

# Hiawatha Visitor Centers: Exhibit Redesign Proposal



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## A. Description

The Hiawatha National Forest has been funded to produce designs for new exhibits at three of its Visitor Contact (VC) sites in FY 02. Funding for construction is anticipated in FY03. All the VC's are co-located with Ranger District offices; one site is shared with Pictured Rocks National Lakeshore. At two sites some interior walls are proposed to be altered and the visitor contact desks replaced and relocated to make better use of the space. Lighting and other electrical work will also be needed at these two sites. An exterior kiosk is the major need at the third site. The three sites are described below:

**Munising VC** – this VC is shared with the Pictured Rocks National Lakeshore, a National Park Service unit and is approximately 850 sq. ft. The design work includes complete replacement of all exhibitry, a new visitor contact desk, entry area wall modifications and all associated electrical and communications wiring.

**Rapid River Office** – this VC is approximately 500 sq. ft and the design work includes complete replacement of all exhibitry including any additional lighting or other wiring, a new visitor contact desk, and possible entry area wall modifications.

**St. Ignace Office** – although this district office, constructed in 1999, has nearly 1,000 sq. ft for public information, the design work will focus on a kiosk and it's panels to be located outside of the building, as well as an interior octagonal area of approximately 160 sq. ft. with views of Lake Michigan and St. Helena lighthouse.

This document has been developed to identify goals and objectives as well as interpretive and orientation themes to be used for new exhibits and the remodeling of three Visitor Contact sites on the Hiawatha National Forest. Here we present concepts in the remodeling and upgrading effort.

## B. Purpose

The purpose of this project is to update exhibits found at two of the three sites, and provide a kiosk with exhibits, as well as some interior exhibits at the other site. Specifically, the project should

- Foster understanding, appreciation, and enjoyment of the natural, cultural & recreation resources of Hiawatha National Forest. (Also Pictured Rocks National Lakeshore at the Munising site)
- Foster an understanding of the function and mission of the agency(eis). (National Forest and National Park Service at Munising)
- Encourage visitors to see “the real thing.”
- Allow visitors the choice of self-orientation
- Provide visitors with orientation information.

At Munising and Rapid River the redesign should also:

- Consolidate and focus interpretive and orientation themes
- Provide current state-of-the-art interpretive media
- Streamline visitor/staff interactions so staff can provide information in a timely, efficient manner
- Feel open and inviting to visitors and secure to staff.
- Be designed to allow some exhibits to be changed relatively easily to respond to changing visitor needs and information.
- Provides for recreation use permit registration and purchase.
- Provides for efficient sales of Natural History Association items and USGS maps.
- Provides for services other than conveying recreation information to the public, such as issuance of permits for Christmas trees, boughs and firewood.

These changes are intended to better meet the needs of visitors as well as the Forest and National Park (Lakeshore) management programs than the existing exhibits and visitor centers do.

## **C. Market/Audience**

In general, visitors to all our sites are primarily small family groups. The Munising VC receives the heaviest use, as described below. The Munising site has compiled the most demographic information; we believe much of this applies to all sites.

Information compiled for the year 2000 by Travel Michigan, Michigan Economic Development Commission for the Upper Peninsula Travel & Recreation Association shows that of those people visiting the Eastern Upper Peninsula 36% visit National or State Parks, 33% visit historic sites, and 33 % participate in auto or bus touring. Of these visitors, 16% were considered to be in “the affluentials” social group, while 13% were in the “landed gentry” social group.

### **Munising**

Past research shows that about 55% of total visitation at Pictured Rocks National Lakeshore is from downstate Michigan. About 4% are local visitors. The balance is primarily from the surrounding states of Wisconsin, Illinois, Ohio, Minnesota, Indiana, New York, Pennsylvania, and the province of Ontario. Visitation increases from specific areas when newspaper articles are published on the Lakeshore.

Annual visitation to the interagency center is approximately 42,000. Some 50% of that is during the months of July and August. Monthly totals of visitation for 2000 are listed below. (During 2000 summer visitation was down about 33% from recent years.)

Monthly visitation at the Munising VC in 2000:

January	235	February	416	March	374
April	575	May	2184	June	4445
July	9840	August	9844	September	5190
October	1854	November	245	December	222

Approximately 900 backcountry permits are written out of the interagency visitor center annually for the Lakeshore backcountry. This number is expected to increase as the Forest comes on line with backcountry reservations/permits for Grand Island National Recreation Area (GINRA) and Big Island Lake Wilderness Area (BILW).

**Visitor Center Visitation**

The Munising site and other visitor contact sites operated within the Lakeshore receive the following amount of use:

<b>Center Name</b>	<b>Average annual use</b>
FS/NPS Visitor Information Center	42,000
Grand Sable Visitor Center (NPS)	20,000
Miners Castle (NPS)	20,000
Grand Marais Maritime Museum	3,000 - 7,000
Au Sable Light Station	5,000

The Au Sable Light Station and Sand Point (former Munising Coast Guard station) attracts distinct groups of people interested in maritime history. Grand Island National Recreation Area (NRA) has about 3,000 summer visitors, with up to 3,000 more in winter depending on access.

**Other Visitor Groups**

One group of visitors we serve is those who see the Lakeshore and Grand Island NRA from the water or air via Pictured Rocks Cruises, the Shipwreck Tours, or Skylane Air Tours. Some of these visitors may not actually set foot on land in the Lakeshore or Forest, yet may see a significant portion of it via tours.

Pictured Rocks Cruises hosts tens of thousands of visitors annually via their large lake going boats in late spring, summer and fall between Munising Bay and Grand Island, and Chapel Beach. The 2.5-hour tour traverses the shoreline of the park and many features of the Park and Grand Island NRA are commented on during the captain's narrative.

The Shipwreck Tours also operate within the Lakeshore/Grand Island NRA area, visiting submerged shipwrecks in Munising Bay and Murray Bay. This business is expanding and should be considered a significant form of visitation to the park and forest.

Skylane Air Tours and Upper Peninsula Flightseeing Air Tours both provide flying tours along the scenic shores of GI NRA and PIRO. Skylane Air Tours operates via special use permit from HNF's Hanley Air Field. Upper Peninsula Flightseeing operates from Grand Marais, MI.

**Rapid River:** There were 4,187 visitors in 2001. Some 46% of that is during the three summer months of June, July and August. An additional 27% is during the hunting months of September, October and November. Monthly totals of visitation for 2001 are listed below.

January 104	February 113	March 168
April 350	May 351	June 456
July 672	August 746	September 348
October 448	November 305	December 126

During 2001, 121 dispersed campsite permits, 155 firewood permits, 30 bough permits, 3 birch stem permits, 8 lycopodium permits, 24 Golden Age and 7 Golden Access permits were written out of the Rapid River District office.

**St Ignace:** There were 2,925 visitors in 2001. Some 53% of that was during the months of May, June, July and August and was mainly comprised of small family groups seeking information about Forest recreational opportunities. Monthly totals of visitation for 2001 are listed below:

January 139	February 122	March 118
April 231	May 293	June 414
July 293	August 547	September 252
October 216	November 154	December 146

Although the new Visitor Center is larger than the old office site (located 1 ½ miles east), visitation is down by 48% (based on 1998 visitation records). This is due in part to ineffective signing along U.S. 2 and the spectacular views of Lake Michigan on the opposite side of the road divert drivers' attention from the office site. Visitation is expected to increase when the Forest replaces the signs along the highway this year.

#### **D. Objectives/Expected Outcomes:**

At the conclusion of their visit to any one of the Visitor Centers, a majority of visitors will:

- feel welcome.
- be able to identify one outstanding natural, cultural or recreation opportunity in the area.
- explore one or more of the natural, cultural or recreation opportunities described in the exhibits
- follow safety measures presented in the exhibits.
- practice resource stewardship behaviors during their visit.

- understand the wide range of recreation opportunities available
- develop positive feelings about the agencies' management of natural, cultural and recreation resources.
- *For Munising only:* be able to explain that the agencies' (National Forest and National Park Service) differing missions results in a range of recreation opportunities that differ for each.

## E. Broad Interpretive and Orientation Themes

Overall Theme: Hiawatha National Forest (and Pictured Rocks National Lakeshore) provides a wide range of recreational experiences on lands rich in natural and cultural resources.

The following information provides the complete, basic interpretive themes for each management unit served by the visitor centers. This information is to provide the designer with a complete picture of the interpretive priorities of the area. We do not, however, expect that ALL these themes will be covered in the exhibits. The Recreation Strategy applies to all sites, while the last two items are specific to the Munising site.

### **a. The Hiawatha National Forest's Recreation Strategy 2000:**

Overall Focus: Hiawatha -- The Great Lakes National Forest

With one hundred miles of shoreline on three Great Lakes, the Hiawatha National Forest is uniquely positioned to provide visitors with a range of nationally distinct forest recreation opportunities. From lighthouses to Great Lakes islands, from spectacular shorelines to the Midwest's finest winter playground, the Hiawatha brings to life a fascinating natural and cultural history while providing unique recreation opportunities to the visiting public.

#### ❖ Great Lakeshores (priority)

The Hiawatha offers visitors access to over 100 miles of undeveloped shores of three of America's great freshwater seas -- Lakes Superior, Michigan, and Huron. The Hiawatha National Forest serves as a playground and respite for customers from major urban areas of Michigan including Detroit, and places like Chicago, Milwaukee and Cincinnati; for rural customers from Michigan, Wisconsin and other nearby states; and increasingly, for international visitors. Great Lakes Circle Tour participants may explore the 25-mile Whitefish Bay National Scenic Byway, while campers find accommodation – from developed to primitive – on all three Great Lakes shorelines. The North Country National Scenic Trail brings hikers beside Superior's sandy beaches. And boaters find access to all three Hiawatha Great Lakes.

#### ❖ Great Islands (priority)

The Hiawatha boasts four distinctly different Great Lakes islands. The largest and most-visited of these, Grand Island National Recreation Area, offers outstanding opportunities to interpret natural and cultural history in diverse

recreation settings. Mountain bikers, hikers, boaters, sea kayakers, campers, public transportation tour participants, snowmobilers and other visitors enjoy an excellent network of trails, overlooks, and facilities. Round Island is a designated Wilderness and boasts one of the most picturesque and often-photographed lighthouses in the area. Two other islands, Government and St. Vital, offer remote recreation opportunities. Recently, Congress passed an act directing the Forest to acquire St. Helena Island as a National Scenic Area; the act awaits presidential signature.

❖ Great Lighthouses (priority)

On Hiawatha's Great Lakes shorelines stand six lighthouses, five of which are owned entirely or in part by the Forest Service. Views of Pt. Iroquois, Peninsula Point, Round Island, East Channel (Grand Island), and Christmas Rear Range Lights are eagerly sought by "lighthouse lookers" and other tourists interested in the area's unique maritime history. At Pt. Iroquois Lighthouse, a visit to the museum offers visitors the opportunity to explore this heritage.

❖ Great Snow (priority)

When there's no snow elsewhere, winter sports enthusiasts look to the U.P. And with average annual snowfall of 200 inches in some areas, it's no wonder! The Hiawatha National Forest, positioned in the "lake effect snow" shadows of Lakes Superior and Michigan, is in the heart of a true winter sports wonderland. Seven cross-country ski trails offer over 50 miles of skating and traditional skiing of renowned quality. Each winter weekend, literally thousands of snowmobilers visiting the Hiawatha find hundreds of miles of trail connecting with the statewide system. Backwoods snow shoeing, ice fishing or cabin rentals are options for those who prefer more primitive recreation.

❖ Great Rivers

Many outstanding rivers weave through the Hiawatha's forests on their way to the Great lakes. Five of those rivers – the Carp, East Branch Tahquamenon, Indian, Sturgeon, and Whitefish – are designated National Wild/Scenic/Recreational Rivers.

❖ Great Learning

The Hiawatha offers a unique selection of high-quality learning opportunities for visitors of all ages. Our Residential learning center (Clear Lake Education Center and Boedne Bay Education Camp) utilize partnerships to offer hands-on conservation education opportunities in outdoor settings. Our Youth Archaeology Workshop offers hands-on archaeology experiences to budding archaeologists. In addition, Hiawatha schools, communities and visitors benefit from conservation education outreach programming, school forest education, and interpretive association partnerships.

❖ Great History

The Hiawatha's history in many ways exemplifies the Great Lakes states' story. From Indian battles to Native American villages; from fur trade era cabins to lighthouses; from logging camps to mining kilns to Civilian Conservation Corp camps, the Hiawatha offers visitors many opportunities to peer through windows to the past. In addition, the Hiawatha boasts 4 intact fire towers, standing ready to interpret the region's fire history in a way not possible anywhere else in the region.

❖ Great Times – Great Nature

A unique natural history has endowed the Hiawatha with a natural environment that abounds in water – inland lakes, wetlands, waterfalls, and other wet features. This water wealth has not gone unnoticed by our flora & fauna or our visitors! We have great habitats for special species – from orchids to dragonflies to timber wolves. Birds and birders alike enjoy our wetlands. Other eco-tourists delight in our primitive areas or unique habitats like fens. Hikers and mountain bikers find trails that wend through forest and alongside beautiful lake after beautiful lake. Hunters, anglers seek our solitude. Kayakers enjoy our undeveloped shorelines.

