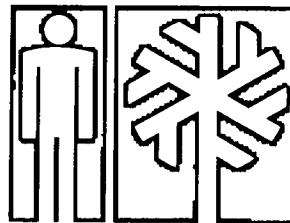


# interpretive prospectus

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## SAGAMORE HILL



NATIONAL HISTORIC SITE / NEW YORK

Recommended

John W. Bright—Chief, Office of Environmental Planning and Design/August 26, 1970

Jerry D. Wagers—Superintendent, New York City Group/July 10, 1970

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Approved

George A. Palmer—Acting Director, Northeast Region/August 26, 1970

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interpretive prospectus

**SAGAMORE  
HILL**

NATIONAL  
HISTORIC  
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## CONTENTS

OBJECTIVES OF THE INTERPRETIVE PROGRAM / 3

FACTORS INFLUENCING THE SELECTION OF INTERPRETIVE MEANS / 4

FUNCTIONS ASSIGNED TO INTERPRETIVE METHODS AND MEDIA / 6

OUTLINE OF INTERPRETIVE CONTENT / 8

STATEMENT OF RESEARCH STATUS / 18

STAFFING REQUIREMENTS / 20

SCOPE OF THE STUDY COLLECTION / 21

PRIORITIES / 21

COST ESTIMATES / 22

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## OBJECTIVES OF THE INTERPRETIVE PROGRAM

The primary objective of the interpretive program is to acquaint the visitors to Sagamore Hill with the life, career, and accomplishments of one of America's great men, Theodore Roosevelt. The remarkable character of the man, his spirit, energy, and integrity, should serve as an example to the people of this age, as it did in his, of the American ideal of leadership.

A grassy hilltop near Oyster Bay was acquired by Theodore Roosevelt shortly after his marriage to Alice Lee in 1880. His wife died following childbirth in 1884, and shortly thereafter Roosevelt went ahead with construction of the great house. He named the estate "Sagamore Hill" after "the old Sagamore Mohannis who, as chief of his little tribe, signed away his rights to the land...." It was here Roosevelt brought his second wife, Edith Carow, in 1887. From then on, throughout his varied and remarkable career, this was "home". Here were born three of his six children, all of them, caught up by his infectious spirit and vitality, enjoyed a happy and vigorous childhood. Sagamore Hill, the life shared here with his family and friends, was ever a source of inspiration and relaxation to Theodore Roosevelt. Whether as "Summer White House," which it was during the seven years of his Presidency, or merely the home he happily returned to following periods of soldiering, hunting, or office-holding, it brought him both peace and renewal

In presenting the story of Sagamore Hill, the main focus will be on the years it served as "Summer White House," 1901-1909. For it was as President that Roosevelt's great talents and energies found the powers to achieve meaningful action. From trust-busting to initiating the great conservation movement, it was to this time that his life's ideals and ambitions pointed.

While the Presidential years are to be spotlighted, the floodlamp to the interpretation should be upon T. Roosevelt and the estate, 1880-1919. The years it was home to a young squire, to that of family man and public servant, to the residency of a former President and statesman, should be included in the presentation.

Sagamore Hill should also be a step into the past for visitors to the historic site. What at first glance to the sophisticated people of this frantic age seems like ancient history, can be made to appear as the calm, leisurely life of a not too distant day. The visitor should be made to feel, at least subliminally, the similar and contrasting qualities of past and modern life. We must

instill in the visitors a feeling of an era not long-gone, that is still remembered by their parents and grandparents. If we can make vivid to the people the enormous changes that have taken place in our lives since then, for good or ill, we may be able to move them to an appreciation of the vital need to preserve the best of what we have, while we can.

As a corollary to the interpretive program, a Roosevelt Conservation Center should be developed at the Old Orchard Museum. The building, constructed as a home in 1938 by Roosevelt's oldest son, Theodore, Jr., has been operated as a museum by the Park Service since 1966. Because of its distance from the Roosevelt home (about 1/2 mile), it has proved less than adequate for general visitation use. Just slightly more than half of the visitors to Sagamore Hill walk the distance to the museum.

In 1968 an Environmental Study Area was designated at Sagamore Hill. A short trail has been laid out in the woods behind the museum, and one room in the building has been set aside for environmental study. The entire building could profitably be used for this and similar purposes. Throughout his life, Theodore Roosevelt was an ardent and skillful naturalist. He was regarded as a peer by the leading naturalists of his day. His deep interest in the world around him, and his remarkable efforts in preserving the Nation's natural resources, have established him as "The Conservation President." It is fitting, therefore, to establish this building as monument to his achievements in natural history and conservation, and to provide working space for individuals and groups with interests in the same area.

In summation, the priorities of the interpretive program should be to.

- A. Present the life of Theodore Roosevelt at Sagamore Hill
  - 1. As President, 1901-1909
  - 2. As shared by family and friends, 1884-1919
- B. Present a vignette of early 20th century life on a rural estate
  - 1. For appreciation of similar and contrasting qualities of past and modern life
  - 2. To instill an environmental awareness
- C. Establish the Roosevelt Conservation Center as an Environmental Study Area
  - 1. For use of scheduled education groups
  - 2. For the special use of interested individuals and groups.

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## FACTORS INFLUENCING THE SELECTION OF INTERPRETIVE MEANS

**Nature of the prime historical structure** — The primary feature for interpretation is the Roosevelt home. It is the goal of nearly every visitor to Sagamore Hill. Being a museum in itself, there should be no exhibit cases within. It should be interpreted as a home. Herein lies the problem common to many historical houses. The narrow halls and limited access to doorways present a challenge both to effective interpretation and to visitor circulation. The 1969 visitation was 141,187, an increase of more than 13,000 over the previous year. How we face the challenge of in-

creasing visitation and improved inside signs and other media, may well determine the effectiveness of our interpretation.

**Nature of the historical area** — Sagamore Hill in Roosevelt's time was a rural estate among the scattered farms, estates, and villages of bucolic Long Island. Today it is a large estate, no longer isolated, surrounded by small estates on a suburban Long Island. Though the family home is the object of primary interest to visitors, the grounds of the estate offer ample opportunity for additional interpretation. Several original outbuildings still stand, and where necessary, can be restored. These include the ice house (now restrooms), chicken house (now used for concessioner storage), wood and tool shed, carriage house, and a barn (now used for staff quarters and park storage). Proposed research of grounds use should reveal construction date of barn. Available evidence indicates it was standing in 1907. Other structures, viz. the windmill and stables, should be reconstructed. All the structures or sites are an easy distance from the main house.

