

National Park Service  
U.S. Department of the Interior

Acadia National Park  
Maine



# Schoodic

## General Management Plan Amendment



Cover Illustration:

Frederic Edwin Church (American, 1826–1900)

*Schoodic Peninsula from Mount Desert at Sunrise*, 1850–1855

Oil on paperboard

229 x 349 mm (9 x 13 3/4 in)

Cooper Hewitt, National Design Museum, Smithsonian Institution

Gift of Louis P. Church, 1917-4-332

Photo: Matt Flynn

# **Schoodic**

## General Management Plan Amendment

Acadia National Park, Maine

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April 2006



# Contents

## Introduction 1

## Foundation for the Plan 2

- Background 2
- Purpose and Need for the Plan 2
- Park Setting 3
- Natural Resources 4
- Cultural Resources 5
- Park Facilities 8
- Visitor Experience 9
- Park Mission, Purpose, and Significance 11
- Legislative History 12
- Planning Issues 13
- Management Goals 14

## The Plan 17

- Overview 17
- Management Zoning 17
- Management Prescriptions 20
- Resource Management 20
- Visitor Use and Interpretation 21
- Cooperative Efforts and Partnerships 26
- Operational Efficiency 26

## List of Contributors 28

## Glossary 29

## Bibliography 31

## Appendices

- Appendix A: Concept for the Schoodic Education and Research Center 32
- Appendix B: Record of Decision 34
- Appendix C: Section 106 Consultation Requirements for Planned Undertakings 40
- Appendix D: Proposed Navy Base Building Reuse 41
- Appendix E: Design Guidelines for Schoodic Education and Research Center 42
- Appendix F: Alternative Transportation Assessment Summary 44

## List of Figures

- Figure 1: Acadia National Park
- Figure 2: Schoodic Peninsula and Surrounding Islands
- Figure 3: Existing Features – Schoodic District
- Figure 4: Existing Features – Former Navy Base
- Figure 5: Schoodic Management Zoning
- Figure 6: Proposed Navy Base Building Reuse



# Introduction

The National Park Service acquired property on the Schoodic Peninsula in Winter Harbor, Maine, as an addition to Acadia National Park in 1929. The 2,366-acre Schoodic District protects important natural and cultural resources, and offers visitors opportunities to enjoy outstanding coastal scenery in an uncrowded setting.

Between 1935 and 2002, the U.S. Navy operated a radio communications station at Schoodic Point within the boundary of the park. In 2002, the U.S. Navy transferred administrative jurisdiction of the navy base to the National Park Service for inclusion in Acadia National Park. The former navy base includes approximately 46 buildings (212,408 square feet) and associated roads, utilities, and other infrastructure.

The National Park Service has prepared the Schoodic General Management Plan Amendment to determine the appropriate use and management of the Schoodic District as it relates to the reuse of the former navy base. The purpose of the plan is to provide the National Park Service with a basic framework for decision-making over a period of 15–20 years by establishing management goals and

prescriptions. The primary objectives of the plan are to:

- establish the Schoodic Education and Research Center at the former navy base to facilitate a wide range of research activities and education programs in partnership with other agencies and organizations (see Appendix A);
- manage visitor use to ensure that opportunities for low-density recreation and solitude are retained; and
- implement management actions to ensure that natural, cultural, and scenic resources and values are protected, and the character of the Schoodic District is preserved.

This plan amends Acadia National Park’s *General Management Plan* (National Park Service 1992) for the Schoodic District and was prepared through an environmental impact statement planning process consistent with the requirements of the National Environmental Policy Act of 1969 (see Appendix B).

Schoodic Point



Rockefeller Building. Photo by Kevin W. Fitz Patrick.

# Foundation for the Plan

## BACKGROUND

Acadia National Park includes 2,366 acres on the Schoodic Peninsula in Winter Harbor, Maine, which is located approximately 45 miles by ground and five miles by water across Frenchman Bay from Bar Harbor. Added to Acadia National Park in 1929, the Schoodic District receives about 250,000 annual visits and offers opportunities for low-density recreation. Visitor amenities include a 6-mile scenic drive along the coast, Frazer Point picnic area, hiking trails, and a gravel road that leads to Schoodic Head, the highest point (440 feet) on the peninsula. Schoodic Point, located at the southernmost end of the peninsula, is a popular destination that offers panoramic views of the Atlantic Ocean, Cadillac Mountain, and distant islands from a dramatic granite shore laced with veins of diabase. The Schoodic District includes nearby Little Moose, Pond, Rolling, and Schoodic islands.

In 1935, the U.S. Navy established a radio communications station at Schoodic Point, which replaced a similar facility on Mount Desert Island that stood in the way of construction of the Park Loop Road. The navy base, most recently known as Naval Security Group Activity Winter Harbor, was located on 100 acres within Acadia National Park. When the U.S. Navy announced its intention to close the navy base at Schoodic, the National Park Service began planning to assume administration of the property. The transfer of property from the U.S. Navy to the National Park Service took place on July 1, 2002.

The navy base closure also involved 23 acres in the village of Winter Harbor, which contain 80 housing units, and 451 acres in Corea, within the Town of Gouldsboro, which contain the main operations and communications antenna site. These properties have transferred to the Town of Winter Harbor and U.S. Fish and Wildlife Service, respectively. Planning for their transition and reuse was done in coordination with the National Park Service, but is not part of this plan.

In 2001, the National Park Service selected Acadia National Park as a research learning center to support a nationwide initiative called the “Natural Resource Challenge.” The National Park Service is establishing research learning centers across the country to promote research in national parks and provide related educational

opportunities to the public. One of the primary goals of the research learning centers is to attract scientists to conduct research in national parks. Research results will help park managers make science-based management decisions. Research learning centers will also provide opportunities to synthesize research findings and transfer this knowledge to the public. The programs and activities of the park’s research learning center will play an important role in the reuse of the former navy base at Schoodic Point.

