes may be made to any aspect of this program based on data and analysis. For example, based on similar types of museums, is it realistic to expect local people to revisit a park for new exhibits twice a year—or do visitors function on a different timetable? Do temporary exhibits entice people to visit a park? How many more objects are made available to the public? Is a physical exhibit the best way to provide access? Who should do the work—park staff or a contractor working with park staff?

Exhibits should be planned as a collaborative effort that includes cultural resources, interpretation, and other park staff and partners. Exhibits should address at least one of the park’s primary themes, offer opportunities for hands-on/minds-on interactivity, and engage audiences in not only the display of tangible collection items but the intangible stories associated with those artifacts. Each temporary exhibit should seek to make emotional and intellectual connections with target audiences. As new exhibits, display techniques must fully adhere to NPS accessibility standards (see <http://www.nps.gov/hfc/accessibility>) and best practices for exhibits including succinct and limited text; audio description and captions; and use of active (not passive) voice.

Crowd-Sourcing: Create a Temporary Exhibit that Solicits Audience Involvement

The park’s rich collection will be the source of a temporary series of exhibits that engage

the community in interpretation. Staff will develop a mechanism, using both on-site visitors and social media, to invite the public to choose from several items in the park's collection to highlight and interpret. Staff will then create a small exhibit (both a museum and on-line version) that displays the "winning" item and that links it to the park's themes. Rather than a separate exhibit, this idea could be built into the next changing exhibit.

Plan for the Next Generation of Museum Exhibits

As the existing museum exhibits age, and as temporary modifications are developed, it becomes increasingly clear that the park should begin preparing for the next generation of displays. The themes and experiences identified in this plan should guide that process. Increased visitation and visitor engagement should reinforce need. Content research should provide the scholarship. During the life of this plan, staff will work with Northeast Museum Services staff to write a well-documented PMIS request for new exhibits, including a narrative that reflects current best practices for audience involvement and community engagement.

Use Partners to Design Sustainable Education Materials and Programming

Park staff will build on existing contacts with the education community to develop realistic and sustainable partnerships and visitation goals. As an initial step, the park will meet with its education partners to determine how best to serve their needs asking: a) how can the park meet teacher needs for materials they can use to develop their own lessons; b) where can educators and students be appropriately used to help the park meet its goals (content development, for example); and finally c) which curriculum programs should be sustained or developed, if any.

It is important for the park to enter these discussions with data, specifically with information about Springfield's school population and the school district's strategic plan and goals (<http://www.sps.springfield.ma.us/AboutOurDistrict.asp>) so that the park is prepared to meet the needs of its educators and student population. The park's education group can advise on local education issues such as: What is needed for teachers to justify a field trip?

Are there models/programs that engage older students in service learning or experiential programs that could benefit both the student and the park? What scenarios would be more useful to educators (such as access to resources or online, off-site, or on-site programming), the focus on one grade or another, is it important to accommodate a whole grade at a time?

Ask partners to assess existing online educational materials and what is posted on the NPS Education Portal and then make adjustments to meet educator needs. This process also can help identify materials that can be integrated into an improved website or enhanced online presence as well as identifying materials that are not useful or outdated. If funded, use the Teacher-Ranger-Teacher position can be used to implement specific recommendations.

Connect the Museum to Other Armory Buildings

In order to offer audiences a more complete picture of the size of the armory and its diverse workforce while it was in operation, staff will prepare tours of the armory grounds. These tours should probably be self-guiding and online for the greatest access by visitors. Any personal services programming must be data-driven—in other words, offered at times when audiences justify commitment of staff, perhaps during special events or orientation for STCC students.

In addition, staff will review printed materials available about the armory complex and the information on the park's website and ensure that these interpretive media address the armory's scope and reflect the park's themes. Use of printed materials should be limited. Nearly all information should be available online. Old information should be discarded; a few well done pieces are preferable over a lot of information.

Experiment with Firearms Demonstrations

Experiment with an expanded Evolution of Springfield Armory Firearms program that includes blank firing demonstrations. Consult with other NPS units (such as Boston National Historical Park and others) that have revamped firing demonstrations to be more interpretive. While the park feels that the popularity of these demonstrations will help increase visitation; can be used for volunteer

recruitment to appeal to people who want to participate in firing demonstrations; and, in a well-planned, theme-based program, could enliven educational programs, this cause and effect should include metrics, be monitored and independently measured. Staff should sustain and expand contacts with re-enactors, particularly US Colored Troops (USCTs) and Buffalo Soldier groups, and offer the armory grounds as a site for others to sponsor appropriate gatherings.

Use Metrics, Measures, and Evaluation Tools

As the park seeks to strengthen its interpretive and education programs, staff will need tools to evaluate new media and programs. Staff will work with the regional office to identify and

use metrics for interpretive materials, exhibits, personal services programming, education, special events, and partnerships. (For waysides, see: <http://www.nps.gov/hfc/products/waysides/evaluate>.)

Assess Training and Volunteer Recruitment

As it re-connects with the community, the park should renew efforts to recruit both staff and volunteers with an eye toward diversifying the workforce and taking advantage of special hiring authorities, internships, NPS and community VIP recruitment sites, experiential education requirements, etc. As new materials are developed, staff will integrate them into training and develop effective ways to disseminate them to volunteers and partners (community, educational, and interpretive).



Appendix 1: Action Plan

This plan shows the actions that will be taken to implement the recommendations in the Long-Range Interpretive Plan. It should be updated annually and become the basis for annual planning and accountability within the division.

- Action Items: Identifies the action or the task; the work that will be done
- Target Date: An "x" appears in the year(s) the work will be conducted
- Lead: Lists the title of the person primarily responsible for the action
- Budget: Includes any budget amounts or accounts or PMIS or grant needs if applicable

SPRINGFIELD ARMORY ACTION PLAN						
What	When				Who	How Much
Action Items	Target Date				Responsible (Lead)	Budget/PMIS (if applicable)
	FY15	FY16	FY17	Future Years		
Action: Enhance website <ul style="list-style-type: none"> • Review new NPS guidelines for web • Make edits, enter new relevant information • Secure VIPs and interns to populate the education portal (requires background check with access to NPS computers) 	X	X	X		Website/ exhibit team and education ranger	—
Action: Design/develop promotional materials <ul style="list-style-type: none"> • Assess needs and existing materials • Work with Chiefs to select priorities for staff 		X	X		VS (with RM and Supt)	—
Action: Create portable exhibit <ul style="list-style-type: none"> • Assess past outreach methods (staffed or unstaffed) • Select target audience and work with community and SPAR staff to complete exhibit 			X		VS and Curator	\$5000
Action: Reassess special events <ul style="list-style-type: none"> • Develop "Alumni Day" to reconnect families of armory workers • Create a similar open house to STCC community Connect STCC history to historic armory history • Open park to community discussions Precision Corridor etc. • Community programs and outreach. Participate and coordinate the NPS presence at the "Big E" (state fair) 	X	X			Chief VS Chief RM and FM	\$5000
		X			Superinten- dent and His- torian	
	X					
	X	X	X			

Action Items	Target Date				Responsible (Lead)	Budget/PMIS (if applicable)
	FY15	FY16	FY17	Future Years		
Action: Engage youth <ul style="list-style-type: none"> • Apply for NPS academy intern • Be a part of orientation at STCC • Research, develop and present camp experiences at SPAR or offsite in the community • Evaluate experiences • Springfield community music school end of year recital 	X				Education Coord. and Curator VS staff	—
Action: Develop new interpretive content <ul style="list-style-type: none"> • Research SPAR archives, local community sources, universities, for stories related to the interpretive themes to find "untold stories" that relate to the community, find links to other local stories, and prepare to tell stories in new and different ways. • Create new informal interpretation, formal, and Highlight Tours (15 minutes) aimed to attract youth and new audiences. • Gather content for the 2x/year special exhibits. Chosen stories need context and identified appropriate associated intangibles. • Offer training for staff and volunteers • As completed add content to the park's website. 	X	X	X		VS staff and RM staff	—
Action: Develop "virtual visitor center" <ul style="list-style-type: none"> • Develop strategy to load content into selected media, refine operation, test and launch program • Identify and gather what is necessary to build the virtual visitor center experience. Connect to primary themes 		X	X	X	VS Chief and Rangers and RM Chief and Curatorial	PMIS multi- year project PMIS #200551
Action: Create exhibit vitrine using audience input <ul style="list-style-type: none"> • Selected exhibit team members write up proposed action plan similar to special exhibits plan that delineates roles of members, adherence to interpretive themes and steps to take to create this unique exhibit opportunity etc. (Northeast Museum Services Center is contact) • Use Social Media and news media to engage the public in selection of which objects to display in a vitrine reserved for objects selected from those in storage. • Establish metrics and evaluate statistics to monitor how successful this exhibit is to attract new audiences and engage the public in the community exhibit case. 			X	X	RM and VS Exhibits team	\$200

