



Long-Range Interpretive Plan Cumberland Island National Seashore

Georgia

October 2017





Above: In the marshes, birds and other wildlife find the perfect sanctuary. Just below the surface, grassy, nutrient-rich waters nourish the cycle of life: frog and fish eggs hatch, young shellfish mature, and other marine animals shelter here before migrating to open water as adults.

On the cover: Cumberland Island's Grand Avenue leads both human and wildlife travelers through diverse ecosystems, from moss-covered live oaks in the south to towering pine forests on the island's north end.

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Introduction

Wild Shores for All

The largest and southernmost of the “Golden Isles” of Georgia, Cumberland Island is a wild, isolated barrier island of uninhabited beaches, salt water marshes and tidal creeks, and dense maritime forests. Interspersed among these natural splendors are the tracks of human habitation through the centuries: archaic shell middens, a colonial-era road and a cottage made of tabby, cleared fields evoking pre-Civil War cotton plantations and enslaved labor, a tiny settlement with a rough wooden church, and the echoing hallways and haunting ruins of grand estates built by the Carnegie family, who made a fortune in the American steel industry a century ago.

At 17.5 miles long and three miles wide at its widest point, the island spans 36,415 acres. Of these, 16,850 acres are marsh, mud flats, and tidal creeks. The remaining acreage encompasses the largest intact maritime forest and the largest designated wilderness area (the Cumberland Island Wilderness, at 9,886 acres) on the Atlantic coast. The island is part of the Carolinian-South Atlantic Biosphere Reserve and contains five distinct National Historic Districts and numerous structures listed on the National Register of Historic Places.

Cumberland Island National Seashore was established in 1972, when descendants of the Carnegie family, longtime landowners, worked with the National Park Service, environmental organizations, and government officials to protect the island by setting it aside as a national seashore. Today the National Park Service manages most of the island, with headquarters in St. Marys; a visitor contact station, trails, and campgrounds on the island; public dock space for private boat access; and year-round public ferry access. Except for a few remaining inholdings by private land owners and the historic Greyfield Inn (owned and operated by a Carnegie descendant as a small luxury hotel), the entire island is open to the public.

Access to Cumberland Island National Seashore for most people is by concession-run ferry, available twice per day for a maximum of 150 passengers per ferry. The park has limited motorized transportation, no items for purchase, and no food or indoor lodging. Still, for those who make it to this windswept, sparsely populated paradise, the incomparable attractions of this uniquely public “private island” often last a lifetime.

Opposite page: Intact and numerous Cumberland dune systems create a natural barrier and reduce the severity of inland flooding.



Creating a Long-Range Interpretive Plan

Interpretive planning differs from other, more familiar kinds of institutional planning because rather than focusing on management, operations, finances, or facilities, this kind of planning focuses on visitors. Interpretive planning seeks to understand how and why people choose to visit a site, what kind of experiences they anticipate or desire, and how a park's interpretive and educational team can work to ensure that the park meets or surpasses those expectations. In today's multi-platform, multi-media world, the "tools of the trade" for the interpretive field range from live storytelling and colorful wayside exhibits to hands-on activities, subject-matter expert tours, social media sharing, residential environmental education, professional and visitor-produced audio and video, immersive high-tech exhibits, and much more. This vast menu of options helps ensure that visitors of all abilities and interests are able to access and enjoy a range of park programming, and major themes can be interpreted in multiple ways, giving visitors a choice on how they engage with the site.

This Long-Range Interpretive Plan for Cumberland Island National Seashore began in August 2016 with a week-long foundation and recommendations workshop held in St. Marys. Participants included park management and staff, volunteers, and other stakeholders from the community and from other natural and cultural resources organizations and institutions in the region. (A list of participants appears in Appendix B). The workshop was facilitated by a consultant team, which then worked closely with the NPS and the stakeholders to develop this interpretive plan. The plan is designed to provide guidance for interpretive and educational services and programming for Cumberland Island National Seashore for the next seven to ten years.



Barring legislative changes, the foundational elements in this plan are expected to remain constant. Specific recommendations about interpretive programs or media may need to be updated as staffing, funding, technology, scholarship, or resource conditions change. In addition, further planning, such as for exhibits, must be produced to implement some of the recommendations set forth in this plan.

Plan Overview

Visitors to the beaches, marshes, and maritime forests of Cumberland Island National Seashore find a wealth of natural beauty, as well as reminders of human habitation through the centuries. To experience the island to the fullest, these visitors need more than transportation, trails, and places to camp; their island experience can be greatly enriched through an unobtrusive selection of materials and activities that interpret various natural and cultural aspects of the island. This interpretive menu includes offerings such as tours and talks, outdoor (wayside) exhibit panels, brochures, museum displays, videos and films, historic and contemporary photography and illustrations, and online media.

Interpretive planning is the process of identifying and prioritizing a park's desired interpretive program and the elements required to develop and support it through the next five to ten years. Beginning with a Foundation Section, an interpretive plan builds on existing statements recognizing the park's significance and purpose, legislative mandates, main messages or themes and related storylines, and desired visitor experiences. Once this foundational work is in place, a Long-Range Interpretive Plan recommends specific ways the park can strengthen and expand existing visitor programming in the coming years to interpret, illustrate, and engage visitors in these fundamental aspects of a park.

The interpretive themes for Cumberland Island explore five key aspects of the island:

- (1) The people of Cumberland Island;
- (2) Human/cultural influences on the landscape;
- (3) Island and seashore ecology;
- (4) Cumberland as a modern-day sanctuary; and
- (5) Island stewardship.

A simple theme matrix summarizes the main ideas and lists potential storylines that might be interpreted to illustrate each theme.

Opposite page: The ruins of the Carnegie family's Dungeness Estate is a symbol of change on a dynamic island.

Plan Recommendations

This Long-Range Interpretive Plan offers a prioritized, sequential set of recommendations for enhancing and expanding the park's interpretive program across all five interpretive theme areas. The recommendations are grouped into seven focus areas:

- Focus 1: Friends and Community Relations
- Focus 2: Mainland Visitors
- Focus 3: On the Island
- Focus 4: Building Interpretive Content
- Focus 5: Interpretive Media
- Focus 6: Youth and Educational Programming
- Focus 7: Staffing and Training

The recommendations are further divided into three phases: short-range (activities to be prioritized in years 2017-2020), mid-range (years 2021-2024), and long-range (2025 and beyond).

Among the highlights of the recommendations are forming a Friends group; improving the park's facilities and visibility in St. Marys; developing more interpretive content and extending the use of digital/social media for interpretive needs; hiring a full-time education specialist; and repurposing several structures on the island for interpretive use such as immersive exhibits and residential service learning.

These and other recommendations grew out of an intensive workshop series conducted with park stakeholders, volunteers, and NPS staff in August 2016. This planning initiative was facilitated by a contracted interpretive planning consultant team with assistance from the NPS Harpers Ferry Center, which coordinates interpretive planning and media for NPS sites nationwide.

To be successful, this new Cumberland Island National Seashore Long-Range Interpretive Plan will require time, funding, skilled personnel, community support, and NPS administrative and management commitment. As the plan is implemented in three phases over the next ten years, its success will continue to enrich visitors' experiences and build stewardship for the park for years to come.

Section One: Foundaton for Planning

Legislation

Cumberland Island National Seashore was established by Public Law 92-536 on October 23, 1972, after years of planning and negotiation with island landowners (particularly Carnegie descendants) to ensure the protection of the island along with remaining landowners' privacy and property rights. The founding legislation spells out the conditions for the island's future:

“Except for certain portions of the seashore deemed to be especially adaptable for recreational uses, primarily swimming, boating, fishing, horseback riding, and other recreational activities of similar nature, which shall be developed for such uses as needed, the seashore shall be permanently preserved in its primitive state, and no development of the project or plan for the convenience of visitors shall be undertaken which would be incompatible with the preservation of the unique flora and fauna or the physiographic conditions... nor shall any road or causeway connecting Cumberland Island to the mainland be constructed.”

Ten years later, Public Law 97-250, passed on September 8, 1982, designated 8,840 acres on Cumberland Island as the Cumberland Island Wilderness.

In 2004, Congress passed Public Law 108-447, Section 145, commonly known as the the Cumberland Island Wilderness Boundary Adjustment Act. This legislation removed the Main Road, North Cut Road, and the Plum Orchard spur road from the Cumberland Island Wilderness – thereby allowing non-resident traffic on these roads and specifically directing the NPS to offer public access tours to historic sites on the island's north end, namely the Plum Orchard mansion and the Settlement. (Before the 2004 law, no motorized vehicles except those of resident in-holders on the north end were allowed to drive on these roads.) The boundary adjustment legislation also identified an additional 10,500 acres of the land as potential wilderness.

Purpose Statement

A park's purpose statement summarizes its site-based mission and specific commitments as a unit of the National Park Service. Cumberland Island National Seashore developed this purpose statement as part of its original General Management Plan in 1984.

Purpose Statement

Cumberland Island National Seashore maintains the primitive, undeveloped character of one of the largest and most ecologically diverse barrier islands on the Atlantic coast, while preserving scenic, scientific, and historical values and providing outstanding opportunities for outdoor recreation and solitude.

Significance Statements

Significance statements describe the unique resources and values that make a place important enough to be set aside as a unit of the National Park System. Supported by research, data, and consensus, park significance statements provide substantive support for park planning and management. The following significance statements were identified for Cumberland Island National Seashore in the 2014 Foundation Document.

- Cumberland Island National Seashore is one of the Atlantic Coast's most ecologically diverse barrier islands, where local variations in environmental conditions create extensive and unique communities across the island; from the beach and dune system on the east, through the interdune, freshwater wetland, and upland forest habitats in the interior, to the salt marsh on the west.



- Cumberland Island National Seashore contains a rich concentration of cultural resources that recount 4,000 years of human habitation and include a remarkable diversity of ethnic and social backgrounds. These pieces of the past—archeological features, landscapes, architecture, artifact collections, and people—cast a compelling backdrop to the island that draws visitors into the stories of this remote place.

- With almost 18 miles of pristine beach and one of the largest oak maritime forests remaining in the United States, Cumberland Island provides an unparalleled visitor experience.

- Cumberland Island National Seashore protects the largest designated wilderness area on an East Coast barrier island.



- Cumberland Island National Seashore's physical isolation provides visitors opportunities to experience outdoor recreation in an uncrowded, undeveloped setting. Moreover, this isolation helps to preserve and protect the island's fragile natural and cultural resources.

Above left: At the far north end of the island, the African American Baptist Church was once the heart of a thriving community called "The Settlement."

Fundamental Resources and Values

Park planning also seeks to identify a park's fundamental resources and values, based on its purpose, significance, and founding legislation.

- National Register archeological districts and other significant archeological resources.
- National Register historic districts and their contributing features.
- Intact barrier island system driven by coastal geological and biological processes.
- Live oak maritime forests.
- Pristine beach (scenic).
- Wilderness.
- Primitive and undeveloped character.
- An uncrowded setting that provides opportunities for both passive and active outdoor recreation.



Recreation on the island's roadways is a peaceful experience under a canopy of live oak trees.

Interpretive Themes

In the interpretive profession, primary interpretive themes are the guiding concepts behind a park's "main messages" and stories—the underlying ideas that unite different stories and physical resources (a fallow field, a lone chimney, a 400-year-old oak). The relationship between a park's themes and its storylines is symbiotic. To be meaningful, stories must illustrate a larger truth or theme. Conversely, strong themes are revealed from the connecting threads of multiple stories about a park's people, resources, and events.

The Cumberland Island National Seashore Foundation document of 2014 developed four primary interpretive themes. In stakeholder workshops for this Long-Range Interpretive Plan, participants reviewed and expanded the existing themes to five and developed supporting concepts and potential storylines for each theme.

The following interpretive theme matrix illustrates input from park employees, volunteers, and stakeholders. It lists examples of content which supports the five interpretive themes. The park can update and adjust this matrix as new scholarship and interpretive approaches evolve. Created in a simple, flexible format, this chart offers guidance as the park works to build a more comprehensive, multi-faceted interpretive program in the coming years. The listing of concepts and storylines provides examples of relevant interpretive material; the matrix is by no means inclusive or complete. Strategies for prioritizing program development and media support for each theme and its potential stories—essentially a ten-year undertaking—appear throughout the Recommendations Section beginning on page 46.



Interpretive Themes Matrix

Theme Title: The People of Cumberland Island	
<p>For at least 4,000 years, Cumberland Island’s landscapes and resources have attracted varied human groups and individuals, each of whom brought unique lifeways, societal perspectives, struggles, and values to this distinctive place.</p>	
<p><i>Possible Tangibles:</i> The physical/built environment, past and present; archaeological and documentary resources</p> <p><i>Possible Intangibles:</i> Inclusivity/exclusivity, honor/recognition, societal roles and influence, aesthetics, cultural values, assimilation, conflict, power struggle, liberty, security</p>	
Concepts and Ideas <i>Examples to be explored within each theme, written as objectives</i>	Topics and Storylines <i>Examples of storylines within this theme</i>
<p>Present Cumberland Island as part of a corridor of human settlement along the Atlantic coast through the millennia.</p>	<ul style="list-style-type: none"> • The human presence in 1491 in what is now the southeastern United States: pre-contact civilizations on the coast and their relation to other pre-contact cultures • What we know so far about Timucuan and other early tribal societies—and their descendants—on the barrier islands and south Atlantic coast: archeological findings, written documentation from explorers, etc. • Stories of contact and post-contact with early Europeans here: Interactions of tribal people with Spanish priests and missions; comparison of belief systems, views of land and resources, etc. • General Oglethorpe and the founding of the colony of Georgia; English-Spanish conflict on the island in the early days of English colonization

<p>Examine the history of Cumberland Island as the story of America in microcosm, from colonial days to the modern era.</p>	<ul style="list-style-type: none"> • Evidence of English-colonial conflict, the American Revolution, and the War of 1812 • Slave traders and plantation agriculture, the Civil War • Isolation/exclusivity in an increasingly industrial/ technological age (with no bridge, trains and cars could not access the island) • The rise of the Gilded Age and its decline • Mid 20th-century conservation ethics • Modern-day stewardship under NPS
<p>Explore Cumberland Island as a surprisingly popular destination in colonial- and Revolutionary War-era Georgia.</p>	<ul style="list-style-type: none"> • How the island got its name; Timucuans, French, Spanish, Highlanders, and British names • General James Oglethorpe on Cumberland: Ft. William, Ft. St. Andrews, and the first Dungeness • The arrival of the American Revolutionary War General Nathaniel Green and his wife (soon widowed), the future plantation owner of the first “Dungeness Mansion”
<p>Explore Cumberland Island as an avenue to freedom.</p>	<ul style="list-style-type: none"> • The island’s strategic location during the War of 1812 • Efficacy of the “rally point” for a fifth column of Africans and American Indians • Overview of “America’s second war of independence,” especially as a naval war with coastal invasions • What military units were on the island and why; what they did, where, with what results • Stories of known/ documented individuals engaged in or affected by the War of 1812 on and around the island—including enslaved plantation workers freed in 1815 by British soldiers • Military strategies and tactics in the context of 19th-century technology, communications, and transportation • Personal and organizational lives of soldiers of the day • The war’s effect on the island and coastal communities, including St. Marys

<p>Provoke discussion of Cumberland’s evolution into a plantation economy that profoundly shaped the lives of the people involved: planter elites (male and female), overseers, and the enslaved.</p>	<ul style="list-style-type: none"> • Overview of plantation agriculture and its exploitation of enslaved labor from the Caribbean and West Africa; laws, belief systems, and global markets that supported this system • Catherine Littlefield Greene, her second husband, Phineas Miller, and their notable friends (Lighthouse Harry Lee, Eli Whitney); life on the plantation for different groups of people • What we know about the 210 people who lived on the Greene-Miller estate as slaves • Story of Robert Stafford, his bi-racial family, and homes at the Stafford Plantation and in Boston; preservation of 24 chimneys of slave cabins; future exploration there
<p>Show how the Civil War and its aftermath changed the island’s economy and lives of its people forever.</p>	<ul style="list-style-type: none"> • Union troops and activities on the island • Demise of cotton plantation economy • Struggles by freed slaves to retain land awarded through the Sherman Reservation (Special Field Order Number 15); struggles by Robert Stafford to resume control of his pre-war lands • The founders of The Settlement and their descendants
<p>Prompt visitors to explore the multifaceted legacies of different African and Caribbean cultures on the island—an amalgam of lifeways retained and passed down through generations by people originally brought to the island as slaves.</p>	<ul style="list-style-type: none"> • Stories and artifacts of individual enslaved workers and descendants known to have spent time on the island • Conjectures about how enslaved people lived on the island; remnants of their dwellings, tools, etc. • The origins, evolution, and preservation of Gullah-Geechee culture on Cumberland and elsewhere along the southeastern coast • The ascendancy of enslaved island residents and descendants from slaves to property owners to 21st-century citizens of Camden County and beyond

<p>Discuss northern industrialists' presence in context with the reconstruction era of the south.</p>	<ul style="list-style-type: none"> • Cumberland Island's development in the context of South Carolina low country estates, Jekyll Island Millionaires Village, Biltmore House near Asheville, Ichauway near Thomasville, etc.—all of which are now open to the public
<p>Explore the Carnegie family's critical role in shaping the Cumberland Island we know today.</p>	<ul style="list-style-type: none"> • Thomas and Lucy Carnegie's arrival • Lucy Carnegie as commanding personality, steward of the island • Decline of estate era after Great Depression; fate of Dungeness (abandonment, fire) • How private ownership of lands helped to preserve their natural character in the face of major developments along the Atlantic Seaboard • This natural character directly led to the identification of Cumberland as being suited for a National Park site • Carnegie heirs and transfer of Cumberland properties to NPS; why the Greyfield Inn and other in-holders remain
<p>What if? What if conservation-minded individuals (both public and private sector) had not stepped forward to preserve Cumberland Island?</p>	<ul style="list-style-type: none"> • Early tourism development of Cumberland-High Point hotel era • Charles Fraser and his (unsuccessful) tourism development efforts on Cumberland; his successful commercial development on nearby Hilton Head and Amelia Island • The arrival of the Carnegies (steel) and Candler's (Coca-Cola) on Cumberland Island • How conservation—or development—is not accidental, but deliberate

Theme Title:
Human/Cultural Influences on the Landscape

Through the millennia, human presence (or absence) on Cumberland Island has shaped and influenced the island in different ways, leaving behind a complex array of historical and cultural legacies.