The following (b-c) apply only to the Munising Site which is shared between the Hiawatha National Forest and the National Park Service's Pictured Rocks National Lakeshore

**b. Pictured Rocks Lakeshore's *draft* Long Range Interpretive Plan**

- ❖ Ecological processes related to a Great Lakes near-shore environment and the geological processes of bedrock deposition, glaciation, and erosion have influenced Pictured Rocks and the region in which it lies.
- ❖ Human inhabitants of the park and the region - their perspectives and values - have been influenced by the unique Pictured Rocks landscape and have adapted to it using a variety of evolving technologies and life ways.
- ❖ Pictured Rocks National Lakeshore contains a great diversity of natural landforms, habitats and species due to the influences of past and present geologic processes, climate, and its location on Lake Superior.
- ❖ Pictured Rocks National Lakeshore contains a great diversity of cultural stories because the unique wealth of natural resources in the region has historically attracted a diversity of people to this area.
- ❖ The Lakeshore is a link in regional cooperative ecosystem management activities through education, information sharing, research, and land use planning.
- ❖ Protection of the park resources includes management of both land and people, through a variety of methods including facility design, law enforcement, education, research.
- ❖ The National Park Service manages the Lakeshore in accordance with congressional mandates assuring public recreational access and resources protection.

### **c. Grand Island National Recreation Area's Interpretive Prospectus**

Theme: Sands of Time, Island of Legends, Waves of Change

- ❖ Water, wind ice and time have shaped Grand Island with its steep rock cliffs and gentle bays and beaches. Humans have touched this place time and again by taking advantage of the protective harbors and beckoning shores.
- ❖ Prehistoric Indians and early Europeans as well as the people of today have left their traces on Grand Island. Layers of history, each with its legends, have been laid down much like the layers of sandstone. Built upon sites once used by prehistoric people are the remnants of the rugged lives of the fur traders. Wrapped around the remains of their primitive log homes are additions that transformed them into the summer cottages of a resort. In recent years those resort cottages were sold to individuals and modified to be their summer homes.
- ❖ The waves of change continue today with public ownership and the conversion to a National Recreation Area. Today we are able to examine the layers of history and learn the details of the past on Grand Island.
- ❖ The theme will incorporate a holistic approach to interpreting Grand Island. From its formation through times when humans who touched this island were of legendary proportions; from the pages of prehistory – written only in the traces left behind – to the stories of Europeans like Williams and Mather. These people and other had a part in the history of Grand Island relating directly to the wealth and beauty of the natural resources.

## **F. Site Specific Interpretive and Orientation Themes**

### **a. Munising VC (exhibit areas 1-12):**

#### **1. Overnight Backcountry Permit Exhibit Area**

*Theme:* Before embarking on one of the several scenic overnight backcountry opportunities, visitors and campers need to understand backcountry regulations.

*Goals:*

- Explain and illustrate the backcountry opportunities and permit requirements for PIRO (Pictured Rocks National Lakeshore) backcountry, GI NRA (Grand Island National Recreation Area) campsites, and BILW (Big Island Lake Wilderness) campsites.
- Explain special rules applying to the area of their intended backcountry overnight visit.
- Provide accurate maps and detailed information that will allow visitors to prepare for a safe, enjoyable experience in the backcountry.

*Objectives/Teaching Points:*

- A majority of viewers will be able to list the special rules that apply to the area of their intended overnight stay.
- A majority of viewers will be able to list the general Leave No Trace ethics.
- A majority of backcountry users will have positive feelings about their role in protecting the backcountry resource.
- A majority of backcountry users will respect the backcountry rules and adopt a Leave No Trace ethic during their overnight stay.

*Comments:*

- We're developing interactive videos for this area, so the exhibit should include a kiosk and space for hardware. Need to be sure the design leave flexibility for changes in hardware/size.

## **2. Grand Island NRA Exhibit**

*Theme:* Grand Island NRA provides a beautiful natural setting in which to explore the Island's interesting history and enjoy a range of recreation pursuits.

*Goals:*

- Explain and illustrate opportunities for visitors to experience Grand Island's unique and varied natural, cultural and recreation resources.
- Provide accurate maps and detailed information that will allow visitors to prepare for a safe, enjoyable experience in the backcountry.
- Provide brochure space for Grand Island brochures.
- Exhibit sales items directly related to Grand Island NRA.

*Objectives/Teaching Points:*

- A majority of visitors will be able to list the island's key natural, cultural and recreation features.
- A majority of visitors will know that passenger ferry and tours are available.
- Twenty percent (20%) of visitors will visit the island during their stay.
- A majority of Grand Island visitors will respect the rules and adopt a Leave No Trace ethic during their stay.

*Comments:*

- Include artifacts in this exhibit area.

## **3. Day Hikes Exhibit**

*Theme:* Day hikes within the Forest, Lakeshore and National Recreation Area offer visitors of all abilities opportunities to experience area natural and cultural highlights.

*Goals:*

- Explain the range of hiking opportunities available.

- Provide accurate maps and detailed information that will allow visitors to find the trails and be prepared for a safe and enjoyable day hike.
- Provide brochure space for Day Hike brochures.
- Exhibit sales items directly related area day hikes.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of day hiking opportunities available.
- A majority of those who view the exhibit understand the special regulations for day hiking areas.
- A majority of those who view the exhibit will day hike during their visit.

*Comments:*

- This exhibit can be similar to what is proposed for Rapid River exhibit no. 15 (pg 17), with trails found closer to Munising emphasized.

#### **4. Mountain Biking Exhibit**

*Theme:* Hiawatha National Forest and Grand Island National Recreation Area offer excellent mountain biking opportunities.

*Goals:*

- Explain the range of mountain biking opportunities.
- Provide accurate maps and detailed information that will allow visitors to find places to ride and be prepared for a safe and enjoyable ride.
- Provide brochure space for Mountain Biking brochures.
- Exhibit sales items directly related area mountain biking.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of available mountain biking opportunities.
- A majority of those who view the exhibit will understand the special regulations for mountain biking areas.
- A majority of those who view the exhibit will mountain bike during their visit.

*Comments:*

- Include small reference, here or on another panel, to bike touring opportunities like FH 13, M94 and other paved routes.

## **5. Developed Campgrounds Exhibit**

*Theme:* HNF and PIRO campgrounds offer outstanding developed campgrounds.

### *Goals:*

- Explain developed camping opportunities on HNF and PIRO. Also mention nearby State Forest, State Park, County, and private campgrounds
- Explain that less-developed camping is available at dispersed sites.
- Provide accurate maps and detailed information that will allow visitors to find the various camping opportunities and be prepared for a safe and enjoyable experiences.
- Provide brochure space for HNF/PIRO developed camping brochures.
- Exhibit sales items directly related area developed camping.

### *Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of developed campgrounds available and what HNF/PIRO campgrounds generally provide in terms of amenities (e.g. how and why we're different than private and state campgrounds).
- A majority of those who view the exhibit will understand the special regulations and policies for developed campgrounds.
- Twenty-five percent of those who view the exhibit will use developed campground facilities during their visit.

### *Comments:*

- This exhibit can be nearly the same as what is proposed for Rapid River, exhibit no. 13 (pg 16), and St. Ignace exhibit no. 22a (pg 23) with camping found closer to Munising emphasized.

## **6. Dispersed (Backcountry) Recreation Opportunities Exhibit**

*Theme:* The Hiawatha National Forest offers outstanding dispersed recreation opportunities.

### *Goals:*

- Explain dispersed recreation opportunities including McKeever Cabin, Fee Demo Camping Areas, Dispersed Camping, Fishing and Canoeing (Indian Wild & Scenic River, AuTrain River, BILW)
- Provide accurate maps and detailed information that will enable visitors to find the various dispersed camping opportunities, match their desired recreation experiences with the proper setting, and allow them to be prepared for a safe and enjoyable experiences.
- Provide brochure space for Dispersed Recreation brochures.
- Exhibit sales items directly related area day hikes.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of dispersed recreation opportunities available.
- A majority of those who view the exhibit will understand the special regulations for dispersed recreation areas.
- Twenty-five percent of those who view the exhibit will use dispersed recreation facilities during their visit.
- A majority of dispersed users will respect the rules and adopt a Leave No Trace ethic during their stay.

*Comments:*

- This exhibit can be nearly the same as what is proposed for Rapid River, exhibit no. 14 (pg 16), with dispersed recreation opportunities found closer to Munising emphasized.
- Alternatively, river and inland lake canoeing could be covered with kayaking.

## **7. Kayaking Exhibit**

*Theme:* PIRO and GI NRA offer sea-kayaking opportunities in spectacular natural settings.

*Goals:*

- Explain the range of kayaking opportunities in the HNF, PIRO and GI NRA.
- Provide accurate maps and detailed information that will allow visitors to locate access to the lakes for sea kayaking and be prepared for safe and enjoyable kayaking.
- Provide brochure space for kayaking brochures.
- Exhibit sales items directly related area kayaking.

*Objectives/Teaching Points:*

- A majority of visitors is aware of the range of kayaking opportunities available.
- A majority of those who view the exhibit understand the special regulations and safety considerations for kayaking.
- A majority of those who view the exhibit will day hike during their visit.

*Comments:*

- May want to address canoeing opportunities here, or in dispersed recreation opportunities.

## **8. Waterfalls Exhibit**

*Theme:* The area offers spectacular waterfall-viewing opportunities.

*Goals:*

- Explain opportunities to view area waterfalls.

- Provide accurate maps and detailed information that will allow visitors to find local waterfalls and be prepared for a safe and enjoyable waterfall visit.
- Provide brochure space for waterfall brochures.
- Exhibit sales items directly related area waterfalls.

*Objectives/Teaching Points:*

- A majority of visitors is aware of the range of waterfall-viewing opportunities.
- A majority of those who view the exhibit understand the special conditions at each waterfall viewing area.
- A majority of those who view the exhibit will visit a waterfall during their visit.

*Comments:*

- Include area waterfalls outside of those in federal areas that are available to the public.

## **9. Winter Recreation Exhibit**

*Theme:* HNF and PIRO offer outstanding winter recreation opportunities in spectacular natural settings.

*Goals:*

- Explain and illustrate the range of winter recreation opportunities, highlighting cross-country skiing and showshoeing (HNF and PIRO) and snowmobiling (HNF).
- Mention briefly ice fishing, ice climbing and other winter sports.
- Provide accurate maps and detailed information that will allow visitors to find the various winter recreation opportunities and prepare for safe and enjoyable winter recreation.
- Explain special rules applying to their winter recreation interest.
- Provide brochure space for winter recreation brochures.
- Exhibit sales items directly related to winter recreation.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of winter recreation opportunities available.
- A majority of those who view the exhibit will understand the special regulations and safety considerations for winter recreation.
- A majority of those who view the exhibit will participate in winter sports during their visit.

*Comments:*

- This should be a year-round exhibit so that summer visitors have an opportunity to see what is available here in the winter.

- This exhibit can be nearly the same as what is proposed for Rapid River, exhibit no. 16 (pg 18), with winter recreation opportunities found closer to Munising emphasized.

## **10. Lighthouse Exhibit**

*Theme:* HNF and PIRO offer outstanding opportunities to view lighthouses in spectacular natural settings.

### *Goals:*

- Explain and illustrate opportunities to visit and view area lighthouses.
- Provide accurate maps and detailed information that will allow visitors to find area lighthouses and be prepared for safe and enjoyable lighthouse viewing.
- Explain special rules applying to the various lighthouse-viewing areas.
- Provide brochure space for information about area lighthouses, highlighting other lighthouses of the Hiawatha NF.
- Exhibit sales items directly related to area lighthouses.

### *Objectives/Teaching Points:*

- A majority of visitors will aware of available lighthouse opportunities.
- A majority of those who view the exhibit will understand the special regulations and safety considerations for lighthouse viewing.
- A majority of those who view the exhibit will view a lighthouse during their visit.

### *Comments:*

- This exhibit can be nearly the same as what is proposed for Rapid River, exhibit no. 17 (pg 19), and St. Ignace exhibit no. 23 and 28 (pg 25, 29) with lighthouses found closer to Munising emphasized.
- Include artifacts in this exhibit area if possible.

## **11. Heritage Exhibit**

*Theme:* HNF and PIRO offer outstanding opportunities to view cultural/heritage sites in spectacular natural settings.

### *Goals:*

- Create awareness of and illustrate opportunities to visit cultural sites and learn more about the area's history, including logging, mining, architecture, settlement, and native cultures.
- Provide brochure space for information about area cultural highlights.
- Exhibit sales items directly related to area cultural history.

### *Objectives/Teaching Points:*

- A majority of visitors will be aware of the area's history in terms of several briefly described eras.

- A majority of those who view the exhibit will understand the importance of preserving our cultural heritage.
- A majority of those who view the exhibit will remember the area's history while participating in other recreational activities.