Action Items	Target Date				Responsible (Lead)	Budget/PMIS (if applicable)
	FY15	FY16	FY17	Future Years		
Action: Plan for next generation of museum exhibits <ul style="list-style-type: none"> Enlist the services of museum planners/designers to assess proposed changes to museum exhibits and space to be part of a 5-10 year plan. Plan is written. Use results of museum planner report to implement designated changes to exhibits and space. Use LRIP and Foundation Doc of SPAR to inform the writing of PMIS to completely redesign the museum Incorporate successes of Museum changes into interpretive programming and planning. Include visitor and staff input. 	X				RM and VS	Only travel costs or up to cost of services of a contractor PMIS# [will be developed]
		X	X	X		
	X	X				
		X	X	X		
Action: Design education materials <ul style="list-style-type: none"> Apply for transportation grants for underserved population Create professional development experiences for teachers of upper elementary, middle and high school levels. Collaborate with local schools, colleges and educational training organizations to help teachers design education materials based on park resources Apply for Teacher Ranger Teacher positions Participate in the Parks for Every Classroom courses with SPAR master teachers 	X	X			Education Coordinator and Ranger Staff	NPF and NPS transportation grants, Training costs for PEC, \$3500 for TRT
	X	X	X	X	Chief of Interpretation	\$2499 for Education Consultant and liaison with schools.
	X	X	X			
	X		X			
	X	X	X			
Action: Connect museum with other armory buildings <ul style="list-style-type: none"> Research and create self-guiding interpretive tours of the armory grounds that tell the stories (in the theme matrix) of the diverse workforce, and the uses of the buildings and grounds. Evaluate the return on investment of offering these programs when staffing allows, for example during special events or STCC orientation. Evaluate the success of these programs through metrics and data and perhaps augmented by discussions with public who participate and staff who create and deliver the new experiences. Decide if these offerings are worth the time and salary expense. Determine measures (including salary cost information and number and type of visitors served) to make this assessment. Create background information on the topic of the armory buildings to use for the creation of programs and to post on the web (printed fact sheets for public use are a lower priority). Quarter 1 first priority 	X	X	X	X	RM and VS	—
	X	X	X	X		
	X	X	X	X		
	X	X	X	X		
	X	X	X	X		

Action Items	Target Date				Responsible (Lead)	Budget/PMIS (if applicable)
	FY15	FY16	FY17	Future Years		
Action: Experiment with Evolution of Firearms (EOF) with blank firing programs <ul style="list-style-type: none"> Enlist expertise of interpreters at SPAR and in NER (BOST, and others) and NERO to improve historic weapons firing programs given to the public and school groups. Adhere to LRIP themes, matrix, school curriculum requirements, and best practices for historic weapons programs. Roll out an improved version of EOF programs Establish metrics to evaluate how successful and institute any necessary changes. 		X	X		VS staff and Historic Weapons Officer	Bi-annual Historic Weapons Training
			X			
			X			
Action: Develop metrics and evaluation tools <ul style="list-style-type: none"> Work with NERO for examples of metrics and existing successful evaluation tools for use with education and public programs Assess tool and make any necessary changes 		X	X		VS staff and Education Coordinator	
		X	X			
Action: Reassess training and volunteer recruitment <ul style="list-style-type: none"> Contract to create orientation materials for volunteers. Provide orientation for new staff and VIPs to SPAR including: interpretation, learning theory, operations, safety, NPS, history, cultural resources management, and other topics. Recruit for diverse volunteers with diverse skills (for example, students, graphic design skills, customer service and visitor services duties, curatorial and archival interns) 		X			Chief of Interpretation and VS staff	\$2499 contract for services from community NER VIP funds
	X		X			
	X		X			

Note: In addition to the recommendations in this LRIP, every park has a wide variety of tasks associated with regular operations and ongoing actions.



Appendix 2: Interpretive Theme Matrix

Springfield Armory

Interpretive Theme Matrix

Aspiration and Power of the Federal Government

One of the first federal institutions created by the nascent United States Government, the “Grand National Armory” established in Springfield served the military for 174 years in the development, manufacture, and storage of military small arms and grew to be a symbol for the aspirations, strength, and power of the federal government.

About this theme: This theme is about the armory system and the practical and aspirational roles it played for the federal government.

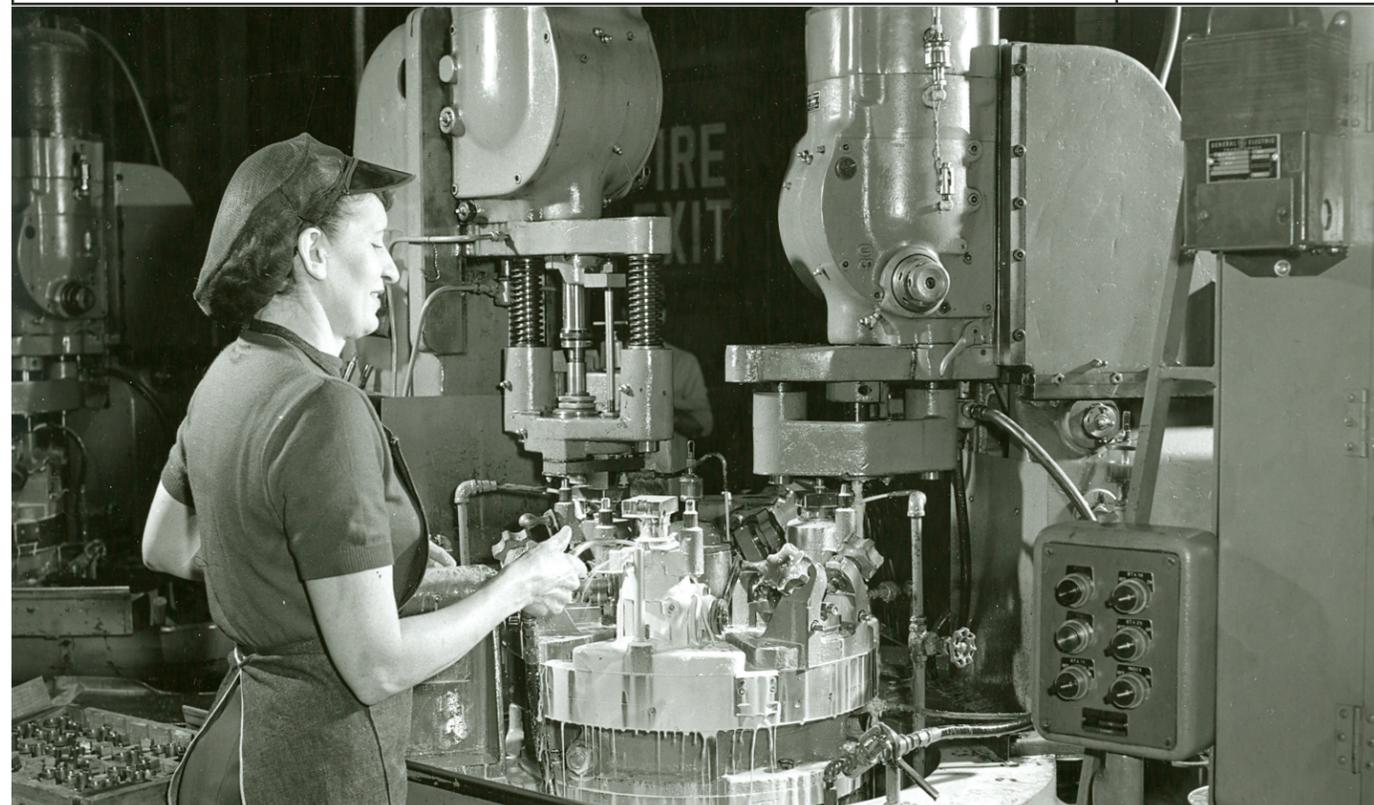
Concepts	Topics and Stories
Theme # 1	
<p>Origins and Context</p> <ul style="list-style-type: none"> Explore the context and origin of the US Armory system as an exercise and manifestation of early federal power in the United States. Describe how, in an era of testing and suspicion of federal power and circumspect use of it by national leaders, the armories at Springfield and Harpers Ferry, and the armory system were among the first federal institutions created by the US government. Explore the (political, military, economic) implications and ramifications of establishing the armory system for the United States. Describe the context of public opinion and personal experiences with standing armies at the time of the establishment of the armories at Springfield and Harpers Ferry in the early federal period. Provide background and context of personal experiences of Americans with standing armies less than two decades before during the American Revolution that informed views evident in the Declaration of Independence and the US Constitution. Describe the influences of these personal experiences on the US Constitution, the Bill of Rights (December 15, 1791) — including the Second Amendment. Describe the 1787 clash at Springfield Arsenal during Shays’ Rebellion and its origins in frustration about economic pressure, inequality, and tax policies. Put into context and evaluate the implications participation of veterans of the American Revolution. Put into context and evaluate the role of this event in shifting support for more centralized power for the federal government for the fledgling United States. Place this event into the timeline of events, circumstances, and personalities that led to the need to revise the Articles of Confederation, the call for a Federal Convention, and eventually, to the adoption of the United States Constitution. Architecture Form and Function: Explore ways that political, social, and economic influences over time can be seen today in alterations in building and landscape use. Explain how building arrangement contributed to production goals. Illustrate how the appearances of armory buildings purposefully reflect projections of national strength, power, security, and stability of the “Grand National Armory”. Explore the symbolism of the campus and other elements of the built environment that depict the development of how the nation thought about defense (e.g. militia with rifles, cannon and ordnance, scary weapons of mass destruction, etc.). Consider how the architecture of the campus conveys certain messages about federal power. Compare and contrast how architecture can be a public or monumental proclamation in a very public place with more clandestine and isolated military installations in our current age of secret weapons and anonymous drone delivery. 	<ul style="list-style-type: none"> Origin and context of establishing an armory system Springfield, MA; Harpers Ferry, VAWV; Rocky Mount, SC Intentions of leaders and founders Expression of power Strategic location (geography, natural resources) Relationship between the US Army and the armory Bill of Rights and Second Amendment Shays’ Rebellion, Daniel Shays George Washington Thomas Jefferson <p>WEAPONS MANUFACTURE</p> <ul style="list-style-type: none"> Firearms technology Sharing technology Armorers Innovation and development of arms Role of private industry in armament industry

Aspiration and Power of the Federal Government (cont.)