## PURPOSE AND NEED FOR THE PLAN

The purpose of a general management plan is to provide the National Park Service with a foundation for decision-making over a period of 15–20 years. A general management plan establishes the management goals and prescriptions for a park that should be achieved and maintained over time. Acadia National Park’s *General Management Plan* (National Park Service 1992) provided the first broad management direction for the Schoodic District. The goals for the Schoodic District are to retain opportunities for low-density recreation and to preserve its existing character and solitude. The *General Management Plan* stated that the National Park Service will “preserve the relatively undeveloped quality of the park on the west side of Mount Desert Island and on Schoodic Peninsula and the islands.” It also specified that “high density recreation will be supported in specific areas on the east side of Mount Desert Island, but the present character elsewhere on the island, on Schoodic Peninsula, and on the offshore islands will be retained. No new high-density recreation areas will be developed.”

With the transfer of the navy base to the park in 2002, the National Park Service had to decide how to convert the property from military use to national park use. An added challenge was that the U.S. Navy provided important services to the park and adjacent communities, including snow plowing of park roads and assistance with fire protection and emergency response. Acadia National Park and the towns were required to address these needs while dealing with the loss of a major generator of economic activity for the region.

This plan amends the *General Management Plan* to address the reuse of the former navy base and mitigate the potential impacts of its reuse.



The intent of this plan is to uphold the goals of the *General Management Plan* while carrying out the new legislative mandates to establish the Schoodic Education and Research Center (see *Legislative History*, p. 12, and Appendix A). This plan does not supersede the guidance and policies provided by the park's *Commercial Services Plan* (April 2000), *Water Resources Management Plan* (April 2000), and *Hiking Trails Management Plan* (February 2002) as they may apply to the Schoodic District.

**PARK SETTING**

**Geography and Climate**

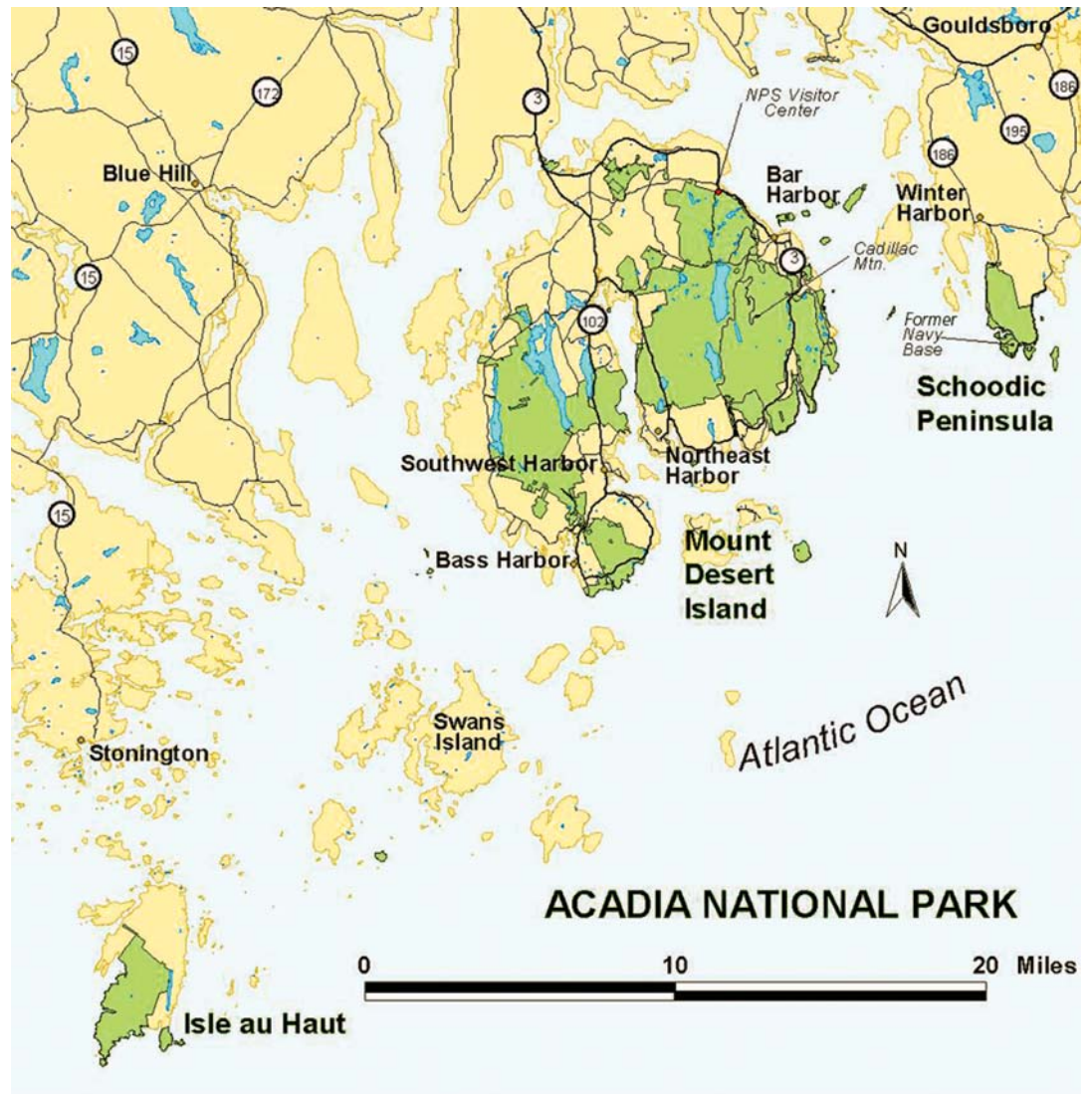
Acadia National Park is located on the coast of Maine and includes approximately 35,500 acres (Figure 1). Most of the park (30,200 acres) is located on Mount Desert Island and covers about half of the island's land mass. The park also includes 2,366 acres on the Schoodic Peninsula; 2,700 acres on Isle au Haut; and about 200 acres on 19 smaller coastal islands. The

National Park Service also manages about 190 conservation easements that protect more than 12,200 acres on the Schoodic Peninsula and 79 coastal islands in Hancock County and eastern Knox County.