Possible Tangibles: Forts, the road, old cotton fields and other agricultural remnants, Gilded Age estates, reclaimed wilderness, timber (live oak, longleaf pine), wildlife introduction (hunting and fishing, livestock raising, pleasure animals, importing and breeding of game animals), middens

Possible Intangibles: Human needs and how people use natural resources to meet those needs; human impact on the landscape

Concepts and Ideas
Examples to be explored within each theme, written as objectives

Topics and Storylines
Examples of storylines within this theme

Make connections between the cultural groups who came here and the changes/exploitation of landscapes and resources on the island.

- Shell middens left by Timucuan and earlier people
- Euro settlers' differing ideas of land use, based on European and Caribbean/colonial models
- Plantation agriculture: Sea Island (long-staple) cotton, cultivation, effect on the land and native ecosystems
- Subsistence/small farming after the Civil War by remaining residents of both European and African descent
- Gilded Age estates with managed landscapes
- Modern preservation era; differing views on modern stewardship (wilderness designation, horses, etc.)

<p>Examine Cumberland Island from a commercial point of view through the centuries: what are its most valuable natural resources — and how does their exploitation affect island ecosystems?</p>	<ul style="list-style-type: none"> • Logging of old-growth maritime forests; where/how Georgia’s live oak forests supplied strong timbers for ships, houses, etc.; effect on native wildlife • Clearing/plowing for cotton, cattle, and other agriculture: soil depletion, erosion habitat destruction • Hunting and fishing: deer, sea turtles, shrimping • Estate-era emphasis on large-scale construction, manicured gardens and grounds, introduction of exotic species; effect on native ecosystems • Environmental impacts of modern tourism • Economic sustainability of 21st-century stewardship
<p>Show the extraordinary adaptations wealthy islanders made to sustain Gilded Age lifestyles for themselves and their guests on the island.</p>	<ul style="list-style-type: none"> • The communities of workers who made Plum Orchard and Dungeness work: their lives, dwellings, and tasks • Island access: docks, boats, airstrip—and very little modern communication • Island “farm to table” and “ocean to table” cooking, versus imported goods • Behind-the-scenes at Plum Orchard: the mechanics of ice-making machinery, plumbing, electricity, and fire protection
<p>Discuss the “return to wilderness” aspects of Cumberland Island in the modern era.</p>	<ul style="list-style-type: none"> • Large gardens and manicured landscapes left fallow • Moderate subsistence farming of remaining residents • Rejuvenation/revival of oak maritime forest • Protection of shore birds and sea turtles • Important role of Cumberland Island Wilderness in coastal ecological research • Human access and impact • Stewardship/volunteerism

Theme Title: Island/Seashore Ecology	
<p>Cumberland Island is a place of contrasts, both remote and accessible, wild and manipulated; its seashore is one of the largest remaining intact barrier ecosystems on the east coast, supporting a variety of fragile yet vibrant plant and animal communities that are always under siege from outside forces.</p>	
<p>Possible Tangibles: The shore/beach, marsh, maritime forest, native plants and animals, non-native plants and animals</p> <p>Possible Intangibles: Exploitation, regeneration, stewardship, constant change</p>	
<p>Concepts and Ideas <i>Examples to be explored within each theme, written as objectives</i></p>	<p>Topics and Storylines <i>Examples of storylines within this theme</i></p>
<p>Help visitors recognize and appreciate the island’s distinct ecosystems: beach/shore, marsh, and maritime forest.</p>	<ul style="list-style-type: none"> • Plant communities and wildlife of each distinct ecosystem • Stories of individual species, such as sea turtles and migratory birds • Fundamentals of how island ecosystems are affected by the ocean: tides, ocean health, animal life cycles on- and off-shore; tolerance of salinity, sand, and wind, etc. • Visible reminders of island as dynamic, ever-changing
<p>Analyze the role of barrier islands in coastal ecology.</p>	<ul style="list-style-type: none"> • The geology underlying island landscapes and ecosystems; constant erosion/change of shorelines • Cumberland Island as part of a string of barrier islands • Barrier islands as protectors of the mainland • Distinctive ecosystems of barrier islands • Constant competition among species to survive, find a niche, prosper, and reproduce

<p>Explore human impacts on the island’s native/natural ecosystems.</p>	<ul style="list-style-type: none"> • Naturalist William Bartram’s visit in 1774 • Logging of old-growth maritime forest • Clearing of forests for cotton fields, livestock pastures, etc. • Manicured landscapes, kitchen gardens, and ornamental gardens of Gilded Age estates • Extirpation of island predators and other wildlife • Introduction of non-native species, both plant and animal
<p>Address global climate change and its impact on the Atlantic coast’s barrier islands.</p>	<ul style="list-style-type: none"> • Data from climate change studies • Visible effects of warming temperatures on island plant communities • Visible effects of warming temperatures on island and related oceanic wildlife • Visible effects of warming temperatures on Cumberland Island weather, rising ocean levels, bigger storms, etc. • Mathematical calculations of what rising sea levels will mean for the island in the future
<p>Ask tough questions about 21st-century non-native species on the island: feral horses, feral hogs, armadillos, coyotes — and humans.</p>	<ul style="list-style-type: none"> • Challenges presented by the feral horse population on Cumberland Island • Ecological impact of feral and domestic species on Cumberland as well as other protected sites



A male wild turkey displays his colorful tail feathers to attract a mate. Native to North America for thousands of years, turkeys eat grass, nuts, berries, and bugs—all plentiful on Cumberland Island!

**Theme Title:
Modern-day Sanctuary**

Cumberland Island is a modern-day sanctuary for those seeking solitude, reflection, recreation, and inspiration.

Possible Tangibles: Unspoiled beaches, no bridge/ferry only, wilderness camping, wildlife

Possible Intangibles: Exclusivity, limited access, silence, solitude

<p>Concepts and Ideas <i>Examples to be explored within each theme, written as objectives</i></p>	<p>Topics and Storylines <i>Examples of storylines within this theme</i></p>
<p>What is wilderness? What does wilderness mean to you?</p>	<ul style="list-style-type: none"> • The Wilderness Act; purpose/definitions of wilderness in the modern world; use of wilderness designation as a conservation tool • Cumberland Island as a manipulated landscape with portions allowed to revert to wilderness, beginning in mid-20th century; how this wilderness is different from western wilderness areas • The remoteness of wilderness; safety and preparedness for Cumberland conditions; personal challenge • Wilderness ethics (Leave No Trace) • Plants and wildlife that thrive in the Cumberland Island Wilderness
<p>Contrast the idea of exclusivity and restricted access at Cumberland through the years with the promise of public lands that are open to all.</p>	<ul style="list-style-type: none"> • How Cumberland’s exclusivity came about and what limited access has meant for island ecosystems • Myths and misconceptions about Cumberland Island and its remoteness, “pristine” nature, etc.

<p>Invite visitors to free-associate about the meaning of an island.</p>	<ul style="list-style-type: none">• Humans’ enduring fascination with islands; the allure of vacationing on “a private island”• Islands in literature and art• Islands of exile (Elba, Alcatraz)
<p>Contemplate the idea and the reality of solitude.</p>	<ul style="list-style-type: none">• Time for reflection, spirituality• Necessity of self-reliance



A great white egret puts on a courting display to attract a mate. These beautiful birds were almost hunted to extinction for their feathery plumes, once a favorite decoration on fashionable ladies' hats. Conservationists—and protected habitats like Cumberland Island—saved the species from disappearing forever.

Theme Title: Stewardship	
<p>Since the island's designation in 1972, the National Park Service has provided a vision for Cumberland Island National Seashore to preserve resources and serve the public while struggling to balance desires of various interest groups.</p>	
<p>Possible Tangibles: Resources of the island: landscape, flora and fauna, historic structures</p> <p>Possible Intangibles: Search for balance, science-based decisions</p>	
<p>Concepts and Ideas <i>Examples to be explored within each theme, written as objectives</i></p>	<p>Topics and Storylines <i>Examples of storylines within this theme</i></p>
<p>Present an overview of the National Park Service and its mission.</p>	<ul style="list-style-type: none"> • NPS now in its second century; scope and range of sites managed • Concept of public lands for all the people • How parks need visitors’ help and support
<p>Discuss the challenges faced by NPS management: public use and protection of fragile natural and cultural resources.</p>	<ul style="list-style-type: none"> • Challenges to providing public access • Conflicts among user/interest groups • Need for scientific data-based decisions on many elements of managing the island • Management of historic landscapes and experiences • Preservation of natural process and ecosystems
<p>Examine specific issues of resource protection.</p>	<ul style="list-style-type: none"> • What visitors may and may not pick up on the beach • Management of feral horses and hogs—and conflicts as they damage park landscapes and degrade native ecosystems • Protection of sea turtle nesting sites • Migratory bird fly-ways • Migratory whale corridor

<p>Address the retained rights of island residents.</p>	<ul style="list-style-type: none">• Legal history of these rights• Future disposition of retained-rights lands• Respect for privacy of island residents• Definition and significance of a legislated boundary
<p>How can visitors become stewards of this wonderful place?</p>	<ul style="list-style-type: none">• Leave No Trace ethics• Friends group• National Park Foundation• Advocacy• Repeat visits with friends



Sea Camp dock is one of two main ports of entry and exit on the island. The scene changes from minute to minute with changes in tides, light, and weather.

Visitor Experience Goals

What do visitors expect when they visit Cumberland Island National Seashore? What is an ideal visitor experience? And how can the park interpretation and education help deliver that experience to all—young visitors, older visitors, locals, international travelers, campers, people here for the first time, or those who come back again and again?

Setting goals for a meaningful visitor experience is an essential part of the interpretive planning process. Ultimately, great visitor experiences are the core, the desired outcome, of all the “input” delivered by the park. Park input includes not only the physical setting and structures of the park, but also many variables, such as staff response, the condition of park resources, and the quality of park interpretive programming.

Since visitor experience goals are categorically visitor-focused instead of park- or expert-focused, it is helpful to approach the goal-setting exercise in ways that reflect the multi-faceted way people approach a vacation trip.

Stakeholders in this planning process looked at visitor experience goals in four ways: what people might want to do during their visit, what they might learn, how they might be emotionally engaged, and how their behavior might change because of their visit to Cumberland Island.

The following visitor experience goals have been identified for visitors of all abilities as they engage with Cumberland Island National Seashore.

Experiential Goals

What should visitors have opportunities to do during their visit to Cumberland Island National Seashore?

Park interpretation will help enable visitors to:

- Experience the island's unique resources and opportunities.
- Spend time on the island's natural, undisturbed beach: swimming, walking, collecting shells, hearing/seeing/smelling/sensing the natural marine environment around them.
- Camp in a front-country or wilderness environment.
- Observe wildlife and plant communities in a natural, undisturbed Atlantic coastal ecosystem.
- Relax and “unplug” from daily routines.
- Tour historic structures and landscapes such as the Plum Orchard mansion and grounds, the Dungeness ruins, historic gravesites, the Settlement and its historic First African Baptist church, and other sites and settings that reflect human interventions on the island.
- Access relevant artifacts, historic documents, recent research, and other items that help illustrate the relevant stories, values, and themes of the park.



Cognitive Goals:

What should visitors have the opportunity to learn when they visit Cumberland Island National Seashore?

Park interpretation will provide visitors with opportunities to:

- Get oriented on how and where Cumberland Island fits into the larger environment of Atlantic coastal barrier islands, their geological origins, and their role as buffers protecting mainland ecosystems.
- Learn fundamental details about the island's three distinct ecosystems: shore, saltwater marsh, and maritime forest, and the plant communities and animal life that inhabit each of these.
- Recognize the ceaseless dynamism of this undeveloped natural world ruled by tides, wind, weather, and seasonal change.
- Explore stories of specific plant communities and wildlife – including native and non-native species – and their roles in the coastal ecosystem; learn about contemporary natural sciences research on the island.
- Discover the rich human history of the island through the centuries, from the earliest documented people 4,000 years ago to American Revolutionary War heroes, influential female landowners, and generations of African American residents whose Gullah-Geechee heritage endures to the present day.
- Confront the more uncomfortable aspects of the island's past, as well as its beauty and grandeur.
- Find in-depth details and unique, NPS-documented stories on specific time periods and cultures of personal interest in North American history, as illustrated and preserved on the island: Timucuan lifeways, five centuries of military history, enslaved life in the plantation era, re-establishment of civil rights on the island for freedmen and freedwomen (i.e. the Settlement, Jim Crow era, Carnegie service housing), American decorative arts and architecture, etc.



Emotional Goals:

What emotions or feelings might Cumberland Island National Seashore evoke among visitors?

Park interpretation will support opportunities for visitors to:

- Feel welcomed and valued as a visitor to a very special place.
- Be excited about embarking on a unique adventure!
- Feel confident about orientation/wayfinding, personal safety, and level of preparation while venturing into a park that is largely wilderness.
- Enjoy a sense of peace, solitude, and solace in this isolated, beautiful place.
- Meet personal challenges of self-reliance, relaxation, time “off the grid,” or other personal goals in visiting this remote place.
- Stand in awe of the power of the ocean waves, the vastness of the night sky, the size and endurance of majestic live oaks, and the sheer beauty of this protected natural world.
- Appreciate the preservation of Cumberland Island as an American resource.
- Be inspired to support the park by advocating, donating to a Friends group, and volunteering.
- Appreciate the island’s contributions to human history.
- Imagine, empathize, and make connections with the lives of earlier visitors and residents through the centuries.

Behavioral Goals:

How might visitors’ lives or behaviors be changed from their encounters with Cumberland Island National Seashore?

Park interpretation will encourage visitors to:

- Commit to better environmental stewardship at home, in the workplace, at school, and in society at large.
- Recognize and support our nation's public lands.
- Join the volunteer team and become stewards for Cumberland Island and other NPS sites.
- Share experiences of and feelings about the island with friends, family, and community.

Audience and Visitor Data

Who visits Cumberland Island, and how do they feel about it? The park has received funding for a new visitor study in 2017 to answer these and related questions; the last such study dates back to May of 1998. (A 2010-2011 Visitor Use Study by Clemson University surveyed visitors about crowding, but not visitor demographics or other aspects of visitor experience.)

In the 1998 study (conducted by the University of Idaho Visitor Services Project), 47% of Cumberland Island National Seashore visitors were aged 31 to 55, 15% were aged 15 or younger, and 48% came in family groups. Most visitors (72%) stayed less than one day in the park. They visited the Atlantic beaches (90%), the Dungeness Historic District (83%) and dock (78%), and the St. Marys NPS Visitor Center (75%). Although 70% of visitors surveyed were from Georgia and Florida, others came from at least 33 different states and the District of Columbia.

There is no legislation limiting visitation on Cumberland Island to 300 per day. However, the National Park Service ferry concessionaire currently makes two trips per day to the island, with a seating capacity of 146 passengers on each trip. The vessels are seldom full, reaching capacity about 20 days a year.

Park data shows that Cumberland Island visitation has dropped by some 35% in the past six years. The 2010 peak visitation period logged an average of 253 visitors per day, compared to 163 per day for similar periods in 2016.

At least some of the decline in attendance was likely attributable to non-park factors such as high gasoline prices, weather, and the continuing effects of the Great Recession. Another factor affecting the statistical profile was political gridlock in 2013, when budgetary disagreements in the U.S. Congress led to a 16-day government-wide shutdown in October, a high season for island visitation.

It is unclear how population trends of nearby areas affect the seashore's visitation, although it is worth noting that in 2016, more than 1.5 million people resided in the Jacksonville Metropolitan Statistical Area, which includes St. Marys, and most of residents live within an hour's drive of the park. According to the U.S. Census QuickFacts, Camden County itself had a 2015 population estimate of 52,000, up by 3% since 2010. Demographically, Camden County's over-65 age group grew by 2.8%, while its under-age-18 population dropped by 2.5%. The county's Latino population grew by 1%.

- Of the 59,859 visits to Cumberland Island National Seashore in 2015, a total of 20,042 were overnight stays, with 6,420 overnight stays in backcountry/wilderness areas and 13,222 in the other park campgrounds.

In addition to the forthcoming visitor use study, Cumberland Island National Seashore also expects to develop a visitor use management plan addressing visitor travel patterns, dispersal across the island, island carrying capacity, and resource protection.



Existing Conditions

Interpretive Sites and Facilities

At the risk of restating the obvious, Cumberland Island National Seashore is a park separated from the mainland by a body of water and is accessible only by boat: The visitor center, museum, and park headquarters lie in the small waterside town of St. Marys, while the namesake island—36,415 acres of maritime forest, marshes, unspoiled beaches, and Gilded Age estates—lies seven water miles (and 45 minutes by ferry) away at the mouth of the St. Marys River.