Concepts	Topics and Stories
<ul style="list-style-type: none"> Explain how during the American Revolution, Springfield Arsenal played a critical role by manufacturing military ammunition, repairing weapons, and storing supplies for the Continental Army. Trace how this led to establishing Springfield Armory as the first national artillery foundry. Describe how armory operation and production parallels and supports the emergence of US influence on the world stage. <p>The Armory System</p> <ul style="list-style-type: none"> Describe how Springfield Armory and the United States Armory and Arsenal at Harpers Ferry (Virginia, now West Virginia, 1796-1861) were the two federal centers established as parts of a system for the development, manufacture, and storage of US military small arms. Explain how the armories at Springfield and Harpers Ferry were envisioned to work as a larger federal armory system (including an armory never built at Rocky Mount, on the Catawba River in South Carolina) to support and supply the military of the fledgling United States. [Letter to Jefferson from Henry Dearborn July 31, 1802, the Papers of Thomas Jefferson Vol. 38 1 July to 12 November 1802.] Describe how Springfield Arsenal was created as a military storage depot, weapons repair shops, and ammunition production facility by the fledgling US Army in 1777. Explain that Springfield Armory was authorized by Congress and President Washington in 1794 to manufacture small arms for the nation’s defense and later became the “Grand Federal Armory”. Describe President George Washington’s role in selecting the sites and establishing Springfield Armory (and the other national armory at Harpers Ferry as well as smaller short-lived armories in the system, including Rocky Mount, SC). Illustrate how the locations were strategically selected for several reasons including proximity to established transportation routes and access to natural resources, and locations on rivers (Connecticut in MA, Potomac and Shenandoah in WV, and Catawba in SC). Connect, compare, and contrast the armories—and now both NPS units—at Springfield and Harpers Ferry (Harpers Ferry NHP, WV). Compare and contrast manufacturing and technological advancements in weapons manufacturing at Springfield and Harpers Ferry. Discuss methods, accomplishments, and failures over time of the armorers and their careers at both Springfield and Harpers Ferry. For example, James Burton at Harpers Ferry and Erskine Allin at Springfield Armory. Trace, explore, and evaluate the context and contributions Springfield Armory had to US national defense; to the armory system; to manufacturing and industry; to the region; and to armory workers, their families, and communities over time for the 174 years it was in business from 1794 until its deactivation by the US Army in 1968 Trace the development of significant weapons developed at Springfield (and Harpers Ferry) for example: the Springfield Charleville Pattern Flintlock Musket, US Model 1816 Flintlock Musket; US Model 1842 percussion musket; US Model 1861 Springfield Percussion Rifle Musket; US Model 1865 -1888 Springfield “Trapdoor” Rifle; US Model 1903 Springfield Rifle; US M-1 Garand rifle; and the US M-14 rifle. Describe the primary designers and other key contributors and their contributions. Put their contributions into the context of the time and evaluate the legacy of the weapon and its designer. 	<ul style="list-style-type: none"> Armorers including: <ul style="list-style-type: none"> Erskine Allin James Burton John Garand Modern military arms manufacturing (compare/contrast to aspects of the armory’s manufacturing advancements) Firearms such as: <ul style="list-style-type: none"> Model 1795 Model 1822 federal flintlock Model 1842 percussion musket Model 1861 Springfield Model 1866 trapdoor Springfield Model 1873 45/70 trapdoor Springfield 1903 Springfield M-1 Garand rifle M-14 rifle Relationships between the military and industry Worker pride <p>ARCHITECTURE & FEATURES</p> <ul style="list-style-type: none"> Architectural style and building construction Evolution of look and use of the site Parade ground Who designed and built the armory. Buildings and their uses Historic structures and the building uses: (chapel, school, factory buildings) Steps in the manufacturing process (done on site) Works Progress Administration, (Victory Gardens, Urban Oasis) Gravesites Deactivation of the armory

Aspiration and Power of the Federal Government (cont.)

Concepts	Topics and Stories
<ul style="list-style-type: none"> Highlight the roles and contributions of armorers and engineers including the following. Put their accomplishments into the context of their time and examine the legacy (positive and negative) of their work. For example: Thomas Blanchard, James Burton (Harpers Ferry), Erskine Allin, John Garand, etc. Describe how weapons designed and manufactured at Springfield Armory were known for their reliability and craftsmanship. Trace how changing technology designed at the armories affected battlefield tactics and wartime strategy from the late 1790's through the Vietnam to the present day. Explore the relationship between armory leadership and the US Army and US military at different points in time. Explore the relationship between the military and industry. Trace the factors that led to deactivation of the armory by the US government, specifically by the Executive Branch in 1968 after 174 years of service to the nation. Describe what took the place of Springfield and other armories in the post-Vietnam era. Describe how Springfield Armory was the sole national armory; closed in 1968, it did not survive the Vietnam War when production went to private companies. <p>Role in National Security</p> <ul style="list-style-type: none"> Trace, compare and contrast shifting US government policies and actions and civilian public opinion and attitudes toward military preparedness and national security over time—including in wartime and peace time. Place these shifts into the context of their times and the personalities and circumstances that shape them. Explore the ways that armory weapons and technology influenced military tactics over time (War of 1812 to Vietnam). 	<ul style="list-style-type: none"> Post 1968 armory closing <p>US ARMY</p> <ul style="list-style-type: none"> Ordnance Corps (Revolutionary War to present day) Armory operations under the US Army Ordnance Corps Roles and Responsibilities Armory weapons provided to the US Army; at times to other military branches Relationship of the US military and private industry (cooperative and collective invention)



To Provide for the Common Defense

Propelled in times of war and national crisis and motivated to ensure national security at all times, Springfield Armory and its workers produced weapons that helped to protect the interests of the United States.

About this theme: This theme is about the role of Springfield Armory in national security, in times of national crisis and in peacetime; during milestones such as WWII; and the people and workers of Springfield Armory.)

Concepts	Topics and Stories
Theme # 2	
<p>Armory at War (including milestones such as WWII)</p> <ul style="list-style-type: none"> Discuss how the armory geared up in times of war and how speed and efficiency were improved and quality was assured during these periods. Describe the effect of war on the community. Explore issues of prosperity and war. (For example: Who prospered? Why? What was the effect of prosperity? Was it able to be sustained? Did it create a legacy and was that positive or negative or both?). Discuss the armory's role in Shays' Rebellion (1786-1787) and the consequences of Shays' Rebellion. Illuminate the Armory's contribution to equipping the Armed Forces to include: production & delivery of bronze field artillery [1783-1800]; muskets used in the Quasi War [1798-1800], the Barbary Wars [1801-1805 & 1815], the War of 1812 [1812-1815], and the Mexican War [1846-1848]. Trace the armory's role and influence in the Civil War (1861-1865). Provide context with other (New England and regional) arms manufacturers during the Civil War. Illustrate the effects of interchangeable precision mass production on the Civil War and its outcome. Compare and contrast contributions and innovations and impacts of Springfield and Harpers Ferry armories—especially in the years leading to the Civil War. Describe the consequences to Springfield as the result to the demise of the armory at Harpers Ferry during the Civil War. Convey the story of the production and use of the post-Civil War rifles of Springfield Armory and their use, especially in the Plains Indian Wars (1854-1890). Trace the armory's role and influence in the Spanish-America War (1898), the Philippine American War [1899-1902] and the following insurrection (ending in 1913). Trace the armory's role and production in US participation in World War I (1914-1918). Trace the armory's role, production, and influence in World War II (1939-45). Illustrate the effects and contributions of Springfield Armory and its workers on WWII. Provide context with other WWII war work across the country. Show pastimes that WWII workers enjoyed during their personal time. Trace the armory's role, production, and influence in World War II (1939-45). Provide context with other WWII war work across the country. Show pastimes that WWII workers enjoyed during their personal time. Explore the post-World War II production and use of Springfield Armory weapons during the Cold War, in the Korean War, and in the Viet Nam War. Investigate and illuminate the continued use of Springfield Armory-designed & manufactured weapons and weapons systems since the closure of the Armory in 1968. 	<p>ROLE OF ARMORY</p> <ul style="list-style-type: none"> Shifting US attitudes toward military preparedness and national security The role of armory weapons in conquest, colonialism, and empire Shay's Rebellion Daniel Shays Armory weapons used by both North and South during the Civil War (armory produced 10X the Confederates' supply) The economics of weapon design and production How the firearms were used Impacts of the weapons on events and battle strategies Evolution of the firearms Ability to inflict casualties Alternatives to weapons (conflict resolution) and consequences Speed and efficiency of the federal government especially in times of war. Messages that some women workers packed into gun stocks sent during WWI Longfellow and peace poem, The Arsenal at Springfield Experimental models and prototypes

To Provide for the Common Defense (cont.)	
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Explore how evolving or changing attitudes towards modern warfare influenced the symbolic meanings of the armory among worker, community, and more general populations? Beside Shays' Rebellion, are there examples of alternative or contested meanings of a strong central government? • Role in National Security (Wartime and Peacetime) • Explore the ways that Springfield Armory, its products, and workers contributed to national security efforts and contributed to prepare the United States for military conflict over time (1794-1968). • Describe how the armory functioned in peacetime. • Debate the use of armory weapons for conquest of nations and people. For example, American Indians, in the Philippines, and in Puerto Rico. • Workforce • Highlight stories of Women Ordnance Workers (WOWs) during WWII included personal connection such as packing messages of support to troops into M-1 rifle stocks. Describe personal experiences of Springfield Armory workers. • Highlight stories of Women Ordnance Workers (WOWs) during WWII. • Describe how the worker experiences changed over time, based on production processes and technologies, weapons produced, and context. Focus on the people (workers and other community members) as individuals and groups, and probe how these individualities and differences mapped on to nationalist rhetoric. • Discuss the contributions of workers and the skilled artisans who worked at Springfield Armory. Explain the types of workers the armory sought to attract and the people who were attracted to work at the armory. Describe how demographics, and skills and motivations of workers may have changed over time. • Explore issues that faced workers including: Race, adjusting to African Americans at Springfield Armory, women in the workforce, balance family and home. • Highlight people associated with the armory that was typical or atypical of other workers or their times. Describe their challenges and successes. • Describe how the purpose and quality of the reputation and work at Springfield Armory contributed to worker sense of pride. • Utilize the information about all the Commanding Officers and Superintendents of the Armory to determine contributions of each one to operations, work life, effects on the community and the nation. (Benton and the Museum, Ripley to manufacturing, the fence etc.) • Describe the "last generation" of workers at Springfield Armory and their experiences—the people who saw the closing of the armory in 1968. 	<ul style="list-style-type: none"> • Civil War rifle-muskets • Model 1903 rifle • M-1 "Garand" rifle • Gatling and machine guns • Armory workers • Civilians • Neighbors • Economic and cultural effect on community and region