*Comments:*

- There are not an awful lot of obvious cultural sites. However, even simple things like town names, road names and architecture point to the history of the area. Perhaps many little "did you knows" could be worked into all the other exhibit areas, too. Include artifacts in this exhibit area if possible.

## **12. Frequently asked questions**

*Theme:* Many visitors are curious about the same things.

*Goals:*

- Answer the most frequently asked questions, including:  
What can I see if I have only 2 hours?  
What commercial tours and cruises are available?  
Where can we get information about commercial services like restaurants and lodging.
- Provide current and forecasted weather
- Provide information about upcoming current programs
- Provide accurate maps and detailed information that will allow visitors to prepare for a safe and enjoyable ride on the many boat tours.
- Provide brochure space for information related to Frequently Asked Questions and General Orientation, including maps of Munising, PIRO and HNF.
- Provide space for rotating exhibits, such as one featuring Native American history of Grand Island, including artifacts.

*Objectives/Teaching Points:*

- A majority of visitors will know the answers to the most popularly asked questions.
- A majority of those who view the exhibit will understand how/where to get more information about commercial services.

*Comments:*

- May include a "What's special now" panel. Some of the info in this exhibit area may also be included on an outdoor display area and/or as "Did you knows" in the restrooms.
- This exhibit can use same general format as exhibit 20 (pg 21) for Rapid River, but the information will be unique to Munising.

## **b. Rapid River VC (exhibit areas 13-20):**

### **13. Developed Campgrounds Exhibit**

*Theme:* HNF campgrounds offer a variety of outstanding developed camping opportunities.

*Goals:*

- Explain developed camping opportunities on HNF. Also mention nearby State Forest, State Park, County, and private campgrounds
- Provide accurate maps and detailed information for each campground, which will allow visitors to find the various camping opportunities and be prepared for a safe and enjoyable experience.
- Provide brochure space for HNF developed camping brochures (west side campgrounds handout is 8.5 x 11).
- Exhibit sales items directly related to developed camping.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of developed campgrounds available, and what HNF campgrounds generally provide in terms of amenities (e.g. how and why we're different than private and state campgrounds).
- A majority of those who view the exhibit will understand the special regulations and policies for developed campgrounds.
- Twenty-five percent of those who view the exhibit will use developed campground facilities during their visit.

*Comments:*

- This exhibit can be nearly the same as what is proposed for Munising, exhibit no. 5 (pg 11), and St. Ignace exhibit no. 22a (pg 23) with camping found closer to Rapid River emphasized.

Answer these frequently asked questions:

- Which of your campgrounds offers electricity/flush toilets/showers/dump station/running water?
- How big are the sites and will they accommodate my rig?
- Folks want to know the location of the campgrounds in relation to their travels (relative to major highways) and what types of activities are available at each of them (e.g.. fishing, sightseeing, hiking, distance from town, etc).

### **14. Dispersed (Backcountry) Recreation Opportunities Exhibit**

*Theme:* The Hiawatha National Forest offers a wide range of outstanding dispersed recreation opportunities, including camping at our many primitive campsites, the Tom's Lake rustic log cabin, and canoeing on the Indian Wild and Scenic River.

*Goals:*

- Explain dispersed recreation opportunities including the Dispersed Campsite program, Tom's Lake cabin, and canoeing (Indian Wild & Scenic River)
- Provide accurate maps and detailed information that will enable visitors to find the various dispersed camping opportunities, match their desired recreation experiences with the proper setting, and allow them to be prepared for a safe and enjoyable experiences.
- Provide brochure space for Primitive Campsite handouts (8.5 X 11) and Tom's Lake cabin handouts (8.5 x 11).
- Exhibit sales items directly related to dispersed recreation activities (examples include Leave No Trace brochures, etc).

*Objectives/Teaching Points:*

- A majority of visitors will understand what to expect at our dispersed camping areas, and will be aware of the range of dispersed recreation opportunities available.
- A majority of those who view the exhibit will understand the special regulations for dispersed recreation areas.
- Twenty-five percent of those who view the exhibit will use dispersed recreation facilities during their visit.
- A majority of dispersed users will respect the rules and adopt a Leave No Trace ethic during their stay.

*Comments:*

- This exhibit can be nearly the same as what is proposed for Munising, exhibit no. 6 (pg 11), with dispersed recreation opportunities found closer to Rapid River emphasized.

Answer these frequently asked questions:

- How big are the campsites? How many trailers and people will they accommodate?
- What facilities are available at each? (toilets, water, etc)
- Can I camp anywhere on NF lands? Do I need a permit? What regulations do I need to comply with? How long can I stay?
- Where can I canoe? Where can I rent canoes? Kayaks?
- What else is there to do, in proximity to these dispersed campsites? (e.g. fishing, boating, etc).

## **15. Trails Exhibit**

*Theme:* Numerous trails within the Forest offer visitors of all abilities and interests opportunities to experience this area's natural and cultural highlights.

*Goals:*

- Explain the range of trail opportunities available. Emphasize the following types of trails:

- Shorter distance trails close to Rapid River: the most frequently requested trail info comes from travelers who ask where they can take a short walk to stretch their legs (trails close to US2: Maywood History, Rapid River Ski Trail, Peninsula Point interpretive trail, Nahma Marsh). Include nearby trails of other providers such as Days River, etc
- Long-distance trails. Emphasize the Bay de Noc Grand Island but also provide info on PIRO and GI NRA trails.
- Horseback trails, where horses can be rented and what facilities are available (e.g. camping?) for horseback riders.
- Develop a chart that at a glance tells folks which trails are available for which activities: backpacking, horseback riding, mt. biking, skiing, etc.
- Provide accurate maps and detailed information that will allow visitors to find the various trail opportunities and be prepared for safe and enjoyable trail experiences.
- Provide brochure space for the appropriate trail brochures.
- Exhibit sales items directly related to trails, hiking, horseback riding, etc.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of trail opportunities available, and which trails are best suited to them and their desired activities.
- A majority of those who view the exhibit will understand the special regulations that apply to trails.
- A majority of those who view the exhibit will utilize a NF trail during their visit.

*Comments:*

- This exhibit can be similar to what is proposed for Munising exhibit no. 3 (pg 9), with trails found closer to Rapid River emphasized.

Answer this frequently asked question:

- Where can I ride my mountain bike?

## **16. Winter Recreation Exhibit**

*Theme:* HNF offers outstanding winter recreation opportunities in spectacular natural settings.

*Goals:*

- Explain and illustrate the range of winter recreation opportunities, highlighting cross country skiing and snowmobiling.
- Mention briefly ice fishing, showshoeing, dog sledding, and other winter sports.
- Provide accurate maps and detailed information that will allow visitors to find the various winter recreation opportunities and prepare for safe and enjoyable winter recreation.
- Explain special rules that apply to their winter recreation interest.

- Provide brochure space for winter recreation brochures, including free snowmobile trail maps for the area (produced by snowmobile clubs).
- Exhibit sales items directly related to winter recreation.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of winter recreation opportunities available.
- A majority of those who view the exhibit will understand the special regulations and safety considerations for winter recreation.
- A majority of those who view the exhibit will participate in winter sports during their visit.

*Comments:*

- This should be a year-round exhibit so that summer visitors have an opportunity to see what is available here in the winter.
- This exhibit can be nearly the same as what is proposed for Munising, exhibit no. 9 (pg 13), with winter recreation opportunities found closer to Rapid River emphasized.

Answer these frequently asked questions:

- What are the trail conditions? How much snow do you have? When were the trails last groomed?
- Where are the ski trails? How long? How difficult?
- How do I get to the trail from here?

## **17. Lighthouse Exhibit**

*Theme:* HNF offer outstanding opportunities to view lighthouses in spectacular natural settings.

*Goals:*

- Explain and illustrate opportunities to visit and view area lighthouses.
- Provide accurate maps and detailed information that will allow visitors to locate local lighthouses and prepare for safe and enjoyable lighthouse viewing.
- Explain special rules applying to the various lighthouse-viewing areas.
- Provide brochure space for information about area lighthouses, highlighting other lighthouses of the Hiawatha NF as well as those lights privately operated (Seul Choix, Sand Point, etc).
- Exhibit sales items directly related to area lighthouses.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of available lighthouse opportunities.
- A majority of those who view the exhibit will understand the special regulations and safety considerations for lighthouse viewing.
- A majority of those who view the exhibit will view a lighthouse during their visit.

*Comments:*

- This exhibit can be nearly the same as what is proposed for Munising, exhibit no. 10 (pg 13) and St. Ignace, exhibits no. 23 and 28 (pg 25, 29), with lighthouses found closer to Rapid River emphasized.
- Incorporate the existing Peninsula Point model in this exhibit
- Include artifacts in this exhibit area if possible.

Answer these frequently asked questions:

- Can I go up in the tower?
- How do I get there from here, and how long does it take to get there?
- What size vehicle will the road to the lighthouse safely accommodate?
- What can I do at the lighthouse? (picnic, sightsee, camp, hike)
- Are there other lighthouses in the area that I can go see? (don't forget to mention Sand Point).

### **18. Hunting and Fishing Exhibit (seasonal)**

*Theme:* The Hiawatha National Forest offers thousands of acres of public land to hunt, hundreds of inland lakes and miles of inland streams to fish.

*Goals:*

- Provide accurate maps and detailed information that will allow visitors to prepare for safe and enjoyable hunting and fishing, such as info on boat launches, blind building on NF lands, use of ORVs on NFS lands, etc.
- Explain special rules that apply to hunting and fishing on NFS lands.
- Provide brochure space for information about hunting and fishing on the Hiawatha NF, including the MDNR guides for fishing, hunting and trapping.
- Exhibit sales items directly related to hunting and fishing.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the hunting and fishing opportunities on NFS lands, and what facilities are available to allow them to participate.
- A majority of those who view the exhibit will understand that state regulations apply to hunting on NFS lands, and safety considerations for hunting and fishing.
- A majority of those who view the exhibit will hunt or fish during their visit to the forest.

*Comments:*

- This exhibit will be alternated with no. 19 seasonally

### **19. Monarch Butterfly Exhibit (seasonal)**

*Theme:* Peninsula Point offers a unique opportunity to observe thousands of monarch butterflies gathering before beginning their 2000-mile migration to Mexico.

*Goals:*

- Explain why Peninsula Point is regionally unique in attracting monarchs.
- Explain the unique and threatened phenomena of the monarch's migration.
- Explain the Monarch Butterfly Research Project.
- Provide accurate maps and detailed information that will increase the chances of visitors seeing the monarchs gathering.
- Explain special rules applying to the monarch viewing, to ensure that visitors observe the butterflies without harassing them.
- Provide brochure space for information about the Monarch Butterfly.
- Present information that will encourage visitors to sign up as Monarch volunteers.
- Exhibit sales items directly related to the Monarch Butterfly.
- Provide information on the Great Monarch Chase.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the opportunity to view the Monarch Butterfly at Peninsula Point.
- A majority of those who view the exhibit will understand the best times to view migrating monarchs, and how to view them without disturbing them.
- A majority of those who view the exhibit understand the importance of volunteers to the Monarch project.

*Comments:*

- Include a live butterfly exhibit, in which visitors can observe the various cycles of the monarch butterfly.
- This exhibit will be switched with no. 18 seasonally

Answer these frequently asked questions:

- When can I see the most monarchs at the lighthouse?
- What do the volunteers do? How do I sign up to be a volunteer? (provide volunteer info/handouts).
- What/when is the Great Monarch Chase?

## **20. Frequently Asked Questions Exhibit**

*Theme:* Many visitors ask the following questions, which aren't necessarily tied to any of the previous exhibits.

*Goals:*

- Answer the most frequently asked questions, including:
  - Where can I ride my ORV?
  - Where can I take my dog for a walk?
  - What else is there to do around here? (some answers: Pictured Rocks National Lakeshore, Fayette State Park, Big Springs, Seney National Wildlife Refuge)
  - Where can I go see waterfalls?

- Do you have any maps or routes where I can see some gorgeous fall colors?
- Provide brochure space for information related to FAQs and general orientation, including general road information, such as what types of roads people can expect while driving on their National Forest and what type of condition they will find them in.
- Provide space for rotating exhibits, such as special focus themes that we can develop in response to management needs.

*Objectives/Teaching Points:*

- A majority of visitors will know the answers to the most FAQs.
- A majority of those who view the exhibit will understand how/where to get more information.

*Comments:*

- This exhibit can use same general format as exhibit 12 (pg 15) for Munising, but the information will be unique to Rapid River

**c. St. Ignace VC:**

Kiosk Section Exhibits (21- 24):

The outside kiosk will welcome and orient visitors to the HNF, highlight seasonal/specific recreational opportunities, provide safety/regulatory information, and a pay phone. It will provide general Forest information to the visitor during and after normal business hours. The kiosk will provide complimentary brochures that correspond with the information provided in the interpretive panels and will be located in weatherproof dispensers for people to take with them for future reference.