To achieve better visitor appreciation of the area and the times, some limited "living history" should be presented. Park personnel could explain the use and operation of the working windmill, gardening, or other farm methods and techniques typical of a less mechanized era. As research reveals the former land use, current farming should accurately reflect that scene with appropriate crops planted and perhaps harvested with period equipment. However, this must be provided carefully and tastefully. Just as the house should accurately indicate the appearance of the times when it was actually home to the Roosevelts, so the restored outbuildings and grounds and land use should accurately indicate a similar appearance. To attempt more with animals and period dress would be to detract from the desired emphasis upon a former President and his family. Through these selective means we can aid the visitor to capture the feeling of life on a "gentleman farm" in the early years of the century.

The Long Island climate is suitable for visitor use of the grounds in all but the three winter months

**The visitor** — By far the great majority of visitors come from neighboring communities on Long Island and in New York City. Many are repeaters. In 1966 it was established that some 80 percent hailed from within the State. With the completion of anticipated bridges to Connecticut and southern New England, this figure may be expected to change.

Sagamore Hill is "at the end of the road." That is, there are few chance visitors. Nearly all come to learn of the man Roosevelt and see his home. Some visitors come armed with little more than the misinformation they picked up as children, but their presence indicates their interest and our opportunity

School groups represent more than a quarter of the total visitation, with the heaviest concentration (about half) during the months of April, May, and June. The groups run the gamut from kindergarten through 12th grade, but most are of the 3rd to 7th grade level. So far as possible, group visitation is limited to weekdays; family visitation is heaviest on weekends

At the present time, with the souvenir shop-snack bar sandwiched between the far-flung house and museum, the average length of stay for all visitors is 1 1/2 to 2 hours. With the installation of additional interpretive stations on the grounds, this figure should rise somewhat.

**Need for reception center** — There is a positive need for a central orientation building to lead the visitors from the parking lot and introduce them to the area. Properly oriented, the visitor can be expected to benefit more fully from the experience which awaits him.

Studies have been undertaken on this reception center but further considerations must be clarified before final decisions can be made regarding its actual shape and facilities.

To ease our present lack, a small kiosk was constructed and operated in 1968. Manned by seasonal personnel, it did somewhat effectively steer the visitors from the parking lot and acquaint them with the features of the area, and it did substantially increase the numbers who viewed the audiovisual program at the Old Orchard Museum. Still, just slightly more than a third (38%) of the total visitors to the site saw the film, and most of those who did came to the museum after visiting the main house. While the kiosk fulfilled its intended functions, it was clearly inadequate and should be regarded as no more than a temporary palliative.

The proposed structure should be placed near the parking lot at the head of the trail leading to the Roosevelt home. It should be large enough to serve multiple functions providing:

Reception-information lobby (admission tickets to the site probably should be sold here, removing the present intrusion from the Roosevelt home).

Museum exhibits room (this could be part of the above).

Auditorium large enough to seat about 100 people.

Provision for snack bar and publication/souvenir counter

Administrative offices.

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## FUNCTIONS ASSIGNED TO INTERPRETIVE METHODS AND MEDIA

**Reception Center** — This building will be the initial point of park contact for visitors and shall provide introduction and orientation. It should include several interpretive functions:

**RECEPTION LOBBY** Here visitors would be welcomed by a uniformed attendant, have their questions answered, and be told of facilities available to them.

**PARK BROCHURE.** This would be offered at this point to provide on-site and take-home interpretation. The folder includes a brief, room guide for the Roosevelt home.

**MUSEUM EXHIBITS.** In the reception lobby or adjacent room will be featured episodes



of the Roosevelt story. These should set the mood for visitors before seeing the audiovisual program and/or moving on to the house. Visitor time: about 10 minutes.

**AUDIOVISUAL PROGRAM.** This would be presented in the auditorium. It will be a brief biography of Roosevelt, accenting his and his family's life at Sagamore Hill.

**AN ADDITIONAL AUDIOVISUAL PROGRAM.** This should be available for grade school and other groups.

**GUIDED TOURS OF THE AREA.** These would begin in the reception center, and would be available to school and other groups for which a self-guided tour is unsuitable because of their numbers, ages, special interests, or other factors. As well as providing additional interpretation, these tours would help regulate the flow of persons to the Roosevelt home, e.g., during the spring when frequently several school groups arrive at once. In the summer, during periods of heavy visitation, tours could be offered to casual groups of visitors to ease the pressure on the house.

**SOUVENIR SHOP (NOT NPS)** This should provide sales publications including the NPS sales folder, as well as postcards and appropriate books and souvenirs. (The present shop leans rather heavily on gifts and curios).

**Roosevelt Home** — Leaving the orientation building, the visitors follow the footpath to the Roosevelt home. This is our primary resource and shall be the focus of our interpretive efforts. The presentation shall include:

**RECEPTION** A guide shall be stationed at the entrance to greet the visitors, answer their questions, and start them on the self-guiding tour of the house. (Presently the guide is seated at a desk and dispenses admission tickets and folders. This intrusion should be removed). At times of heavy visitation, it will be necessary to limit the number of visitors in the house to preserve the structure and to provide a quality visitor experience.

**SELF-GUIDED TOUR.** Using the folder and the interpretive signs on the barriers to each room, the visitors should gain insight into the life which took place here. The signs and room guide shall relate the rooms to the family and their uses of them. The average time for a self-guided tour is half an hour, the extremes would be 15 minutes to 1 1/2 hours.

**PORTABLE AUDIO EQUIPMENT.** An automated self-guided tour shall be offered for interested visitors via Acoustiguide.

**SCHEDULED INTERPRETIVE TALKS.** These shall be presented from or near the house porch by park interpreters throughout the year as personnel are available, but especially during heavy summer visitation. The purpose of this carefully planned talk shall be to provide the visitor with understanding, appreciation, and inspiration. It shall be of a thematic, provocative nature relating Theodore Roosevelt and his ideals to concerns felt by the present-day visitor.

**IMPROMPTU TALKS.** These shall be given throughout the park in order to initiate conversation and to expand on visitor questions relevant to Sagamore Hill. Until such time as a reception center is completed, these talks shall serve also as orientation for

individual and group visitors at or near the Roosevelt home, Old Orchard Museum, and the kiosk

**THE MUSEUM STORAGE AND STUDY COLLECTION.** This is in the basement and should be made available to professionals and other qualified persons for purposes of research.