Technology, Innovation and Precision Manufacturing	
Concepts	Topics and Stories
<p>Springfield Armory implemented large-scale use of machinery and systems for mass production of interchangeable parts, advances that not only revolutionized American precision manufacturing but also formed the foundation of our modern consumer society and established the United States as a world power in the industrial age.</p> <p><i>About this theme:</i> This theme is about technology, manufacturing and their impacts.</p>	
Theme # 3	
<p>Precision Manufacturing</p> <ul style="list-style-type: none"> • Describe the origins of precision manufacturing (In Europe, in the US) in the eighteenth century and in the decades before Springfield Armory was founded. Describe how Springfield Armory became a center for implementation of technological innovation, such as large-scale use of interchangeable parts and a model of the American System of Manufacturing. Describe how the US armories at Springfield and Harpers Ferry the armories used interchangeable parts and assembly mechanization for mass production that grew early American precision manufacturing, influenced methods of manufacture of consumer goods, and contributed to industrial revolution movement in the United States. • Relevance: Debate how the influence of the technology of interchangeable parts in arms manufacturing at Springfield Armory provided unprecedented momentum to the Industrial Revolution, forever changing the human experience and intensifying the ongoing dialogue concerning the costs and benefits of technological innovation. Weigh issues of increased causalities as a result of technical innovation. • Relevance: Explore issues of: legacy, leadership; prosperity; skill and craftsmanship; pride; community. Explore issues of: personal opportunity; freedom; national progress; control (loss & gain); experimentation; risk; workers' rights; strife; labor relations. • Discuss the role the federal armory played in manufacturing and precision manufacturing in the United States. Describe ways that the armory contributed to advancements in industrial efficiency and production of precision products. Trace the ways that industrial innovation at the armory spread to other industries (or didn't spread and why). Explore the relationship between the armory and private industry. • Discuss the ways the armory was typical in the history of US industry and contrast how it was different or a leader in manufacturing and industry. • Postulate and explore why technical innovation in manufacturing often first comes to manufacture of weapons, followed by adapting those systems and innovations to manufacture of consumer goods. • Compare and contrast the types, roles, methods, and effects of precision manufacturing in the Springfield region and New England's "Precision Corridor" with precision manufacturing in Europe as they relate to the global industrial revolution of the 19th and 20th centuries. • Trace the influence Springfield Armory had on other regional arms makers including Colt, Smith & Wesson, Savage Arms, Ruger, and Marlin & Mossberg. Illustrate how the area became home to manufacturers of arms, firearms accessories, and shops that supported the firearms industry. Trace how the business grew from supplying the US military to today supplying law enforcement, hunting and shooting sports industries and the global market for collectors and commercial arms dealers. 	<p>MANUFACTURING</p> <ul style="list-style-type: none"> • Interchangeable parts • Early history and background on interchangeable parts in Europe decades before widespread use in the armories • Assembly mechanization • Mass production • Industrial Revolution in the United States • Compare to industrial revolution in Europe • Quality control; control of production • Patents; impact of suspension of patents • Deindustrialization. The effects of deindustrialization on the region, its communities and the people in it. • Relationships between the military and industry • Legacy of machine made, interchangeable parts on consumerism <p>REGIONAL INFLUENCE</p> <ul style="list-style-type: none"> • The armory as a cultural influence and component of the city, region, and community • Creation and growth of the city from the armory

Technology, Innovation and Precision Manufacturing (cont.)	
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Discuss the role that the design, production, and sale of military weapons has played in the US and global economies over time. Explore the role of private industry in the armament industry. Explore the relationships between government and private arms industries. • Precision Manufacturing Hub • Explore the ways that armory weapons and technology influenced military tactics over time (War of 1812 to Vietnam). • Explain that “Precision Corridor” was named for the concentration of advanced technology industries in the region. Describe the local, regional, and national impacts (both positive and negative) that this type of manufacturing had on the people it attracted and lived here; on the government and institutions in the region; on the environment; and on the quality of life (again, both positive and negative) for residents. • Trace the success and growth of manufacturing at Springfield Armory and other factories in the region. Describe how the manufacturing boom accounted for rapid growth of the City of Springfield and the surrounding Connecticut River Valley region in the early, mid and late nineteenth and early 20th centuries. Compare and contrast manufacturing in the Precision Corridor with other nineteenth and twentieth manufacturing hubs in the United States. • Connect, compare, and contrast the kinds and manner of manufacturing done at Springfield Armory and manufacturing done in the Springfield region with manufacturing commemorated at other NPS sites including textile manufacturing at Lowell, Massachusetts (Lowell NHP, Lowell, MA), and diversified manufacturing in Paterson, New Jersey (Paterson Great Falls NM, NJ). Compare and contrast the workforces of these different kinds of manufacturing cities. • Regional Influence • Explore the ways in which Springfield Armory leadership and its skilled workforce contributed to building Springfield into a prosperous community and contributed to the rise of a nationally significant precision manufacturing zone in western New England extending from Connecticut into Vermont. • Explore social, political, and economic issues that emerged in the region as a result of prosperity/disparity created by the manufacturing economy. For example, fraternal, benevolent and social organizations, religious institutions, political alliances and institutions; effects of income inequality; benevolent associations and movements, etc. • Architecture: Explore shifting relationships between the community and the armory and how those relationships have been expressed in landscape, architecture, policy, and building use. • Explore the historic impacts that the armory had on the city and region. Evaluate the presence/legacy of these contributions in the region today (both positive and negative). Discuss ways that the armory community contributed collectively and individually to the growth, prosperity, and vibrancy of the city and region. • Discuss demographics of the workforce at the armory and how this shaped local and regional demographics (over time). Explore how this diversity influenced local cultural life and politics of the region. Explore the role that the federal armory played in labor history in the region. 	<ul style="list-style-type: none"> • Compare and contrast armory with other armories and manufacturing hubs: Harpers Ferry, Lowell MA, Paterson NJ, Europe, etc. • “Silicon Valley” of its day. <p>GEOGRAPHY AND NATURAL RESOURCES</p> <ul style="list-style-type: none"> • Geography of the manufacturing zone and the importance of the rivers in the Connecticut River Valley • Natural resources • Transportation routes • Pollution • Loss of natural resources. • Conservation of natural resources (late 20th century) <p>PEOPLE</p> <ul style="list-style-type: none"> • Skilled workforce, artisans • Pride in production • Philosophy that any worker can contribute to innovation; egalitarianism • Workers tasks, expertise • Work life and daily life (drudgery, danger, pride); day in the life of an armory worker. • Compare and contrast typical work for workers of different periods—especially in milestone periods for the armory including: the early armory, during the Civil War (1861-65) and World War II (1941-45).

Technology, Innovation and Precision Manufacturing (cont.)	
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Discuss the population of Springfield and the attitudes of its citizens in regard to national identity. Describe who worked there; how this compared to the demographics in the city at large; how demographics changed over time, especially as other industries attracted workers. Explore if in this Precision Corridor, the armory’s workforce did or did not mirror those of other industries (e.g. in terms of race, gender, ethnicity, national origin). Explore if certain people were excluded from this workforce during war-time; was production segregated at any time; etc. • Describe how the armory shaped the values of the surrounding community; how federal presence did or did not shape attitudes with regard to a strong central government; was that different in nearby cities and towns? (For example, Worcester was an anti-slavery stronghold, a staunch supporter of the Union cause, and had a relatively large African American population within a decade after the Civil War. Many of these free/freed people of color were excluded from manufacturing jobs. Was Springfield Armory similar?) • Trace the reasons why, as a government facility that researched, developed, and manufactured high-quality, dependable small arms for the US Army between 1794 and 1968, Springfield Armory became the longest continuously operating industrial facility in the country. • Natural Resources and the Region it Built • Describe how topography, geographic features (such as location on the Connecticut River and confluence of the Westfield, Chicopee, and Mill Rivers), landscape, and natural resources combined to make the region “The Precision Corridor” in the Connecticut River Valley during the nineteenth and 20th centuries. • Illustrate the impact that large scale manufacturing had on the natural resources of the area (in the quality and quantity of natural resources). Weigh the pros and cons of manufacturing with protection of natural resources and habitat. Discuss the trade-offs between economic growth and progress and impact of manufacturing on the environment. • Workers, Labor, Communities, Institutions (People) • Explore the links between the armory, the armory workforce, and regional prosperity. Discuss the personal opportunities that employment at the armory presented to workers. Explain how work life at the armory paralleled or diverged from the conditions in other industrial workers. • Explore how the labor workforce changed over time, in reaction to who was available for employment and circumstances. For example immigrants came to America in search of work and the Armory and surrounding companies were known for open employment practices. During WWII, when the federal government passed the Fair Hiring practices law contributed to a changing workforce. • Describe Labor-Management relations in the region during the industrial revolution. Describe the dangers of manufacturing faced by the workforce. Explore (personal, social, community, economic, political) ramification of income inequities created by the boom in prosperity in the region. Describe the social implications of disparity between people who prospered as a result of precision manufacturing and those who did not. • Explore how mechanized production often led to loss of skills and regimentation for the majority of workers. Describe who (in functions or job titles) comprised those roles and explore how these experiences could be described and who was employed in these categories. • Explore if access to certain jobs was based on skill and ability as well as limited by racist or sexist presumptions, and how they would inform experience and motivation. 	<ul style="list-style-type: none"> • Labor-Management relations • Diversity (or not) of the workforce • Women Ordnance Workers (WOWs) • Prisoner of war forced labor; War of 1812; British Royal Marines • Community vs. Armory

Technology, Innovation and Precision Manufacturing (cont.)