This plan addresses the Schoodic District of Acadia National Park, which is the only portion of the park located on the mainland. The Schoodic District is located entirely within the Town of Winter Harbor on the southern tip of the Schoodic Peninsula. The peninsula lies within the Eastern Coastal Region of the state of Maine, which extends from Mount Desert Island to Canada in a 20-mile-wide band along the Gulf of Maine.

The climate of the Eastern Coastal Region is strongly moderated by the Gulf of Maine. Winter temperatures are warmer relative to those a few miles inland, and summer temperatures are relatively cooler. The area is often shrouded in fog brought by onshore winds, which help keep humidity comparatively high. The range

Figure 1. Acadia National Park



of temperature extremes is narrower than in inland Maine, and the frost-free season is longer with less snowfall overall. The mean annual temperature at Acadia National Park for the years 1940–1980 was 46°F/8°C (Kahl et al. 2000). Annual precipitation for the same period averaged about 48 inches and ranged from 39 to 73 inches. In summer, the area experiences convective storms with intense rainfall of short duration. During the rest of the year, the area experiences broad frontal systems of less intense, longer-lasting rainfall (Kahl et al. 2000).

**NATURAL RESOURCES**

**Geology and Topography**

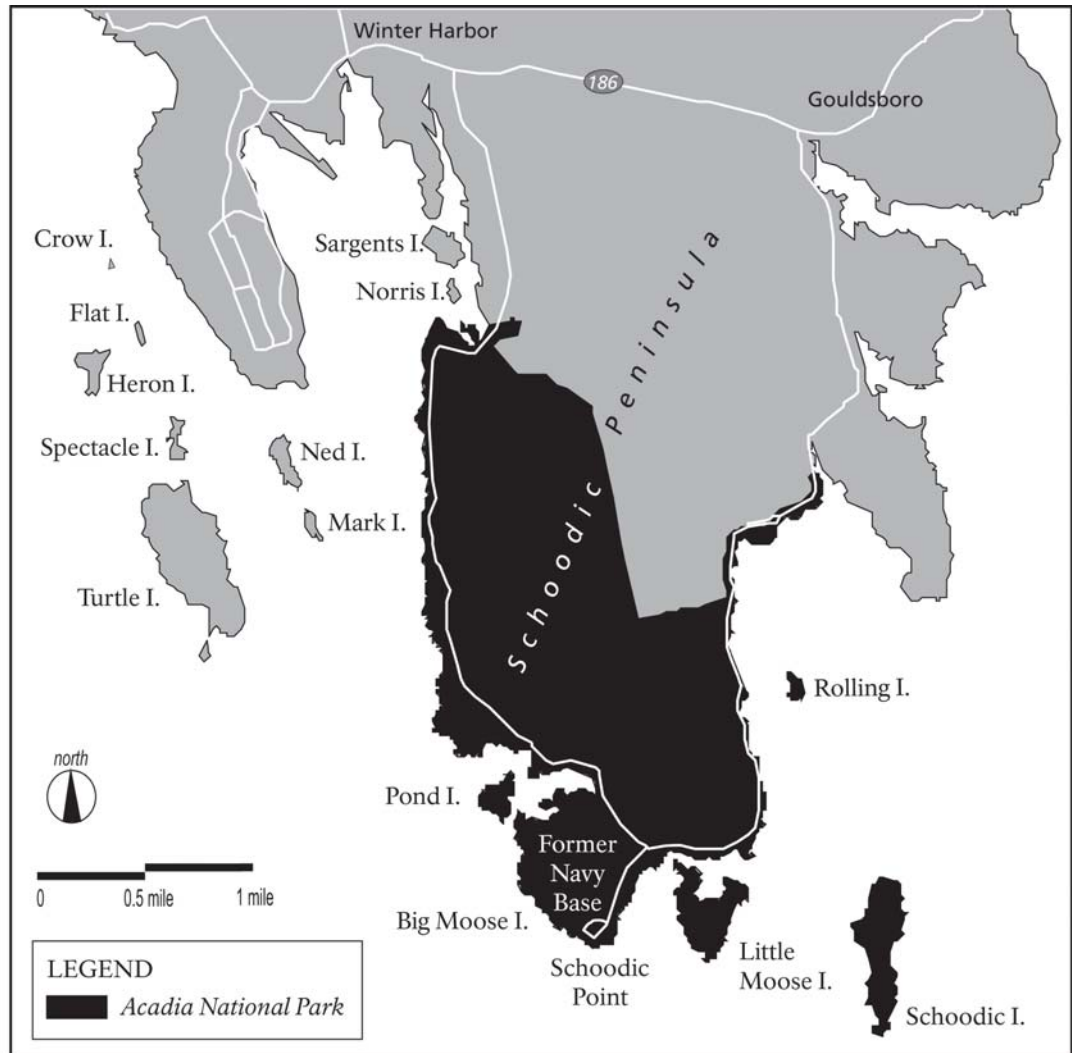
The Schoodic Peninsula is a product of geological upheavals, glacial scouring, and inundation by the sea. The bedrock of the Schoodic Peninsula and most of the surrounding islands consists of fine-grained pinkish granite. Huge fractures have occurred in the granite along the shoreline, creating gigantic slabs and blocks. Within some of these fractures are black

diabase dikes, which are the product of intrusive, solidified magma. Measuring up to 25 feet thick, these dikes are very prominent at Schoodic Point. Wave action has eroded the relatively softer basalt in many spots, resulting in deep, narrow chasms and sea cliffs. This wave action has also rounded angular fragments into cobbles at pocket beaches on the peninsula’s eastern shoreline.