**The Grounds** — Leaving the Roosevelt home, visitors will be invited to stroll about the grounds. Interpretive signing, audio stations, and personal services, augmented by appropriate living history, should further illuminate Roosevelt family-life and period. Total visitor time 1/2 to 1 1/2 hours.

**Roosevelt Conservation Center (Old Orchard)** — Located on the opposite end of the estate from the Roosevelt home, this building will be primarily for the use of educational and special groups involved in conservation and environmental study.

Several rooms of exhibits, an audiovisual room seating fifty people and a meeting room/workshop are available for environmental education and related purposes. A trail behind Old Orchard supports the environmental education program, and is open to guided tours for scheduled groups.

The time factor at this facility necessarily varies according to the needs of each group.

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## OUTLINE OF INTERPRETIVE CONTENT

**Audiovisual Program\*** — This is seen as a high quality motion picture running 10 to 15 minutes. This film is intended as our primary interpretive medium for introducing the subject and providing inspiration and motivation for the tour of the area. It should be biographical in nature, touching on the significant events of Roosevelt's life and career, at the same time stressing the character of the man and his achievements.

Because of his character and incredible energy, Roosevelt accomplished a great deal in many fields. His success, he believed, was attained by his unfailing readiness to use each ability "up to the hilt." Hence, the film should portray a mortal man with whom the visitors can identify; a man who, through his conviction of his own righteousness and through his effort, achieved extraordinary results.

A prime focus for this film and an excellent and appropriate means to humanize the man should be the story of his life at Sagamore Hill as shared by his family and friends. Family picnics, romps with the children, horse-back riding, target shooting, hiking, swimming, boating, and

* Coordinate Sagamore Hill audiovisual programs with those of TR Birthplace. See Birthplace Interpretive Prospectus, recently approved.
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reading were everyday events at Sagamore Hill. Footage of these and other Roosevelt activities should be used to develop empathy for the man and a way of life.

An excellent opportunity exists in this film to relate Roosevelt's concern for the environment of his day to similar concern felt by visitors today. At Sagamore Hill he was able to fulfill a need to be close to the land, to observe its wildlife, to view its uncluttered natural expanses, to feel its presence, and to smell the fresh air. In short, he was able to remain in tune with his environment. As President, realizing that all men feel similar needs, he was in a position to act to insure that all men would have a greater opportunity to fulfill themselves as he could. And act he did to curb the waste of the forest lands, the destruction of the bison herds, the diminishing of the water fowl. Likewise, he acted to set aside several of those priceless places we today call National Parks. He once said, "I hate a man who skins the land." Surely his example of devoted action in solving environmental problems of that earlier day has relevance in inspiring the visitor to the realization that his action today is equally as critical.

No attempt shall be made here to compile a scenario for the film. The following is intended merely to suggest the direction the film might take.

It might open with a shot of Theodore Roosevelt, in rough clothes, playing football with his children on the lawn at Sagamore Hill (or possibly timing obstacle races through the old barn, or riding horseback). The time is 1902 (or one of the early years of the Presidency). His six children range in age from 5 to 18 years. He obviously enjoys the company of each. The narrative should make clear that this lively scene contains the President of the United States relaxing at home, his Summer White House, with his family and friends. Perhaps through an interruption of his leisure by some governmental matter, the scene shifts to show him in action as President. With this as background, the question is introduced as to just how this man reached the Nation's highest office; not merely the events leading up to it (and here the elements of his early career, from Rough Rider to Governor of New York to Vice-President to McKinley's bad day at Buffalo, can be briefly described and shown), but the elements which shaped him, which made him the kind of person he was, that he could do the things which he did.

Three childhood traits can be traced throughout his adult life: the love of nature, determination, and integrity. The film could show a small, frail boy at his home in New York City, frequently bedridden, too weak to go to school. To ease his asthma, young Roosevelt spent much time outdoors, in the woods and fields, where he soon acquired a deep, abiding love of nature. When he was 14, two boys playfully bullied him. Humiliated by his weakness, he strove to develop his body. It was a long, arduous task, but his unfaltering will power carried him on. This dogged determination was to become a leading characteristic, not only in his physical endeavors; but throughout his life. The third trait can be traced to his father, who Theodore Roosevelt said was "the best man I ever knew." The senior Roosevelt's moral righteousness met a standard which his son sought to emulate all his life.

These traits can easily be traced throughout his career: his zealous enforcement of the law in every position he held; fighting corrupt politicians as New York legislator; undoing the

spoils system as Civil Service Commissioner; establishing an honest police force as New York City police commissioner; effecting social and civil reform as Governor of New York. His love of nature and animals is shown as a rancher and in his writings in his books and periodicals

The scene returns to Roosevelt as the President. All three characteristics can be seen in his actions and accomplishments in this office. Again his determined fight against the lawlessness of the big corporations and the crooked politicians, his efforts and successes at conserving the Nation's natural resources (wildlife sanctuaries, forests, parks, irrigation)—all of his actions, though sometimes unorthodox (and in some eyes, occasionally unscrupulous), were done to attain some good end. He did always what he thought was right, for the people, for the Nation.

Obviously a 10-15 minute film cannot adequately show Roosevelt's whole life. The idea here is to convey a meaning of the man, the forces which drove him, his chief accomplishments. His early career should merely be touched upon

Roosevelt is the subject of several fine 16mm black and white films which, while too long and not quite suitable for our purposes, could be the source of much excellent footage. CBS's Mike Wallace Biography series on T.R., incorporating contemporary films, cartoons, and photographs, is of most value. The U.S. Armed Forces Department of Information and Education film, "TR—American," relying heavily on photographs and political cartoons, could also be used. Library of Congress films should not be overlooked. This collection has recently been duplicated, and copies are available at the Theodore Roosevelt Birthplace National Historic Site in New York City. Sound filmstrips of T.R. should be investigated as well. Any number of still photographs are available. Many can be found in the collection at Sagamore Hill National Historic Site. Edison National Historic Site has several recordings of Roosevelt's voice from his 1912 campaign.

**Audiovisual Program for School Children** — A second audiovisual program should be developed at an elementary level to accommodate school groups. Similar in content to the primary film, this program should be weighted somewhat toward the environmental education theme.