Concepts	Topics and Stories
<p>Deindustrialization</p> <ul style="list-style-type: none"> Trace the demise of the Armory until its closure by the US Army in 1968. Compare and contrast the end of manufacture at Springfield Armory with other manufacturing in the Precision Corridor region (and other manufacturing hubs in the US). Describe reasons for closing the armory and the effect that closing the armory had on the region and its people. Describe where these effects are visible or are manifested in the landscape, culture, or spirit of the region today. Describe the effects (economic, social, political, and personal) that closing the armory had on individuals, families, communities and the region. Trace some personal stories. Illustrate and describe reasons, context, and progression of deindustrialization and the ramifications of deindustrialization on the region. Compare and contrast this with deindustrialization in other historic manufacturing hubs. Evaluate and debate the effect that deindustrialization had and continues to have on the region as it seeks to reinvent itself and strengthen its economy in the 21st century. Place 21st century heritage tourism into context as a successive wave of regional industry (the service industry) that is built on looking back to the region's heyday as a precision manufacturing hub. 	



Theme 4: Lessons of War

Conceived and created as a US ARMY reference collection in the aftermath of the Civil War, the firearms and archival collections at Springfield Armory illustrate an evolution in the technology of warfare and reveals lessons about the legacies of war and violence.

About this theme: This theme is about the origins and uses of the collection at Springfield Armory and the complex legacies and lessons of war and violence.

Concepts	Topics and Stories
Theme # 4	
<p>Historical Use of the Collection</p> <ul style="list-style-type: none"> Describe the original purpose of the collection at Springfield Armory as a study collection for the Armory employees and the US Army. Place the preservation of the Springfield Armory Collection in the context of the other Civil War-era military resources preserved by the US Army that were used for both teaching and for research and development purposes including the five military parks (Chickamauga and Chattanooga, 1890; Antietam, 1890; Shiloh, 1894; Gettysburg, 1895; and Vicksburg, 1899) Describe the role/effect this movement had in reconciliation efforts. Context: Describe the influence of veterans in the post-Civil War era. For example, how the US Army responded to pressure from veterans and their supporters, both North and South, by establishing five military (battlefield) parks and placing them under War Department administration for preservation and memorialization. Describe how these actions were intended to serve the greater public interest. Explore the impact of the US Army and its post-Civil War-era preservation on the larger preservation movement in the United States. Describe how the collection was used for research and development purposes (over time). Show how, individually and collectively, the weapons at Springfield Armory illustrate lessons related to the design, production, evolution, and use of many generations of weapons used by the US Army. Illustrate lessons that the collection can teach about weapon design and production; the role small arms played in US history; and how weapons reflect and influence attitudes on firearms over time. Describe information, functions, and values of the SPAR museum collection purpose, history, growth, and provenance. Describe the purpose and history of the collection at SPAR. Describe what makes the collection of firearms (ammunition, accessories, archives, etc.) at Springfield unique in the world and unique in relation to other firearms collections. Explore what makes SPAR's collection internationally known. Highlight items in the collection and their stories that are particularly unique, noteworthy, or valuable and what makes them special (including domestic and international pieces). Describe information, functions, and values of the SPAR museum collection as a research tool and cultural repository including: the cultural and academic value of the SPAR collection as a research resource; how SPAR's collection illustrates the evolution of (American and international) firearms technology; how SPAR's military small arms collection and archives are/have been used in research ; how study of the collection contributes to understanding of military weapons and technology how the armory's collections have been and are used and who uses them (and who does not). 	<p>PURPOSE</p> <ul style="list-style-type: none"> Historical use of the collection by US Army Research and development Second Amendment Second Amendment debates and arguments Weapons' use as a reference library for Armory employees Benton's goal and success to open a museum for the public <p>MODELS</p> <ul style="list-style-type: none"> Experimental models and prototypes Civil War rifle-muskets Model 1903 rifle M1 "Garand" rifle Gatling and machine guns <p>CONSEQUENCES</p> <ul style="list-style-type: none"> Consequences of armament for individuals and society Arms race Legacy of armament (pro and con) Economics of weapon design & production How firearms were used Impacts of weapons on events and battle strategies

Lessons of War (cont.)	
Concepts	Topics and Stories
<p>Commemoration, Memorialization</p> <ul style="list-style-type: none"> Describe the role of the collection and memorialization in shaping collective memory. Explore the varied meanings and roles that iconic firearms (such as 1903 Springfield Rifle and the M1 Semi-Automatic play(ed) in peoples' lives and in popular culture over time (both positive and negative). <p>Reflection, Role, and Consequences</p> <ul style="list-style-type: none"> Explore lessons (both positive and negative) that items in the SPAR collection illustrate or can teach. Consider what happens to weapons after a conflict ends. Explore issues of military preparedness, national security, consequences of war and arms, death and killing, freedom and independence, definitions of freedom, safety, rights, power, industry and innovation, retribution, and war. Discuss the ways that development of advanced weaponry contributed (contributes) to or mitigated (mitigates) international power struggles. Discuss the national and global consequences of military preparedness and the creation of increasingly lethal weapons. Discuss reactions to the lethal use of military weaponry and the damage that armory weapons had the power to inflict. Discuss the ways that armory weapons have been used in both positive and negative ways, to advance both good and questionable causes. Explore and debate the dichotomy of weapons that promise to defend and protect freedom, independence, and individual liberties with the death and destruction that occur when used the ways the weapons were intended to be used. Explore, consider, or debate the moral implications of more efficient weaponry and their purpose, role, and effect on human society. (For example, a model for civic engagement could be based on the Walker Art Center, MN, "Four C Model of Visitor Experience" where an institution could play any one of a number of roles to foster community engagement as a: Container, Convener, Connector, Catalyst). Discuss the context, reception, relevance, and legacy of Longfellow's anti-war poem, "The Arsenal at War". Invite people of differing viewpoints to discuss and debate issues of firearms and violence. Compare and contrast military and civilian violence. Explore use of firearms and firearms culture as a way to show and exercise power and settle (national) disagreements. Seek, respect, and provide opportunities to hear and consider a range of different points of view about weapons and weapon technology used for national defense. Consider what affects these opinions and how in the larger society, opinions are held or may shift over time. Evaluate how society regards military service as noble sacrifice and the social, community, and personal ramifications of this view. Compare and contrast a range of perspectives about military service and sacrifice. Consider the issue of patriotism as it relates to firearms, weapons, and society. Connect individual pieces in the collection and their stories to illustrate these concepts. <p>Museum Collections, General</p> <ul style="list-style-type: none"> Describe various aspects of museum collections as research tools and cultural repositories including information, functions, and values of museum collections such as: why (as a nation) we formally collect and preserve certain objects and places (and not others); aspects and challenges of collection accession, conservation, preservation, and maintenance; purpose, use, and value of a "learning collection". 	<ul style="list-style-type: none"> Evolution of the fire-arms Increasing ability to inflict casualties Alternatives to weapons (conflict resolution) and consequences Speed and efficiency of the federal government especially in times of war. Messages packed into gun stocks during WWII Longfellow and poem, <i>The Arsenal at Springfield</i> <p>PRODUCTION</p> <ul style="list-style-type: none"> Experimental models and prototypes Civil War rifle-muskets Model 1903 rifle M-1 "Garand" rifle Gatling and machine guns <p>COLLECTION AND COMMEMORATION</p> <ul style="list-style-type: none"> Collection purpose, history, and provenance How collection grew and evolved Techniques of curators including scope of collections Curation science including accession, conservation and preservation of museum objects Challenges of curation Special, unique, or prized pieces Connect items in the collection to specific national and international events. Organ of Muskets; peace poem Research uses of the collection; "learning collection"; domestic and international research and researchers

Lessons of War (cont.)	
Concepts	Topics and Stories
<p>Connect Springfield Armory's Stories (to other NPS sites)</p> <ul style="list-style-type: none"> Connect SPAR to stories and people at what are now NPS sites that commemorate places and stories related to Springfield Armory and where Springfield arms were used. For example: Civil War sites, western expansion site, use by Buffalo Soldiers, in Indian Wars, as well as places like the White House (President's Park, DC), the President's House (Independence NHP, PA), etc. (this is a very long list—basically, all US military sites 1794-1968!). Connect SPAR to other NPS WWII sites (for example: Rosie the Riveter Home Front NHP (CA). Connect SPAR to art parks including Augustus Saint-Gaudens' sculpture of Samuel Chapin, "The Puritan" that stands in Springfield (Saint-Gaudens NHS, NH) and Longfellow-Washington's Headquarters NHS and the poem, "The Arsenal at Springfield" (1845). Explain why, how, and when SPAR became a unit of the National Park System (administrative history). 	

Note: The concepts, ideas, and topics listed here are a representative, partial list. They represent some examples representing types of stories that could illustrate the concepts. They are not all-inclusive (in fact, they could never be) nor are they intended to exclude any topic. A park interpretive theme is successful only if other topics and stories could be included within it.

About the Interpretive Theme Matrix: An interpretive theme matrix is a chart that shows detail and the scope of potential stories that can be told in a park within the framework of the park interpretive themes. The matrix is a format that offers an easy way for people to see the concepts and stories that are represented by the park interpretive themes. It is especially useful as a guide for partners and for park staff and others who develop interpretive programming



Appendix 3 – Legislation

Enabling Legislation and Legislative Acts for Springfield Armory National Historic Site.