On the mainland, the interpretive sites and facilities include the following:

- 1) The park's mainland visitor center occupies a two-story structure with an open-air queueing area downstairs and a reception and check-in area, a small exhibit space, and an Eastern National Parks Association bookstore on the upper floor. The upper floor has a large wrap-around porch with good views across the river and the town.
- 2) A small waterfront green space beside the visitor center and ferry dock contains several interpretive wayside exhibits featuring information about the park.
- 3) The park headquarters is located in Bachlott House, a half-block down and across the street from the visitor center. The Bachlott House is a contributing feature on the National Historic Register.
- 4) The Cumberland Island National Seashore Museum fills the first floor of an undistinguished office-style stucco building about two blocks away. The museum location is not visible from either the visitor center or the park headquarters building.

Historic preservation work saved the historic Bachlott House from the bulldozer. It now serves as the seashore's administration building.



On the island, interpretive sites and facilities include the Sea Camp Ranger Station and a number of historic structures from the late 18th- to mid-20th centuries as well as other structures. Nine Cumberland Island sites are listed on the National Register of Historic Places:

- The Dungeness Historic District, including the mansion ruins, the Greene Cottage/Tabby House, the Grange (a 1903 Georgian-style house), the Ice House (currently used as a museum), servants' quarters, and other structures;
- The Main Road (also called Grand Avenue);
- The High Point-Half Moon Bluff Historic District (also called Martin's, North End, and Candler), including the private holdings by the Candler family as well as Settlement, made up of the Beulah Alberty House, the Rischarde House, and the First African Baptist Church;
- The Rayfield Archeological District;
- The Stafford Plantation Historic District, including standing chimneys from antebellum slave cabins;
- The Plum Orchard Historic District, including the mansion and supporting structures; and
- The Table Point Archeological District.

Also listed on the National Register is the Greyfield Inn (privately held) and the Duck House, which burned in the mid-1980s.

As of late 2017, the historic structures open to public visitation on the island are Dungeness ruins, the Plum Orchard mansion, the Ice House museum, and the First African Baptist Church.



Personal Interpretation

Although visitation at Cumberland Island is relatively small (limited to 300 people a day plus campers, private boaters, private residents, and Greyfield Inn guests), the logistics of providing personal interpretation (including roving) at key sites at optimum times with a limited staff can be complicated, primarily due to transportation and communication limitations on the island.

Mainland

- All visitors taking the ferry from St. Marys to the island are asked to attend a brief orientation and safety overview, presented by a park interpreter twice a day in the visitor center breezeway about 15 minutes before the ferry's departure.
- Park personnel conduct occasional interpretive talks at the Mainland Visitor Center or the nearby green space during busy tourist seasons in spring and fall.

At present there is no interpretation offered on the 45-minute ferry ride to and from the island.



Visitors check in for the ferry ride to the island at the park's St. Marys Visitor Center, marked by a stone pillar and the NPS arrowhead. The two-story structure houses exhibits and a bookstore upstairs.

On-island

- Park staff or volunteers offer scheduled presentations most afternoons before the last ferry departure in the small air-conditioned meeting room at the Sea Camp Ranger Station. Typically focused on natural history (shells, island wildlife, the maritime forest), these presentations may also include touchable objects and projected digital imagery; presenters are usually interpretive staff but occasionally draw on other park personnel, researchers, subject matter experts, or park volunteers.
- Park interpretive staff and volunteers conduct regular guided tours of Plum Orchard mansion several times a day, varying by season.
- Beginning in early 2016, the concessioner Lang's Seafood Inc. (which also runs the island ferry service) offers a six-hour Lands & Legacies Tour (\$45/pp) in a small passenger van taking visitors across the island. (Similar tours were formerly provided by volunteers.) The Lands & Legacies tour bus travels through large segments of maritime forest and offers step-off stops at the Stafford graveyard, the Settlement, Dungeness ruins, and Plum Orchard, where the group is taken on a guided tour.
- Park rangers offer a Dungeness Footsteps history walk in the Dungeness Historic District twice daily during high seasons if staff is available.
- In summer 2016 the park piloted an artist-in-residence program, providing a local artist with three weeks of field experience (including housing) on the island.



Interpretive Media

Print Publications

The Cumberland Island National Seashore unigrid brochure was last reprinted in 2012. The park also dispenses other relevant NPS unigrid brochures for Fort Frederica National Monument, Timucuan Ecological and Historic Preserve, and Civil War in the Southeast, as well as Civil War trading cards and Junior Ranger booklets for Cumberland Island, Night Skies, and Underwater Explorer.

The park currently has a suite of draft site bulletins covering the plantation era through Reconstruction.

Exterior/wayside exhibits

Mainland

As mentioned above, the Mainland Visitor Center breezeway and grounds have several large, older upright panels offering a combination of information and interpretation. A PMIS request has been submitted to replace these.

On-island

In summer of 2016, the park began moving forward with an existing contract to development new interpretive wayside exhibits to replace aging panels on the southern part of the island, primarily around Sea Camp and in the Dungeness Historic District. A tentative list of these panels and topics includes:

- An Island Preserved (at boathouse)
- Safety/Wayfinding (River Trail)
- Battle of Point Peter/War of 1812 (near Ice House)
- Spanish Mission (River Trail)
- Dungeness Estate orientation (near Carriage House)
- Tabby House (Dungeness Historic District)
- Lucy Carnegie (Dungeness ruins)
- Dungeness Mansion (Dungeness ruins)
- Dungeness Gardens (Dungeness at upper garden wall)
- Recreation Building/Pool House (Dungeness)
- NPS Stewardship on Cumberland Island
- The Support Buildings
- Live Oaks (ecosystem)
- The Greene-Miller Cemetery
- Ecosystems of Cumberland Island: Salt Marsh (beach road near salt marsh boardwalk)
- Animals of the Island: Natives (Coleman Avenue and Main Road)
- Exotic Animals (non-natives)

- Sea Turtles: loggerheads, green, leatherbacks (Sea Camp boardwalk)
- Nathanael Greene and the Live Oaks
- Timucuan of Cumberland Island (wharf next to boat house)
- Barrier Island (Sea Camp boardwalk)
- Ecosystems of Cumberland Island: Forests
- Building architectural identification markers at Dungeness: Dairy barn, laundry house, kitchen, carriage house/stable, electric house, water tower, pergola, rose garden, tabby house, Grange estate manager's cottage, dormitory, dairy manager's house, commissary/staff dining room, staff gymnasium, Black barracks, male staff quarters, playhouse, duck pond, dog kennels, and carpenter's house/wagon shed

Interior Exhibits/Galleries/Displays

On-island:

- The Ice House, located a short walk from the Dungeness dock, contains aging but informative exhibits providing an overview of the island's cultural history. The bulk of the exhibits focus on the estate mansions and the Gilded Age. The Ice House is due for renovation in FY2018.
- Interpretation at Plum Orchard is provided entirely by personal tour. While an array of decorative arts and fine craftsmanship is on display within the mansion, there is no separate gallery with artifacts, wall panels, or other interpretive media.

Mainland:

- The Mainland Visitor Center (upstairs) contains a small, low-tech but quite high-quality exhibit gallery focusing on coastal ecology and natural history of the island.
- The Cumberland Island National Seashore Museum, created by the NPS staff some 25 years ago, offers a densely outfitted chronological treatment of the human/cultural history of the island, including pre-contact archeological artifacts, models of the island's Gilded Age mansions, a room devoted to the region's role in the War of 1812, and a large gallery of vintage carriages, most coming from elsewhere. The museum also displays what appear to be at least two original paintings, *A Timucuan Village* and *The Quarters*, by artist Martin Pate. (The museum sustained substantial damage from flooding during Hurricane Matthew in fall 2016.)
- In 2016 the park installed a wayside exhibit promoting the island in the DOT visitor center on the I-95 corridor north of St. Marys.

Digital and Social Media

- The park website offers basic information about the park but little in-depth information or interpretation.
 - The website offers an ample selection of high-resolution, public-domain photographs of the island for general use.

- A nine-stop cell phone tour interprets the Dungeness ruins on the south end of the island. This tour, created by On-Cell and voiced by a park interpreter, covers the history of the Dungeness houses and the grounds. (Although not linked via the park website, the tour currently appears online at <https://cuis.oncell.com/en/map-71776.html>, but several images are missing.)
- One 13-minute park film is available for viewing at the museum about the Battle of Point Peter in the War of 1812.
- The park's Facebook page seems to be building steadily, recording a 113% increase in page likes since January 1, 2016 (including a 20% increase in October attributable to its use for reporting conditions following Hurricane Matthew). The park Twitter account, operable since February 2015, had about 500 followers as of 4th-quarter 2016.
- The park Flickr account, which went live in 2014, had about 125 photos as of 4th-quarter 2016. Many of these are beauty shots of the island, wildlife photos, and historical photos. Although the site has fewer than 25 followers and very low views of albums, individual photos record hundreds of views.



The mainland museum displays hundreds of items from the park's collections. Notice the large piece of wood in the glass case. This remnant of an ancient native dug-out canoe was found during an archeological dig on the island.



Youth and Educational Programming

Curriculum-based Programming

- The park has recently added important new online materials to its park website Education tab.
 - Foremost among these is a downloadable 25-page guide, Cumberland Island National Seashore Habitats—A Teacher Resource, featuring background material and classroom/island learning activities about maritime forests, salt marsh, and beach and dunes habitats. (Notably, this resource booklet does not attempt to tie its materials to the shifting sands of grade-level educational standards; rather, teachers adapt the materials to their needs.)
- The park website also has three online lesson plans developed specifically for Cumberland Island as part of the NPS national program Parks as Classrooms, as well as several lesson plans from other parks that address relevant topics such as barrier islands, climate change, and the properties of water. Each program is estimated to take about an hour for students to complete in the classroom. The three Cumberland Island-specific plans address Georgia academic performance standards. These programs include the following:
 - What is a National Park?
 - Beach Survey, which includes pre-visit information and asks visiting children to pick up trash on the beach.
 - Dungeness Map Scavenger Hunt, which includes pre-visit information and orienteering on-site.
- As part of the 2016 Centennial Year’s “Every Kid in a Park” initiative, Cumberland Island National Seashore received a National Park Foundation grant to enable all fourth-grade students from nine area schools to visit the island in 2016. The park and local schools would like to find a local partner to support this program every year.
- The park currently hosts an assortment of service groups (coordinated by the interpretive division’s volunteer coordinator) for weeklong projects during the spring break season. Most of these groups perform maintenance tasks, interspersed with a minimal level of environmental education. While these groups donate their time, the park incurs significant expenses in allocating staff time and providing lodging for multiple weeks of volunteers.

Junior Ranger Program

Junior Ranger activity booklets (ages 5-23) are available at the Mainland Visitor Center and on the island at the Sea Camp Ranger Station and the Dungeness dock house. The booklets are not available online.

Staffing

The Division of Interpretation and Education at Cumberland Island National Seashore is responsible not only for the development and delivery of personal services and a wide range of media, but also for three other essential park functions: fee collection, public affairs, and managing the park's concession contract for the island ferry and the Lands & Legacies tours. At full strength, the division should have a workforce of 6.1 full-time equivalents (FTEs).

Yet the park's Division of Interpretation and Education has been understaffed in recent years due to staff turnover and attrition, budget shortfalls, and staff detailed to other NPS projects. Having interpretive staff assigned to collateral duties also cuts into the work hours for interpretation. For example, one of the interpretive rangers is also the volunteer coordinator for the entire park, while the chief of interpretation doubles as the park's public affairs spokesperson, concession specialist, and interpretation consultant for Fort Frederica National Monument.

In FY2016, Cumberland Island's Division of Interpretation and Education operated with the following filled positions:

- 1 Chief of Interpretation and Education (GS-12).
- 2 Lead Interpretive Rangers (GS-09).
- 1 Visitor Use Assistant (GS-5).
- 1 Supervisory Visitor Use Assistant (GS-06).
- 1 Student Intern (GS-05), on hold due to the 2017 hiring freeze; and
- 1 Ed Tech (GS-07) [2017].
- Before the 2017 hiring freeze, the park had received approval for two term GS-05 Park Guide positions for FY2017 (concession funds and rec fee park funds).

With the transfer of island reservations to the www.rec.gov site, one of the interpretive team's most time-consuming tasks, booking park camping reservations in-person by phone, will be greatly reduced. The Division of Interpretation and Education will no longer be required to operate in rotating four-hour shifts as a telephone customer service center, a change that should free up more time for interpretive program development and delivery. Even so, elementary math shows that having only five people (200 work hours) to operate four separate locations (three reception areas plus Plum Orchard) five to seven hours a day seven days a week (140-196 hours, plus travel time by boat) leaves very little time to do anything else.



Volunteers

Historically, the team of Interpretation and Education has relied on park volunteers to supplement the workforce, especially for essential interpretive services such as staffing the mainland visitor center reception desk, opening and staffing the park museum, and providing in-residence presence and guided tours at the Plum Orchard mansion. Between 2012 and 2014 the division's volunteer hours dropped from 2.5 FTEs to approximately 1.0, a shortfall that, among other things, left the park unable to keep the museum open regularly.

In FY 2015, interpretive volunteerism rebounded somewhat to 1.5 FTEs. The 2016 Business Plan targets rebuilding the volunteer workforce as one of the park's top priorities.



Costumed interpretation at Plum Orchard mansion is one of the many ways volunteers help make visitors' experiences truly special.

Management Goals for Interpretation

Management goals for the Long-Range Interpretive Plan include:

- Establishing visitor experience goals;
- Identifying fundamental visitor experience opportunities;
- Assessing opportunities for community engagement;
- Recommending future interpretive and educational programming; and
- Reviewing potential uses of existing structures for interpretation and education.

Other Planning Considerations

In reviewing the park's facilities and visibility in downtown St. Marys, park planning will need to consider other planning efforts and guidance such as the perspectives found in the St. Marys Renaissance Plan and Master Plan, the St. Marys Historic District documentation, and relevant planning for Camden County and the coastal region.



Walking through the island's live oak canopy is a favorite activity for many visitors.

Issues and Influences

Making New Friends

Cumberland Island National Seashore turns 45 years old in 2017— young by National Park Service standards, but old enough to have weathered its share of storms, both literal and metaphorical. In spite of numerous challenges, including budget, systemic requirements, and social trends, park interpreters strive to keep the site’s resources and stories relevant to multiple audiences.

The community of St. Marys is related to the park on several levels. Economic benefits to the county are significant, and the presence of the National Seashore contributes to the region’s identity. With a new superintendent and new staff members in recent years (including a new Chief of Interpretation and Education), the park is positioned to reinvigorate its relationships with its local, regional, and professional and scientific communities. Strengthening these ties can help the park’s interpretive programming in multiple ways.



"Painting with a Ranger" is fun! This park activity is a big hit with families at community events.

Welcoming the Next Generation

“We live in a time of exponential change that often feels chaotic and overwhelming. Climate change, globalization, rapidly changing technologies, economic instability, struggling educational systems, and polarized politics are a few issues swirling around us on a daily basis. Even children’s brains are developing differently due to their intensive use of technology.”

From: *Achieving Relevance in Our Second Century: A Five-year Interdisciplinary Strategy for Interpretation, Education, and Volunteers as We Enter the Second Century of the National Park Service*
(National Council for Interpretation, Volunteers, and Education, April 2014)

Across the National Park System, increasing numbers of visitors, young and older, turn to self-accessed, cloud-based media to learn about and engage with a park. Visitor/park engagement today often entails sharing online with friends, responding on various social media platforms, or mobilizing to promote a cause. Visitors’ increased reliance on electronic media requires the interpretive team to dedicate a substantial amount of time to this “virtual island.”

Rather than displacing the primary Cumberland Island experience, however, the prevalence of electronic media in visitors’ lives may actually increase the value of resource immersion and person-to-person communication. The ferry ride to the island may represent a passage through mass information and sharing to a place of authenticity, where a personal relationship with nature, history, and other people can exist. Interactions with park staff and volunteers on the island are an important part of the experience for visitors. In addition to orientation talks at the ferry queues and the guided tour at Plum Orchard mansion, a high percentage of visitors choose to attend the Dungeness walks. It may be that traditional ranger-guided programs at Cumberland are even more popular and powerful because of, rather than in spite of, the prevalence of electronic media platforms in people’s lives today.

The recommendations in this plan strive to recognize both traditional venues as well as generational shifts in the field of interpretation and within the National Park Service to ensure consistency and balance.



“Special Tours” or “Special Requests” or “Tours Outside of Regular Operations”

Paradoxically, Cumberland Island’s reputation for exclusivity has made it a must-see destination for a steady stream of “fam tours” (familiarization tours) by domestic and international travel agents, tourism organizations, U.S. and international travel writers, and political figures at local, state, national, and international levels, who all want a guided tour of the island. The small staff at Cumberland Island National Seashore is pulled away from routine visitor services to meet the demands of these special tours.

These tours divert staff time and resources; however, they are supported in Director’s Order 17. Given the steady growth of 21st-century global tourism and media, it may be time to establish some guidelines or limits for these popular tours.

Access

Cumberland Island and its multiple sites are hard to reach, especially for those with physical challenges, financial constraints, or time constraints. Visitors must take a boat to reach the island; once there, public visitors to the island are reliant on their own capabilities to get from place to place. There are bicycles for rent but difficult to ride on sandy road surfaces and prohibited on trails. One of the major island attractions, Plum Orchard, is a seven-mile hike or bicycle ride each way, or 14 miles round-trip from the Sea Camp dock. Choosing to spend time on the beaches cancels out the chance to see Plum Orchard, at least in the same day.