Both programs are intended for use in the audiovisual room of the proposed reception center. This room, as planned, will seat 100 people. Since it will be in almost constant use, the equipment should include quality remote control and automatic projection units, with standby units available

Development of these programs need not await construction of the proposed center. The need for them is real, and the facilities of the Old Orchard Museum provide a make-do until the center is completed.

**Additional Audiovisual Programs** — Slide programs and interpretive talks shall also be made up (locally, for the most part) to meet specific needs and for off-site purposes. These programs will deal with such subjects as the NPS and Environmental Conservation, TR—the Naturalist, TR and the NPS, and so forth

**Museum Exhibits** — A limited number of exhibits should be placed in the lobby of the proposed reception building to help set the mood as visitors await the audiovisual program or before beginning the area tour

The idea shall be, through selective use of photographs and artifacts, to connect the Roosevelts with the property: the house, but especially the estate. As they stroll the grounds, the visitors should, through involuntary recall of their museum experience, relate what they see with the Roosevelts and their activities.

Many of the desired items are already on display at Old Orchard Museum, e.g., dueling sticks and tennis racket, TR's cuff links, Mrs. Roosevelt's account book, and so forth. Many other suitable items are available in the Sagamore Hill museum storage area. rifles, football, horseshoes, and so forth. Any number of photographs, depicting the Roosevelts and their doings, are also available.

Current displays at Old Orchard cover other themes as well: TR's career, the children's careers, and presentation gifts to TR as President. These are good, and quite appropriate for a museum area larger than now contemplated. In view of our limited space and the visitor's ability to grasp only a limited amount of information, a single theme seems most suitable.

The use of rotating exhibits should certainly be considered. Enough items are available to accomplish this. This could be done perhaps on a seasonal basis. For example, snow shoes and hockey sticks could replace tennis rackets and boating pictures in an exhibit of family activities.

Again, the intent of the interpretation is to give the visitor a feeling for the man, his family, and his time.

Additional exhibits should be installed in the Roosevelt Conservation Center. Using the three rooms currently on display, a theme may be determined for each room. one could display Roosevelt's achievements as a naturalist and conservationist; another could contain nature center-type exhibits; and a third present current environmental problems.

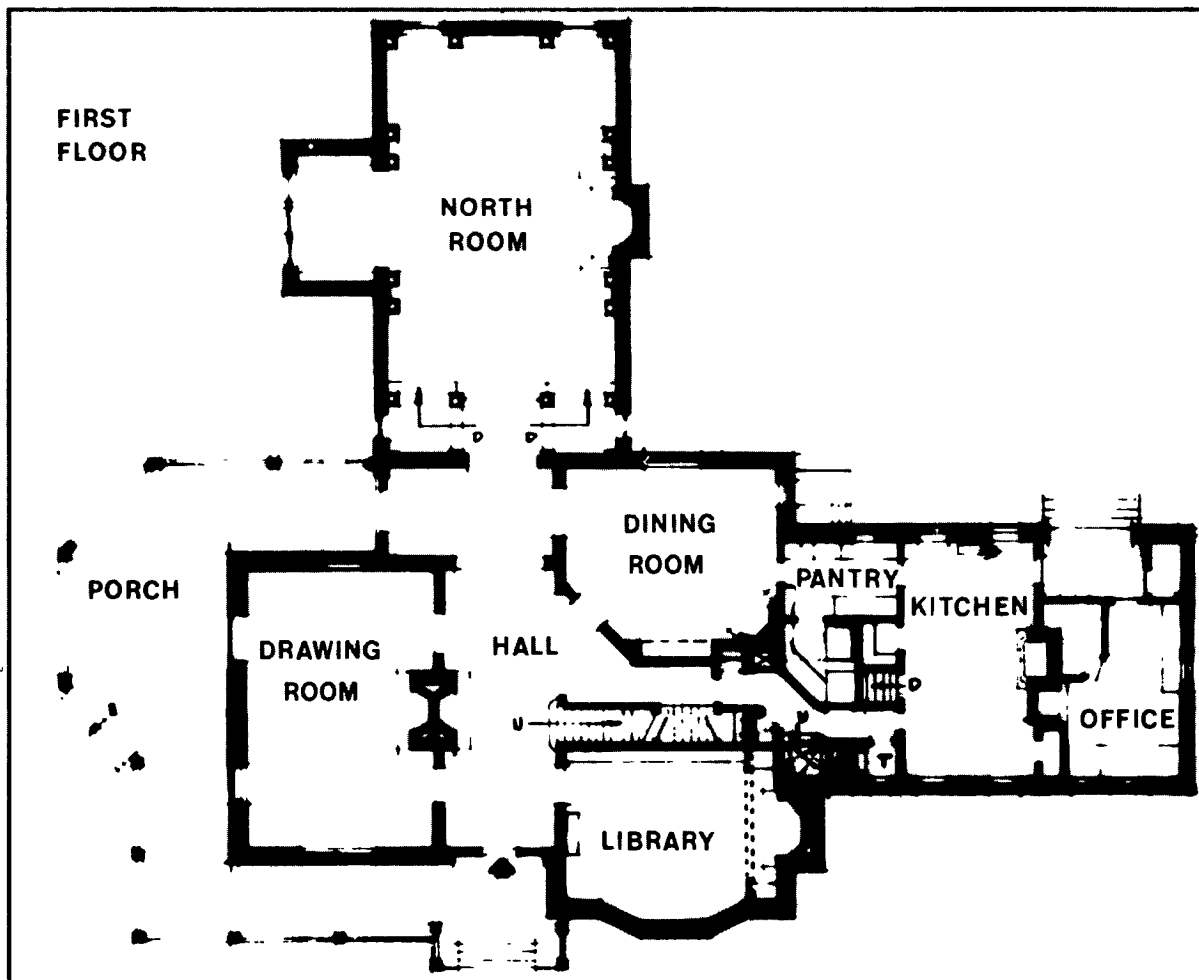
**The Roosevelt Home** — This is the heart of the area, a house filled with the furnishings and mementoes of a great man and his family.

With some 26 rooms and a vast number of objects on display, the obvious first step in any interpretive scheme is a furnishing plan. This should be scheduled as soon as possible. The house having been inhabited for more than 60 years (1884-1948), the furnishings have in some cases been removed, displaced, or just worn out. Some are in the possession of the surviving Roosevelt children, and are or may in the future become available. For our purposes, the focal years of habitation were 1901-1909, the "Summer White House" years. So far as possible these years should be stressed in the interpretation. Where this is not practicable, the years of Theodore Roosevelt's occupancy, 1886-1919, should be shown: e.g., in matters of African game heads, electrical wiring, nursery, and so forth. Though Mrs. Roosevelt lived in the house until her death in 1948, she effected few changes.