P.L. 93-486, to Establish Springfield Armory National Historic Site (1974)

Springfield Armory

An Act to provide for the establishment of the Clara Barton National Historic Site, Maryland; John Day Fossil Beds National Monument, Oregon; Knife River National Historic Site, North Dakota; Springfield Armory National Historic Site, Massachusetts; Tuskegee Institute National Historic Site, Alabama; Martin Van Buren National Historic Site, New York; and Sewall-Belmont House National Historic Site, Washington, District of Columbia; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I

Sec. 101. (a) Unless otherwise provided hereafter, the Secretary of the Interior (hereafter referred to as the “Secretary”) is authorized to acquire by purchase with donated or appropriated funds, donation, exchange, or by transfer from another Federal agency such lands and interests in lands hereafter provided for establishment as units of the national park system, as follows:

(4) for establishment as the Springfield Armory National Historic Site, Massachusetts, those lands depicted in the map entitled “Boundary Map. Springfield Armory National Historic Site, Massachusetts”, numbered NHS-SPAR-91,003 and dated January 1974, the oldest manufacturing arsenal in the United States: Provided, That the historic site shall not be established unless an agreement is executed which will assure the historical integrity of the site and until such lands as are needed for the historic site are donated for this purpose;

(b) The Secretary may also acquire personal property associated with the areas referred to in subsection (a) of this section. Lands and interests therein owned by a State or any political subdivision thereof which are acquired for the purposes of subsection (a) of this section may be acquired only by donation.

When the Secretary determines that an adequate interest in lands has been acquired to constitute an administrative unit for each of the areas described in section 1 of this Act, he may, after notifying the Committees on Interior and Insular Affairs of the United States Congress of his intention to do so at least fourteen days in advance, declare the establishment of such unit by publication of a notice to that effect in the Federal Register. Such notice shall contain a map or other description of the boundaries of the unit, together with an explanation of the interests acquired and the costs incident thereto. The Secretary may refrain from acquiring property for establishment of any unit authorized by this Act where, in his judgment, satisfactory agreements or donations with respect to properties which are needed for the protection and administration of a particular unit have not been consummated with owners of such properties.

(b) Pending the establishment of each unit and, thereafter, the Secretary shall administer the property acquired pursuant to this Act in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535), as amended and supplements, and, to the extent applicable, the provisions of the Act of August 21, 1935 (49 Stat. 666), as amended.

Sec. 104. There are authorized to be appropriated such sums as may be necessary to carry out the provisions of this Act, not to exceed, however, the following:

(d) Springfield Armory National Historic Site, \$5,300,000 for development;

Approved October 26, 1974.

LEGISLATIVE HISTORY

House Report No. 93-1285 (Comm. On Interior and Insular Affairs)

Senate Report No. 93-1233 (Comm. On Interior and Insular Affairs)

Congressional Record Vol. 120 (1974):

Aug. 29, considered and passed House.

Oct. 8, considered and passed Senate, amended.

Oct. 16, house concurred in Senate amendments.



Appendix 4 — Interpretation Division Staffing

In FY 14, the Division of Interpretation had three permanent and two temporary (seasonal; 1039 hour) positions. One GS-025 chief of interpretation (permanent full time); one historian (permanent full time); and one park ranger (permanent full time, as of March 2015). In addition, there was one GS-0090/04 park guide (temporary 1039 hour appointment; employed May to May).

FY15 Interpretation Division Staffing					
Position	Title	Series & Grade	Status	#	Comments
Permanent Positions					
Supervisory Park Ranger	Chief of Interpretation	GS-0025/11	Perm-FT	1	
Education Specialist	Education Specialist	GS-1712/09	Perm-FT	1	
Visitor Services Assistant	Interpreter	GS-0303/05	Perm-PT-STF	1	32 hours per week
Temporary Positions (Seasonals)					
Park Guide	Interpreter	GS-0090/04	Temp	1	1039 hours, 6 months (May-Oct)
Education Technician	Education Technician	GS-1702/05	Temp	1	1039 hours, 6 months (Nov-April)

FT	= Full Time
STF	= Subject-to-Furlough
Perm	= Subject-to-Furlough
Temp	= Temporary (Seasonal)



Appendix 5 — Volunteers

The Volunteer-in-Parks (VIP) program supports Interpretation, Facilities and Resource Management and is managed by the Volunteer Coordinator; chief of interpretation.

Interpretation volunteers assist with operations and public contact duties; assist with demonstrating and firing historic weapons firing demonstration; clean and maintain the site; assist with exhibits and make it possible to staff two annual special events, and Armory Day in June and the Big E (state) fair held in Springfield in September.

Volunteer Activity and Expense Report (2014):
<http://inside.nps.gov/volunteers/park150a.cfm?FY=2014&Park=spar>

Volunteer Activity and Expense Report
 (all years):<http://inside.nps.gov/volunteers/reports.cfm?tab=rpts>

FY14 Volunteers-in-Parks				
Division	# of Volunteers	% of Total Park Volunteers	# of Hours Contributed	% of Total Park Hours Contributed
Interpretation	97	86%	2,912	69%
Resource Management	6	5%	333	8%
Maintenance	10	9%	1000	24%
TOTAL	113	-	4245	-

Special Events (These numbers are included in the totals, above)			
Event	Dates	# of Volunteers	# of Hours Contributed
The Big E (state fair booth)	September 12-28., 2014	12	136
Armory Day	June 21, 2014	6	555

**Annual Activity and Expense Report
Springfield Armory National Historic Site Report**

Date: Mar 17, 2016
Fiscal Year: 2015

Volunteer Coordinator and Park Information

Total Volunteers: 132
Alpha Code: SPAR
VIP Coordinator: Joanne Gangi
VIP Coordinator Phone: 413-734-8551
Coordinator Email: joanneM_gangi@nps.gov

Volunteer hours by category:

Administration: **0.00**
Campground Host: **0.00**
Cultural Resource Management: **221.00**
General Management: **0.00**
Interpretation: **3,245.00**
Maintenance: **1,000.00**
Natural Resource Management: **0.00**
Protection/Operations/Law Enforcement: **0.00**
Training: 0.00

Program costs by category:

Housing: **\$ 0.00**
Meals: **\$ 0.00**
Recognition/Award: **\$ 417.00**
Supplies: **\$ 659.00**
Training: **\$ 2,499.00**
Transportation: **\$ 0.00**
Uniforms: **\$ 506.00**

Volunteer Program Highlight

The enthusiasm and assistance from VIPs continued in FY 2015 with an impressive total of 132 VIPs contributing 4466 hours to Springfield Armory NHS operations. Curatorial benefited from the assistance of four VIPs for 221 hours, while Facilities received assistance in building and grounds maintenance from 10 individuals every other Saturday for a total of 1000 hours. It was the devotion of 118 VIPs that made it possible in the area of Interpretation, for the park to serve visitors in the Visitor Center/Museum at outdoor events and off site at such events as the Big E Eastern States Exposition for a total of 3245 hours. Armory Day, an event that draws around 600 visitors depends on the generosity of VIPs. Whether it was helping with parking, staffing the military encampment, or making sure the musicians had everything they needed, we were grateful for our volunteers. This full day event scheduled

85 VIPs at several locations and all were kept busy engaging with visitors. As with other events in 2015, some of these VIPs worked at more than one interpretive event. FY 2015 was interpretively rich in programming and volunteer engagement at SPAR and at the newly Authorized Coltsville NHP. There were challenges when Visitor Services had to manage operations when the staff was reduced by two Rangers. Fortunately, key volunteers rallied and shored us up with competent services for visitors and assistance for Rangers. VIP's provided essential visitor orientations, information, and

Training

How many people at the park require VIP Program Mgmt Training: **1**

Optional Information Regarding Housing VIPS and Campground Hosts

Number of Campground Hosts: **0**
Number of VIPs housed in Permanent Structures: **0**
Number of VIPs housed in Trailers: **0**

Trailer Pads for Volunteers: **0**

Other Information

Number of SCAs: **1**
SCA Hours: **0**
Number of Artists in Parks: **0**
Artist in Parks Hours: **0**
Number of International VIPs: **0**
International VIPS Hours: **0**
Number of Volunteer Senior Ranger Corps: **0**
Volunteer Senior Ranger Corps Hours: **0**
Number of Boy Scouts: **0**
Boy Scout Hours: **0**
Number of Girl Scouts: **0**
Girl Scout Hours: **0**

Appendix 6 — Existing Conditions

Visitor Facilities: The primary public building, the Main Arsenal, houses the museum. It dates to 1850 and was the main arsenal used for storage of the firearms. The museum exhibits are self-guiding.

Exhibits and Audiovisual Media: The museum exhibits plus the 11 wayside exhibits interpret the buildings and grounds of the 55-acre historic site. The park has more than 15 fact sheets and an 18 minute documentary-style film (circa 1987) is shown to visitors in a 45 seat theater. Open captions were added to the film in 2012.

Website: The park has two websites. The www.nps.gov/spar website provides orientation, contains a calendar of events information, and links to other websites for more information about armory history and about the collection. The Forge of Innovation website (<http://www.forgeofinnovation.org/>) is maintained in partnership with the University of Massachusetts. It is the more complete website of the two and is the primary repository of education and content materials. Resource Management is responsible for the websites. (To comply with NPS regulations that content should appear on NPS websites and only then appear on third party websites and given the agency push to improve nps.gov sites for the centennial, consideration should be given to improve the nps.gov website and cut or eliminate the duplicate site.)

Social Media and Technology: Social media consists of Facebook (<https://www.facebook.com/SPARNHS>) and Twitter (<https://twitter.com/sparnhs>) Facebook is most active with weekly posts about the firearms collection, park events, and park historical connection to other NPS sites. Primary audiences are gun enthusiasts and local park supporters.

Personal Services Programming: Formal programs include: the Evolution of Firearms; Technology; Women Ordnance Workers; Personalized Weapons; Commanding Officer's Quarters; education programs linked to the Common Core curriculum; and more.

Education and Education Partnerships: SPAR is heavily investing in education programming as a strategy to reinvigorate interpretive programming and increase academic collaborations to address the needs of Springfield's student population.

The park had a Teaching American History grant (FY13, Department of Education) for educators from local cities and towns to market education materials available to teachers for curriculum development and place-based learning experiences. The Teacher-Ranger-Teacher (TRT) program (FY14, WASO funded) hired two educators. Products are two complete unit plans for upper elementary and middle school students with lesson plans on Shay's Rebellion (social studies/civics); Power of Place: selection of Springfield, Massachusetts for the location of the first federal armory (geography/math & mapping); and a third lesson on Industrialization (science/engineering).