The kiosk design will compliment and balance the gazebo look of octagonal exhibit area inside the Visitor Center (VC). See concept plan in section J. It will provide a roof with adequate overhang to protect the interpretive panels, brochures, and people from inclement weather. The kiosk concept plan includes 4 sections, one of which will have a pay phone. Each section has 3 faces for panels; 2 faces are approximately 2.5 ft. wide x 5 ft. tall (side panels); 1 face is 4 ft. wide x 5 ft. tall (center panel).

**21. Pay Phone Section**

*Theme:* Public phone access with local contact numbers for emergency situations and travelers' needs.

*Goals:*

- Provide information relevant for the use of pay phone service (i.e., phone numbers of emergency response services, destination mileage chart).
- Provide area map with traveler services indicated with symbols (i.e., gas stations, campgrounds, picnic sites, wayside vistas, trail-heads, fishing, groceries, hospital, etc.).

- Display tourism literature that can be taken by visitors (limited to tourism-agency or Forest Service produced items, not brochures from individual businesses).

*Objectives/Teaching Points:*

- A majority of pay phone users will be able to immediately locate emergency contact numbers.
- A majority of pay phone users will be able to understand what traveler services are available nearby and be able to contact them.

*Comments:*

Possible 3-panel layout for this section includes:

- The center panel containing the pay phone and shelf to hold a local phonebook for easy reference.
- The side panels displaying emergency phone numbers, area map, information board, and tourism literature.

**22a. Camping Opportunities Section** (alternate with fall/winter (22b) seasonally)

*Theme:* There is a wide range of camping opportunities available in the EUP (Eastern Upper Peninsula)

*Goals:*

- Explain developed camping opportunities on HNF. Also mention nearby State Forest, State Park, County, and private campgrounds
- Explain that developed camping is available at campgrounds and that less-developed camping is available at dispersed campsites on the HNF.
- Provide detailed information about developed campgrounds and dispersed campsites located on the Eastside of the HNF.
- Provide accurate maps and detailed information, which will allow visitors to find the various camping opportunities and be prepared for safe and enjoyable experiences.
- Provide brochure space for HNF camping brochures and booklets.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of camping opportunities available in the Eastern U.P. and where they're located, and what HNF campgrounds generally provide in terms of amenities (e.g. how and why we're different than private and state campgrounds).
- A majority of those who view this section will respect the rules of a Leave No Trace ethic during their stay.
- A majority of visitors will be aware of the opportunity to make advanced reservations at some of the campgrounds (i.e., Westside of the HNF), how to make the reservation and the fees required.
- A majority of those who view this section of the kiosk understand the special regulations, policies and fees charged at HNF campgrounds.

- Twenty five percent of those who view this section will use developed campground facilities during their visit.

*Comments:*

- This exhibit can be similar to what is proposed for Rapid River, exhibit no. 13 (pg 16), and Munising exhibit no. 5 (pg 11) with camping found in the EUP emphasized.

Possible 3-panel layout for this section includes:

- The center panel displaying a detailed camping opportunity map of the Eastside of the HNF, using different symbols for different agencies (i.e., Private, state parks, state forest, National Forest, National Park) and including major roads, rivers, lakes, and towns.
- The side panels displaying individual site maps and photos of the Eastside's 8 developed campgrounds and several dispersed campsites that highlight attractions found at each site.

**22b. Fall & Winter Recreation Section** (alternate with camping section (22a) seasonally)

*Theme:* HNF offers outstanding winter recreation opportunities in spectacular natural settings.

*Goals:*

- Explain and illustrate the range of fall and winter recreation opportunities, highlighting fall color tour routes, cross-country skiing, showshoeing, and snowmobiling.
- Mention briefly other activities (i.e., hunting, fishing, dog sledding, ice fishing, ice skating, tubing, etc.).
- Provide accurate maps and detailed information that will allow visitors to find fall and winter recreation opportunities and prepare for safe and enjoyable experiences.
- Explain regulations and safety precautions that apply to winter recreation.
- Provide brochure space for fall and winter recreation brochures.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the range of fall and winter recreation opportunities available to them.
- A majority of those who view this section will understand regulations and safety precautions that apply to winter recreation.
- A majority of those who view this section will participate in fall and winter recreation during their visit.

*Comments:*

- This exhibit contains similar information to what is proposed for the "Winter Recreation" exhibits at Munising and Rapid River, with the addition of fall activities.

Possible 3-panel layout for this section includes:

- The center panel displaying a detailed fall/winter recreation opportunity map of the EUP, using different symbols for different sports and different colors for different routes (i.e., fall color tours, snowmobile routes, etc.), including major roads, rivers, lakes, and towns.
- The side panels displaying individual site maps and photos of the HNF fall and winter recreation opportunities available to them that highlight fall color and winter sports.

### **23. Lighthouses and Heritage Sites Section**

*Theme:* HNF offers outstanding opportunities to view lighthouses and visit other heritage sites in spectacular natural settings.

*Goals:*

- Create awareness of and illustrate opportunities to view or visit area lighthouses and other heritage sites (i.e., CCC Camps) on the HNF.
- Provide accurate maps and detailed information that will allow visitors to locate area lighthouses and prepare for safe and enjoyable lighthouse/heritage site viewing and/or visiting.
- Explain regulations and safety considerations for visiting lighthouses open to the public (including dates and hours open).
- Provide brochure space for information about area lighthouses and other heritage sites.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of area lighthouse and other heritage sites available to them to visit and/or view on the HNF.
- A majority of those who view this section will be aware which HNF lighthouses are open to the public, when they're open, and understand the regulations and safety precautions applying to them.
- A majority of those who view this section will view/visit a lighthouse and/or another heritage site during their visit.

*Comments:*

- This exhibit contains similar information to what is proposed for the "Lighthouses" exhibits at Munising (no. 10) and Rapid River (no. 17) with the addition of other heritage sites, and the "Heritage" exhibit at Munising (no. 11)

Possible 3-panel layout for this section includes:

- The center panel displaying a detailed lighthouse/heritage site map on the HNF, using symbols to easily identify them and including major roads, rivers, lakes, and towns.
- The side panels displaying individual site maps and photos of HNF lighthouses/heritage sites and provide a brief narrative of each.

## **24. Other Recreational Opportunities on the HNF Section**

*Theme:* A multitude of opportunities exist to explore on the Eastside of the HNF.

*Title:* Explore the Eastern Half of the HNF

### *Goals:*

- Explain the multitude of opportunities available to explore on the Eastside of the HNF (i.e., hiking, mountain biking, canoeing, and interpretive trails and trailheads, Wilderness Areas, auto tours, picnic areas, scenic overlooks, boat ramps, cabin rentals, conservation education camps, fishing opportunities, Wild & Scenic Rivers, etc.).
- Provide accurate maps and detailed information that will allow visitors to find these recreation opportunities and be prepared for safe and enjoyable experiences.
- Explain Leave No Trace (LNT) ethics to visitors.
- Provide brochure space for the recreational opportunity guides that correspond to the opportunities identified in this section.

### *Objectives/Teaching Points:*

- A majority of visitors will be aware of the multitude of opportunities available to them to explore on the Eastside of the HNF.
- A majority of those who view this section will explore an area on the Eastside of the HNF for the first time.
- A majority of those who view this section will plan to visit the HNF again in order to experience other activities identified to them.
- A majority of those who view this section will respect the rules of a Leave No Trace (LNT) ethic during their stay.
- A majority of those who view this section will understand regulations and safety precautions for participating in the multitude of recreational activities identified to them.

### *Comments:*

- This exhibit combines information found on the “Trails/Day Hikes” and Dispersed (Backcountry) exhibits at the Rapid River and Munising VC’s.

Possible 3-panel layout for this section includes:

- The center panel displaying a detailed site map on the HNF, using symbols to easily identify recreational opportunities and including major roads, rivers, lakes, and towns.
- The side panels displaying individual site maps and photos of the multitude of opportunities to explore on the Eastside of the HNF.

### Interior St. Ignace Exhibit Areas (25 - 30):

The Visitor Center of the St. Ignace Administrative Office includes approximately 1,000 square feet of exhibit space. One wall includes a brochure rack, another wall has a large wood painted map of the Eastern Upper Peninsula (EUP), a

visitor contact desk that occupies the central portion of the space, and another area that is devoted to interpretive sales items. An octagonal area with 5 windows, providing spectacular views of Lake Michigan, St. Helena Island and lighthouse, is where the interior exhibit design work will be located.

## **25. Turtle Mosaic Floor Exhibit**

*Theme:* An Ojibwa Symbol's Significance

### *Goals:*

- Explain to visitors what the significance of the turtle mosaic floor means and why it's oriented the way it is.
- Locate an interpretive sign in such a way that people can see the floor mosaic while learning about its meaning.

### *Objectives/Teaching Points:*

- A majority of visitors will learn how this Ojibwa symbol relates to lunar cycles, compass directions, and seasonal influences and how it represents a calendar.
- A majority of visitors who view this exhibit will understand why the turtle was chosen to symbolize the passage of time.
- A majority of those who view this exhibit will gain insight to the culture that created its symbolism.

### *Comments:*

- The center of the floor in the octagonal exhibit room contains a tile mosaic of a Native American turtle that symbolizes the 13 months in a lunar calendar, the 4 cardinal directions and the relationship to the passage of time through life's 4 seasons (birth, adolescence, adulthood, and death). Currently, there is no interpretive sign explaining the mosaic's cultural significance.

## **26. The Great Lakes National Forest Exhibit (1<sup>st</sup> panel in a sequence of 5 underneath the windows of the octagonal exhibit room that correspond with HNF Recreation Strategy Items)**

*Theme:* The HNF is uniquely positioned between 3 Great Lakes.

### *Goals:*

- Explain that the HNF is the only National Forest positioned between 3 of the Great Lakes.
- Explain what ecological processes shaped the Great Lakes National Forest (i.e., water, wind, and ice).
- Explain that with 100 miles of shoreline on 3 Great Lakes, the HNF is uniquely positioned to provide visitors with a range of nationally distinct recreational opportunities.

- Explain that the HNF brings to life a fascinating natural and cultural history while providing unique recreational opportunities to the visiting public.

*Objectives/Teaching Points:*

- A majority of visitors will learn how unique the HNF is in relationship to its location between 3 Great Lakes.
- A majority of visitors who view this exhibit will learn what ecological processes shaped the Great Lakes National Forest.
- A majority of those who view this exhibit will gain insight to the natural and cultural history of the HNF.

*Comments:*

- A view of the office parking lot and forested area around the office can be seen from the window above this panel.
- Include interactive or “touchy feely” artifacts on a table adjacent to this exhibit if possible.

**27. Great Lakeshores Exhibit** (2<sup>nd</sup> panel in a sequence of 5 underneath the windows of the octagonal exhibit room)

*Theme:* The HNF offers public access to 3 Great Lakes – Lakes Superior, Michigan, and Huron.

*Goals:*

- Explain that the HNF offers visitors access to over 100 miles of undeveloped shores of 3 of America’s great freshwater seas – Lakes Superior, Michigan, and Huron.
- Explain that the HNF offers many unique recreational opportunities along its Great Lakeshores (i.e., Whitefish Bay National Scenic Byway auto tour, Bay View and Lake Michigan Campground facilities, North Country National Scenic Trail and Horseshoe Bay Wilderness hiking opportunities beside and to sandy beaches).
- Provide information about safety precautions along HNF lakeshores (i.e., how to survive if caught in a rip current).
- Provide brochure space for information about HNF lakeshores.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of the unique recreational opportunities available to enjoy the Great Lakeshores.
- A majority of visitors who view the exhibit will understand how to access HNF lakeshores.
- A majority of visitors who view the exhibit will visit or view one or more of the 3 Great Lakeshores.
- A majority of visitors who view the exhibit will be aware of safety precautions along HNF lakeshores.

*Comments:*

- A view of the forested area around the office and Lake Michigan can be seen from the window above this panel.

**28. Great Lighthouses Exhibit** (3rd panel in a sequence of 5 underneath the windows of the octagonal exhibit room)

*Theme:* The HNF offers outstanding opportunities to view lighthouses in spectacular natural settings.

*Goals:*

- Explain that on HNF Great Shorelines stand 6 lighthouses, 5 of which are owned entirely or in part by the Forest Service – Round Island, Point Iroquois, Peninsula Point, East Channel, and Christmas Rear Range Lighthouses.
- Provide information and illustrate opportunities to visit and/or view these Great Lighthouses.
- Explain that St. Helena Lighthouse is the one visible from this window and is owned and being restored by the Great Lakes Lighthouse Keepers Association (GLLKA) who provides tours and maritime heritage education workshops at the Lighthouse.
- Explain that at Pt. Iroquois Lighthouse, a visit to the museum offers visitors the opportunity to explore its maritime history.
- Provide brochure space for information about HNF lighthouses.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of Great Lakes lighthouse viewing opportunities.
- A majority of visitors who view this exhibit will understand that lighthouses have a unique maritime history.
- A majority of visitors will understand that they can make arrangements with GLLKA to visit St. Helena lighthouse.