One of the tasks that park staff and volunteers accomplish, through on-site orientation, phone calls, and electronic platforms, is to assist visitors in deciding how to use their time on the island. A one-day visit via the Lands & Legacies tour generally eliminates the possibility of spending any time on Cumberland’s famed beaches, even for those able to make the half-mile walk.

Furthermore, spending the day on the island generally means missing the visiting hours for the Cumberland Island National Seashore Museum, except for a brief period on Saturday morning.

Unavoidably, the logistics of visiting Cumberland Island are challenging, even for interpretive staff, who must travel to and from the island and between sites to greet visitors, deliver programs, and conduct house and historic district tours. While the challenges of getting there may appeal to some visitors, those challenges clearly exclude others.

All newer NPS interpretive media and programming is expected to meet high standards for “universal accessibility” to ensure that all visitors, regardless of ability levels, can participate in a park’s offerings as fully as possible. Though far from perfect, interpretive media can offer many solutions to improve accessibility, thereby improving visitors’ experience of the island.



Travel to and from the island is part of the adventure. Most visitors take the ferry operated by the park concessionaire from the St. Marys dock to the island.

SECTION TWO: Recommendations

To be effective over the long term, a long-range interpretive plan must be flexible enough to take advantage of unexpected opportunities and adjust to delays or other adversities while still maintaining progress toward overall goals. Plan implementation can be affected by a wide variety of circumstances (funding, personnel changes, new research) and events (natural disasters, political changes) that are often unpredictable and well beyond the control of the park interpretive staff.

With those caveats in mind, the following recommendations highlight a series of focus areas for the park organized by Phase 1 (2017-2020), Phase 2 (2021-2024), and Phase 3 (2025 and beyond).



Focus One: Friends and Community Relations

1. A Call to Action: Encourage the formation of a Friends group.

At this juncture in its history, 45 years and a generational turnover since its founding, Cumberland Island National Seashore is in critical need of a vigorous 21st-century Friends group (a nonprofit, tax-exempt support organization, typically registered under the federal tax code as a 501(c)3 corporation) to provide auxiliary financial and staffing support beyond annual federal budget allocations. Financial shortfalls and resulting staffing and programmatic limitations (as well as maintenance challenges) are likely to intensify in the coming decade. A strong, enthusiastic, well-funded Friends group could do a great deal to help the park care for the island and its properties as well as develop and sustain a broader range of interpretive and educational programming and a larger volunteer presence. Both the park Foundation document of 2104 and the park Business Plan of 2016 recommend creation of a Friends group; this Long-Range Interpretive Plan reiterates and reinforces this call to action.

While the NPS can offer encouragement and guidance in forming a Friends group, with this guidance coming from the park superintendent and the interpretive team, it is important to recognize that a Friends group cannot be started by the NPS; it must be started by committed volunteers and supporters of a site. An example of committed volunteers can be found with the Georgia Conservancy's Memorandum of Understanding (MOU) with Cumberland Island National Seashore and its support of volunteer projects. Over the last two years the group has provided resources through an REI grant for trail maintenance through volunteerism, a large weatherproof trail map, and future trail kiosks.

The park could begin by consulting with organizations whose missions are similar to Cumberland Island's mission, to begin forming a strategy for starting a Friends group.

For further guidance on creating a Friends group for an NPS site, one excellent resource is the National Park Service's online guide to partnerships, specifically the section on forming Friends groups (www.nps.gov/partnerships/friends_groups.htm). Although the task may seem daunting, success stories abound. As of 2016, more than 100 Friends groups serve various units of the National Park System, making substantial contributions of time, money, and thoughtful guidance to our nation's national parks today and working together to ensure stewardship in the future.

2. Connect with other community cultural organizations.

In the meantime, the NPS interpretive team can initiate creation of a consortium of local and regional museums, historic sites, Amtrak, and cultural/performing arts organizations, starting with those in the immediate vicinity of St. Marys, to provide mutual support on communications and marketing, events scheduling and management, resource sharing, professional development, and other relevant needs. Potential members include the Cumberland Island National Seashore Museum, the St. Marys Submarine Museum, the Orange Hall House Museum, and the St. Marys Railroad Museum, as well as Crooked River State Park. In addition, performing arts organizations such as St. Marys Little Theater players could be a resource for occasional “living history” presentations.

- Use the consortium as a springboard for broadening the park’s volunteer base and potential Friends membership.
- Seek input from the consortium on programmatic collaborations that could engage the community.
- Work with the local tourism industry to create and market a flexible, up-to-date seasonal calendar of events.
- Develop joint programming, such as a rotating schedule of “scavenger hunts” or other activities (performing arts, crafts) with related storylines to engage visitors and spur visitation to all member sites.
- Offer behind-the-scenes tours of current research and preservation efforts.



3. Manage “fam” tours more effectively.

Enlist tourism partners in devising a plan to manage “fam/VIP” tours in ways that are welcoming, but more predictable and less disruptive for the park.

- Devise a priority system within the park for how such tours will be handled, and establish protocols to guide park response (staffing rotations, assigned interpretive tours, cancellation of other programs, etc.) for each priority level. For example, a visit from the chair of UNESCO’s World Heritage Centre or the U.S. Secretary of the Interior would be a Tier 1 protocol, while a visit from a small European-based tour operator might be assigned a Tier 4 protocol.
- Establish a prescribed number of days per month or quarter (i.e., second and fourth Tuesdays) when the park is available for Tiers 2-4 fam tours. Ideally, this system will be introduced gradually—but firmly—over the next few years, and the tourism industry, state politicians, and others who regularly seek VIP access to the island will learn of this policy and work within it.
- If necessary, establish separate guidelines for travel media to accommodate publication schedules. Again, prioritizing these requests in a formalized way will minimize disruption of park services for other visitors.

4. Welcome local residents to the island.

Stage regular (perhaps quarterly) “local” weekends on the island for designated groups and their families, such as first responders, educators, city and county employees, medical workers, the naval base, etc., to encourage more local stewardship and involvement with the park.

- Ideally, the newly formed Friends group can work with other auxiliary/support groups or obtain business sponsors in the area to help fund or discount the ferry rides, provide sack lunches, or provide courtesy tours.
- Each of the local community weekends should include some special welcome and programming by park personnel.



5. Be more visible in professional and scientific settings in the region.

- Continue participation in local/regional events such as the annual CoastFest in Brunswick sponsored by the Georgia Department of Natural Resources, the annual International Migratory Bird Day Festival, and similar events.
 - Evaluate the need for interpretive materials for such events.
- Seek additional opportunities to position the park as a visible, engaged resource for scientific and professional expertise in the region, especially in university and other agency events.
- Expand interpretive capacity by drawing more consistently on the expertise of island scientific and cultural researchers. At any given time, these researchers may include in-residence sea turtle researchers, Ph.D. candidates studying the African diaspora, naval historians, architectural preservationists, and internal NPS resources management teams—all of which may have interesting stories to tell about their in-depth research into Cumberland Island.
 - Ask current researchers to collaborate and co-present occasional programs or host tours of their publicly funded work-in-progress. These presentations could take the form of talks at Sea Camp, behind-the-scenes tours of preservation efforts at historic structures, formal programs (Mainland) at local civic groups/chamber events, Q&A sessions at the mainland visitor center, or media-based presentations (articles, Power Point presentations, YouTube videos, podcasts) housed on the park website.
 - Request a regular “research report” communication tool—for example, an internal quarterly email—from researchers to the interpretive team to keep interpreters up-to-date on island research activities.
 - Work with researchers to obtain audio or video interviews/oral histories about what they are investigating and why; catalog and retain these recordings to extract small clips for park interpretive media.
 - Incorporate a public/interpretive dimension into all future research contracts, from the RFP stage forward, so non-NPS researchers are clearly informed about this responsibility.



Focus Two: Mainland Visitors

1. Help visitors know they have arrived in a national park, even if they are not taking the ferry.

Unlike entrances to most national parks, the formal entryway to Cumberland Island National Seashore (a large wood and tabby sign) is set off the road on a pedestrian walkway, and visitor sites on the mainland are disconnected and give little sense of being portals to the wonders of the island. A few relatively inexpensive improvements can help improve the arrival experience for visitors.

- Complete the “facelift” of the Cumberland Island National Seashore Museum, a modest remodeling project underway just as Hurricane Matthew hit and flooded parts of the museum. The flood damage brings the status of this aging facility into sharp relief: Quite apart from its aging exhibits, the museum facility itself needs to be upgraded to meet 21st-century NPS standards for universal access and other needs. The 2016 remodeling focused on improving the exterior appearance with window treatments and signage, upgrading the reception area, and reconfiguring the bathroom entrances; the results should improve the museum's visibility and accessibility and provide a more compelling sense of arrival.
 - In addition to building signage, the site needs new signage on the grounds so the museum’s name is visible to visitors arriving from all directions, whether as pedestrians or motorists.
- At the mainland visitor center, enhance the lower-level breezeway to make it more inviting, engaging, and interpretive; visitors should feel a sense of welcome and recognize that they have arrived at the gateway to a great adventure.
 - “Dress up” the entrance/doorway leading upstairs so it looks more inviting and less industrial. For example, consider matching/repeating the window wrap/mural treatment planned for the park museum; visual continuity here will help support park identity and improve the arrival experience at the park.
 - Prompt visitors visually to visit the upstairs bookstore and the exhibit room on coastal ecology, both of which are appealing resources for getting a sense of the island even for those unable to make the ferry trip.
 - Re-examine the creative possibilities of the breezeway structure itself to make it a functional interpretive element of the park rather than just a gathering place. Some relatively inexpensive possibilities:
 - Create a simple but connected interpretive mural of island cultural or natural history in segments along the walls, making the breezeway structure itself a timeline—no words necessary. If desired, the park could develop a short ranger-narrated audio

podcast to provide more insight into the mural depictions.

- Remove the large wood-framed panels and resurface and paint the floor as a colorful room-sized map of Cumberland Island.
 - Build out an unused corner of the structure as a small walk-through safety exhibit with some low-tech hands-on activities to reinforce safety messaging (perhaps a sliding abacus checklist, a “hydration quiz” per body weight, a find-the-tick illustration, etc.)
 - Mount a large flat-screen monitor along the upper wall to show continuous imagery (perhaps motion-activated) of island scenes, a YouTube feed of short nature videos, a webcam feed of waves on the beach or a raptor’s nest, and similar materials, either silent or with ambient natural sounds. If desired, a ranger orientation talk could play on this video installation at set intervals or on-demand.
 - The visitor center stairwell offers a large expanse of blank wall that could lend itself well to interpretive visuals.
 - Equipping the elevator with seagull sounds, Gullah-Geechee folk music, or other relevant sounds could turn a mundane logistical necessity into a part of the adventure.
- In the upstairs visitor center exhibit space, improve the acoustics, ambience, and interpretive value of the high ceiling over the exhibits by installing fabric baffling from the ceiling that evokes the maritime forest canopy.
 - Enhance the visitor center reception desk to emphasize its value as an interpretive center, beyond its necessary role as a fee collection stop.
 - Equip the desk area with prominent rack of new, thematically driven interpretive materials about the island, including thematic site bulletins, a flyer about the CUIS museum, and suggested itineraries on the island.
 - At a minimum, every visitor should be able to obtain at least one take-away piece of free, NPS-produced interpretive storytelling highlighting each park theme.
 - Emphasize the NPS Passport Stamp, the NPS annual pass, and the NPS as a whole at the reception desk, so all visitors understand that this place is a unit of the National Park System.
 - Install a large monitor in the reception area to show striking images from the island, perhaps from the park’s Flickr photo bank. The monitor can also be used for scheduling information and other needs –but first and foremost, it should be viewed as a tool for creating a sense of beauty and an “island ambience” for the park.



2. Help visitors get oriented.

- Install a set of interpretive panels along the southeast corner railings of the visitor center porch to provide orientation and interpretation at a scenic spot where visitors can look out across the river.
 - These panels should help visitors orient themselves and identify the landscape features in front of them (i.e., the St. Marys River and Florida) and gain understanding of Cumberland Island’s location and importance as a barrier island, both environmentally and culturally.
- Install another set of interpretive panels along the northeast corner railings to provide orientation and interpretation where visitors look out over the historic downtown of St. Marys.
- Replace the duplicative upright panels along the waterfront with compelling new interpretive panels that highlight aspects of the park’s interpretive themes and display a sampling of iconic images interpreting the island (i.e., miles of natural beach and wildlife, Plum Orchard, the First African Baptist Church).
- Install high-water markers on the dock pilings by the St. Marys ferry landing, along with a wayside sign interpreting flooding, tidal changes, and the impact of climate change on the coastal environment.

3. Improve the park’s visibility and presence in downtown St. Marys.

- Clarify wayfinding signage throughout the park’s St. Marys locations, so that visitors can immediately grasp where they are and what they need to do to access the various parts of the park.
 - Work with the city to improve wayfinding so visitors know immediately where NPS sites and information can be found.
 - Review and implement relevant parts of the wayfinding sign plan completed by a recent intern for the park.
- Collaborate with the City of St. Marys to create a simple downtown walking tour that will help identify and drive visitation to the park visitor center and museum, especially for those who are not going to the island.
- Create a ranger presence in town occasionally (as staffing permits) by introducing roving on prime weekends, either by park staff or volunteers.
 - Using techniques of facilitated dialogue, short “pocket programs,” and/or attention-getting props such as a basket of shells, roving personnel might engage with visitors at the city park, along the waterfront, or at the park visitor center.
 - Explore creative ways to jumpstart audience attention/participation for these efforts, such as recruiting initial audiences of Girl Scout and Boy Scout troops for programs tailored to troops’ merit badges; devising a bouncing ball or “hot potato” Q&A game using a marine or island motif; singing sea shanties, or other unconventional approaches.
 - Observe and analyze the popularity and attendance of these programs to determine the most strategic use of personal services in St. Marys and adjust as necessary.



Focus Three: On the Island

When the ferry docks at Sea Camp or Plum Orchard dock, what happens next?

The following recommendations aim to enhance visitor experiences on the island, in accordance with visitor experience goals developed within this Long-Range Interpretive Plan.

1. On the water

- Create two interpretive overview/welcoming programs to be delivered during the ferry ride to and from the island. At present, the lack of interpretation on the boat has been governed by a conscious decision to allow a quiet period of transition to and from the island. However, onboard interpretation can be introduced in a non-intrusive way to serve visitors who wish to avail themselves of it, while allowing others to opt out if they choose.
 - The program while approaching the island could provide a unique opportunity to interpret barrier islands and their importance to both humans and ecosystems along the Atlantic coast.
 - The program on the return from the island might be a good venue for interpreting some of the military history and strategic value of Cumberland Island, the Timucuan and Spanish arrival from points south, and the location of long-gone forts.
 - These programs may be delivered live by an interpreter or volunteer sailing onboard and should also be available as recordings or handouts to be delivered individually when interpretive personnel are unavailable during periods of low visitation.
- Start a ranger- or volunteer-led kayaking program on the island to get visitors out on the water. Depending on the interests of the leader and group, a kayaking trip can be the vehicle for a variety of thematic interpretation focusing on topics such as coastal ecology, dark night skies (for evening programs), recreational skills and self-reliance, island military or sailing history, etc.
 - One option for the future is to repair the Beach Creek dock and use it as a kayaking station.
 - Another option is to consider outsourcing the kayaking program to a concessioner.

2. At Sea Camp Ranger Station

Spatial Recommendations

- Improve the appearance of the dockside program area to be more welcoming and visitor-friendly.
 - Repairs in the wake of Hurricane Matthew and new interpretive wayside exhibits can make this area more attractive.
 - Install high-water markers on the dock pilings as a tool for interpreting flooding, tidal changes, and the impact of climate change on the island.
- Explore ways to reconfigure the ranger station and interior to allow more space for staff, visitor activities, and interpretive features. For example:
 - Rearrange bookshelves and create a reading area with rocking chairs.
 - Add a saltwater touch tank.
 - Add low-tech interactive activities for children and families, such as art activities and displays of visitors drawings, shell identification, a checkers game with shells, and a phenology log.
- Look into reconfiguring the door or the lectern/projection setup in the meeting room to provide easier entry and exiting, so visitors can drop in or depart from the back of the room without disrupting the speaker.

Media Recommendations

- Install a small DVD player equipped with revolving images of the cultural heritage sites on the island—Dungeness ruins, the Tabby House, Plum Orchard, the Fist African Baptist Church—to help acquaint visitors with the island’s multiple possibilities and inspire exploration.
- Add a few tethered “Reflections Journals” to the porch rocking chairs, so visitors can record their impressions of their stay.
- Explore ways to create a closed-circuit Wi-Fi hotspot where visitors can download digital programming to take with them via smartphone as they explore the island

Personal Service Recommendations

- Experiment with ways to provide ranger interpretation/ranger perspectives in less formal ways—roving, occasional open-house meet-and-greets or “Stump a Ranger” Q&A sessions, etc.
- Stage camper-oriented “Show and Tell” activities once a week as a vehicle for engaging them in the island's stories.
- Work with in-residence researchers to offer occasional tours of research facilities or activities on the island.