SPAR piloted a Park for Every Classroom (PEC) program (FY14, NER) that works through professional educators to create education materials for parks.

An Education Advisory Committee was formed to help the park create a formal education plan and identify topics for program development that align with the Common Core Standards (<http://www.corestandards.org/>) and Massachusetts State standards (<http://doe.mass.edu/candi/commoncore>) The committee is comprised of approximately 10 educators and school administrators from upper elementary (grades 3 to 5), middle school, and high school districts from Springfield and the local commuting area.

SPAR partners with the Veteran's Education Project in Amherst, Massachusetts, and one educator from the Education Advisory Council to create place-based learning opportunities that link the students to their community, for example, an opportunity for seventh grade students to write letters to veterans and then go to the Soldiers Home to deliver them.

Partnerships – Formal: The park's cooperating association is Eastern National; in 2014, there was \$69,000 total revenue and a portion of the profits (6.5%) generated by museum store sales was returned to the park to support interpretation. The park has an education partnership with the Veteran's Education Project located in Amherst, Massachusetts. Springfield Technical Community College (STCC) shares the Springfield Armory Campus and the organizations share resources.

Partnerships – Informal: The park also participates in informal community partnerships. Informal partners such as the Springfield Community Music School, Springfield Museums, and other museums help us to diversify our visitation and collaborate on temporary exhibits. The Peter Brace Brigade living historians, UMASS, Boys and Girl Clubs provide VIPs for special events and young people to attend camps. The park coordinates the Massachusetts NPS participation in the Eastern States' Exposition "Big E" fair (New England States: ME, MA, CT, RI, NH, and VT).

Family, Intergenerational, and Youth Programming: The park has a Jr. Ranger program.

Directional and Wayfinding Signs: There are signs on highways and local streets that direct people to Springfield Armory NHS. Seven highway signs are on Route 91, Route 90, and Route 291. There are five wayfinding signs throughout the city of Springfield, Massachusetts.

Cultural Assets: The park's cultural assets include a sizable museum collection of nearly 10,000 objects, 100,000 archival items, historic landscapes, and historic structures. Objects date from late Medieval through modern contemporary. A reference collection of military firearms established in the mid-19th century by the US Army as the fundamental research and development collection continues to be largely owned by the Army for that purpose. The US Army and the NPS retain the collection at Springfield Armory NHS that traces the experience of generations working and laboring at the armory.

Accessibility: The SPAR museum is accessible with accessible bathrooms. The film is open captioned. The film was open captioned in 2012.

Events: Special events include the Big Band concert (each year the Saturday after July 4) that commemorates the 1943 Benny Goodman Twilight Show during WWII at the armory. And Armory Day (each June) that features a military timeline of when armory firearms were historically used; from the War of 1812 to the Vietnam War.

Major Impacts: To preserve parking for museum visitors, beginning with the Fall semester 2014, the STCC put up barriers and signs to direct students off campus or to approved parking areas.

Appendix 7 — Audiences

The following provide a snapshot of visitation statistics and access to sources of visitation data.

Recreation Visits (FY2013)

Source: NPS Public Use Statistics: <http://irma.nps.gov/Stats/Reports/Park>

- Annual recreation visit numbers show visitation to SPAR has remained constant in the 16,000-17,000 range since 2008. Counting methods changed in 2005 to include number of visitors entering the armory plus ten percent. Before that, attendance at special events away from the site and school programming was included that significantly increase (sometimes nearly doubled) statistics in some years.

- Over the last several years, the largest number of visits are in July with the second most being June and July or July and August.

Servicewide Interpretive Report (FY2013)

Source: NPS Servicewide Interpretive Report (Internal NPS access only): <http://inside.nps.gov/sir/sir1.cfm>

In 2013, the park reached its audiences in the following ways.

Type of Programming	% of Visitors Served	Number of Visitors Served
Visitor Center	100%	17,959
Informal Programs	63%	11,355
Formal Programs	12%	2,223
Demonstration and Performing Arts	8%	1359
Special Events	6%	1160
Education Programs	4%	856
Junior Ranger Programs	3%	586
SPAR Total Visitation in 2013 = 17, 959		

Visitor Study (FY2013)

Source: 2013 Visitor Study SPAR Reports: <http://psu.uidaho.edu/c5/vsp/vsp-reports/>

- Full Report: <http://psu.sesrc.wsu.edu/reports/>
Executive Summary (listed below)

Visitor Services Study Executive Summary

This visitor survey report profiles a systematic random sample of Springfield Armory National Historic Site (NHS) visitors during July 15–August 8, 2013. A total of 350 questionnaires were distributed to visitor groups. Of those, 228 questionnaires were returned, resulting in a 65.1% response rate.

Group size and type: 40% of visitor groups consisted of two people and 34% were in groups of three or four. 65% of visitor groups consisted of family groups and 16% were alone. 19% of visitor groups had a member who identified with or belonged to an interest group.

State or country of residence: United States visitors were from 34 states and comprised 96% of total visitation during the survey period, with 21% from Massachusetts and 12% from New York. 22% of visitor groups were residents of the

greater Springfield area (within 100 miles of the park). There were too few international visitors to provide reliable data.

Frequency of visits: 84% of visitors were visiting the park for the first time, while 10% had visited two or three times.

Age, ethnicity, race, educational level, and income level: 41% of visitors were ages 36-60 years, 25% were 61 years or older and 20% were ages 15 years or younger. 4% were Hispanic or Latino. 93% of visitors were White, 3% were Asian, and 3% were of more than one race. 38% of respondents had completed a graduate degree and 32% had a bachelor's degree. 22% of respondents reported a household income of \$50,000-\$74,999, 17% had an income of 75,000-\$99,999, and 17% had an income of \$100,000-\$149,999.

Awareness of park prior to visit: 59% of visitor groups were aware that the National Park Service manages Springfield Armory NHS.

Information sources: Most visitor groups (84%) obtained information about the park prior to their visit through the park website (56%), friends/relatives/word of mouth (37%), travel guides/tour books (14%), and maps/brochures (14%). Most visitors (94%) received the information they needed. Seventy-one percent of visitor groups prefer to use the park website to obtain information for a future visit.

Park website: 54% of visitor groups obtained information from the park website to plan their visit to the park. Ninety-seven percent of visitor groups found the information they needed on the park website. Ninety-two percent of visitor groups rated the quality of information provided on the park website as "very good" or "good."

Park as destination: During the on-site interview, 46% of visitor groups said the park was one of several destinations, and for 40%, the park was their primary destination.

Primary reason for visiting the area: For 33% of visitor groups, visiting the park was the primary reason nonresident group members visited the area.

Reasons for visiting the park: The most common reasons for visiting the park were view indoor museum exhibits (78%), interest in gun history (66%), and see the largest historic US military small arms collection (57%).

Services used in nearby communities: 39% of visitor groups needed support services on this trip, of which, 97% were able to obtain needed support services.

Transportation: 84% of visitor groups used a private vehicle to travel between overnight accommodations or home and the park, while 13% used a rented vehicle. Ninety-seven percent of visitor groups used one vehicle to arrive at the park.

Directional signs: Of the visitor groups who used directional signs to guide them to the park 49% found interstate highway signs adequate, 46% found signs in local communities adequate, and 65% found signs in the park/adjacent college adequate.

Overnight stays: Fifty-two percent of visitor groups stayed overnight in the greater Springfield area (within 100 miles of the park), of which 59% stayed one or two nights, 21% stayed three or four nights, and 20% stayed five or more nights. Seventy-three percent of visitor groups stayed in lodges, rented condos/homes, cabins, B&Bs, while 17% stayed in residences of friends or relatives.

Length of visit: Fifty-two percent of visitor groups spent two hours in the park, while 34% spent three or more hours. The average length of stay was 2.2 hours. One percent of visitor groups visited the park on more than one day.

Local attractions visited: The most common local attractions visited were Dr. Seuss National Memorial (27%), Basketball Hall of Fame (25%), and Springfield museums (23%).

Activities on this visit: The most common activities on this visit were viewing museum exhibits (99%), watching park videos/films (78%), and shopping in park bookstore (59%). The most common activity that was the primary reason for visiting the park was viewing museum exhibits (88%).

Ranger-led talks/programs: 19% of visitor groups participated in ranger-led talks/programs. The most common reason

that prevented visitor groups from participating in ranger-led talks/programs were the visitor did not have time for this activity (49%) and they were not aware of talks/programs (39%).

Information services and facilities: The information services and facilities most often used by visitor groups were the museum exhibits (96%), restrooms (72%), videos/films (70%), and assistance from park staff (70%).

Protecting park resources and attributes: The highest combined proportions of “extremely important” and “very important” ratings of protecting park resources and attributes included museum and archival collections (99%), historic landscapes and buildings (91%), and repair/maintenance of buildings (90%).

Interaction with park employees/volunteers: 96% of visitor groups obtained information from a NPS uniformed employee or volunteer. 98% of visitor groups rated the quality of information provided as “very good” or “good.” 97% rated the helpfulness of the employee/ volunteer as “very good” or “good.” 98% rated the courteousness of the employee/volunteer as “very good” or “good.”

Expenditures: The average visitor group expenditure (inside and outside the park within 100 miles of the park) was \$294. The median group expenditure (50% of groups spent more and 50% of groups spent less) was \$108. The average total expenditure per person (per capita) was \$134.

Income forgone to make this trip: 10% of respondents had forgone income to make this trip.

Methods of learning about the park: 97% of visitor groups were interested in learning about the park through in-door museum exhibits (79%), films, movies, videos (74%), and ranger-guided walks/talks (60%).

Overall quality: Most visitor groups (95%) rated the overall quality of facilities, services, and recreational opportunities at Springfield Armory NHS as “very good” or “good.” One percent of visitor groups rated the overall quality as “poor.” No visitor groups rated the overall quality as “very poor.”