*Comments:*

- This exhibit can be nearly the same as what is proposed for Rapid River, exhibit no. 17 (pg 19), and Munising, exhibit no. 10, as well as what is on the kiosk in exhibit no. 23 (pg 25) with EUP lighthouses emphasized
- Lighthouses are hot ticket items for tourists these days. Views of Round Island, Pt. Iroquois, Peninsula Point, East Channel (Grand Island), and Christmas Rear Range Lighthouses are eagerly sought by tourists interested in the area's maritime history.
- A great view of Lake Michigan, St. Helena Island and Lighthouse can be seen from the window above this panel.
- A scale model of St. Helena lighthouse that GLLKA has already developed can be incorporated into this exhibit.

**29. Great Islands Exhibit** (4th panel in a sequence of 5 underneath the windows of the octagonal exhibit room)

*Theme:* The HNF boasts 4 distinctly different Great Lakes islands.

*Goals:*

- Explain that the HNF manages 4 distinctly different Great Lakes islands – Grand Island National Recreation Area, Round Island Wilderness, Government Island, and St. Vital Island.
- Describe the outstanding recreational opportunities available to them on Grand Island (i.e., mountain biking, hiking, boating, sea kayaking, camping, auto touring, snowmobiling, sightseeing, and picnicking).
- Explain that Round Island is a designated Wilderness and boasts one of the most picturesque and often-photographed lighthouses in the area.
- Explain that both Government and Vital Islands offer remote, non-motorized recreational opportunities.

*Objectives/Teaching Points:*

- A majority of visitors will be aware that the HNF manages 4 Great Lakes islands.
- A majority of visitors who view this exhibit will understand that each island offers unique recreational opportunities.
- A majority of visitors who view this exhibit will view or visit one or more of HNF's Great Islands.

*Comments:*

- A view of the forested area around the office and Lake Michigan can be seen from the window above this panel.

**30. Great Times – Great Nature Exhibit** (Last panel in a sequence of 5 underneath the windows of the octagonal exhibit room)

*Theme:* The HNF has a unique natural history that abounds in water and offers unique recreational opportunities to experience its water wealth.

*Goals:*

- Explain that a unique natural history has endowed the HNF with a natural environment that abounds in water (inland lakes, wetlands, waterfalls, rivers) and provides habitat for unique flora and fauna.
- Describe different habitats for unique species (i.e., from orchids to dragonflies to timber wolves, from lakeside daisies to piping plovers).
- Describe the multitude of recreational and educational opportunities that are available for visitors to experience Great Times on the HNF (i.e., hiking and mountain biking trails, hunting and fishing, kayaking and canoeing, birders and photographers).

- Provide brochure space for information about HNF's unique natural history and recreational opportunities to experience Great Nature.

*Objectives/Teaching Points:*

- A majority of visitors will be aware of HNF's unique natural history.
- A majority of visitors who view this exhibit will understand the concept that there are different habitats for unique species found on the HNF.
- A majority of visitors who view this exhibit will learn of the multitude of recreational and educational opportunities that are available to them.
- A majority of visitors who view this exhibit will view natural features of the HNF with better understanding during their visit.

*Comments:*

- A view of a portion of the office and forested area around it can be seen from the window from this panel.
- This is the lowest priority exhibit, to be developed as space and budget permit.

#### **d. Summary of Exhibits**

*Goals:* All exhibits should:

- Provide accurate maps or information that will allow visitors to find the specific recreation sites or places highlighted in each exhibit area, and prepare for safe and enjoyable experiences.
- Include space for brochures related to the particular exhibit topic
- Include space to display ***samples*** of sales items that relate to the particular exhibit topic. Items for purchase would be stocked in VC's sales areas, not at exhibits.
- Explain all rules and regulations pertaining to the specific activities highlighted in exhibit.

*Objectives/Teaching Points:* At all exhibits, a majority of visitors will:

- Be aware of the recreation opportunities featured by each exhibit.
- Visit at least one of the places featured in the exhibit during their visit to the area.
- Understand regulations and safety issues related to each activity featured at each exhibit.

Many exhibits at each site have similar content with exhibits at other sites. St. Ignace's exhibits are not as similar as those that are shared between Munising and Rapid River. The chart below summarizes which exhibits are similar:

Similar exhibits					
Munising VC (exhibits 1-12)	exhibit no.	Rapid River VC (exhibits 13-20)	exhib it no.	St. Ignace VC (exhibits 21-30)	exhibit no.
Day Hikes	3	Trails	15	Other Rec Opportunities	24
Developed Campgrounds	5	Developed Campgrounds	13	Camping Opportunities	22a
Dispersed Rec	6	Dispersed Rec	14	Other Rec Opportunities	24
Winter Rec	9	Winter Rec	16	Fall & Winter	22b
Lighthouses	10	Lighthouses	17	Lighthouses	23 & 28
Heritage	11	none		Lighthouse & Heritage Sites	23
FAQ's	12	FAQ's	20	none	
1,2,4,7,8 are unique		18, 19 are unique		21,22,23,25,26,27,29 30 are unique	

## G. Design Narrative/Criteria

### a. All sites:

#### 1. Accessibility

- ensure all exhibits incorporate accessibility for the widest range of people possible.
- use the “Three Thirty Three” rule to provide accessibility to people of all learning levels.
- incorporate tactile and other sensory methods to communicate where possible.
- utilize Smithsonian Institution Accessibility Program guidelines (attached as appendix A)

#### 2. Design Elements

- All exhibits should share lettering styles, layout elements, graphic techniques and materials in order to promote a unity between all sites, and to help establish an identity for the HNF.

#### 3. Logos

Include USFS, HNF NPS GI NRA, HIA and ENFIA logos as appropriate.

#### 4. Traffic Flow

Keep people moving - don't create a lot of text and interactive exhibits that take a lot of time.

#### 5. Maintenance

All exhibits should be durable, easily cleaned and locally maintainable.

## **6. Mounted Animals**

The public always enjoys stuffed animals. Try to incorporate the specimens that are readily available into the new exhibits as much as possible, but do not have them distract from the overall theme. Consider rotating them between districts, so that they don't become uninteresting. Provide interpretive information on them as well, such as where people might be able to view living examples on the forest.

### **b. Specific to Munising (7-19):**

#### **7. Benches - Waiting Area**

Provide small sitting area – but nothing so cozy that it encourages loitering, for visitors to meet with or wait for forest staff. Should be well removed from the receptionist area. Exhibits or materials designed for children could be here, for young people to look at/play with (Smokey books and materials, etc). This is a low priority, given space limitations in the VIS area.

#### **8. ROGS**

Incorporate space for brochures, including USFS Recreation Opportunity Guides (ROGs), into individual exhibits. Numerous other ROGs and brochures exist that do not relate to specific exhibits. Provide space or methods to make them available, as well as easily accessed storage for all ROGS and other brochures.

#### **9. Natural History Sales**

Incorporate sales items as much as possible into exhibit areas where appropriate. Do not increase overall space devoted to sales area; consider more efficient display techniques, including clothing items. Design storage space for sales inventory in spaces indicated on floor plans.

#### **10. Guest Book and donation box**

Provide space for these items.

#### **11. Kid Stuff**

Due primarily to space limitations, a specific area for kids has not been included in the exhibit concept. However, we recognize that some form of entertainment/distraction is useful and necessary. We're looking for ideas on how to provide something to interest/occupy youngsters without taking up lots of space.

#### **12. Rotating Exhibit Space**

Provide space for small temporary exhibits. Perhaps this would be tied to the Frequently Asked Questions exhibit space. Provide space to highlight special projects, info on who we are and what we do, and what specific groups are doing, such as timber, engineering, wildlife and fisheries.

#### **13. Restrooms/Entry vestibule**

- Include “Did you know” education signing in each bathroom.
- Improve visibility of restrooms so visitors can find them more easily, and ensure visitors can easily find VC as they leave restrooms.
- Consider options to access restrooms directly accessed from entry area. See floor plan.

#### **14. Lighting**

Provide adequate lighting for all areas of VC and restrooms.

#### **15. Information Desk**

- The existing semi-circular desk is inefficient in terms of space and operations. We envision a linear desk, oriented along the District Office wall.
- The desk would be visually and or physically separated into 3 service areas: Permits, Information and Sales.
- The desk area would accommodate up to three credit card transaction machines, up to 3 cash registers, 2 2-way radios, telephone, and one or more computers.
- The desk would be wired with some sort of security button, including ability to lock entry doors.
- The office area behind the desk would be visually shielded from visitors’ view, but would allow a front office person to monitor visitor center, including the area just outside the VC entrance.
- VC door would be wired with a bell so front office would know when door opens, especially needed during winter operations when staff work in both district office and in VC.
- Desk will provide multiple service counter heights to accommodate a wide range of people’s needs. (from people in wheelchairs to standing adults)
- Design should consider options for adjusting current uses within space now encompassed by Recreation Staff’s office, NPS office and the administrative office. Ensure ample information desk space and ease of one administrative person simultaneously working both VC and administrative office.

#### **16. Video & Programming Room**

A separate, “sound-proof” room is needed to show LNT/backcountry videos (viewing will be required of backcountry permit holders in coming years) and orientation videos (now in demand by visitors) without interrupting other visitors. A portion of the “Grand Island Room” is available for dedication to this use by means of a sliding room divider. Should accommodate up to 10 seated adults.

#### **17. Exterior Directional Signing**

Visitors often enter District Office instead of VC. Include signs or other methods to direct visitors to VC entrance.

## **18. Vertical Space**

Use the ample vertical space of the vaulted ceiling for hanging exhibits, tall exhibits, signs, etc.

## **19. LNT Kiosks**

Provide space for two LNT Kiosks now in production.

### **d. Specific to Rapid River (20-31):**

#### **20. Information Desk**

- The existing desk is in an inconvenient location. Many people walk right past the desk toward the hallway and restrooms. A desk that will face the door (see floor plan), allowing staff to see visitors as they enter.
- Consider access into storage room behind proposed desk location and create efficient storage for maps, brochures and sales items in this storage room and adjoining storage closet. Consider space for a copy machine in this room as well.
- The desk area should accommodate one credit card transaction machine, one cash register, one 2-way radio, a telephone, FAX machine, and one computer.
- The desk should also be wired with some sort of security button, including ability to lock entry doors.
- Provide space for the receptionist and other forest staff to serve visitors who come in for non-recreation information, such as firewood permits, Christmas tree permits, or other general information and questions.

#### **21. Exterior Exhibits**

Consider locating some of our orientation exhibits outside on the kiosk, or in the vestibule area in order to provide information to the public 24/7.

Some info that could be made available 24/7 would include:

- Weather forecasts for travelers.
- Forest road/highway construction work; bridge closures.
- Trail conditions in the winter (snowmobile/ski trail)
- Event information.
- Monarch butterfly migration numbers at Peninsula Point.

The kiosk currently has no lighting and no protection from the weather.

We currently have a 2.5-mile range AM radio information station that can be heard at the office. It would be wonderful to be able to offer an interactive touch screen computer that would allow people to obtain a wider range of information when the office is closed, but we recognize that our budget probably does not permit this.

#### **22. Administrative Office access:**

Limit access from visitor contact area to administrative office; consider extending wall where existing folding screen behind information counter is now.

### **23. Maps:**

Staff frequently has to use the forest map to point out items to visitors. Consider a permanent wall mount of the map for reference, close to the receptionist. Or “roll-up” maps available for pull-down when needed, so that they don’t consume wall space otherwise? Maps may also be utilized in individual exhibits. Examples of the different pull down maps that could be used:

- West side map showing all of the NF campgrounds, dispersed campsites and cabins. (could also show other public and private).
- West side map, unmarked, for general use
- West side map w/ trails on it
- One map of the East side of the forest
- One map that could be changed seasonally. E.g.. It could display firewood cutting areas; where partridge, deer, bear areas are; etc.
- Active timber sales maps
- Gravel pit locations

### **24. Peninsula Pt. Model:**

Utilize the existing Peninsula Point model in the new VC, but put it at a lower level, so it can be more easily viewed by youngsters. Provide more information than what is in existing display.

### **25. Benches - Waiting Area**

Provide small sitting area – but nothing so cozy that it encourages loitering, for visitors to meet with or wait for forest staff. Should be well removed from the receptionist area. Exhibits or materials designed for children could be here, for young people to look at/play with (Smokey books and materials, etc). This is a low priority, given space limitations in the VIS area.

### **26. ROGS**

Incorporate space for brochures, including USFS Recreation Opportunity Guides (ROGs), into individual exhibits. Numerous other ROGs and brochures exist that do not relate to specific exhibits. Provide space or methods to make them available, as well as easily accessed storage for all ROGS and other brochures.

### **27. Natural History Sales**

Incorporate examples of sales items as much as possible into exhibit areas where appropriate. Do not increase overall space devoted to sales area; consider more efficient display techniques, including clothing items. Design storage space for sales inventory in spaces indicated on floor plans.

### **28. Guest Book and donation box**

Provide space for these items.