The topography of the peninsula is varied and rugged. The highest point on the peninsula is Schoodic Head, with an elevation of 440 feet. Another prominent feature is the Anvil, which is located in the southeast portion of the peninsula near Blueberry Hill. The most recent period of glaciation 18,000 years ago contributed to the sheer cliffs at Schoodic by plucking off granite blocks as they advanced. Glaciers also modified ridges through scouring to form hills sloping more gently to the north and northwest and more steeply to the south and southeast, as seen on Schoodic Head.

The effect of the area’s geologic history is a

Figure 2. Schoodic Peninsula and Surrounding islands





Beetle specimen observed during the 2005 Coleoptera Blitz, part of the park's BioBlitz series.

diverse landscape—complete with many small bogs and wetlands, upland forests, ridges, and rugged coast—that offers a variety of habitats for intertidal plants and animals. There are several intermittent streams that flow west from the peninsula's interior to feed the wetlands and ponds. The largest of these is Frazer Creek, which drains to the northwest into Mosquito Harbor at Frazer Point.

The Schoodic District includes four islands in addition to the mainland area (Figure 2). Little Moose Island (54 acres) lies on the southeastern tip of the peninsula. Pond Island (14 acres) lies immediately west of the peninsula. Schoodic Island (67 acres) lies 0.75 miles southeast of the peninsula. Rolling Island (5 acres) is centered off the east side of the peninsula.

### Adjacent Lands

The park boundary encompasses only a portion of the Schoodic Peninsula. In the vicinity of the Schoodic District, the National Park Service holds conservation easements on Spruce Point (78 acres) and all of Turtle Island (100 acres), which permanently protect their natural condition and scenic value. Lands immediately north of the boundary are largely undeveloped and possess many of the same qualities as the land within the park. Vegetation is similar, and the forested upland and coastal resources provide habitat for the same plants and animals observed within the park. While some of the privately owned land that surrounds the Schoodic District is protected by conservation easements, the level of protection varies and the National Park Service has no jurisdiction over its future use. Maine Shoreland Zoning and other local and state regulations provide a certain degree of protection, but future use of these lands for incompatible purposes could threaten park resources and values.

### Plants

The park lies in a broad transition zone between southern deciduous and northern coniferous forests. The combination of climate and varied topography has resulted in rich species diversity at Schoodic. A two-year study of vascular and forest plant species of the Schoodic Peninsula found 343 species, including 75 non-native species (Mittelhauser et al. 1995, Spencer-Famous and Perera 1999). The most abundant vegetative community on the peninsula is the maritime spruce and fir forest. The most common species is red spruce, and associated tree species include primarily balsam fir, paper birch, and white spruce. Some of the more common species in the understory include blueberry, mountain cranberry, mountain ash,

starflower, Canada mayflower, bunchberry, and wild raisin. For the most part, the herb and shrub layer in these forests is poorly developed. Mosses are abundant in the understory, especially where the microclimate is humid and cool.

The Maine Natural Areas Program (MNAP), which is administered by the Maine Department of Conservation, has identified two "Rare or Exemplary Natural Communities" in the Schoodic District: Jack Pine Woodland and Maritime Shrubland (Maine Department of Conservation 2003). The Jack Pine Woodland is rare (20–100 occurrences) in Maine because the dominant tree species, jack pine, is at the southeastern limit of its range. A significant stand of jack pine is located on the eastern face of Schoodic Head. The southern half of Little Moose Island contains an exemplary Maritime Shrubland community, which is a shrub-dominated habitat along seaside bluffs exposed to onshore winds and salt spray. The MNAP has also documented five rare plant locations on the southern portion of the Schoodic Peninsula, including two on Little Moose Island (Maine Department of Conservation 2003).

### Animals

The Schoodic District provides habitat for a variety of animals. Common mammals include moose, deer, fox, coyote, bat, beaver, weasel, vole, shrew, squirrel, and hare. Ninety-six species of migrating and breeding birds were counted in studies conducted on the Schoodic Peninsula between 1995 and 1996, including cormorant, osprey, eider, heron, gull, and many species of small woodland birds. Ponds and wetlands provide habitat for amphibians and reptiles, such as salamanders, frogs, and snakes. The intertidal zone provides critical habitat for as many as 40 species of invertebrates. The Maine Department of Inland Fisheries and Wildlife has identified a number of critical wildlife habitats at Schoodic, which are areas that are essential to the conservation of state endangered or threatened species, including the bald eagle.

## CULTURAL RESOURCES

### Early Settlement

Although a comprehensive survey of archeological resources on the Schoodic Peninsula has not been completed, evidence of human occupation of areas of Maine and the rest of New England is known to date from 11,500 years ago when ice began to withdraw from the Gulf of Maine region. Coastal groups living 3,000–6,000 years ago were separate from interior groups in what is now Maine.

Archeological sites are primarily shell middens (waste piles of shells from clams, oysters, and other shellfish), which indicate that American Indians occupied the Schoodic Peninsula at least seasonally to gather shellfish and other marine resources. Although tribes were primarily nomadic and followed food sources, evidence suggests the possibility that some coastal people occupied sites year round, especially in areas accessible by boat (Louis Berger & Associates, Inc. 1999).