3. Throughout the Dungeness Historic District

- Wayside exhibits are being replaced in 2016-17 and will form the framework of an interpretive walking tour around the ruins and through the historic district. These and all future interpretive panels should be supplemented by audio descriptions or other interpretive alternatives for the visually impaired.
- Create a site bulletin (with pdf online) mapping and describing the entire grounds of the Dungeness Historic District so visitors can explore it on their own. This document should provide more detail than is possible on wayside exhibits.
- Update the cell phone tour of the district to provide lively audio interpretation that visual panels cannot match—for example, voiced oral histories from authentic letters or interviews, background music or singing, and sound effects.

4. The Ice House

- Renovate the Ice House Museum's 40-year-old exhibits and rethink its function within the interpretive menu of the park, preferably letting its original function drive its interpretive focus. At present, both the Ice House and the mainland museums focus heavily on 20th-century artifacts and the Gilded Age, which are also covered extensively in the Plum Orchard tour and at Dungeness. Especially if the Grange is established as an exhibit space providing a park overview, a revamped Ice House could add important in-depth interpretation in several ways:
 - The Ice House could be reimagined as a demonstration of the interpretive thread addressing the mechanical, technological, and logistical challenges of life on an island.
 - Alternately, the Ice House could be an exhibit space that pays homage to the building's original use, but segues into a broader look at water in all its forms. Exhibits here could dive deeper into island water systems, coastal water quality, marine ecology, climate change, fishing, the shipping industry, personal safety, and many other watery topics that plumb interpretive depths not fathomed elsewhere in the park.
 - Funding is being sought to update the Ice House exhibits.



5. The Grange

- The Grange, a 1903 residence near Dungeness that came under NPS management in 2010, is currently being considered for adaptive reuse as office space, with a visitor reception area and perhaps some space devoted to interpretive exhibits. (The building has 7,000 square feet of finished interior space on two floors, plus attic and basement space.) This plan strongly recommends that a large portion of the first floor be devoted to visitor services and interpretation, specifically for park stories and interpretive approaches that are currently unavailable and difficult to provide for visitors anywhere else on the island.
 - One possibility is to furnish the reception area and other ground floor spaces as an immersive (but modern and functional) environment of an estate office, allowing the setting itself to convey the complexities and conflicts of land and estate management on an island, in the past and in the present day (i.e., the NPS management role).
 - Another possibility is to use this newly remodeled building's up-to-date technology infrastructure to enable space for large, interactive, multi-media exhibits that provide a thorough overview of the island and allow visitors to “travel through time” to get the gist of all five primary interpretive themes.
 - Technology-based exhibits would enable first-person audio oral histories, professional-quality videos of lifeways or battle reenactments, computer-generated imagery (CGI) of island tides and erosion, and many other interpretive devices to show people the hidden worlds and past lives of the island.
 - This site could also become a Wi-Fi hotspot for downloading web-based interpretive materials and related information such as plant and animal species lists and identification guides.



6. Staff Quarters

- Explore options for expanded use in support of interpretive and educational programming.

This historic structure, once used to house estate workers, is currently used for Youth Conservation Corps, Student Conservation Association (SCA) field internships and the Alternative Spring Break program. According to the park's 2016 business report, the structure is currently underutilized, with lower than 30% occupancy annually.

- Although the long-term fate of this structure is outside the scope of an interpretive plan, its existence offers a tantalizing opportunity for immersive interpretive programming in a residential setting. The park has expressed interest in adapting this space for use for residential education opportunities similar to the Great Smoky Mountains Institute in Great Smoky Mountains National Park or programs run by non-profit educational organizations in Yosemite and other parks.
- Another suggestion from stakeholders in this planning process centered on appealing to “voluntourism” participants who would pay a fee to stay at the park while performing short-term volunteer projects.
- A housing study is currently underway for the park and will help with decision making about the Staff Quarters. Further discussion of service learning, voluntourism, and a potential education center on the island appears in the Youth and Education section beginning on page 71.

7. Plum Orchard Historic District

- Establish a few essential talking points for rangers and volunteers in order to provide well-rounded interpretation (i.e., women's lives as well as men's, servants as well as elites, economic context of Gilded Age, etc.)
- Monitor and review guides' performances periodically, using appropriate performance measures.
- Add an audio-visual virtual tour of the house's upper floor and basement to interpret these areas for visitors who do not climb the stairs.
- Provide laminated, reusable descriptions room-by-room for visitors with hearing impairments.
- Consider creating some spaces within the house where visitors can sit down, have conversations, look through an opera glass, examine 1930s sheet music and play a 1930s piano, hear a phonograph, turn through reproduction family scrapbooks of historic images and period magazines, handle cooking equipment and serving trays, and engage in other memorable hands-on experiences.

- Since the house is sparsely furnished and most items are period pieces rather than of direct family provenance, damage from ordinary use would likely be minimal; items showing wear could be replaced at low cost.
- Reserve the “do not touch” house museum approach for areas where the furnishings or structures are genuinely valuable or irreplaceable.

8. The Settlement/Alberty House/Church

- Add a minimal level of interpretation (probably flat wall panels) about the Settlement and the Half Moon Historic District inside the Beulah Alberty House.
 - This interpretation should include a map of the Settlement with the structures identified (and cautions about private property), a short summary of the Settlement’s history, a section on the central role of the church (both educational and spiritual) in the Gullah-Geechee culture and, with her descendants’ input and permission, a brief description of Beulah Alberty.
 - Although park staff may find the story off-topic, the 1996 Kennedy wedding in the church is an interesting part of the island’s history and should be mentioned. Visitors want confirmation of this story, and it clearly fits the thematic narrative of the island’s long history as a retreat for the wealthy.
 - Because this site is unstaffed and has no climate controls, wall installations should be fabricated of outdoor materials (i.e., phenolic resin panels).
- Consider placement of an unobtrusive wayside exhibit beside the road where visitors look across the entire site, with a prompt to go inside the house for more information.



Focus Four: Building Interpretive Content

The constant logistical pressure of keeping visitor sites staffed and tours leaving on time while being chronically understaffed has left Cumberland Island National Seashore’s interpretive team with little time for program research and development in recent years. Many concepts within the five theme topics have very little programming in any format. This plan recommends a targeted, sequential approach to creating high-quality interpretive content in a manner that will endure through staff and volunteer changes and be consistently available to most of the park’s visitors, no matter who or where they are.

- As interpretive programming is developed, start organizing and maintaining all end-products and supporting research (or bibliographical citations) in master interpretive files online and in an up-to-date “Cumberland 101” notebook (both printed loose-leaf and on the internal storage drive) that all interpretive team members, including volunteers, can access quickly and easily.
 - This “Cumberland 101” notebook should be required reading for all new team members, including volunteers, as soon as they join the staff.
 - The collection should serve as the springboard to further program development in a variety of formats in the coming years.
 - The collection should strive to identify (and list the location of) media and collection assets relevant to each theme, such as oral history recordings and transcripts, historic images, and artifacts.



The First African American Baptist Church anchors the Settlement on the north end of the island.

- Develop and/or expand multi-platform interpretive content on three thematic areas that currently have the least interpretive coverage in any format or media: Island ecology, African American heritage, and colonial/early American history.
 - Island ecology: Research and develop a series of at least four site bulletins about island ecology: a simple non-technical overview and a bulletin devoted to each of the island’s three primary ecosystems (shore, marsh, and maritime forest), including iconic examples of natural processes, native plants, and wildlife.
 - Make all site bulletins available on the park website as online pdfs and as print handouts (or desk samples with print-on-demand) at all visitor contact locations on the mainland and the island.
 - Colonial/early American history: Develop interpretive media on the Spanish and English colonial presence on the island, drawing on existing materials and artifacts in the CUIS museum plus 21st-century archeological evidence, guidance from related NPS sites along the coast, and other NPS materials such as the “Latino Heritage” travel itinerary found at www.nps.gov/nr/travel/american_latino_heritage/Cumberland_Island_National_Seashore.html
 - Aim for one site bulletin (with pdf to web) as a starting point.
 - Pursue additional interpretive input from archeologists and historians as available, including possible guest lectures and/or video presentations.
 - African American history and heritage: Reach out to the Gullah-Geechee Heritage Corridor for guidance in developing or acquiring interpretive materials regarding the African American legacies on the island, with the goal of creating at least one site bulletin (with pdf to web) from this information. (More than 400,000 acres of Camden County lie within the heritage corridor.)
 - Submit a PMIS request to pursue additional interpretive research on African American island residents from known descendants who still live in the St. Marys area.



- Develop Cumberland-specific interpretive materials on the Wilderness Act, its origins and meanings, and its application (and continuing controversies) on the island.
 - Condense basic information into a site bulletin (with uploadable pdf) that also asks provocative questions about the role of wilderness in modern American life.
- Create a series of itineraries to help visitors make the most of their time on the island. Make these itineraries available as short handouts at visitor contact locations and on the website. Details should include what to bring, how much time to allow, and information on accessibility. Suggested itineraries include:
 - One-day itinerary focusing on beach recreation
 - One-day itinerary incorporating the Lands & Legacies tour
 - One-day itinerary focusing on the Dungeness Historic District
 - Itinerary focusing on the island's natural history
 - Itinerary focusing on Plum Orchard Historic District
- Work with a newly formed Friends group to develop information and interpretation on the theme of stewardship for Cumberland Island, tracing the Carnegie-era stewardship through to contemporary NPS stewardship and the need for individual stewardship/volunteerism.
 - The interpretive team and the Friends should decide together on the best format(s) for communicating this interpretive theme.
 - An interpretive approach to stewardship should be more than just asking for membership or donations.
 - Ideally, interpretation of the concept of and need for stewardship can also include hands-on engagement.



Focus Five: Interpretive Media

As noted earlier, interpretive media encompasses all interpretation that is not delivered personally by an interpreter—and the possibilities are expanding every year. Furthermore, new generations of visitors expect (and may sometimes prefer) self-accessed media rather than scheduled personal tours or talks. In today's interpretive landscape, vibrant interpretive media is an essential part of interpretive programming.

At Cumberland Island National Seashore, interpretive media is especially critical in reaching visitors who miss the limited operating hours for the mainland museum, do not choose to take the Lands & Legacies tour, or are unable to hear a ranger presentation on the island.

The following recommendations target three phases of interpretive media development tailored to the needs of the mainland and the island:

- (1) A first phase of relatively simple and inexpensive interpretive media, much of which can be created in-house or with minimal use of contracted outsourcing;
- (2) A second phase of interpretive media requiring more financial and time investment but offering greater longevity, durability, and low maintenance; and
- (3) A third phase reflecting higher financial costs, more supportive technology infrastructure, and the need for higher protection and maintenance requiring staff.

The Ice House houses a small museum. Several historic structures on the island could be adapted for interpretive use.



Interpretive Media Phase 1

- Prioritize the park website to make it a content-rich, more robust site by repurposing existing materials quickly and efficiently for web use. Ideally, visitors to www.nps.gov/cuis will find a range of interpretive material offering an engaging, though virtual, experience of Cumberland Island's natural and cultural history.
 - As the site bulletins described above are finalized, upload them as pdfs to the park website.
 - If park interpretive staff and volunteers work together to create three new site bulletins each year, the park will have nine new site bulletins and considerably more depth for visitors on the website by Phase 2 of this plan.
 - Correct obvious website problems and check regularly for inaccurate links or empty content.
 - Develop a solid set of pre-visit safety messages and tips for the website. At a minimum, these Phase 1 entries should include:
 - A general safety overview for all visitors, perhaps highlighted by a short ranger talk on video;
 - An introduction/overview on island camping, including a ranger video and a checklist for what to bring and not bring;
 - A starter package of five or six “tips” about a variety of conditions that are unique to Cumberland Island, such as island biking (sandy and difficult!); no internal island transportation (except your own two feet); relentless exposure to heat, sun, ticks, and mosquitoes; and the lack of any provisions (including water) to purchase on the island. (To be most effective, these “island tips” should be creative and attention-getting, or even humorous, instead of strictly didactic.)
 - Repair and link the existing On-Cell phone tour to the website to provide an online virtual tour of the Dungeness Historic District.
 - Prepare a reading list for the park website and as a handout/printout at the visitor center.
 - Create a short virtual tour of the Plum Orchard mansion for the park website and the park Facebook page.
 - Keep it simple. A short PowerPoint presentation with images and text, a volunteer's or visitor's video walk-through using GoPro or similar technology, a few room-by-room Snapchats converted to reside permanently on the web – all are worthwhile techniques that can add valuable interpretation that many visitors are currently unable to obtain.
 - The online tour can easily be converted to a print format for handout or on-demand printing at the park visitor center.

- Create a short virtual tour featuring The Settlement and its historic district.
 - Again, keep the production simple enough to be accomplished in a timely manner. Once the first tour is online, it can always be replaced with an improved version later.
- Locate and provide links to all available National Register nominations on Cumberland Island.
 - For those not yet digitized by the National Register website (a category that, unfortunately, includes the Dungeness, Stafford, and Plum Orchard Historic Districts), scan the original paperwork as pdfs and add to the website.
- If a video monitor is installed in the visitor center breezeway, capture and repurpose selected items of this content for use on the park website.
- Work strategically on social media.
 - Continue the recent progress and successful visitor engagement on the park Facebook page with viewer participation activities like Macro Mondays, which are engaging and fun for visitors, as well as effective as interpretation.
 - Continue contributing to the park's Twitter account, building on its role during Hurricane Matthew as the best place for up-to-the-minute park information and interpretation.
 - Develop a hashtag for user-generated content (UGC) that the park can share.
 - Encourage Facebook viewers to check out the Twitter account.
 - Invite specific park user groups to follow the park and contribute about it on Twitter, especially for instant on-island news about weather, turtle hatchlings, migratory bird sightings, road conditions, or other newsworthy details.
 - Create a social media schedule for the entire year to enable staff to plan ahead and coordinate efforts for postings about special events, holidays, island-related milestones and anniversaries, and park schedules.
 - Include social media “call to action” opportunities for calendar events whenever appropriate, both to boost park attendance and encourage stewardship.



- Build a small team of reliable social media contributors within the park and among volunteers to spread social media duties around, so momentum will continue even as personnel may change.
 - These individuals do not all have to be in the interpretive and education division, although non-interpreter posts should be reviewed.
- Have the team develop a social media library of timeless (evergreen) materials that can be scheduled in advance.
- Evaluate social media metrics quarterly to determine what works best and whether page views are increasing.
 - Consider a Q&A and info card about social media use to distribute as people check in or ride the ferry.
 - Every person who visits the island should be informed about the park's social media and encouraged to follow, like, and contribute their thoughts.
- Review other interpretive materials and tools.
 - Survey and create/update portable exhibit materials as needed for use at schools, community events, civic club programs, Sea Camp activities and other uses.
 - Typical portable supplies include park banners, pull-up (window-shade) stands, PowerPoint slideshows, touchable materials (shells), and printed handouts such as pages to color.
 - Initiate an annual interpretive media request list to get suggestions from staff and volunteers and identify specific projects for future funding by the newly formed Friends group or through PMIS funding.



Interpretive Media Phase 2

Print Publications

- Seek funding to revise and reprint the park unigrid brochure.
- Seek funding to print a park rack card for use in outlying areas such as interstate rest stops and welcome centers and other state and federal park sites across the region.
- Assess existing site bulletins and evaluate the need for changes, corrections, and additions or deletions.

Exterior Exhibits

- Replace the aging upright panels along the waterfront in St. Marys. (See page 53.) New panels can highlight aspects of the park's interpretive themes and display a sampling of iconic images interpreting the island (i.e., miles of natural beach and wildlife, Plum Orchard, the First African Baptist Church).
- Add interpretive panels at The Settlement. (See page 59.) A few carefully crafted, culturally sensitive interpretive panels here can greatly enhance visitors' understanding of this important part of island history.
- Evaluate settings and add additional island wayside exhibits as needed, especially on the grounds and in the dock area of Plum Orchard.
 - In summer 2016, the park began moving forward with an existing contract to develop new interpretive wayside exhibits to replace aging interpretive panels on the south end of the island, especially in the Dungeness Historic District. When fully executed, this collection of long-lasting wayside exhibits will provide extensive interpretation on the island for years to come.
 - Determine whether wayside exhibits would be beneficial for visitors at Plum Orchard, without interfering with the cultural landscape there.



Digital Media

- Develop and maintain a database and digital library of new digital media as these items are created.
 - Pay special attention to capturing and retaining short digital items created by the park for use in social media; these may seem ephemeral but can be fresh and immensely appealing if repurposed as video inserts in later films or exhibits.
- Commission a new overview film for the park.
 - Ideally, this film can be produced in modules that can be viewed as short separate entries on the website and YouTube, which will reach far more people than if it resides only in the mainland museum.
- Create a virtual museum of artifacts and historic documents on the park website.
- Continue developing and expanding the park's social media presence by defining and refining each medium's most effective use or voice. For example:
 - Establish Twitter as the go-to real-time information source about weather, tides, safety, and other current daily conditions.
 - Maintain and expand Facebook relationships through regular park/friend interactions, including strategically planned "calls to action" for park needs and events.
 - Promote the park's Flickr presence with cross-postings, links, a photo contest, etc.
- Work with the park's Friends group to develop, launch, and maintain digital and social media materials beyond the official NPS park website.
 - Because Friends websites are typically created and maintained by volunteers using consumer-oriented web platforms (WordPress, Weebly, SquareSpace, etc.), these sites can offer more flexibility and greater timeliness than "official" NPS sites, which operate on a system-wide content management system (CMS) used nationwide by the agency.