### **29. Kid Stuff**

Due primarily to space limitations, a specific area for kids has not been included in the exhibit concept. However, we recognize that some form of entertainment/distraction is useful and necessary. We're looking for ideas on how to provide something to interest/occupy youngsters without taking up lots of space.

### **30. Rotating Exhibit Space**

Provide space for small temporary exhibits. Perhaps this would be tied to the Frequently Asked Questions exhibit space. Provide space to highlight special projects, info on who we are and what we do, and what specific groups are doing, such as timber, engineering, wildlife and fisheries.

### **31. Restrooms**

- Include "Did you know" education signing in each bathroom.
- Improve visibility of restrooms so visitors can find them more easily, and ensure visitors can easily find VC as they leave restrooms.

### **32. Lighting**

Provide adequate lighting for all areas of VC and restrooms.

## **e. Specific to St. Ignace (33-35):**

### **33. Kiosk**

- include pay phone on a panel visible from parking area, but do not make it the main attraction
- use design elements (materials, colors, roof pitch, shape) from office building
- include roof to protect exhibits and people viewing exhibits from weather

### **34. Interior exhibits**

- locate to take advantage of views out of windows
- do not obstruct views from windows

### **35. St. Helena Lighthouse model**

Utilize the existing St. Helena Lighthouse model in the new VC as appropriate.

## H. Budget

### Cost Estimate: Munising/Pictured Rocks, Rapid River and St. Ignace VC's

#### Exhibit design contract

Detailed conceptual design through construction drawings  
and specifications \$70,000

\* \$10,000 from NPS

#### Exhibit Fabrication & Installation

Munising /Pictured Rocks \$200,000\*

Rapid River \$40,000

St Ignace \$40,000

*Subtotal* \$280,000

\* \$80,000 from NPS

#### Building Modifications

Munising /Pictured Rocks info desk/office space \$30,000

Rapid River info desk/office space \$30,000

*Subtotal* \$60,000

#### Project Management

USDA Design Division Review \$10,000

Hiawatha project manager design through construction \$30,000

District project manager, content quality assurance \$18,000

Regional review, assistance \$ 2,000

*Subtotal* \$60,000

**GRAND TOTAL \$400,000**

#### Annual Operation and Maintenance Costs

Munising /Pictured Rocks \$104,400

Rapid River \$22,300

St Ignace \$21,700

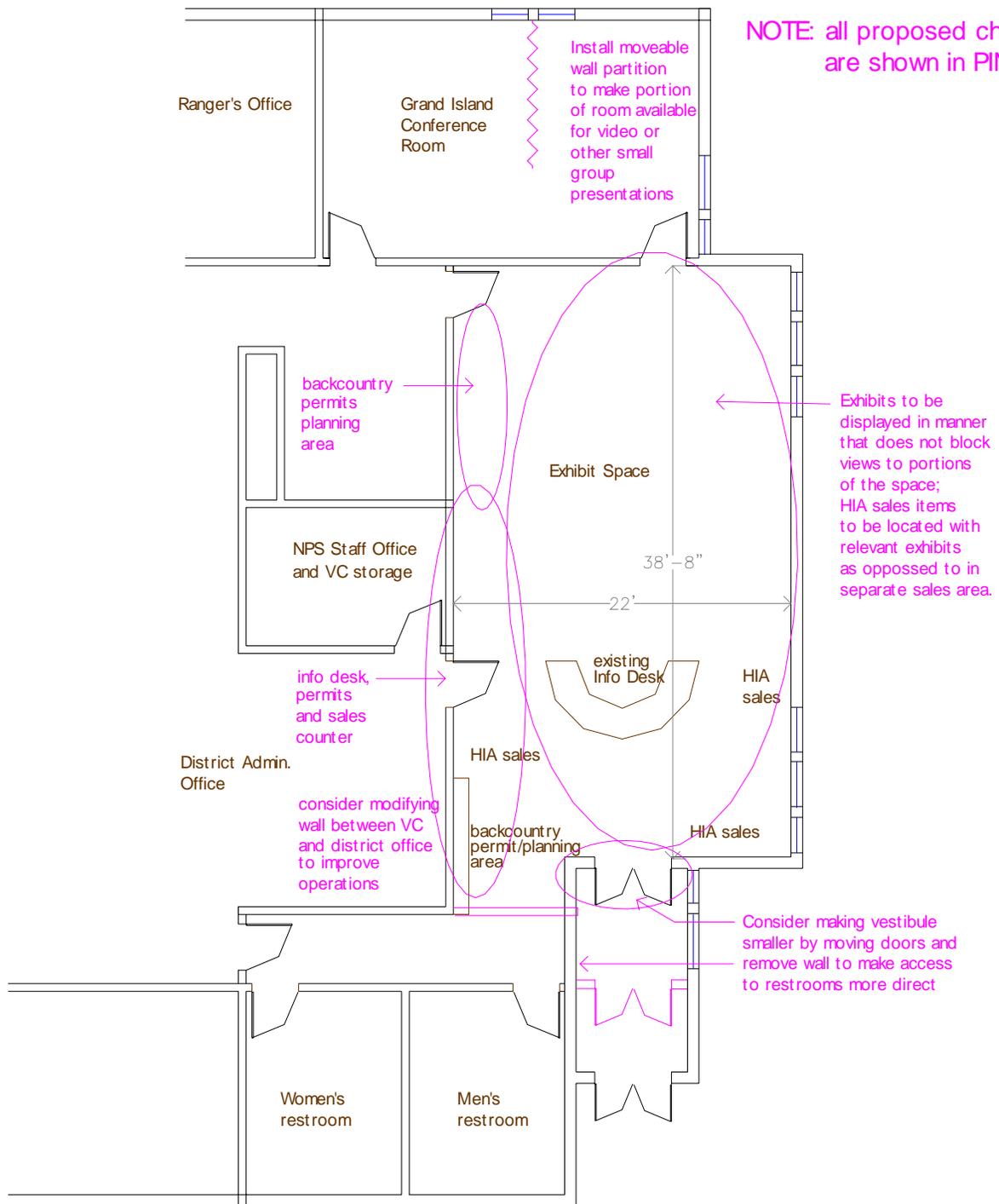
*total* \$ 148,400

## **I. Project Schedule**

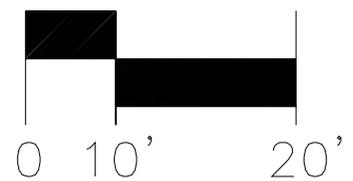
<b>task</b>	<b>Completed by</b>
WO Approve Prospectus	April 15, 2002
USDA Design Center assigns design firm	May 30, 2002
Initial meeting between designers and Forest	July 1, 2002
30% review/approval of designs	September 15, 2002
70% review/approval of designs	December 31, 2002
Completed design package delivered to Forest	February 1, 2003
Exhibit fabrication contract advertised	June 1, 2003
Exhibits installed	March 15, 2004

## **J. Drawings - attached**

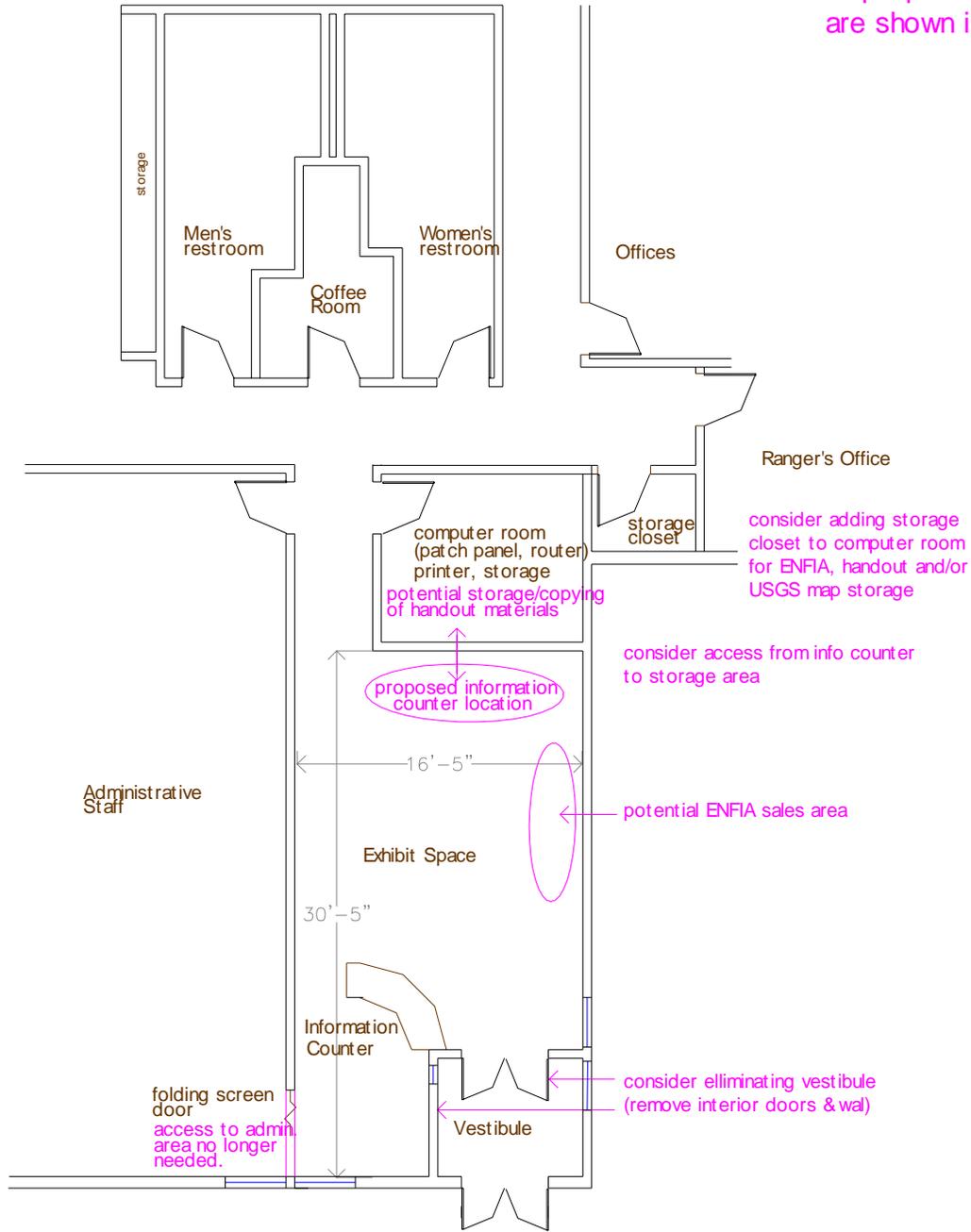
1. Munising Visitor Contact Site floor plan with proposed changes
2. Rapid River Visitor Contact Site floor plan with proposed changes
3. St. Ignace Lobby Area floor plan with Kiosk location
4. St. Ignace Office Turtle Room floor plan
5. St. Ignace Office Kiosk Conceptual Plan



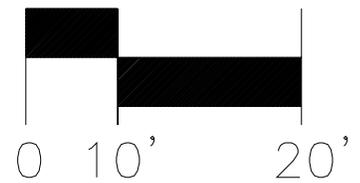
USDA FOREST SERVICE – HIAWATHA NATIONAL FOREST  
**MUNISING VISITOR CONTACT SITE**  
 floor plan and proposed changes