In drawing up the furnishings plan, extensive use should be made of the many period photographs in the park collection. Recollections of the surviving children and servants should also contribute to the historical accuracy of the furnishings.

- An Oral History project has been contracted with the Acoustiguide Company to provide the park with quality recordings of the surviving Roosevelt son and daughters, Mr. Archibald Roosevelt, Mrs. Alice Longworth, and Mrs. Ethel Derby. Intended primarily for use with the Acoustiguide tour, these tapes could also be used in several of the proposed audio stations, as well as provide invaluable reference material.

To maintain the proper aura in the house, intrusions should be avoided wherever possible. The most obvious of these, the ticket desk at the entrance, should be removed following completion of the reception center. The room barriers, while essential for protection and control, should be redesigned to allow maximum viewing and minimum distraction. The lighting system should be revised to provide sufficient, unobtrusive illumination of the rooms on dark days. An experiment in "living history" could be initiated with one or more of the guides fitted in period dress. Until completion of the reception center, identification with the NPS is desired, and at least the ticket seller should be in uniform.



**Indoor Signs** — This is a critical element in our interpretation of the Roosevelt home. Room signs are the most obvious, and for most visitors, the only medium used. (This is not to demean the importance of room guide folders or acoustiguide tours. Despite their quality or appeal, most visitors will continue simply to read the signs). The present deficiency in this area should be remedied as quickly as possible. Anticipating that the Museum Lab will be asked to tackle the project, no attempt shall be made here to script each sign. Rather, a few general suggestions for the theme of each sign shall be made.

The purpose of the signs will be to make the visitors' tour interesting and meaningful. They should bring the rooms "alive" to the visitors. A sense of the quality of the life which took place here should be conveyed: the boisterous activity, the times of quiet and reflection. The signs should be personal in nature, drawing the visitors' involvement. They should avoid listing of furnishings, except where a particular piece plays an integral part in the story of the room. In certain of the rooms where there are a number of significant pieces of furnishings, a sketch of the furnishings with identifying captions could be included. Room signs should be placed on the barriers, rather than as now, on the door frame.

#### Rooms or theme

#### Family use

#### Suggested theme

Library

TR's study

Convey idea of TR at his desk writing or talking with a friend, or TR sitting on couch reading to one of his children. Statement on his naturalist/hunter bent. Furnishings sketch would be useful here.

Drawing room

Parlor, Mrs. Roosevelt's sitting room

Anecdote by Mrs. Derby of mother allowing children into the room so long as they sat quietly.

North room

Family room  
Formal reception room

(Largest room. deserves largest label). Explain family use: good quote by TR, Jr., in *All in The Family*. Connect animals to TR's conservation efforts. Furnishings sketch.

Dining room

Family dining

Convey idea of room still ringing with babble of large family dining, or TR's monologues to guests and family of adventure or natural history. Perhaps sample menu.

Buffalo skin

Wall hanging

Quote one of children's versions of origin and story.

Pantry

Food storage

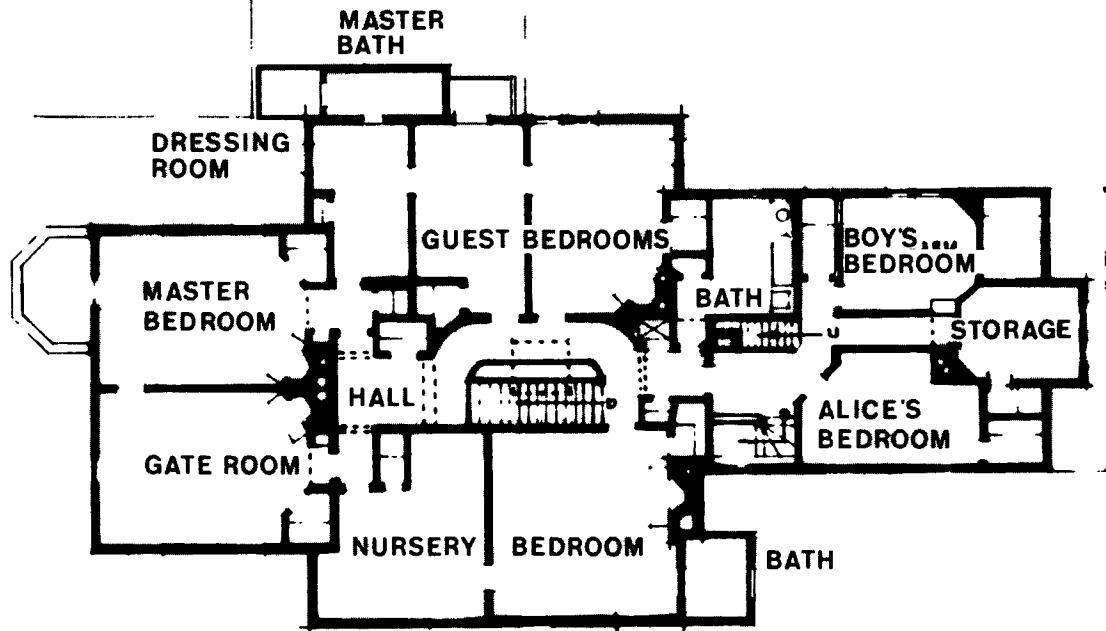
Short description of use. Anecdote of children's raids.