US Census for Springfield, Massachusetts (2010)

Source: US Census Bureau

Quick Facts for Springfield Massachusetts: <http://quickfacts.census.gov/qfd/states/25/2567000.html>

Springfield School District Strategic Plan: <http://www.sps.springfield.ma.us/AboutOurDistrict.asp>



Appendix 8 — Servicewide Interpretive Report (SIR)

3/2016

Form 10-769
(Rev 8/98)

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
SERVICEWIDE Interpretive REPORT

Park Org. Code:

SPAR

Unit Name:

Springfield Armory National Historic Site

Fiscal Year:

2015

u Funding Sources

Fiscal Year Interpretive Expenditures

nPark Interpretive Funds Spent (ONPS Base only)	\$382,561
nServicewide Fee Funds Spent	\$0
nReimbursable Fee Funds Spent (16USC 1a-2g)	\$0

Interpretive Staffing for Fiscal Year

nPermanent FTE	3.1	No. of Perm Positions	3.0
nTemporary FTE	1.2	No. of Temp Positions	2.0
ITotal FTE	4.3	Total Positions	5.0

u Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
nVisitor Centers/Contact Stations		1		1.64	21589		\$88,572	\$10,243
nInformal Interpretation				1.20	16306		\$36,946	\$263
nFormal Interpretation	112			0.20	1574		\$7,324	\$4,248
nDemonstrations & Performing Arts	41			0.50	2396		\$11,849	\$3,339
nJunior Ranger Programs				0.23	515		\$7,117	\$878
nSpecial Events	8			0.50	1862		\$7,290	\$6,263
nEducation Programs	131			0.48	1891		\$20,107	\$6,165
ISubtotal Personal Services	292	1		4.75	46133		\$179,205	\$31,399

u Non-Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
nPark-Produced Publications				0	0.00	0	\$0	\$0
nAudio-Visual/Electronic Media				1	1.65	0	\$0	\$0
ISubtotal Non-Personal Services				1	1.65	0	\$0	\$0

u Outreach Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
nCommunity Programs	61			0.22	13629		\$12,725	\$8,378
nLoan Materials	0			0.00	0		\$0	\$0
nPark Web Site				0.00	0	0	\$0	\$0
ISubtotal Outreach Services	61			0.22	13629	0	\$12,725	\$8,378

IColumn Totals	353	1	1	6.62	59762	0	\$191,930	\$39,777
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Program Highlight

Visitor Services performance in 2015 can be stated in a word: strong. Strong program development and attendance by our visitors. Whether one participated in an education program or attended a military band concert, our Rangers inspired audiences. The management decision to close the museum to the public on Mondays and Tuesdays in order to serve the educational community paid off in a big way. In particular, Springfield Armory NHS education staff could accommodate for the first time, up to 120 students. This accomplishment was the result of two years' worth of collaboration with staff, volunteers and educators. Our visitation rose approximately 6% in FY15 despite the change to reduce the days open to the public. Attendance for FY 15 reached 21,589 compared with 19,742 in FY 14. Curriculum based education programs increased 89% over 2014: 131 school programs given to 1891 students. In FY 2014 - 28 programs were provided to 999 students. Besides curriculum based lessons the Park collaborated with community partners like the Soldiers Home in Holyoke. Students, as part of the Parks as Classroom initiative, engaged in a writing project whereby they wrote letters to soldiers living in the Soldiers Home and then a representative group of students visited the soldiers and delivered their letters. An all-around good time. Springfield Armory fulfilled education goals and educators immersed students into the community. Military veterans became friends and not just a word heard on the news or amongst adults. Another education success was professional development workshops for teachers. Using Armory objects, history and lessons, 53 teachers became better prepared to teach about technology and Armory history to their middle and high school classes. Good fortune came our way with a Teacher Ranger Teacher (TRT). TRT work strengthened the education program, and broadened our reach out to teachers. Our TRT created on line lesson plans and an education brochure to send out a digital or hard copy to teachers in our local community. Special Events – Events marked historically significant aspects of Armory history. There was an increase of 58% in special event attendance over FY14. Numbers were FY 15, 8 events with 1862 visitors versus FY 14 – when 4 events were offered to 1184 visitors. Christmas at the Armory drew 129 people to the site on a cold snowy Saturday. The Big Band that commemorates the 1943 visit by the Benny Goodman Band was ever popular with over 800 in attendance. Performing Arts/Demos proved to be popular with visitors. Dancing, singing, music groups and blank firing demonstrations all comprised the majority of successful programs. Data again consistently showed that these types of interpretive programs are well liked by visitors. In FY 15 the park provided 41 events with an attendance of 2306 compared with FY 14 when there were 40 programs and 2514 in attendance.

Source: 2015 Servicewide Interpretive Report (<http://inside.nps.gov/sir/>)



Appendix 9 — Accessibility

Parks are required to make interpretive products and programming as fully accessible as possible. Visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS interpretive media products provide to their fellow citizens. All new exhibits (including temporary exhibits) will build into the design considerations for the images and text to be accessible to those visitors with physical impairments.

More about NPS accessibility guidelines can be found here:
<http://www.nps.gov/hfc/accessibility>

Programmatic Accessibility Guidelines for National Park Service Interpretive Media:
<http://www.nps.gov/hfc/accessibility/accessibilityGuideVersion2.1.pdf>



Appendix 10 — Management Initiatives

National initiatives affect direction and decisions about visitor experience, interpretation services, and programming. The following is a list of current National Park Service and Department of Interior initiatives. In addition, the NPS is preparing for its centennial in 2016.

A Call to Action

The National Park Service strategy, A Call to Action: Preparing for a Second Century of Stewardship and Engagement (2012-2016 edition) identifies these goals for the National Park Service. <http://www.nps.gov/calltoaction/>

Connecting People to Parks: Helping communities protect what is special to them, highlighting their history, and retaining or rebuilding their economic and environmental sustainability.

Advancing the Education Mission: Strengthening the NPS role as an educational force based on core American values, historical and scientific scholarship and unbiased translation of the complexities of the American experience.

Preserving America's Special Places: Act as a leader in extending the benefits of conservation across physical, social, political, and international boundaries in partnership with others.

Enhancing Professional and Organizational Excellence: Adapting to the changing needs of visitors, communities, and partners; encouraging organizational innovation; and giving employees the chance to reach their full potential.

Achieving Relevance in Our Second Century

Achieving Relevance in Our Second Century (2014-2019) identifies this framework for interpretation and education. [http://www.nps.gov/interp/IEV Strategic Plan_FINAL.pdf](http://www.nps.gov/interp/IEV%20Strategic%20Plan_FINAL.pdf)

Relevance and Inclusion: The National Park Service facilitates thematic, inclusive, and inquiry-based interpretation.

Educational Leadership: The National Park Service is a valued and significant educator.

Active Engagement: The National Park Service works with communities to engage people of all ages and backgrounds in meaningful and mutually beneficial volunteer opportunities.

Business Acumen: The Interpretation, Education, and Volunteers program uses business practices to maximize and leverage resources.

NPS Urban Agenda

Based in Call to Action Goal #5, the Urban Agenda seeks to capitalize on urban parks and programs that reach into metropolitan regions where most Americans live, work and play. <http://sites.google.com/site/urbannps/urban-agenda>

The principles of the Urban Agenda are to:

Be Relevant to All Americans

Activate "One NPS" (use the power of the whole NPS system)

Nurture a Culture of Collaboration

Play, Learn, Serve Work: Department of Interior Youth Initiative

The Department of Interior’s youth initiative, Play, Learn, Serve, Work (2014-2018) goals are:
<http://www.interior.gov/news/pressreleases/secretary-jewell-launches-ambitious-initiative-to-expand-opportunities-for-youth-on-nations-public-land>

- Play: Interior will develop or enhance outdoor recreation partnerships in a total of 50 cities over the next four years to create new, systemic opportunities for outdoor play for more than ten million young people.
- Learn: Provide educational opportunities to at least ten million of the nation’s K-12 student population annually. In addition to welcoming students into nature’s classroom, we are developing and strengthening new online education resources, to reach more students.
- Serve: Engage one million volunteers annually on public lands, effectively tripling the numbers we have now. While many more people are interested in volunteering at national parks, wildlife refuges and public lands, there are often insufficient staff resources to coordinate so to achieve the volunteer goal; we will place renewed emphasis on volunteer coordination and management.
- Work: To develop the next generation of lifelong conservation stewards and ensure our own skilled and diverse workforce pipeline, Interior will provide 100,000 work and training opportunities to young people within our bureaus and through public-private partnerships. As part of this effort, we aim to raise an additional \$20 million to support the youth work and training opportunities.

What Do You Want Me to Do?! Comparing Initiatives and Management Framework

Initiatives are management’s way to focus efforts, organize work, and report on results for accountability. While initiatives are organized differently, expressed in different ways, and change with administrations, at their core, they are just different ways to organize and report on key areas that support the NPS mission. The following summarizes and compares several national initiatives that affect direction and decisions about visitor experience, interpretation services, and programming.

Topic Area	NPS Initiative			DOI Initiative
	Call to Action - NPS	Urban Agenda -NER	Achieving Relevance-WASO	Play, Learn, Serve, Work-DOI
RELEVANCE & AUDIENCES	Connect People to Parks	Be Relevant to All Americans	Relevance and Inclusion & Active Engagement (volunteers)	Play Serve
EDUCATION MISSION	Advance the Education Mission	—	Educational Leadership	Learn
PRESERVATION MISSION	Preserve America’s Special Places	Activate “one NPS” (unified system of parks and programs)		
WORKFORCE, DATA-DRIVEN & BUSINESS ACUMEN	Enhance Professional and Organizational Excellence	Nurture a Culture of Collaboration	Business Acumen	Work

Participants

The following people contributed to this plan.

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Workshop October 2014