Many European explorers in the 16th and 17th centuries reported contact with the American Indians in what is now Maine, and both France and Britain had small colonies in Hancock County and claimed the land as theirs during the 17th century. The economy of the area was based on fishing and lumbering, as the soils were poor for growing grains. By the 19th century, alternative agricultural crops such as cranberries and orchard fruits, along with meat and dairy products, were cultivated in the region. By 1860, the seven coastal villages of Gouldsborough [sic], which at the time included Winter Harbor, had roads, but this was not true of the southern reaches of the peninsula where the park is located today.

The first recorded non-American Indian settler in the study area was Thomas Frazer, an African American who established a salt works near the mouth of Frazer Creek by 1790. The same area was later inhabited by a small fishing community of about 50 people. The southernmost portion of the Schoodic Peninsula did not have permanent inhabitants until the 19th century when the Arey family settled near the present-day ranger station off Schoodic Head Road and the Myrick family settled on Big Moose Island near the present-day ball field at the navy base. By the early 1890s, in response to demand for summer “cottages” in the area, Maine native and Wall Street financier John G. Moore purchased much of the land that is now inside the park on the Schoodic Peninsula. In preparation for its development, he constructed a scenic road that ran from Frazer Creek south to West Pond Cove and east to Schoodic Head. Moore died before he could begin development of the peninsula, and this—combined with grassroots efforts to conserve Mount Desert Island and later the Schoodic Peninsula—kept the land from development well into the 20th century. His widow and daughters donated the property to the Hancock County Trustees of Public Reservations in 1927.

#### **Park Development**

In 1916, conservation efforts resulted in the establishment of Sieur de Monts National

Monument on Mount Desert Island, which later expanded to become Acadia National Park. Congressional legislation in 1929 allowed the National Park Service to acquire land for the park in other parts of Hancock County. Within a month of the enactment of the law, the Hancock County Trustees of Public Reservations donated approximately 2,050 acres of land on the Schoodic Peninsula to the National Park Service.

Around the same time as the donation of land at Schoodic, John D. Rockefeller Jr. was working with the National Park Service to help construct the Park Loop Road on Mount Desert Island. The road would follow the coastline and provide access to many scenic vistas. However, completing the Park Loop Road around Otter Point was not possible because the U.S. Navy’s radio communications station stood in its way (see *Navy Base Development* for the history of this station). As a result, the National Park Service arranged for the U.S. Navy to move the station to Schoodic and constructed the original navy base buildings (including the Rockefeller Building), Schoodic Loop Road, and Schoodic Point and Blueberry Hill parking areas between 1933 and 1935 (Figure 3).

The labor supplied by the Civilian Conservation Corps under the New Deal also completed four hiking trails with trailheads on Schoodic Head. Today these trails follow their historic alignment and illustrate the high quality of workmanship and adherence to National Park Service standards and specifications.

The development of a parking area, rest room, and pumphouse at Schoodic Point, the primary destination for most visitors to the Schoodic District, appears much as it did when construction was completed in the 1930s. This is also true for a small parking area and entrance road at Blueberry Hill and the summit overlook at Schoodic Head. A second construction phase in the study area took place during the mid-1960s in response to the 50th anniversary of the National Park Service. The Mission 66 program work included a modern bridge over Frazer Creek and a picnic area at Frazer Point; the original structures, however, have since been replaced.

#### **Navy Base Development**

The history of the navy base dates back to the early 20th century. Alessandro Fabbri operated a small amateur radio receiving station at Otter Cliffs on Mount Desert Island and wanted to assist his country during World War I. The U.S. Navy offered Fabbri a commission in exchange for the station and soon found the station to be a

Figure 3



# EXISTING FEATURES

## Schoodic District

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critical link in maintaining transatlantic messages during weather conditions that prevented other receiving facilities along the coasts from operating. Over the years, the facility grew into a radio communications station for the U.S. Navy.

Congress authorized an exchange of land between the National Park Service and the U.S. Navy in 1935. In addition to the original transfer of 26 acres, the National Park Service transferred an additional 152 acres to the U.S. Navy in 1947 to allow for the expansion of the navy base during the Cold War. As part of the arrangement, the National Park Service constructed the original navy facilities, including the powerhouse and the Rockefeller Building, which Grosvenor Atterbury designed in the same style used for the two carriage road gatehouses in the park on Mount Desert Island.

The construction of buildings during the 1940s and 1950s included a multipurpose administration building, barracks, commissary, gate house, pumphouse, and communications receiving station. In the early 1960s, the U.S. Navy completed the construction of an antenna array in nearby Corea and relocated all of the operational activities from Schoodic to this new site. At that point, new developments at Schoodic consisted primarily of amenities, such as the ball field, picnic shelter, and gymnasium. In the 1970s, the Schooner Club, a medical clinic, bowling alley, and theater were added. In 1977, the U.S. Navy returned approximately 81 acres of land along the shoreline to the National Park Service. In the past 20 years, additions have primarily been housing related. The Schoodic Shores housing project was completed in 1980; the barracks were expanded in 1989; and three duplex recreational cabins were added in 1990. As of 1997, the U.S. Navy employed approximately 500 personnel. In 2001, the U.S. Navy announced its intent to close the navy base.

### **Historic Properties**

The U.S. Navy completed a cultural resources survey in 1999, which consisted of an archeological reconnaissance and a survey of buildings and structures on the navy base at Schoodic Point, as well as at the Winter Harbor and Corea properties (Louis Berger & Associates, Inc. 1999). The report found that only two properties (Rockefeller Building and powerhouse) were eligible for listing in the National Register of Historic Places. The buildings are historically significant for their distinctive rustic design characteristics, and for their association with John D. Rockefeller Jr. and the development of the National Park System. The U.S. Navy completed a National Register

nomination for the Rockefeller Building and powerhouse and received concurrence from the State Historic Preservation Officer (SHPO) in 2000.