Kitchen

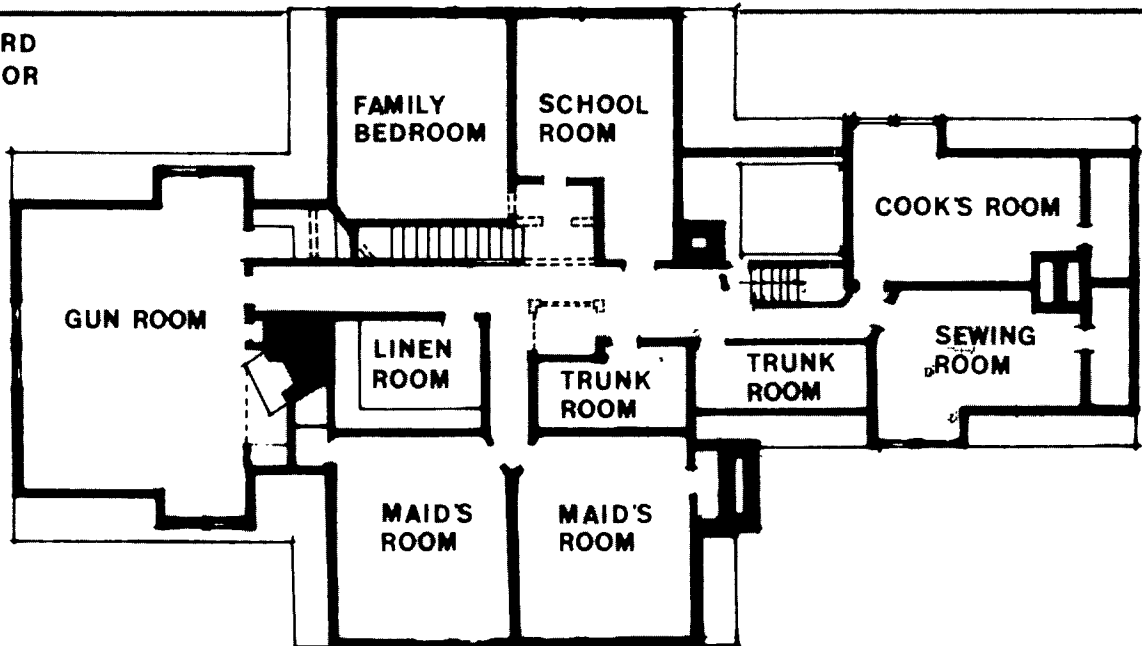
Meal preparation

Evoke suggestion of constant bustle here; the many chores to be performed by the cook and helpers. Furnishings sketch.

**SECOND  
FLOOR**



**THIRD  
FLOOR**





Bathroom

Children's wing:  
Southeast  
bedroom

Northeast  
bedroom

Guest rooms:  
Double and single

Dressing room

Master bedroom

Gate room

Nursery

South bedroom  
(adjacent to  
nursery)

Children's bath

Oldest daughter's  
bedroom; later  
Kermit's &  
Quentin's

Oldest son's bed-  
room, then Archie's

Guest bedrooms

TR's dressing

Mr. & Mrs.  
bedroom

Children's play  
room, then Ethel's  
bedroom.

Nursery

Nurse's bedroom

Explanation of limited bathroom use (bowl, pitcher, and pot in each bedroom, tin tub brought to bedroom for bathing). *All in The Family* quote, or Alice's quote in *Crowded Hours*.

Relate Alice's special status (daughter of 1st Mrs. R.). Tell Kermit's use after Alice's marriage. Explain caption on door to Quentin's room.

Anecdote to convey boys' use. Perhaps an Archie quote

Tell of variety and frequency of guests. List several of them, with anecdote if possible.

Should relate TR to artifacts. Connection to master bedroom is not obvious and might be pointed out.

Perhaps anecdote of children at Christmas. Explain furniture, but sketch not necessary.

Explain reason for name, and Ethel's use of it. Omit mention of TR's death.

Explain use. Anecdote.

Tell of old family retainer, Mamie Ledwith, and her loving care of the children. Omit mention of Mrs. R's death here.

\*Signs might take off along lines of temporary signs now in place.

A number of alterations have been made on these plans originally produced by Lamb and Rich, Architects, Circa 1883. The north room was added to these plans because of its period significance.

West  
Elevation



**Outdoor Signs/Audio Stations** — These are intended to provide the bulk of our outside interpretation. Proposed research of the grounds as they were during the target date may reveal the need for expansion or revision of this program. However, available information supports the following suggested interpretive stations.

<b>Site</b>	<b>Medium</b>	<b>Message</b>
At trail head to House	Sign	Map or aerial perspective drawing for historical orientation, include major historical features and buildings as of 1901-1910, explanation that some remain while some are simply marked.
Windmill	Sign	Explanation of water system, use and location. Metalphoto of Archie and Quentin on windmill.
House	Sign	Brief description, cost to build, number of rooms, spaciousness, etc
Ice House	Sign	Identification, reason for existence, how used.
Porch mounting platform	Sign	Explanation of how used. Include photo of Mrs. R. on "Yagenka"
Piazza	Sign	Explanation of use, include TR quote, and photo of family sitting in piazza chairs.
Piazza speech platform	Sign	Explanation of area with no railing, use photo or drawing of TR addressing a group.
Cannon	Sign	Explanation of presence and use by children.
Carriage House	Sign (inside)	Explanation of use, include types and use of each vehicle on separate labels.
Wood and tool shed	Sign (inside)	Explanation of use, necessity for home repairs, include label for separate tools.
Garden	Sign	Explanation of use, location, description of what grown, including photo.
Wood and tool shed	Sign	Explanation of use, including photo showing wood storage and tools area.
Stable and groom's quarters	Sign	Explanation of use, location of quarters, including photo
Pet cemetery	Sign Audio (message repeater)	Photo panel with name labeled "pets buried here" Description of burial procedure, family fondness for pets, story related by James Amos should be included as well as badger story.
Chicken house	Sign (inside)	Explanation of function and use, note the frequency of use of eggs and chicken for meals.

**Trail** — A trail (approximately one mile long) from Old Orchard to Cold Spring Harbor is available for users of the environmental study area. It weaves through three distinct life zones: woods, salt marsh, and beach. Interpretive themes shall be determined by the Environmental Specialist.

**Personal Services** — Personal services shall be the keystone of the interpretive program. Personal contact is essential to provide orientation and enhancement of the park story.

Interpretive personnel and their functions are anticipated for the following sites:

**RECEPTION CENTER.** Two park guides should be on hand at the reception center to greet visitors, sell admission tickets, provide information, dispense folders, answer questions and introduce the audiovisual program. In addition, the guides shall coordinate group visitation to other on-site areas, e.g., they shall determine the need for special conducted tours. They can help ease the strain on an overcrowded facility by directing the visitors to another section of the area.

**ROOSEVELT HOME** At least three guides are necessary at all times. One should be stationed at the front door to greet the visitors and start them on the self-guiding tour of the house. The others shall provide interpretation and protection on the upper floor or where needed. During periods of low visitation, their duties shall include curatorial maintenance, preparation of materials for on-and-off-site programs, as well as the handling of routine correspondence.