Interpretive Media Phase 3

Print Media

- Review, replace, and supplement park site bulletins (and uploaded pdfs) as needed.
 - Consider recruiting volunteers/subject experts to contribute new materials on topics covered in existing NPS-sponsored/hosted research but not covered in park interpretation. Examples range from vernacular and Gilded Age architecture to habitat management for endangered or threatened species.

Digital and Social Media

- Continue to build the park’s collection of short videos (mainly for web use) on informational and plan-your-visit topics.
 - Use web metrics to determine usage rates on these materials.
 - Use incident reports and ranger observation to determine how effective the park’s safety and preparedness messaging appears to be “on the ground.”
- Explore other NPS-sanctioned social media options, such as Facebook Live and YouTube.

Exterior Media

- Refurbish exterior wayside panels as needed to keep pace with park footprint changes in St. Marys.
- Monitor and replace damaged or out-of-date wayside exhibits as needed on the island.



Facebook and other digital and social media are becoming increasingly important parts of interpretive programming and outreach.



Interior Exhibits

The following Phase 3 interior exhibit recommendations reflect the possibilities of major capital improvements to the park in the next decade or more. Unless and until funding for this level of improvements is secured, the park will not have appropriate spaces for major interior exhibits. Recognizing these limitations, the planning team set forth a number of ideas (large and small) to improve interpretive capacity in the park over the long term:

- Convert part of the Grange for use as a major exhibit space providing an overview of the island. (See page 57).
 - Depending on how the Grange and its grounds are used, consider relocating one or two of the historic carriages from the mainland museum to the island, where they could be seen by more visitors and appear more in situ in a historic setting (though still protected).
- Redesign/replace the Ice House exhibits, with thematic content to be developed to complement the exhibits to be installed at the Grange. (See page 56).
- Renovate the mainland visitor center so that it will accommodate a combined mainland visitor center/museum—a major capital project for the long-term future.
- Renovate and relocate the mainland museum to be housed within or adjacent to a new, expanded mainland visitor center; create a museum that reflects 21st-century best practices for museum facilities and exhibit/display techniques.



Focus Six: Youth and Educational Programming

Curriculum-based Programming

- Promote the new Teachers Resource Habitat guidebook on the landing page of the park website, on the Facebook page, and through email list-serves and other communications to educators.
 - The habitat materials will also be of interest to general visitors to the park and the website and can form the basis for the site bulletin series recommended on page 61.
- Find reliable funding to support an annual curriculum-based Camden County schools program for all 4th-grade classes (nine classes in 2016-17) to include curriculum-based classroom study, visits from park representatives, and an annual springtime stay on the island for every Camden County 4th-grader and an appropriate complement of teachers and chaperones.
 - Ideally, this funding will come from a strong local partnership between the school system, the NPS, and a local philanthropic organization.
 - This concrete need for continuation of an existing program with strong local connections could help launch the park's new Friends group and become one of its first projects.
- Continue working with local 4th-grade teachers to develop and refine programming culminating in an annual overnight on the island.
 - A full program will include pre-visit activities (including NPS visits to classrooms), a solid curriculum-based on-site experience, and follow-up activities once children are back in the classroom.
 - Make this curriculum available on the park website and on the NPS teacher portal.
- Seek funding to hire a full-time education specialist for the park, so comprehensive curriculum-based and other youth programs will have the support required.
 - Given the prospect of budget shortfalls in the coming years, the park, school system, and Friends should explore collaborative options to fund a shared or contract/seasonal position.



- Form an education consortium bringing together the park, classroom teachers, local school systems, colleges of education, and regional educational representatives to determine future curriculum development, especially in STEM fields, for all K-12 grade levels.
- Develop a series of four to six curriculum-based programs for lower and upper grades to extend and enrich the annual on-site visit in 4th grade.
- Explore ways to engage high school students through service learning activities modeled on successful programs such as those offered through the National Youth Leadership Council.
- Consider possibilities for distance learning, including K-12 students in local and faraway partner schools as well as university-level programs.
- Explore long-range options for restructuring the park's existing residential and research/learning facilities on the island into a coastal environmental education center.
 - To be successful, this approach must offer programming that is uniquely suited to Cumberland Island National Seashore and will not be in competition for similar audiences choosing more accessible coastal locations.
 - At least two K-12 residential environmental education centers already exist within an hour's drive of St. Marys: the new Jekyll Island Youth Conference and Learning Center ("Camp Jekyll"), opening in Spring 2017, and the well-established Driftwood camp at Epworth-by-the-Sea on St. Simons Island. (Like the older camp it replaces, Jekyll's new 265-bed, \$16 million state-funded facility will be run by the 4-H Club through the University of Georgia Cooperative Extension Service.)

Youth Programs

- Assess the usage level of the current Junior Ranger booklet on the mainland and on the island, ask desk staff to promote the project, and experiment with additional approaches to increase participation.
- Make the existing Junior Ranger booklet available online on the park website.
- Draw on relevant NPS Junior Ranger materials from the main NPS Junior Ranger website (www.nps.gov/kids/jrRangers.cfm) for use in the park.
 - Two especially relevant booklets are the Junior Archeologist (www.nps.gov/kids/pdf/JuniorArcheologist.pdf) and the Junior Ranger Underwater Explorer (<https://www.nps.gov/kids/pdf/JRUnderwaterExplorerCentennial.pdf>).
 - Add these and other links to the Junior Ranger section of the park website.
 - Test paper copies for usage at Cumberland by printing in black-and-white before incurring the expense of color printing.

- Draw on relevant NPS Junior Ranger materials from the NPS WebRanger site (www.nps.gov/webrangers) to enrich the park's Junior Ranger offerings.
 - Topics and activities on the WebRanger site address many topics appropriate to Cumberland Island, from defining riptides to packing a virtual backpack with sunscreen, water, and other choices for a hike. The WebRangers site also links to a well-populated resource page for educators.
- Revise and expand the Junior Ranger materials, perhaps dividing the booklet into two segments devoted to natural and cultural resources or other segments.

Adult/Lifelong Learning Programs

Cumberland Island National Seashore currently hosts numerous service programs for short residencies on the island, primarily through higher education institutions and environmental groups staying at the dormitory and other facilities on the island. These groups receive no-cost accommodation on the island in exchange for their service work, which is usually maintenance-oriented with only minimal interpretive content.

- This plan recommends exploring options for a gradual transition of a percentage of short-term service learning projects into paid adult/lifelong learning group experiences with a greater interpretive and education emphasis (with special value-added programming by invited experts). Such an approach could be conducted through the park Friends organization or through a concessionaire.



Focus Seven: Staffing and Training

At first glance, Cumberland Island National Seashore’s ratio of interpretive staff to annual visitation seems to be in line with other NPS sites with similar annual visitation. However, given the unusual nature of this park, with a mainland visitor center and numerous sites with significant transportation, logistical, and communications challenges on the island, the park has a need for interpretive and educational staffing that belies its size and visitation statistics.

The 2016 Business Plan offered three possible scenarios for future staffing for the park: (1) a streamlined workforce, (2) a lean workforce, and (3) an integrated workforce combining many functions with Fort Frederica National Monument. For the interpretive and education division, the “streamlined” workforce scenario maintains a full-time Chief of Interpretation, an Interpretive Specialist, two Park Rangers, an Ed Tech, a Supervisory Visitor Services Assistant, and a Visitor Use Assistant. None of the scenarios envisions funding for any expansion of the current Cumberland Island National Seashore Division of Interpretation and Education staff.

This plan anticipates that budgetary pressures will continue or worsen during the life of this plan. However, the following recommendations are based on demonstrated park needs, rather than on likely budget restrictions. The planning team recognizes that funding, including alternative funding solutions, will be critical to the following recommendations:



Volunteers are an essential part of the Cumberland Island workforce.

Staffing

- Explore options for finding replacement interpreters (perhaps through seasonal or part-time hires) to fill in until the vacant GS 11 position is filled.
- Seek funding to add an education specialist to the staff. Until the park has a dedicated education specialist, its educational programming cannot be developed to its full potential.
- Seek alternate ways beyond the federal budgeting process to address the park's interpretive staffing needs, based not only on what the park needs, but what it can offer. For example:
 - Work with advocacy groups to extend the pipeline for developing volunteers, specifically volunteers interested in assisting with interpretation and education.
 - Partner with a university college of education as an avenue for acquiring an on-site education specialist.
 - Provide on-island housing as an incentive for seasonal volunteers with solid interpretive experience, such as the retiree membership category of the National Association for Interpretation.
- Assign or hire an interpretive media specialist to focus on digital and social media and to be the liaison for future exhibit development on the island (i.e., at the Grange and the Ice House) and for the renovated mainland museum as these properties are repurposed.

Training

- Continue to emphasize a facilitated dialogue approach to interpretation and make this training available to all interpretive staff and volunteers.
 - Review the evolving guidelines in *Approaches and Trends in the National Park Service* (See Appendix C).
- Encourage (and fund if possible) interpretive training for interested park volunteers with special interests or skills in certain aspects of park interpretation.
 - One online option is curricula developed by the Eppley Institute for Parks and Public Lands at Indiana University and widely used by the NPS and other agencies. Courses on various aspects of interpretation, as well as visitor services, fundraising, and other topics, are available online at <http://provalenslearning.com/courses>. Many of these courses are free, and others are available for less than \$100.
 - Interpretive training is also available from the National Association for Interpretation (<https://www.interpnet.com>), including coursework leading to the Certified Interpretive Guide, a program designed with volunteers in mind.



Research and Resource Needs in Support of Interpretation

A large part of program development by a park's interpretive and educational division must depend on the work of others, especially park professionals involved in natural and cultural resources protection. The following reports were completed or underway in 2016:

- Parkwide Accessibility Assessment (completed in mid-2016)
- Visitor Use Management Plan
- Cultural Landscape Report for Plum Orchard Historic District

These additional research and resource needs have been identified but are awaiting funding:

- Wilderness Management Plan
- Cultural Landscape Report for High Point-Half Moon Bluff (including The Settlement)
- Cultural Landscape Report for Stafford Plantation (including the chimneys)

The interpretive planning team has also identified the following research needs in support of future interpretive and educational programming for the park:

- Work with Eastern National to develop a scope of sales for the bookstores that reflects the best and most current literature and products relative to the park's primary interpretive themes.
- Work with local historical societies, island property owners and descendants, and other partners to compile and catalog a collection of oral histories about Cumberland Island.
 - These materials may be collected as written interviews, audiotape, or video (the preferred method).
 - Video and audio materials should be stored on archival-quality digital media.
 - All oral histories, regardless of their initial medium, should be transcribed into print and catalogued for easy retrieval by the public.

SECTION THREE: Implementation Guide

This implementation guide is designed to help the park set priorities and make concrete, measurable progress in building its interpretive and educational program over the next seven to ten years. Implementing the recommendations in this Long-Range Interpretive Plan will be a gradual process, and park decision makers will need to reevaluate and make adjustments in the plan as circumstances change.

The chart below presents step-by-step sequences for each major focus and category of recommendations. Recommendations appear in three categories: (1) Phase 1 recommendations are proposed for action within the next three years. (2) Phase 2 recommendations are proposed for action within the next four to six years. (3) Phase 3 recommendations are proposed for action within the next seven to ten years.

The cost projection column provides a rough estimate of the projected costs of each recommendation. “Staff” denotes activities completed without outside expenditures. The symbol \$ estimates a moderate annual cost (under \$50,000); the \$\$ indicates annual expenditures estimated between \$50,000 and \$100,000; and the \$\$\$ indicates major expenditures, usually capital expenditures such as facilities remodeling, exhibit installations, visitor transportation vehicles, etc.



Adaptive reuse of The Grange could benefit interpretive services on the island.

Cumberland Island National Seashore: Implementation Guide

Recommendations	Team Members	Phase 1 2017- 2020	Phase 2 2021- 2024	Phase 3 2025- 2027	Costs
Focus One: Friends and Community Relations					
<i>A Call to Action: A Friends Group.</i>					
<ul style="list-style-type: none"> ● Create a Friends Group. 	Park management, interpretive team, volunteers, community leaders	XX			\$\$
<i>Connect with other community cultural organizations.</i>					
<ul style="list-style-type: none"> ● Create a consortium of local and regional museums, historic sites, and cultural/performing arts organizations. 	Interpretive team, volunteers, community members	XX			Staff
<i>Manage “fam tours” more effectively.</i>					
<ul style="list-style-type: none"> ● Enlist tourism partners in devising a management plan for these tours. 	Interpretive team, volunteers, partners	XX			Staff
<ul style="list-style-type: none"> ● Devise a priority system with protocols for handling different tiers of tours. 	Interpretive team	XX			Staff
<i>Welcome local residents to the island.</i>					
<ul style="list-style-type: none"> ● Work with concessioner to provide transportation and/or other services. 	Interpretive team, volunteers, community members	XX			Staff

	Team Members	Phase 1	Phase 2	Phase 3	Costs
<ul style="list-style-type: none"> ● Stage local weekends for designated community groups such as first responders, educators, city and county employers, etc. 	Interpretive team, volunteers, Friends	XX	XX	XX	\$\$
<ul style="list-style-type: none"> ● Find sponsors (or Friends) to help fund these visits. 	Interpretive team, volunteers, Friends	XX	XX	XX	\$\$
<ul style="list-style-type: none"> ● Include special programming by park personnel. 	Interpretive team, volunteers, Friends	XX	XX	XX	Staff
<i>Be more visible in professional and scientific settings in the region.</i>					
<ul style="list-style-type: none"> ● Continue participation in local/regional events such as CoastFest and other environmental festivals. 	Interpretive team, volunteers, Friends	XX	XX	XX	Staff, volunteers
<ul style="list-style-type: none"> ● Position the park as a visible, engaged resource for scientific and professional expertise in the region, especially in university and other agency events. 	Interpretive team, researchers, resource management	XX	XX	XX	\$
<ul style="list-style-type: none"> ● Be consistent in drawing on expertise of island scientific and cultural researchers. <ul style="list-style-type: none"> ○ Ask researchers to collaborate and co-present programs. ○ Request a regular research report/communication email. ○ Do audio or video interviews. ○ Add public sharing requirement to future RFPs. 	Interpretive team, researchers, resource management	XX	XX	XX	\$

Focus Two: Mainland Visitors	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>Help visitors know they have arrived.</i>					
<ul style="list-style-type: none"> Complete the facelift of the Cumberland Island National Seashore Museum. Include new signage. 	Park management and facilities team	XX			\$\$
<ul style="list-style-type: none"> Enhance the breezeway and entrance setting (elevator, stairs, etc.) at the mainland visitor center. 	Park management and facilities team; interpretive input	XX			\$\$
<ul style="list-style-type: none"> Improve acoustics and interpretive value in mainland VC exhibit space with theme-related acoustic ceiling baffling. 	Park management and facilities team; interpretive input	XX			\$
<ul style="list-style-type: none"> Enhance the VC reception desk as an interpretive stop. 	Interpretive team	XX			Staff
<i>Help visitors get oriented.</i>					
<ul style="list-style-type: none"> Install interpretive panels on the southeast corner railings of the VC porch. 	Contractors; interpretive input		XX		\$
<ul style="list-style-type: none"> Install interpretive panels on the southwest corner railings of the VC porch. 	Contractors; interpretive input		XX		\$
<ul style="list-style-type: none"> Replace upright panels along the waterfront. 	Contractors; interpretive input		XX		\$
<ul style="list-style-type: none"> Install high-water markers on the dock pilings at the ferry landing. 	Contractors; interpretive input		XX		\$
<i>Improve park visibility and presence in St. Marys.</i>					
<ul style="list-style-type: none"> Clarify wayfinding. 	Contractors; city and interpretive input	XX			\$
<ul style="list-style-type: none"> Create a downtown walking tour. 	Interpretive team, city input	XX			Staff, volunteers
<ul style="list-style-type: none"> Introduce a more consistent park presence in town with roving interpreters, etc. 	Interpretive team	XX			Staff, volunteers

Focus Three: On the Island	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>On the water</i>					
<ul style="list-style-type: none"> ● Create interpretive programs for the ferry ride back and forth. 	Interpretive team	XX			Staff
<ul style="list-style-type: none"> ● Start a kayaking program on the island. 	Interpretive team	XX			\$ Staff, volunteers
<i>At Sea Camp Ranger Station</i>					
Spatial Recommendations					
<ul style="list-style-type: none"> ● Improve the appearance of the dockside program area by adding waysides and high-water markers. 	Park management, facilities, with interpretive input	XX			\$
<ul style="list-style-type: none"> ● Reconfigure the ranger station to allow more space for staff, visitor activities, and interpretive features. 	Park management and facilities team; interpretive input	XX			\$
<ul style="list-style-type: none"> ● Reconfigure the meeting room for easier entry and exit. 	Facilities	XX			\$
Media Recommendations					
<ul style="list-style-type: none"> ● Install a DVD player. 	Interpretive team	XX			\$
<ul style="list-style-type: none"> ● Add tethered Reflections Journals to rocking chairs. 	Interpretive team	XX			Staff
<ul style="list-style-type: none"> ● Create a closed-circuit Wi-Fi hotspot. 	Facilities	XX			\$
Personal Services Recommendations					
<ul style="list-style-type: none"> ● Experiment with less formal interactions such as roving, meet-and-greets, Q&A games, etc. 	Interpretive team	XX			Staff, volunteers
<ul style="list-style-type: none"> ● Stage camper show-and-tells. 	Interpretive team	XX			Staff, volunteers
<ul style="list-style-type: none"> ● Offer tours of research facilities. 	Interpretive team, researchers	XX			Staff