In supplemental documentation submitted to the SHPO in 2000, the U.S. Navy stated that there were no buildings or structures on the navy base deemed significant in military history or the Cold War historic context. The report also identified a historic farmstead that had likely been obliterated by the construction of a baseball field. Overall, the report stated that the potential for archeological resources on the navy base was low. The SHPO concurred with these findings.

The National Park Service completed a cultural landscapes inventory of the Schoodic District in 2004 (National Park Service 2004). It determined that the former navy base (excluding the Rockefeller Building and powerhouse) contains no significant cultural landscape components and is not eligible for listing in the National Register of Historic Places. The cultural landscapes inventory describes the Schoodic Peninsula Historic District, which includes the most of the developed areas of the Schoodic District outside of the former navy base (e.g., Schoodic Loop Road; Schoodic Head Road; Schoodic Point and Blueberry Hill parking areas; and the Anvil, Alder, East, and Schoodic Head hiking trails), as a historically significant cultural landscape from the period 1930–1941. The circulation systems and other features that comprise the cultural landscape are historically significant for their association with John D. Rockefeller Jr., who was influential in the development of the National Park System, and for their rustic design, which was developed by National Park Service landscape architects and implemented by the Civilian Conservation Corps under the New Deal Program.

### **PARK FACILITIES**

The primary means of access to the Schoodic District is via the Schoodic Loop Road, a 6-mile scenic drive that skirts the rugged coastline (Figure 3). The road and scenery have changed little since their initial construction between 1933 and 1935. Beginning at the northwestern boundary of the park at Frazer Creek, the road provides visitors with a classic Maine coastal vista of rocky shoreline, islands, and a lighthouse. Frazer Point provides a picnic area with parking, restrooms, interpretive waysides, and a seasonal dock for small recreational boats. The road continues one way in a counterclockwise direction around the peninsula



The U.S. Navy operated a radio communications station at Schoodic beginning in 1935.

using a harmonious mix of local materials and was designed to take advantage of the dramatic ocean views.

A one-mile gravel spur road leads to the top of Schoodic Head, where a small circular drive provides parking for an overlook and trailhead. A ranger station and several related structures are located off the road to Schoodic Head. A two-way paved spur road leads to Schoodic Point at the southern end of the peninsula. This popular destination offers parking, restrooms, and interpretive waysides. The Blueberry Hill parking area, located just beyond Schoodic Point, provides access to the shoreline and trailheads.

The park maintains 2.6 miles of hiking trails that emanate from Schoodic Head. The four named trails (Anvil Trail, Alder Trail, East Trail, and Schoodic Head Trail) offer a variety of hiking opportunities and panoramic views. A network of informal social trails on Little Moose Island poses challenges for protecting fragile vegetation from trampling.

The former navy base (Figure 4) occupies a large portion of Big Moose Island, which is actually connected by a wetland to the Schoodic Peninsula. The navy base contains 46 buildings (212,408 square feet), 350 parking spaces, and other infrastructure that includes offices, housing, recreational facilities, and support and utility systems. The navy base is heavily forested, with winding roadways opening into large clearings containing buildings and parking areas of varying sizes. The site was developed over 67 years, and the buildings and structures range in date from 1935 to 2001. As a result, the built environment is very heterogeneous, with buildings constructed in varying styles and forms using many different building materials, including wood, brick, metal, and concrete. With the exception of the Rockefeller Building and powerhouse, the navy base structures are utilitarian and lack historical reference to original buildings or Acadia National Park.

All buildings on the former navy base are accessible by road and served by ample parking areas. There is no formal pedestrian circulation system and many of the buildings are inaccessible to persons with disabilities. Pedestrians must share the roads with automobiles, and informal foot trails run through the wooded areas connecting some of the buildings. The U.S. Navy constructed walking trails to provide access from the navy base to various points along the shoreline of Big Moose Island.

## VISITOR EXPERIENCE

The Schoodic District is zoned as a “Natural Area” in the *General Management Plan* and managed primarily for conservation and resource protection with limited public facilities. In 2000, the Schoodic District of the park experienced approximately 235,000 recreation visits. This is slightly lower than the annual average of 254,000 recreation visits over a 13-year period (1990–2002). A U.S. Department of Transportation study (2001) suggested that visitation to Schoodic would increase slowly, by about 500 per year to average nearly 247,000 in 2005 and nearly 280,000 in 2015.

The University of Vermont completed the *Schoodic Peninsula, Acadia National Park, Visitor Study 2000–2001* (Manning et al. 2002) to gather information to assist the National Park Service in developing this plan. The objectives were to collect information on the number and type of visitors and to gain information that will help formulate standards of quality for visitor experiences. The results are summarized here.

Most visitors stay on the Schoodic Peninsula only one day and spend nearly three hours at a time in the Schoodic District. The most popular locations to visit are Frazer Point, Schoodic Point, and Blueberry Hill. Visitor and automobile counts indicate that peak visitation occurs at the selected count sites between 1 p.m. and 4 p.m. In the Schoodic District, the primary activities for typical visitors are watching the surf and driving the scenic loop around the end of the peninsula. Other common activities include photography, observing nature, bicycling, and picnicking. However, visitors stated that taking in the natural scenic beauty was their primary pastime.

People come to Schoodic with the expectation that it will be more peaceful and less crowded than the Mount Desert Island portion of Acadia National Park. Overall, visitors are quite satisfied with their trip, with 92% rating their experience 8 or higher on a satisfaction scale where a score of 10 was “most satisfied.” Visitors were extremely pleased with their experience at Schoodic, remarking that it was far less crowded than they expected. The most desirable qualities of the Schoodic District were “pristine beauty/naturalness/scenery” (57%) and “not crowded/quiet” (33%). When asked what they would change about park management, 38% responded that they wouldn’t change anything, 19% suggested more information and interpretation, and 13% requested additional facilities such as parking, restaurant, or gift shop.