All area tours, though initiated at the reception center, shall be conducted by staff stationed at the main house. They could cover one or several themes, e.g., a general orientation to the site (to be followed by the self-guided tour of the house and the self-guided walk around the grounds), a vivid narrative of Roosevelt family activities, a provocative commentary on Roosevelt's relevance today, a look at turn-of-century rural life, and so forth. An increase in this program is anticipated as out-buildings are completed and interpretive stations installed. A corresponding increase in the seasonal staff should follow.

**GROUNDS.** At least two seasonal interpreters should augment the living history program. Dressed in period costumes, they will be stationed in the "farm" area to explain animal care and handling, use of tools, talk of farm life, and so forth. A gardener shall demonstrate through his work and by answering questions the role of the garden and its variety of plants.

**ROOSEVELT CONSERVATION CENTER.** An environmental specialist shall coordinate and work with conservation-oriented groups. A permanent park technician should be added to the staff to operate the building.

**Publications** — Publications shall play an important supplementary role in the interpretive program. They are to be available both for on-site use and for take-home reading.

Publications now available, either given free at the Roosevelt home or sold in the Sagamore Shop.

NPS Folder (free)

Room Guide (free)

Handbook (*Guide to Sagamore Hill*, by Herman Hagedorn)

Several biographies of, and books by, TR  
Souvenirs, postcards, and slides.

Suggested revisions and/or additions:

NPS folder incorporating room guide (free)

NPS sales folder (more detailed sketch of TR's life, his birthplace, and home; comprehensive enough for possible use at both Sagamore Hill and TR Birthplace)

Handbook (replacement or revision of Hagedorn's)

Recent and new biographies, as they appear, e.g., Harbaugh's *The Life and Times of Theodore Roosevelt*, and Putnam's *Theodore Roosevelt: the Formative Years*.

Cartoon or coloring book (to present an elementary biography of TR, featuring his role as naturalist-conservationist as well as scenes of Sagamore Hill emphasizing the strength the man gained from his home)

Trail booklet (identifying and relating prominent species and features with Theodore Roosevelt and with man's place in his environment).

**Special Services** — Theodore Roosevelt was an active participant in the Boy Scout movement, and as such occasionally permitted Boy Scouts to camp in a small clearing in the woods behind Old Orchard. While the proximity of neighbors makes this no longer appropriate, continued cooperation and good relations with the Boy Scouts should be maintained.

The Boone and Crockett Club, a conservation organization of hunters founded by TR has for many years used the third floor gun room of the Roosevelt home for its meetings and storage of guns, books, and memorabilia. This use should continue, though the furnishings plan should call for negotiation with the Boone and Crockett Club for eventual restoration of the gun room to the target period.

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## STATEMENT OF RESEARCH STATUS

While some preliminary research has been accomplished, much remains to be done. So far completed are drafts of the Area Investigation Report (1961), Package Master Plan (1963—which should be revised to conform to current planning), and Historic Structures Report, Part I (1964) and Part II (Portion 1966). Aside from the need for completion of the normally scheduled planning reports, research is necessary in the following areas:

USE OF THE GROUNDS DURING ROOSEVELT OCCUPANCY. This is of primary importance in interpreting the area around the Roosevelt home and is in progress. It will provide information for our "living history" program, determine the location of fields and fences, suggest brush removal and vista clearance, investigate the appearance of the pet cemetery, perhaps reveal the need to relocate present paths and roads.

AREA STRUCTURES. Following up the grounds research, this report shall enable the reconstruction and restoration of period buildings, e.g., the exact location and shape of the windmill and stables, the appearance and use of the ice house, barn, carriage house, and chicken house.

LIFE AT SAGAMORE. This project shall document the significant aspects of TR's life at Sagamore Hill, his daily activities, and those of his family and friends, and the extent of their participation in "farm" work. Compilation of this information should provide an easier, more comprehensible understanding of the area, and be of value in furnishings, training and interpretive operations.

COMPLETE INVESTIGATION OF ON-SITE DOCUMENTS SOURCES. The park library, maps, curatorial records, and other on-site sources should be fully investigated and utilized. An interpreter's fact file should be undertaken to make this information readily available to the interpretive staff. This file would be of utmost value for seasonal personnel in constructing a quality interpretive talk in minimum time with accurate facts. It should serve well also as a quick reference in answering the ever growing correspondence.

ORAL HISTORY. Perhaps not properly a topic for research, but a method, this program can be of inestimable importance in not only the above projects, but in all research to be undertaken. The value to the interpretive program, particularly in signing and audio stations, will be great. In addition to the current project assigned to acoustiguide, the memories of persons employed at Sagamore Hill during the period of Roosevelt occupancy should also be recorded. Their stories may fill in gaps not recalled by the Roosevelt children. Too, their view of the place and knowledge of certain areas (e.g., grounds, kitchen, servants' quarters) is necessarily from a different, yet useful perspective. Because of the advanced ages of these persons, this project should be tackled promptly.

ARCHEOLOGICAL INVESTIGATION. Although this is not viewed as a matter of critical importance at this time, eventual reconstruction of certain buildings, exact locations of the garden area, and the location of other as yet unknown features depends on information that must be gained by limited excavation. Recovered artifacts such as tools, machine parts, articles of clothing, etc., would help to reconstruct a more accurate picture of the time.

NATURAL HISTORY. If Sagamore Hill is primarily historical in value, natural history in urbanized Long Island must also be a critical value today. To date very

little solid research has been undertaken to classify and to identify species of flora, fauna, habitat, and life zones. With some 25 acres included as an Environmental Study Area, with guided trail walks as part of the regular interpretive program, and with TR's keen interest in this field, research seems essential to quality interpretation

**GRID BASE MAP** In conjunction with land use research, archeological research, and natural history research, a grid base map of the Park is certainly needed to pin-point the exact location of all recovered evidence in the future, as well as to coordinate and to relate each bit of evidence with the other and with the whole. It is well known that recovered evidence is often worthless as fact unless it is found in conjunction with or related to other evidence

## STAFFING REQUIREMENTS

Existing	Number		M.Y.		Proposed		Number	M.Y.
Management Assistant (GS-11)	1		1		Unit Manager (GS-11)		1	1
Historian (GS-9)	1		1		Historian (GS-9)		1	1
Park Curator (GS-7)	1		1		Park Curator (GS-9)		1	1
					Park Technician (GS-7)		1	1
Park Technician (GS-4 or 5)	1		1		Park Aid/Technician (GS-4 or 5)		6	6
Seasonals (GS-4)	10		4.3		Seasonals (GS-4)		8	3.5
Totals	14		8.3				18	13.5

The Unit Manager will have on-the-scene responsibility of the area, in charge of administration, supervision and training of employees. He will oversee the restoration, development and maintenance of the area.