	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>In Dungeness Historic District</i>					
<ul style="list-style-type: none"> Complete the wayside exhibits project and appropriate alternatives for the visually impaired. 	Contractors; interpretive input	XX			\$\$
<ul style="list-style-type: none"> Create a site bulletin and uploaded pdf with a comprehensive view of the district. 	Interpretive team		XX		Staff
<ul style="list-style-type: none"> Update the cell phone tour using richer media techniques. 	Interpretive team, contractors		XX		\$
<i>The Grange</i>					
<ul style="list-style-type: none"> Furnish and interpret the ground floor as an immersive “estate office” for the park. 	Park management and facilities team; interpretive input			XX	\$\$\$
<ul style="list-style-type: none"> Dedicate a portion of the ground floor to large, content-rich interactive media exhibits that provide a compelling overview of the island and use state-of-the-art technology to be accessible to all. 	Park management and facilities team; interpretive input			XX	\$\$\$
<ul style="list-style-type: none"> Install a dedicated Wi-Fi hotspot for downloading interpretive materials. 	Park management and facilities team; interpretive input			XX	\$\$\$
<i>The Ice House</i>					
<ul style="list-style-type: none"> Renovate the Ice House’s 40-year-old museum exhibits. 	Park management and facilities team; interpretive input			XX	\$\$\$
<i>Staff Quarters</i>					
<ul style="list-style-type: none"> Explore options for expanded use in support of interpretive and educational programming. 	Park management and facilities team; interpretive input		XX	XX	\$\$

	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>Plum Orchard Historic District</i>					
● Establish consistent essential talking points for tours.	Interpretive team	XX			Staff
● Monitor guides' performances.	Interpretive supervisory team	XX			Staff
● Add an audio-visual virtual tour for upper and basement floors.	Contractor, interpretive input		XX		\$
● Provide laminated, reusable description sheets for each room.	Interpretive team	XX			Staff, volunteers
● Create spaces where visitors can be a part of the scene.	Interpretive team, facilities, resource management		XX		\$\$
<i>The Settlement/Alberty House/Church</i>					
● Add interpretive panels inside the Beulah Alberty House covering the Settlement, Gullah-Geechee culture, and the church.	Interpretive team, contractors		XX		\$
● Add a wayside exhibit along the road.	Interpretive team, contractors		XX		\$

Focus Four: Building Interpretive Content	Team Members	Phase 1	Phase 2	Phase 3	Costs
<ul style="list-style-type: none"> ● Organize newly developed interpretive material into a “Cumberland 101” online and printed (loose-leaf) master file for use by all members of the interpretive team. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> ● Develop new materials on three underdeveloped thematic areas: island ecology, colonial/early American history, and African Americans on the island. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> ○ Develop at least four site bulletins/basic interpretive materials about island ecology. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> ○ Develop site bulletins and other interpretive materials on colonial and early American history on the island. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> ○ Develop site bulletins and other interpretive material on African American history and heritage on the island. 	Interpretive team, volunteers, descendants	XX			Staff
<ul style="list-style-type: none"> ● Develop Cumberland-specific materials on the Wilderness Act and its application on the island. 	Interpretive team, volunteers		XX		Staff
<ul style="list-style-type: none"> ● Create itineraries to help visitors choose their experiences on the island. 	Interpretive team, volunteers		XX		Staff
<ul style="list-style-type: none"> ● Create interpretive materials on stewardship of Cumberland Island National Seashore (with help from Friends group). 	Interpretive team, volunteers		XX		Staff, Friends

Focus Five: Interpretive Media	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>Improve the park website.</i>					
● Upload newly developed interpretive materials as site bulletins/pdfs.	Interpretive team, volunteers	XX			Staff
● Correct obvious website problems such as incorrect phone numbers, bad links, empty pages, etc.	Interpretive team, volunteers	XX			Staff
● Develop a set of short, creative web-based pre-visit safety messages.	Interpretive team, volunteers	XX			Staff
● Repair and link the existing Dungeness On-Cell phone tour to the website.	Contractor, interpretive team	XX			Staff
● Add a reading/reference list of solid scholarly and historical books and other materials to the website.	Interpretive team, volunteers	XX			Staff
● Create a short virtual tour of Plum Orchard.	Interpretive team, volunteers		XX		Staff
● Create a short virtual tour of the Settlement.	Interpretive team, volunteers		XX		Staff
● Link National Register nominations to the website so visitors can find more information on park cultural history their own.	Interpretive team, volunteers	XX			Staff
● Add other park media assets to the website as they are developed (breezeway videos, etc.).	Interpretive team, volunteers	XX	XX	XX	Staff
<i>Work strategically on social media.</i>					
● Continue Macro Mondays and similar activities to encourage viewer participation.	Interpretive team, volunteers	XX	XX	XX	Staff

	Team Members	Phase 1	Phase 2	Phase 3	Costs
<ul style="list-style-type: none"> Continue feeding the park’s Twitter account, especially for rapid communication needs. 	Interpretive team, volunteers	XX	XX	XX	Staff
<ul style="list-style-type: none"> Create a social media schedule for plan-ahead postings throughout the year. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> Build a team of contributors among park staff and volunteers. 	Interpretive team, volunteers	XX	XX	XX	Staff
<ul style="list-style-type: none"> Develop a social media library/bank of evergreen postings for use anytime. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> Evaluate social media metrics regularly to see what works best. 	Interpretive team, volunteers	XX	XX	XX	Staff
<i>Review other interpretive media and tools.</i>					
<ul style="list-style-type: none"> Assess and address the park’s need for portable exhibit materials. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> Initiate an annual interpretive media request list for suggestions from staff and volunteers. 	Interpretive team, volunteers	XX			Staff
<i>Print Publications</i>					
<ul style="list-style-type: none"> Revise and reprint the park unigrid brochure. 	Interpretive team, HFC		XX		\$\$
<ul style="list-style-type: none"> Create a park rack card. 	Interpretive team, HFC		XX		\$\$
<ul style="list-style-type: none"> Assess existing site bulletins and upgrade/expand. 	Interpretive team, volunteers		XX		Staff
<ul style="list-style-type: none"> Review, replace, and supplement park site bulletins (and uploaded pdfs) as needed. 	Interpretive team, volunteers			XX	Staff
<i>Exterior Exhibits</i>					
<ul style="list-style-type: none"> Replace upright panels on St. Marys waterfront (as in Focus Two: Mainland). 	Contractors, interpretive team		XX		\$
<ul style="list-style-type: none"> Add interpretive panels at The Settlement (as in Focus Three: On the Island). 	Contractors, interpretive team		XX		\$
<ul style="list-style-type: none"> Evaluate need for additional island wayside exhibits, especially at Plum Orchard. 	Contractors, interpretive team		XX		\$\$
<ul style="list-style-type: none"> Monitor and replace damaged or out-of-date wayside exhibits as needed on-island. 	Interpretive team, contractors			XX	\$

<i>Digital Media and Social Media</i>	Team Members	Phase 1	Phase 2	Phase 3	Costs
<ul style="list-style-type: none"> Develop a database of new digital media, including “ephemeral” social media entries. 	Interpretive team, volunteers	XX			Staff
<ul style="list-style-type: none"> Commission a new overview film for the park, preferably segmented for use on web-based media as well as the VC. 	Contractors, interpretive team		XX		\$\$
<ul style="list-style-type: none"> Create a virtual museum of artifacts and historic documents on the park website. 	Interpretive team, cultural resources, historian			XX	Staff
<ul style="list-style-type: none"> Continue developing and expanding the park’s social media presence with different uses and “voices” for each medium. 	Interpretive team, volunteers	XX	XX	XX	Staff
<ul style="list-style-type: none"> Work with Friends group to use its private-sector capabilities for digital media as needed. 	Interpretive team, volunteers	XX	XX	XX	Staff
<ul style="list-style-type: none"> Continue to build the park’s collection of short videos. 	Interpretive team, volunteers		XX	XX	Staff
<ul style="list-style-type: none"> Explore other social media options as they arise. 	Interpretive team, volunteers	XX	XX	XX	Staff
<i>Interior Exhibits</i>					
<ul style="list-style-type: none"> Convert part of the Grange to exhibit space (as in Focus Three: On the Island). 	Park management, interpretive team, facilities, contractors			XX	\$\$\$
<ul style="list-style-type: none"> Redesign the Ice House exhibits (as in Focus Three: On the Island). 	Park management, interpretive team, facilities, contractors			XX	\$\$\$
<ul style="list-style-type: none"> Renovate the mainland VC to create a combined VC and museum, relocating the CUIS Museum (as in Focus Two: Mainland Visitors). 	Park management, interpretive team, facilities, contractors			XX	\$\$\$

Focus Six: Youth and Educational Programming	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>Curriculum-based programming</i>					
● Promote the new Teachers Resource Habitat guidebook.	Interpretive team, volunteers, educators	XX			Staff
● Find permanent funding for annual Camden County 4th-grade program.	Park management, interpretive team, educators	XX			\$\$
● Continue developing 4 th -grade curriculum and annual overnight trip.	Interpretive team, educators	XX			Staff
● Seek funding for a full-time education specialist.	Park management	XX	XX		\$\$
● Form an education advisory group to determine future curriculum development.	Interpretive team		XX		Staff
● Develop a series of four to six curriculum-based programs for grade levels beyond 4 th -grade.	Interpretive team, educators		XX		Staff
● Explore ways to engage high school students through service learning activities.	Interpretive team, educators		XX		\$
● Consider possibilities for distance learning.	Interpreters, educators			XX	\$
<i>Youth Programs</i>					
● Assess/expand use of Junior Ranger booklet.	Interpretive team	XX			Staff
● Add Junior Ranger booklet to park website.	Interpretive team	XX			Staff
● Draw on other NPS Junior Ranger materials.	Interpretive team	XX			Staff
● Draw on WebRanger materials for seashore.	Interpretive team	XX			Staff
● Revise and expand Junior Ranger materials, into segments (natural and cultural history) or other more narrowly focused subjects.	Interpretive team or contractor		XX		\$
<i>Adult/Lifelong Learning Programs</i>					
● Explore options for replacing some service projects with paid adult/lifelong learning group experiences with more interpretive emphasis.	Park management, interpretive team, partners			XX	\$

Focus Seven: Staffing and Training	Team Members	Phase 1	Phase 2	Phase 3	Costs
<i>Staffing</i>					
<ul style="list-style-type: none"> Explore options for finding replacement interpreters (perhaps through seasonal or part-time hires) to fill in until the GS 11 position is filled. 	Park and interpretive management	XX			\$\$
<ul style="list-style-type: none"> Seek funding to add an education specialist (see Focus Six: Youth and Education). 	Park management	XX	XX		\$\$
<ul style="list-style-type: none"> Seek alternate funding sources for staffing. 	Park and interpretive management	XX	XX	XX	\$\$
<ul style="list-style-type: none"> Assign or hire an interpretive media specialist to handle digital and social media and to be liaison on future interior exhibit development as island spaces such as the Ice House and the Grange are repurposed. 	Park and interpretive management			XX	\$\$
<i>Training</i>					
<ul style="list-style-type: none"> Emphasize facilitated dialogue and other contemporary approaches to interpretation. 	Interpretive management	XX	XX	XX	Staff
<ul style="list-style-type: none"> Encourage interpretive training for volunteers. 	Interpretive management	XX			\$

Research and Resource Needs in Support of Interpretation	Team Members	Phase 1	Phase 2	Phase 3	Costs
<ul style="list-style-type: none"> Implement recommendations at the conclusion of the Visitor Use Management Plan. 	Park management, contractors, with interpretive input on questions	XX			\$
<ul style="list-style-type: none"> Complete a Cultural Landscape Report for Settlement area. 	Resource management		XX		Resource Mgmt
<ul style="list-style-type: none"> Complete a Cultural Landscape Report for Stafford Plantation. 	Resource management			XX	Resource Mgmt
<ul style="list-style-type: none"> Create a Scope of Sales for park bookstores. 	Interpretive team, Eastern National Parks Association	XX			Staff
<ul style="list-style-type: none"> Create and catalog oral histories about the island. 	Interpretive team, local historical societies, volunteers		XX	XX	Staff, volunteers

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Appendix A: Legislation

PUBLIC LAW 92-536 – OCT. 23, 1972 86 STAT. 1066

An Act to establish the Cumberland Island National Seashore in the State of Georgia, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to provide for public outdoor recreation use and enjoyment of certain significant shoreline lands and waters of the United States, and to preserve related scenic, scientific, and historical values, there is established in the State of Georgia the Cumberland Island National Seashore (hereinafter referred to as the “seashore”) consisting of the area generally depicted on the drawing entitled “Boundary Map, Cumberland Island National Seashore”, numbered CUIS-40,000B, and dated June 1971, which shall be on file and available for public inspection in the offices of the National Park Service, Department of the Interior. The Secretary of the Interior (hereinafter referred to as the “Secretary”) may after notifying the Committees on Interior and Insular Affairs of the United States House of Representatives and United States Senate in writing, make minor adjustments in the boundary of the seashore from time to time by publication of a revised drawing or other boundary description in the Federal Register, but the total acreage within the boundaries shall not exceed forty thousand five hundred acres.

Sec. 2. Within the boundaries of the seashore, the Secretary may acquire lands, waters, and interests therein by purchase, donation, transfer from any Federal agency, or exchange. The Secretary may also acquire not to exceed one hundred acres of lands or interests in lands on the mainland to provide access to the administrative and visitor facilities for the seashore. Any lands or interests therein owned by the State of Georgia, or any political subdivision thereof may be acquired only by donation. Notwithstanding any other provision of law, any Federal property located within the boundaries of the seashore may, with the concurrence of the agency having custody thereof, be transferred without transfer of funds to the administrative jurisdiction of the Secretary for the purposes of the seashore.

Sec. 3. For the purpose of providing access from Interstate 95 to the mainland administrative and visitor facilities of the seashore, the Secretary may designate as the Cumberland Island Parkway a right-of-way, together

with adjacent or related sites for public non-commercial recreational use and for interpretation of scenic and historic values, of not more than one thousand acres of lands, waters, and interests therein. The Secretary is authorized to acquire only by donation those lands and interests therein, and other property comprising such right-of-way and adjacent or related sites as he may designate pursuant to this Act for the development, hereby authorized, of a road of parkway standards, including necessary bridges, spurs, connecting roads, access roads, and other facilities, and for the development and interpretation of recreation areas and historic sites in connection therewith. Lands acquired for the parkway shall be administered as a part of the seashore, subject to all laws and regulations as the Secretary may promulgate for the parkway.

Sec. 4. (a) With the exception of any property deemed necessary by the Secretary for visitor facilities or administration of the seashore, any owner or owners of improved property on the date of its acquisition by the Secretary may, as a condition of such acquisition, retain for themselves and their successors or assigns a right of use and occupancy of the property for noncommercial residential purposes, for twenty-five years, or, in lieu thereof, for a term ending at the death of the owner or his spouse, whichever is later. The owner shall elect the term to be reserved. The Secretary shall pay to the owner the fair market value of the property on the date of such acquisition less the fair market value on such date of the right retained by the owner: Provided, however, That, in addition, for so long as a right of use and occupancy remains in effect by the donors of land of one hundred acres or more, the Secretary shall not, with respect to such lands, develop any public use facilities except for trails, road access, and utilities: Provided further, That when acquiring lands, waters, and interests therein from the National Park Foundation, its successors and assigns, the secretary shall acquire such lands, waters, and interests subject to the written terms and conditions contained in those transactions, including but not limited to options, entered into by the National Park Foundation prior to January 1, 1973, and that such previous written rights and interests shall prevail over provisions of this paragraph.

(b) A right of use and occupancy retained or enjoyed pursuant to this section may be terminated with respect to the entire property or any portion thereof has ceased to be used for noncommercial residential purposes and upon tender to the holder of a right an amount equal to the fair market value, as of the date of tender, of that portion of the right which remains unexpired on the date of termination.

(c) The term “improved property”, as used in this section shall mean a detached, noncommercial residential dwelling, the construction of which was begun before February 1, 1970 (hereinafter referred to as “dwelling”), together with so much of the land on which the dwelling is situated, the said land being in the same ownership as the dwelling, as the Secretary shall designate to be reasonably necessary for the enjoyment of the dwelling for the sole purpose of noncommercial residential use, together with any structures accessory to the dwelling which are situated on the land so designated.

(d) (1) In order to provide an opportunity for the establishment of a natural and scenic preserve by voluntary private action of certain owners of lands within the seashore, and notwithstanding anything to the contrary herein contained no lands or interests in lands shall be acquired on Little Cumberland Island without the consent of the owner, for a period of one year from the date of enactment of the Act, except as specifically otherwise provided herein.

(2) In the event that the owners of land on Little Cumberland Island enter into an irrevocable trust or some other irrevocable agreement for the preservation of the resources of Little Cumberland Island which, in the judgment of the Secretary, assures the protection of the resources in a manner consistent with the purposes for which the seashore is established, the authority of the Secretary to acquire such lands shall be suspended for such time as the trust is in effect and the lands are used and occupied in accordance therewith.

(3) If, at any time during the on-year period following the date of enactment of this Act, the Secretary determines that any lands on Little Cumberland Island are threatened with development, or other uses, inconsistent with the establishment or continuation of the trust herein referred to, then the Secretary may acquire such lands, or interests therein, by any of the methods provided for in section 2 of this Act.