Figure 4







At Schoodic Point, visitors can enjoy wayside exhibits and scenic views of Mount Desert Island.

When asked specifically about future uses for the navy base, 22% suggested an educational facility such as a museum or nature center, 11% thought the property should be returned to nature, 7% desired a visitor center, 5% a campground, and 4% overnight lodging. A large number of people (26%) simply said that it should be returned to Acadia National Park without specifying how it should be used. When asked for their reaction to the National Park Service’s management goal to “retain current use levels and the existing naturalness and solitude of this part of the park,” a resounding 95% of those surveyed expressed support for the goal on which the preferred alternative of this plan is based.

## PARK MISSION, PURPOSE, AND SIGNIFICANCE

### Park Mission

The mission of the National Park Service at Acadia National Park is to protect and preserve its outstanding scenic, natural, scientific, and cultural values for present and future generations through programs, facilities, and services, and provide programs and opportunities for nonconsumptive, resource-based recreation and education for an increasingly urban population (National Park Service 1992). The mission is based on the National Park Service Organic Act (16 U.S.C. §§ 1–4), the park’s enabling legislation, and other NPS laws and policies.

### Purpose

Acadia National Park has three main purposes:

- To protect and conserve the land and water resources, scenery, natural and historic objects, wildlife, and undeveloped character of the lands within the legislated park boundary.
- To promote and regulate the use of the park for the benefit and enjoyment of the public in such manner and by such means as will leave park resources unimpaired for the enjoyment of future generations.
- To protect and preserve the scenic, ecological, historic, archeological, and cultural resources of the Acadian archipelago and to limit development of the islands and preserve their natural qualities and traditional resource-based land uses.

### Significance

A rich combination of cultural and natural features and exceptional scientific, educational, and recreational opportunities contribute to the character and significance of Acadia

National Park, the first national park east of the Mississippi and the only national park in New England.

When President Woodrow Wilson set this area aside as a national monument, he cited the historic interest associated with Samuel Champlain’s 1604 landing on Mount Desert Island. He also cited the great scientific interest of the island’s topography, geology, wildlife, and vegetation. Acadia National Park has a variety of significant resources, including its landscape, air and water quality, biological diversity, cultural heritage, historic properties, and museum collection. The park’s coastal and island landscape is unequalled along the Atlantic shore of the United States. Mountains, lakes, and wooded valleys add character to the land. The park’s islands provide nesting sites and critical habitat for a great diversity of plants and animals, including species of state and national significance.

The cultural heritage of the park is equally important and includes resources related to American Indians, French and British settlers, and the wealthy Americans of the late 1800s and early 1900s who established summer colonies, founded the park, and contributed to the creation and development of the conservation movement. The surviving historic features and designed landscapes, such as those of the park’s trail system and Schoodic Loop Road, are important because of their history, durability, and uniqueness. They commemorate those who designed and built them.

Acadia National Park also offers scientific research value; the park provides a variety of opportunities to conduct research and monitor resources. A multidisciplinary database at the park serves as the scientific foundation for ecosystem research and monitoring programs. An extensive scientific bibliography dates back to the late 19th century. Today, an expanding geographic information system and ongoing air, water, wildlife, and vegetation monitoring programs demonstrate the park’s continuing and important role in scientific endeavors. Acadia National Park offers excellent opportunities for educating visitors about significant and varied resources. Access to an array of sites with scenic, scientific, natural, and historic interest is provided by a network of carefully designed hiking trails, carriage roads, and scenic drives.

Visitors participate in numerous recreational activities such as camping, hiking, bicycling, cross-country skiing, horseback and carriage riding, kayaking, canoeing, and sightseeing.

People of all ages are attracted to a broad spectrum of interpretive activities, including guided walks, amphitheater presentations, environmental education programs, and outreach activities.

The Schoodic District exemplifies the values and resources described in Acadia National Park's mission and purpose statements. Visitors cherish Schoodic for its peaceful character and outstanding scenic beauty. Schoodic offers visitors exceptional views of the rocky coast and surrounding islands. The Schoodic Loop Road is a part of the 27-mile Schoodic National Scenic Byway, which the Federal Highway Administration designated in June 2000. It leads to Schoodic Point, which is a favored spot for watching high surf and enjoying views to the open ocean. The highest point on the Schoodic Peninsula, Schoodic Head (440 feet), is accessible by gravel road and hiking trails, and offers other outstanding scenic views.

The developed area of the Schoodic District, excluding the former navy base, is eligible for listing in the National Register of Historic Places. The circulation systems and other built features that comprise the cultural landscape are significant for their association with John D. Rockefeller Jr. and his influence on the development of the National Park System, and for their embodiment of National Park Service Rustic Design. The appearance and visitor experience of this area has remained relatively unchanged since 1940, when the National Park Service completed its first period of development (National Park Service 2001). On the former navy base, the Rockefeller Building and powerhouse are also eligible for listing in the National Register of Historic Places. The buildings, designed by New York architect Grosvenor Atterbury, are architecturally significant for their distinctive design characteristics and aesthetic qualities. The buildings also embody distinctive characteristics of design and construction that possess high aesthetic qualities.