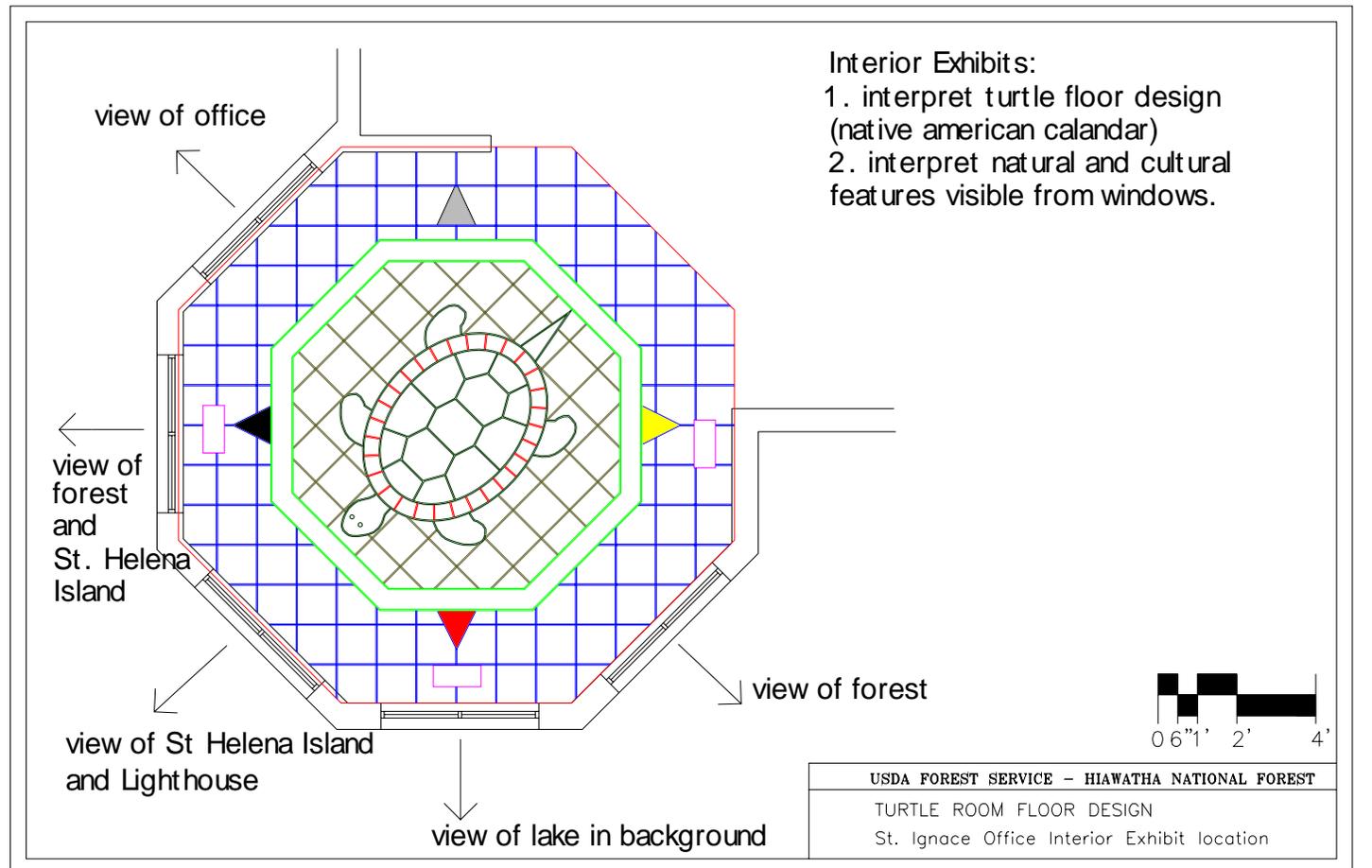
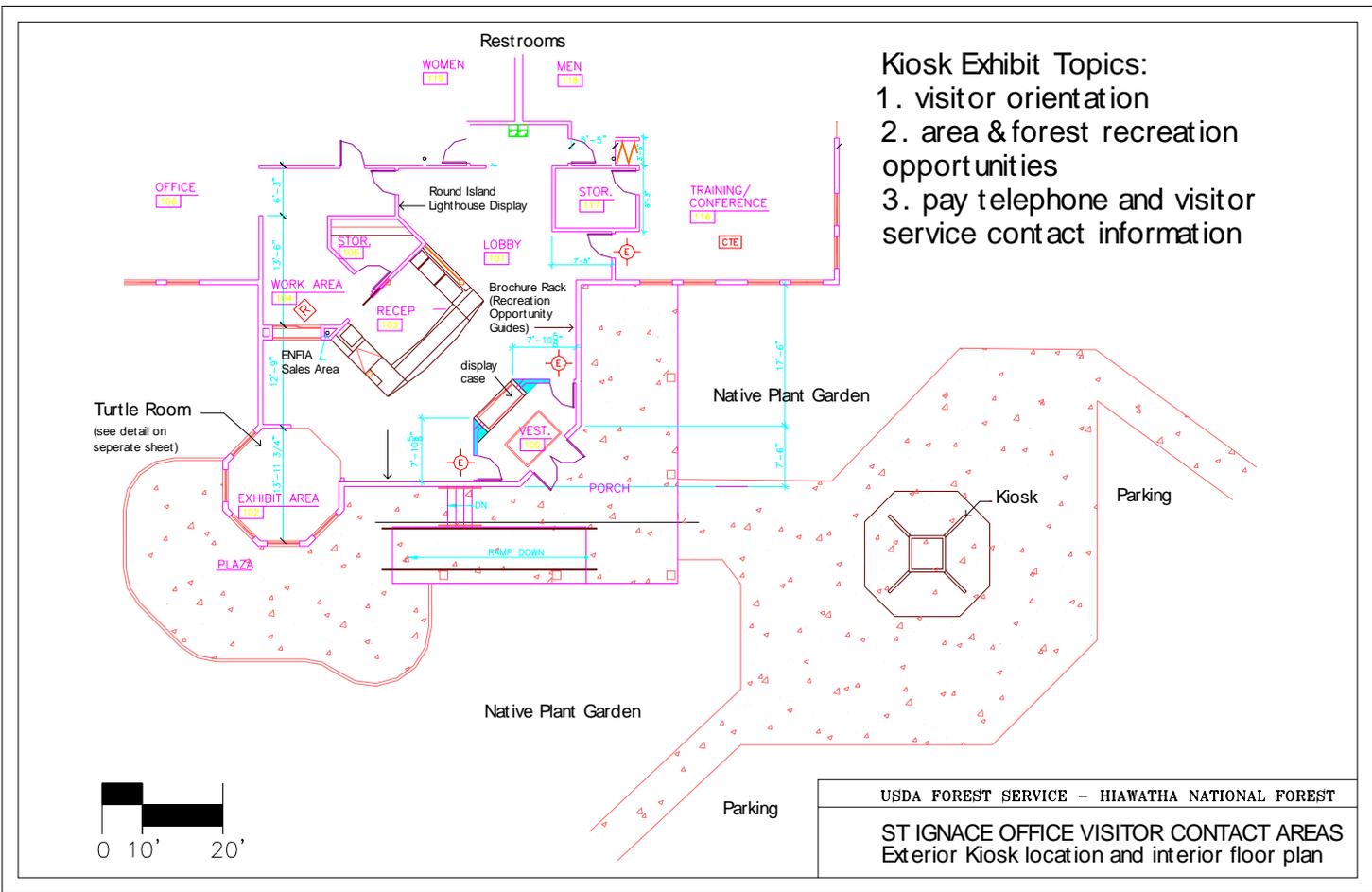


NOTE: all proposed changes are shown in PINK

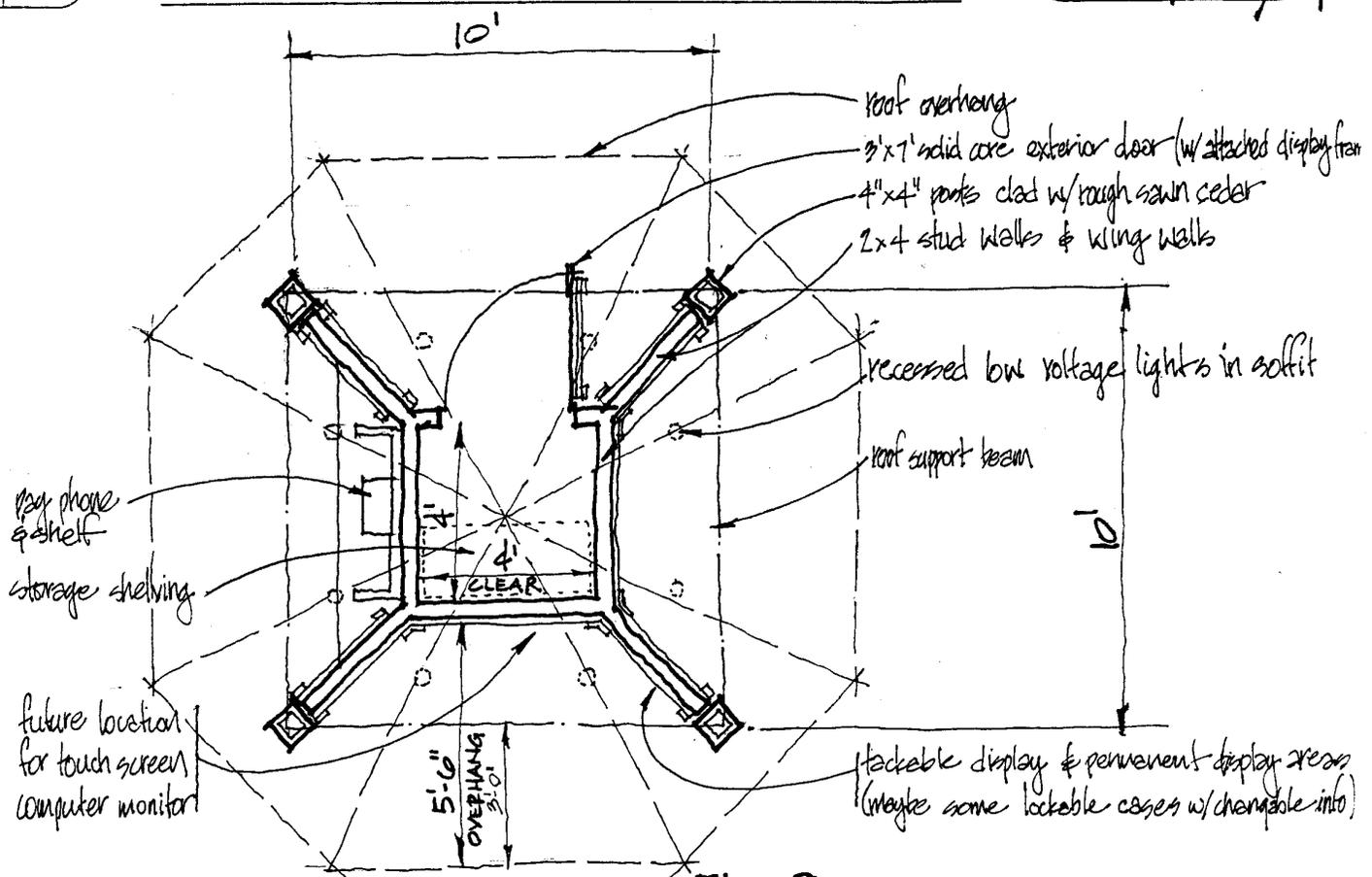


USDA FOREST SERVICE - HIAWATHA NATIONAL FOREST  
RAPID RIVER VISITOR CONTACT SITE  
floor plan and proposed changes

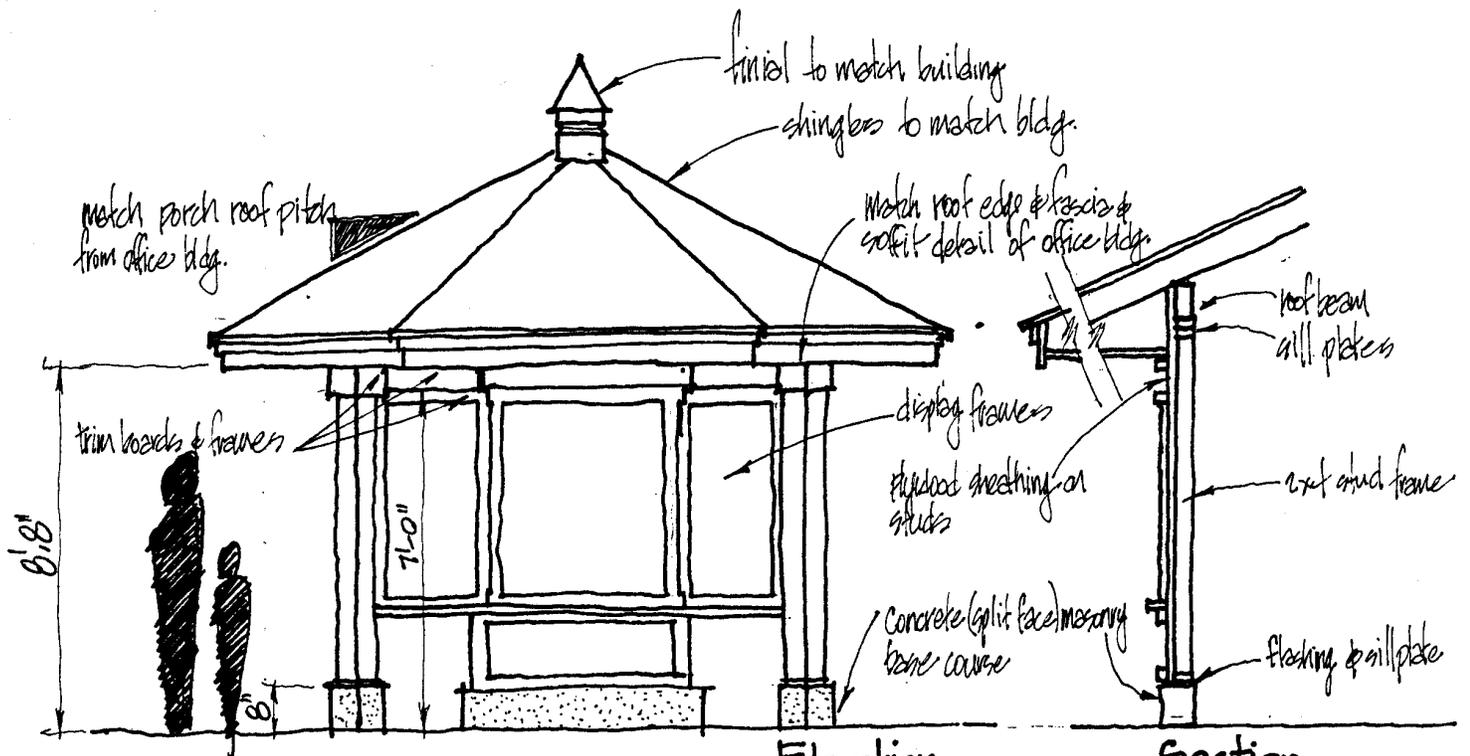




# Kiosk Concept Sketchers - St. Ignace, Ont.



Floor Plan  
not to scale



Elevation  
not to scale

Section  
not to scale

**SMITHSONIAN INSTITUTION  
ACCESSIBILITY PROGRAM**

*Edited to conform with USDA Forest Service Regulations*

**EXHIBITION ACCESSIBILITY CHECKLIST**

**Table of Contents**

I. Route To And Through The Exhibition.....

II. **Exhibition Space**

**Exhibition content and collections.....**

**Color in exhibitions.....**

**Exhibition lighting.....**

**Furniture in exhibitions.....**

**Labels in exhibitions.....**

**Audiovisuals and manipulatives in exhibitions.....**

**Public programming spaces in exhibitions.....**

**Emergency egress.....**

**Chart showing number of required wheelchair seating locations  
in public programming spaces**

	<b>Measurements and Notes</b>	<b>Y e s</b>	<b>N o</b>
<p><b>I. ROUTE TO AND THROUGH THE EXHIBITION</b></p> <p>A. The route from the accessible entrance to the exhibition space and through the exhibition space is without obstructions and changes in level (or provides ramps, lifts, or elevators to negotiate those changes).</p> <p>The route has sufficient width (minimum 36" [914mm]), lighting (minimum 10 footcandles), and good directional signs.</p> <p>There are no protruding objects with bottom edges above 27" [685mm] or below 80" [2030mm] above the floor.</p>	<p>Width:_____ Light level:_____</p> <p>Height:_____</p>		