Sec. 5. The Secretary shall permit hunting, fishing, and trapping on lands and waters under his jurisdiction within the boundaries of the seashore in accordance with the appropriate laws of Georgia and the United States to the extent applicable, except that he may designate zones where, and establish periods when, no hunting, fishing, or trapping shall be permitted for reasons of public safety, administration, fish and wildlife management, or public use and enjoyment. Except in emergencies, any regulations prescribing any such restrictions shall be put into effect only after

consultation with the appropriate State agency responsible for hunting, fishing, and trapping activities.

Sec. 6. (a) The seashore shall be administered, protected, and developed in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535; 16 U.S.C. 1, 2-4), as amended and supplemented, except that any other statutory authority available to the Secretary for the conservation and management of natural resources may be utilized to the extent he finds such authority will further the purposes of the Act.

(b) Except for certain portions of the seashore deemed to be especially adaptable for recreational uses, particularly swimming, boating, fishing, hiking, horseback riding, and other recreational activities of a similar nature, which shall be developed for such uses as needed, the seashore shall be permanently preserved in its primitive state, and no development of the project or plan for the convenience of visitors shall be undertaken which would be incompatible with the preservation of the unique flora and fauna or the physiographic conditions not prevailing, nor shall any road or causeway connecting Cumberland Island to the mainland be constructed.

Sec. 7. Nothing in this Act shall deprive the State of Georgia or any political subdivision thereof of its civil or criminal jurisdiction over persons found, acts performed, and offenses committed within the boundaries of the seashore, or of its right to tax persons, corporations, franchises, or other non-Federal property on lands included therein.

Sec. 8. The authority of the Secretary of the Army to undertake or contribute to water resource developments, including shore erosion control, beach protection and navigation improvements on land and /or waters within the Cumberland Island National Seashore shall be exercised in accordance with plans which are mutually acceptable to the Secretary of the Interior and the Secretary of the Army and which are consistent with both the purpose of this Act and the purpose of existing statutes dealing with water and related land resource development.

Sec. 9. Within three years from the date of enactment of this Act, the Secretary of the Interior shall report to the President, in accordance with subsections 3(c) and (d) of the Wilderness Act (78 Stat. 890; 16 U.S.C. 1132 (c) and (d)), his recommendations as to the suitability or nonsuitability of any area as a wilderness shall be accomplished in accordance with said subsections of the Wilderness Act.

Sec. 10. There are authorized to be appropriated not to exceed \$10,500,000 for the acquisition of lands and interests in lands and not to exceed \$27,840,000 for development of the seashore.

Approved October 23, 1972.

PUBLIC LAW 97-250—SEPT. 8, 1982 96 STAT. 709

Public Law 97-250 97th Congress

An Act To correct the boundary of Crater Lake National Park in the State of Oregon, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) the first section of the Act entitled, "An Act reserving from the public lands in the State of Oregon, as a public park for the benefit of the people of the United States, and for the protection and preservation of the game, fish, timber, and all other natural objects therein, a tract of land herein described, and so forth", approved May 22, 1902 (32 Stat. 202), as amended, is further amended by revising the second sentence thereof to read as follows: "The boundary of the park shall encompass the lands, waters, and interests therein within the area generally depicted on the map entitled, 'Crater Lake National Park, Oregon', numbered 106-80-001-A, and dated March 1981, which shall be on file and available for public inspection in the office of the National Park Service, Department of the Interior.". (b) Lands, water, and interests therein excluded from the boundary of Crater Lake National Park by subsection (a) are hereby made a part of the Rogue River National Forest, and the boundary of such national forest is revised accordingly. (c) The Secretary of the Interior is authorized and directed to promptly instigate studies and investigations as to the status and trends of change of the water quality of Crater Lake, and to immediately implement such actions as may be necessary to assure the retention of the lake's natural pristine water quality. Within two years of the effective date of this provision, and biennially thereafter for a period of ten years, the Secretary shall report the results of such studies and investigations, and any implementation actions instigated, to the appropriate committees of the Congress.

SEC. 2. (a) In accordance with section 3(c) of the Wilderness Act (78 Stat. 890, 892; 16 U.S.C. 1132(c)), certain lands in the Cumberland Island National Seashore, Georgia, which comprise about eight thousand eight hundred and forty acres, and which are depicted on the map entitled

"Wilderness Plan, Cumberland Island National Seashore, Georgia", dated November 1981, and numbered 64020038E, are hereby designated as wilderness and therefor, as components of the National Wilderness Preservation System. Certain other lands in the Seashore, which comprise about eleven thousand seven hundred and eighteen acres, and which are designated on such map as "Potential Wilderness", are, effective upon publication in the Federal Register of a notice by the Secretary of the Interior that all uses thereon prohibited by the Wilderness Act have ceased, designated wilderness. Such notice shall be published with respect to any tract within such eleven thousand seven hundred and eighteen-acre area after the Secretary has determined that such uses have ceased on that tract. The map and a description of the boundaries of the areas designated by this section as wilderness shall be on file and available for public inspection in the office of the Director of the National Park Service, Department of the Interior, and in the office of the Superintendent of the Cumberland Island National Seashore. (b) Within six months after the enactment of this Act, a map and a description of the boundaries of the Cumberland Island Wilderness shall be filed with the Energy and Natural Resources Committee of the United States Senate and with the Interior and Insular Affairs Committee of the United States House of Representatives. Such map and description shall have the same force and effect as if included in this Act, except that correction of clerical and typographical errors in such map and description may be made. Cumberland (c) The wilderness area designated by this section shall be known as Cumberland Island Wilderness. Subject to valid existing rights, the wilderness area shall be administered by the Secretary of the Interior in accordance with the applicable provisions of the Wilderness Act governing areas designated by that Act as wilderness areas, except that any reference in such provisions to the effective date of the Wilderness Act shall be deemed to be a reference to the effective date of this Act, and where appropriate, any reference in that Act to the Secretary of Agriculture shall be deemed to be a reference to the Secretary of the Interior.

Approved September 8, 1982.

H. R. 4887, 108th Congress.

To adjust the boundary of the Cumberland Island Wilderness, to authorize tours of the Cumberland Island National Seashore, and for other purposes.

SECTION 1. SHORT TITLE.

This Act may be cited as the “Cumberland Island Wilderness Boundary Adjustment Act of 2004”.

SEC. 2. CUMBERLAND ISLAND WILDERNESS BOUNDARY ADJUSTMENT.

(a) IN GENERAL. – Public Law 97-250 (96 Stat. 709) is amended by striking section 2 and inserting the following:

“SEC. 2. CUMBERLAND ISLAND WILDERNESS.

“(a) DEFINITIONS.—In this section:

“(1) MAP.—The term ‘map’ means the map entitled ‘Cumberland Island Wilderness’, numbered 640/20,038I, and dated September 2004.

“(2) SECRETARY.—The term ‘Secretary’ means the Secretary of the Interior.

“(3) WILDERNESS.—The term ‘Wilderness’ means the Cumberland Island Wilderness established by subsection (b).

“(4) POTENTIAL WILDERNESS.—The term ‘Potential Wilderness’ means the 10,500 acres of potential wilderness described in subsection (cX2), but does not include the area at the north end of Cumberland Island known as the ‘High Point Half-Moon Bluff Historic District’.

“(b) ESTABLISHMENT.—

“(1) IN GENERAL.—Approximately 9,886 acres of land in the Cumberland Island National Seashore depicted on the map as ‘Wilderness’ is designated as a component of the National Wilderness Preservation System and shall be known as the ‘Cumberland Island Wilderness’.

“(2) EXCLUSIONS.—The 25-foot wide roadways depicted on the map as the ‘Main Road’, ‘Plum Orchard’, and the ‘North Cut Road’ shall not be included in the Wilderness and shall be maintained by the Secretary for continued vehicle use.

“(c) **ADDITIONAL LAND**—In addition to the land designated under subsection (b), the Secretary shall—

“(1) on acquisition of the approximately 231 acres of land identified on the map as ‘Areas Become Designated Wilderness upon Acquisition by the NPS’, and

“(2) on publication in the Federal Register of a notice that all uses of the approximately 10,500 acres of land depicted on the map as ‘Potential Wilderness’ that are prohibited under the Wilderness Act (16 U.S.C. 1131 et seq.) have ceased, adjust the boundary of the Wilderness to include the land.

“(d) **AVAILABILITY OF MAP**.—The map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

“(e) **ADMINISTRATION**.—Subject to valid existing rights, the Wilderness shall be administered by the Secretary, in accordance with the applicable provisions of the Wilderness Act (16 U.S.C. 1131 et seq.) governing areas designated by that Act as wilderness areas, except that—

“(1) any reference in such provisions to the effective date of that Act shall be deemed to be a reference to the effective date of this Act; and

“(2) where appropriate, any reference in that Act to the Secretary of Agriculture shall be deemed to be a reference to the Secretary.

“(f) **EFFECT**.—Any person with a right to utility service on Cumberland Island on the date of enactment of this subsection shall continue to have the right to utility service in the Wilderness after the date of enactment of this subsection.

“(g) **MANAGEMENT PLAN FOR ACCESS TO MAIN ROAD AND NORTH CUT ROAD**.—Not later than 1 year after the date of the enactment of the Cumberland Island Wilderness Boundary Adjustment Act of 2004, the Secretary shall complete a management plan to ensure that not more than 8 and not less than 5 round trips are made available daily on the Main Road north of the Plum Orchard Spur and the North Cut Road by the National Park Service or a concessionaire for the purpose of transporting visitors to and from the historic sites located adjacent to Wilderness.”.

Sec. 3 TOURS OF CUMBERLAND ISLAND NATIONAL SEASHORE.—

Section 6 of Public Law 92-536 (86 Stat. 1066) is amended—

(1) in subsection (b), by inserting “, except as provided in subsection (c),” before “no development of the project”, and

(2) by adding at the end the following:

“(c) TOURS OF THE SEASHORE.—Notwithstanding subsection (b), the Secretary may enter into not more than 3 concession contracts, as the Secretary determines appropriate, for the provision of tours for visitors to the seashore that are consistent with—

“(1) this Act;

“(2) the Wilderness Act (16 U.S.C. 1131 et seq.); and

“(3) Public Law 97-250 (96 Stat. 709),”.

October 6, 2004

Appendix B: Participants

Gary Ingram, Superintendent, Cumberland Island National Seashore, NPS

Sheila Boone, Georgia Historical Society

Elyse Butler, Georgia Historical Society

Jill Hamilton-Anderson, Chief of Interpretation, Education, and Visitor Services, Cumberland Island National Seashore, NPS

Robin Barker, Park Ranger, Cumberland Island National Seashore, NPS

Cheryl Hargrove, Georgia Department of Economic Development-Tourism

Amanda Harris, NPS Volunteer

John A. Mitchell, Museum Curator, Cumberland Island National Seashore Museum, NPS

Jessica Perry, Park Ranger, Cumberland Island National Seashore, NPS

Erin Purdy, Armstrong State University

Kara Roll, Management Support, Cumberland Island National Seashore, NPS

Nick Roll, Park Ranger, Cumberland Island National Seashore, NPS

Sharyn Rudy, St. Marys Regional Visitor Information Center/Lives and Legacy Tours

Peggy Scherbaum, Contracting Officer's Representative, Harper's Ferry Center, NPS

Dianne Torgersen, NPS Volunteer

Ed Torgersen, NPS Volunteer

Pauline Wentworth, Park Ranger, Cumberland Island National Seashore, NPS

Angela Wigger, St. Marys Convention and Visitors Bureau/St. Marys Welcome Center

Consultant Team: Goolrick Interpretive Group

Faye Goolrick, Certified Interpretive Planner

Shannon Kettering, Certified Charrette Facilitator, American Institute of Certified Planners

Allie Goolrick, Media Specialist



Appendix C: Approaches and Trends in the National Park Service

Approaches and Trends in the National Park Service

The most effective operations are shifting to these approaches to work.

Desired Approach	Why — What We Gain — How this Looks	Dated Approach
Audience-Centered	<ul style="list-style-type: none"> • Two-way communication. Shifts from “for audiences” to “with audiences”; flexible. • Programs focus on experiences and engagement. Multiple options to access content. • Audience expertise (learning theory, motivation) is highly valued by organization. • Shift from content-driven to combinations of audience- and content-driven; content is curated and co-created with audiences. Requires being comfortable with letting go. 	<ul style="list-style-type: none"> • One-way information from institution to audience; static. • Programming is mostly focused on the interpreter rather than on the audience. • Deep subject matter expertise is highly valued by organization. • The organization controls content development.
Collaborate ...work with and through others	<ul style="list-style-type: none"> • Consistently works across disciplines, levels, and organizations. • Leverages fiscal and human resources. Partner niche and networks are used to advantage. • Mutually beneficial relationships among partners (<i>with</i> them). Requires shared control. 	<ul style="list-style-type: none"> • Employee, division, or park tends to work independently. • Content developed primarily within the division or park. • One-way partnerships primarily support or fund NPS goals.
Make Connections ...between places, stories, organizations, etc.	<ul style="list-style-type: none"> • Makes topical (“thematic”) connections across organizational and geographic boundaries. • Connects ideas, issues, places, and events to other sites or other geographical regions. • Provides context; explores cause and effects. 	<ul style="list-style-type: none"> • Primary focus is limited to the site or the site story, without connections to larger stories, systems, issues, or places. • Acts independently rather than seek others with expertise.
Connect to Communities	<ul style="list-style-type: none"> • Attracts local people—especially children and families—as well as destination visitors. • Welcomes and meets all people—intellectually and physically—where they are, not where the organization or its employees think they ought to be. • NPS functions within a community as a valued member rather than “reach out” to it. 	<ul style="list-style-type: none"> • Programming is designed primarily to satisfy destination visitors. These visitors tend to share employees’ values. • The organization seeks to transfer its values to audiences. • Approach is that NPS “reaches out” to communities.
Free-Choice Learning ...self-directed and informal learning	<ul style="list-style-type: none"> • Emphasis is on creating visitor experiences rather than presenting formal programs. • Learning is flexible, informal, free choice, and is self-directed by audiences. 	<ul style="list-style-type: none"> • Emphasis is on formal, static, presentations and programming. • Purpose is to provide factual information; enhance knowledge.

	<ul style="list-style-type: none"> • Jr Ranger materials facilitate family interaction and informal learning via site exploration. 	<ul style="list-style-type: none"> • Primary goal of Jr Ranger is to teach children facts about a site.
<p>Media and Technology</p>	<ul style="list-style-type: none"> • Media and technology are fully integrated into visitor experience and operations. • Online experiences are shaped knowing they may be someone’s only park interaction. • Carefully matches media to message and audience. Does not start with media choice. • Limited time, resources, and more options require a strategy, sound choices, and capacity. • Requires rethinking distribution of resources, with implications for position management. • Requires employees with new and different skills. 	<ul style="list-style-type: none"> • Media and technology are treated as add-ons to existing operations, services, and programming. Park experiences are primarily limited to the physical site. • Technology is viewed as an “end” rather than as a means. • Media and technology duties are collateral assignments, and tend to be scheduled as time permits.
<p>Data and Analysis ...drive decisions</p>	<ul style="list-style-type: none"> • Decisions are based on applications of data and analysis. Applies relevant, objective outside data (e.g. Pew Trusts demographic research) as well as project-specific evaluation. • Aligns efforts; applies strategic thinking toward goals. New practices are not layered on top of what exists; work is redesigned so practices are adapted and others are dropped. 	<ul style="list-style-type: none"> • Decisions are based on assumptions, our own preferences for programming, or continue “what we’ve always done”. • Decisions are reactive; or based on emotion or personalities. • Evaluation is done, but results are not applied to decisions.

Be Part of the Solution — To help move the NPS from where we are to where we need to be:

- **Develop External Awareness** — External awareness is a critical skill. Become aware of the larger forces at work in society and our organization.
- **Shed Old Ways** — We honor the past but are not bound by it. Shed systems and products that no longer work for our audiences or need to be adapted to accomplish the mission today. This may require some grieving for old ways but is part of the process to make the NPS stronger and more relevant.
- **Be Strategic** — Don’t try to do everything. Instead, make strategic choices. Work from each organization’s niche and its employees’ strengths. Parks and programs will not be rewarded for attempting to do everything; they will be rewarded for choosing carefully and matching goals with effective, sustainable choices.
- **Experiment** — Take risks. Experiment for short periods of time. Review analysis and data. Base informed decisions about how to move on from there.

Appendix D: 2016 Visitation Statistics Cumberland Island National Seashore Visitation 2016

	Recreation Visitors	Non- Recreation Visitors	Concession Lodging	Tent Campers	RV Campers	Concession Camping	Backcountry Campers	Misc Campers	Total Overnight Stays
2016									
January	3,272	0	0	600	0	0	475	0	1,075
February	3,815	0	0	915	0	0	661	0	1,576
March	8,107	0	0	1,620	0	0	1,639	0	3,259
April	7,477	0	0	1,420	0	0	1,118	0	2,538
May	6,486	0	0	1,341	0	0	814	0	2,155
June	5,296	0	0	1,408	0	0	465	0	1,873
July	10,784	0	0	1,046	0	0	329	0	1,375
August	3,450	0	0	500	0	0	165	0	665
September	4,055	0	0	1,048	0	0	314	0	1,362
October	1,940	0	0	164	0	0	332	0	496
November	3,828	0	0	835	0	0	398	0	1,233
December	3,386	0	0	942	0	0	614	0	1,556
2016 Totals	61,896	0	0	11,839	0	0	7,324	0	19,163



A brilliant sunset brings the day to a close at Dungeness dock.

All photos provided by the National Park Service.

Long-Range Interpretive Plan • Cumberland Island National Seashore