The Historian (GS-9) shall have overall responsibility for interpretation of the site. This shall include planning, content and execution of the interpretive program, as well as supervision of the interpretive staff. In addition, he shall provide research for pertinent questions or problems as they occur or are assigned.

The Park Curator (GS-9) will cooperate with historians in maintaining museum collections, participating in exhibit planning, and maintaining the appearance and character of the refinished rooms of Sagamore Hill.

The Park Technician (GS-7) shall provide first-line supervision for the interpretive staff. He shall direct the school group program, carry out training for seasonal interpreters, and assist in the general operation of the visitor services program.

The six Park Technicians/Aids (GS-4 to 6) positions are to provide full-time operation of the Reception Center, Roosevelt Home, school group program and the Roosevelt Conservation Center.

The eight seasonal (GS-4/5) positions are to assist in the school group, guided tour, and Living History programs. The anticipated need is four seasonals in the spring, eight in the summer, and two in the autumn.

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## **SCOPE OF THE STUDY COLLECTION**

While a thorough inventory is not yet complete, the number of articles on site is estimated in excess of 20,000. The collection consists of a great number of Roosevelt furnishings, books, personal items, photographs, and a wide assortment of memorabilia. Much of the collection is suitable for display and, in fact, about one-third of it is now on display. The remainder is being placed in permanent museum storage cases, in a specially set aside area in the basement of the Roosevelt home.

The books are largely from the family collection and will likely prove of most value on display, as an indication of the Roosevelts' scope and taste in reading. The photographs will be of great value in furnishing, research, and interpretation.

Though the study collection at Sagamore is comprehensive enough for most needs, an undetermined number of objects and photographs is available at Theodore Roosevelt's Birthplace. A number of manuscripts, documents, and photographs is in Lamont Library collection at Harvard University.

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## **PRIORITIES**

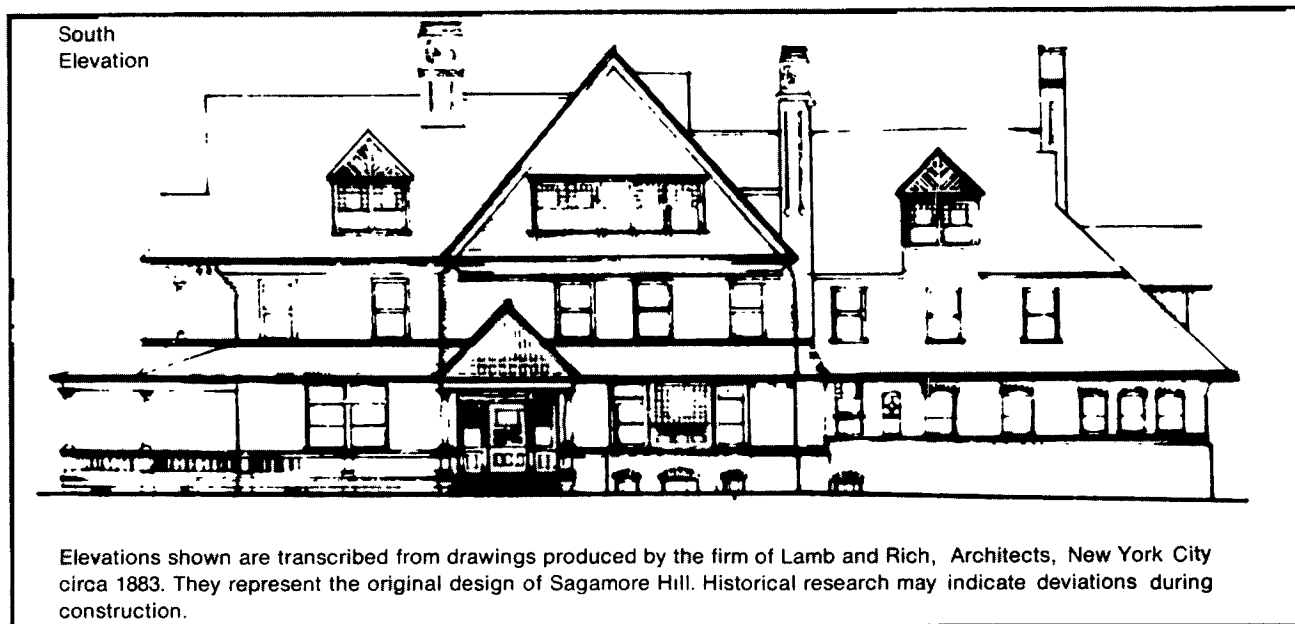
The proposed films for general use and for school children are needed at once and should be produced even before the visitor facility is ready. They can be shown in Old Orchard and offsite until such time as the new facility is available. A furnishing plan for the Roosevelt Home should be prepared soon to permit the approach suggested by the Prospectus to be achieved to a greater degree. New room-markers, aimed at restoring a feeling of life and activity in the rooms, represent an immediate need. The Oral History project should be given the highest priority to insure quality recordings for interpretive purposes; the opportunities available now should not be allowed to slip from our grasp. Proposed waysides should be planned now and installed as soon as funding permits.

Research projects to permit a return of the grounds to the days of TR's occupancy should be completed as soon as possible and the needed structures and ground cover restored or reconstructed. The proposed visitor facility should be programmed now, along with the redo of Old Orchard as an Environmental Awareness Center, and both funded in an early FY.

## COST ESTIMATES

Reception Center	Exhibit Planning	\$ 3,000
	Exhibit Production (10 units - \$1,500 each)	15,000
	Orientation Devices	1,000
	Miscellaneous Signing	300
	Audiovisual Planning	3,000
	10 minute motion pictures with 2 sound tracks	15,000
	Installed automatic remote control sound and projection equipment including standby units	6,000
Roosevelt Home	Photo Albums	600
	Acoustiguide units (estimate)	2,500
	Signs — museum lab project and materials and installation of interior interpretive and directional signs	1,800
Grounds	16 Interpretive Markers (estimate \$750 each)	12,000
	6 Audio message repeater installations (estimate \$800 each)	4,800
Roosevelt Conser- vation Center	Interpretation (to be determined)	
Publications	Production of new folder for area including guide for Roosevelt home	1,000

June 1969 (Increase costs 5% per year)



☆ GPO 790,090



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