<p><b>EXHIBITION SPACE</b></p> <p><b>Exhibition Content and Collections</b></p> <p>A. The exhibition content is offered in such a way that information can be gathered--either redundantly or in part-- aurally, tactually, and visually.</p> <p>For example, someone who is deaf can understand all key points of an exhibition because he/she can receive the information visually; someone who is blind or has low vision can understand all the same key points by receiving the information both tactually and aurally.</p> <p>B. The content presentation offers several levels of intellectual access (i.e., people who have cognitive disabilities can understand key information presented in the exhibition).</p>			
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	<b>Measurements and Notes</b>	Y	N
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**Exhibition Content and Collections,  
Continued**

C. Objects, models, or reproductions that illustrate key exhibition information and convey a coherent story are available for tactile examination.

D. Audio descriptions for exhibitions are integrated into larger presentations, such as highlights tours of a series of galleries.

Audio description can be presented by staff, volunteers, or audio equipment.

E. There are no obstructions to seeing objects in the exhibition space if the visitor is short or seated (e.g., high pedestals, railings that obscure the view).

F. Railings can be detected by a cane. (Railings at the lowest point may be no higher than 27" [685mm] above the floor to be cane detectable.)

Height: \_\_\_\_\_

<p><b>Color In Exhibitions</b></p> <p>A. There is 70% light reflectance value contrast between the colors of the floors and the walls to differentiate vertical and horizontal planes. The following formula for determining contrast is located in the appendix section of the Americans with Disabilities Act Accessibility Guidelines, (ADAG) Section A4.30:</p> <p>Contrast = <math>[(B1 - B2)/B1] \times 100</math></p> <p>where B1= light reflectance value of the lighter area and B2 = light reflectance value of the darker area.</p> <p>Note that in any application both white and black are never absolute; thus B1 never equals 100 and B2 is always greater than 0.</p>	<p>Contrast:_____</p>		
	<p><b>Measurements and Notes</b></p>	<p>Y</p>	<p>N</p>

**Color In Exhibitions, Continued**

B. The furniture color contrasts the floor and walls nearby. Furniture should not be the same color as the flooring so that it can be seen clearly and does not become a tripping hazard.

C. There are no patterns created by color and shape in the flooring which create an optical illusion of depth or height change. For example, a herringbone pattern of bricks with beveled edges may give the illusion of a raised edge at the center of each row; dark colors may appear as a lowered section of the floor.

D. The colors work with the lighting to create a well-lit, easily navigated exhibition space. Dark colors will

<p>absorb the limited light; light colors may be reflected in cases, potentially creating confusing areas.</p>			
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<p><b>Exhibition Lighting</b></p> <p>A. If light levels in galleries change from room to room, there is a gentle transition in lighting level from room to room.</p> <p>B. The level of light on circulation routes is at least 10 footcandles.</p> <p>If light levels are restricted by conservation requirements, there are at least 10 footcandles of light on the floor and label text.</p> <p>C. The light is adequate and even (i.e., not creating shadows and under-lit areas) across all objects and the galleries.</p>	<p>Light level:_____</p> <p>Light level:_____</p>		
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	<b>Measurements and Notes</b>	Y	N
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## Exhibition Lighting, Continued

D. The lighting in the space minimizes the pooling of light and shadow on the floor that can cause problems with depth perception.

E. The lighting minimizes the glare on the objects, labels, panels, and cases for a visitor who is either standing or seated.

F. The visitor creates no shadows on objects, labels, and text when standing or sitting in front of them.

<p><b>Furniture in Exhibitions</b></p> <p>A. Cases, benches, and exhibit barriers are positioned so the circulation route is clear and predictable (i.e., cases and objects do not jut out unexpectedly).</p> <p>B. There is seating with arm and back support in the galleries and corridors (50% of the seating in every area is recommended).</p> <p><b>C. There is enough space (36" [914mm] wide for routes; 30" X 48" [760mm X 1220mm] for clear floor space; 5' [1525mm] diameter for turnaround) around all sides of exhibition cases for people using wheelchairs, walkers, and crutches to circulate and view the exhibits.</b></p>	<p>Seats with back and arm support: _____</p> <p>Total seats: _____</p> <p>Route width: _____</p> <p>Clear floor space: _____ X _____</p> <p>Turnaround diameter: _____</p>		
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	<b>Measurements and Notes</b>	<b>Y</b>	<b>N</b>
<p><b>Furniture in Exhibitions, Continued</b></p> <p>D. The cases are not bumping or tripping hazards. Wall-mounted cases protruding out from the wall must have their lower edges no higher than 27" [914mm] above the floor to be cane detectable. If their lower edges are cane detectable, they can protrude any amount as long as they do not diminish the required 36" [914mm] wide circulation route.</p> <p>If they are higher than the 27" [685mm] maximum, they can project no more than 4" [100mm] from the wall.</p> <p>E. Case floors are low enough for someone who is short or seated to see everything inside the case. (Actual</p>	<p>Lower edge height: _____</p> <p>Route width: _____</p> <p>Lower edge height: _____</p> <p>Depth from wall: _____</p>		

<p>maximum floor height varies with the size and number of objects within the case.)</p>			
<p><b>Labels in Exhibitions</b></p> <p>A. The letters are in a readable type face (sans serif or slab serif).</p> <p>B. The letters are in a readable size (minimum: 1/4" [6.5mm] x-height).</p> <p>C. There is enough letter spacing so that letters are neither crowded nor</p>	<p>X-Height: _____</p>		

<p>separated from each other by large amounts of white space.</p> <p>D. Type is flush left. Label text of more than 3 lines is never centered.</p> <p>E. There is sufficient color contrast between the letters and the background (a minimum of 70% is recommended).</p>	<p>Contrast:_____</p>		
	<p><b>Measurements and Notes</b></p>	<p>Y</p>	<p>N</p>

**Labels in Exhibitions, Continued**

F. Letters are not printed over a patterned background in a way that they are difficult to read.

G. The labels are placed so that they can be seen and read if someone is short or seated. (For example, labels should not be placed on a horizontal surface higher than 36" [914mm] above the floor.) Wall-mounted labels should be located between 43" [1220mm] and 67" [1675mm] above the floor (depending on type size) for easy viewing by both those seated and standing.

H. Labels are placed in consistent, predictable locations, with relation to the objects, so that they are easy to find.

I. The text is written in concise, simple language.

Height: \_\_\_\_\_

J. Label text -- totally or in part -- is available in Braille, or on computer disk or audiotape.

K. As with cultural and gender equity, where appropriate, information about the life experiences of people with disabilities is included in the content.

L. When included, information regarding people with disabilities uses language that is correct and appropriate.

	<b>Measurements and Notes</b>	Y	N
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<p><b>Audiovisuals and Manipulatives in Exhibitions</b></p> <p>A. There is enough room for a wheelchair user to use an interactive station. Wheelchair users need a clear floor space of at least 30" [760mm] wide by 48" [1220mm] long to use a station.</p> <p>They need knee clearance of 19" [485mm] deep X 27" [685mm] high x 30" [760mm] wide.</p> <p>B. The controls at the stations are reachable by people who are short or seated. Controls, at the highest position, can be no higher than 48" [1220mm] above the ground. If the controls are obstructed by a barrier, they can be no higher than 42" [1065mm] above the barrier.</p>	<p>Width:_____ Length:_____</p> <p>Depth:_____ Height:_____</p> <p>Width:_____</p> <p>Height:_____</p>		
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<p>[1065mm] above the barrier.</p> <p>C. The controls are not difficult to use. Controls must require use by only one hand, no more than 5 pounds of force, and no pinching, grasping, and twisting to operate.</p> <p>D. The control buttons are large enough. Buttons should be at least 3/4" [19mm] at the smallest diameter.</p> <p>E. The interactives are captioned (including instructions for use) for those who cannot hear narration or instruction.</p> <p>If the presentation has no narration, there is a label to indicate this.</p> <p>F. If closed captioning is used, the decoder activator is clearly marked and easy to find.</p>	<p>Force required:_____</p> <p>Diameter:_____</p>		
--	---	--	--

	<b>Measurements and Notes</b>	<b>Y</b>	<b>N</b>
<p><b>Audiovisuals and Manipulatives in Exhibitions, Continued</b></p> <p>G. Instructions for the interactive are easy to understand.</p> <p>H. The instructions are available in audio and in Braille.</p> <p>I. Audio presentations are not loud or located near each other so that they conflict with each other or provide distracting background noise.</p> <p>J. Audio-only presentations have provided a transcript of the narration within the exhibition space.</p>			

**Public Programming Spaces in Exhibitions**

A. An assistive listening system is available, and there are signs to indicate its availability and location.

B. The presentation is captioned. The presentation with the captioning open.

If the presentation has no narration, there is a label to indicate this.

C. The presentation is audio described. Appropriate equipment for accessing the audio description is available on site, or directions for obtaining the equipment are shown at the exhibit entrance.

	<b>Measurements and Notes</b>	Y	N
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**Public Programming Spaces in Exhibitions, Continued**

D. There are locations for seating for wheelchair users (minimum 30" [760mm] wide by 48" [1220mm] long), and there are signs to indicate the locations. Required number of seating locations are listed at the end of this checklist.

Width: \_\_\_\_\_ Length: \_\_\_\_\_

Total seating capacity: \_\_\_\_\_

Number of wheelchair seating locations: \_\_\_\_\_

E. Designated wheelchair locations are dispersed to provide a variety of views comparable to those offered in fixed seat locations.

F. Locations for wheelchair users are next to spaces with seats.

Number of locations with removable armrests: \_\_\_\_\_

G. One percent of the total seats ( no fewer than one seat) are available with removable or no armrests. These seats are located on the aisle.

<p>seats are located on the aisle.</p> <p>These are marked as accessible to people with disabilities.</p> <p>H. If there is a raised stage designated for audience and staff involvement, it must be accessible from both the audience level and behind stage with the following characteristics:</p> <ol style="list-style-type: none"><li>1. There is a ramp that meets all access requirements up to the stage.</li><li>2. There is enough maneuvering room on the stage for a wheelchair user.</li><li>3. There is a detectable warning at the edge of the stage (e.g., railing, color strip, detectable surface change).</li></ol>			
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	<b>Measurements and Notes</b>	Y	N
<p><b>Emergency Egress</b></p> <p>A. Emergency routes out of the exhibition are accessible paths of travel (i.e., free of changes in level, sufficient width and light level, accessible doors and hardware, accessible signs directing to the exits).</p> <p>B. Emergency routes connect directly to accessible routes within the museum.</p> <p>C. Emergency exits are obvious and clearly marked as such.</p> <p>D. There are the required number and configuration of visual fire alarms within the gallery space.</p> <p>E. Information on emergency egress</p>	<p># Visual fire alarms: _____</p>		

<p>(i.e., floor plans indicating accessible egress) is available to visitors.</p> <p>F. The information on emergency egress is available in large print, in Braille, and on audiotape.</p>			
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<b>Capacity of seating in assembly areas</b>	<b>Number of required wheelchair locations</b>
4 to 25	1
26 to 50	2
50 to 75	3
76 to 100	4

101 to 150	5
151 to 200	6
201 to 300	7
301 to 400	8
401 to 500	9
501 to 1000	2 percent of total
Over 1000	20 plus 1 for each 100 over 1000