The Schoodic District contains many areas of critical habitat for a variety of plant and animal species, including five state-listed rare plants and the federal and state-threatened bald eagle. The state of Maine has designated two "Rare or Exemplary Natural Communities" at Schoodic: a Jack Pine Woodland on Schoodic Head and a Maritime Shrubland on the southern portion of Little Moose Island. The state has also identified extensive habitat within the Schoodic District that is essential or significant for wildlife, including the shorelines of West

Pond, East Pond, and Schoodic Point; the Frazer Creek estuary; and Schoodic and Rolling islands (Maine Department of Conservation 2003). The more remote areas of Schoodic's shoreline contain pristine intertidal zones that are robust with plant and invertebrate species from lack of human disturbance. The Schoodic District also protects exemplary geologic features, such as sea cliffs, sea stacks, cobble beaches, diabase dikes, and a glacially carved landscape.

## LEGISLATIVE HISTORY

Acadia National Park began with the establishment of Sieur de Monts National Monument by Presidential Proclamation 1339 in 1916 (40 Stat. 1173), which was followed by the redesignation of the national monument as Lafayette National Park in 1919 (45 Stat. 1083). In 1929, legislation (45 Stat. 1083) changed the name to Acadia National Park and established the National Park Service's authority to expand the park through donations of property within Hancock County and certain islands in Knox County. This allowed the National Park Service to accept the donation of more than 2,000 acres on the Schoodic Peninsula as an addition to Acadia National Park.

In 1986, Public Law 99-420 established a permanent boundary for Acadia National Park within which the National Park Service can acquire lands for the park in fee simple ownership. The law also authorizes the National Park Service to acquire conservation easements on parcels of land adjacent to the park on Schoodic Peninsula and on the islands of Hancock County and eastern Knox County outside of the Town of Isle au Haut by purchase from a willing seller or by donation. The law sets out criteria for such parcels, which must possess one or more of the following characteristics: (A) important scenic, ecological, historic, archeological, or cultural resources; (B) shorefront property; or (C) largely undeveloped entire islands.

In addition to the enabling legislation for Acadia National Park, several laws have been enacted that are specific to the Schoodic District. In 1935, the first of these laws (49 Stat. 795) provided for the exchange of land between the National Park Service and U.S. Navy. The act transferred the control and jurisdiction of the original 26-acre site within the Schoodic District to the U.S. Navy for "naval radio purposes." In 1947, legislation (61 Stat. 519) transferred an additional 152 acres to the U.S. Navy with the provision that the land would revert to the park should it become



Schoodic Head offers scenic vistas of the Schoodic Peninsula and surrounding ocean.

“surplus to the needs of the Department of the Navy.” In 1977, the U.S. Navy exercised this provision and transferred 81 acres back to the park.

In 2002, Section 2845 of Public Law 107-107 authorized transfer of the original parcel back to the park without consideration, along with personal property associated with the land. The law directed the U.S. Navy to transfer this parcel concurrently with the remaining land it had acquired in 1947. The U.S. Navy transferred control and jurisdiction of its remaining land within the park (100.1 acres) to the National Park Service on July 1, 2002. Public Law 107-107 also provided the state of Maine and the towns of Gouldsboro and Winter Harbor with the right of first refusal to acquire the portions of the navy base located outside of Acadia National Park at no cost. This property included 80 housing units on 23 acres in the Town of Winter Harbor and an operations center on 451 acres in the Town of Gouldsboro.

Other legislation related directly to the Schoodic District involves the appropriation and use of funds from the Department of Defense. Public Law 107-117, enacted on January 10, 2002, provided an appropriation of \$4,000,000 to the Department of Defense, Office of Economic Adjustment, for the Naval Security Group Activity Winter Harbor. Public Law 107-206, enacted on August 2, 2002, clarified the intended use of the funding. The legislation directed the Secretary of Defense to obligate the funds made available under Public Law 107-117 for the conversion of the former navy base at Schoodic to a research and education center for Acadia National Park. This includes the preparation of a plan to reuse the former navy base for purposes that will benefit the local communities and visitors to the park, and stimulate important research and educational activities. Additional clarification was needed to provide a portion of the funding directly to the local community for economic readjustment. Public Law 107-248, enacted on October 23, 2002, authorized the Secretary of Defense to use the funding for community adjustment activities related to the closure and reuse of the former navy base as a research and education center consistent with the purposes of Acadia National Park.

## PLANNING ISSUES

The plan addresses a number of management issues that are listed below and organized into four categories corresponding to the management goals for the Schoodic District.

## Resource Management

- How will the Schoodic District’s natural, cultural, and scenic resources be protected?
- What are the proposed treatments for the historic Rockefeller Building, powerhouse, and contributing resources of the proposed Schoodic Peninsula Historic District?
- How will the Schoodic District’s cultural landscape be protected?
- How should management zones in the *General Management Plan* be reconfigured for the Schoodic District?
- How should lands adjacent to the park be protected to prevent negative impacts to park resources and values?

## Visitor Use and Interpretation

- How is the quiet, natural visitor experience best protected?
- What level of visitor services will be provided and where?
- How can the number of motor vehicles in the park be minimized?
- How can circulation systems (i.e., paths, sidewalks, and roads) be improved to avoid conflicts?
- How should the navy base be reconfigured to feel more like a campus for the Schoodic Education and Research Center?

## Cooperative Efforts and Partnerships

- How will the Schoodic Education and Research Center be managed and what will be the National Park Service’s role?
- What are the facility needs for Schoodic Education and Research Center programs versus those for general park purposes?
- What responsibilities will the National Park Service undertake relative to fire suppression and emergency response with towns?

## Operational Efficiency

- What is the best management model to operate new programs at Schoodic and maintain the physical infrastructure?
- How will partners be selected to become part of the Schoodic Education and Research Center?

- What facilities, equipment, and staff will be needed for initial and long-term operations?
- How will decisions be made about buildings not needed for the Schoodic Education and Research Center or other park purposes?
- What standards and criteria will guide reuse of existing facilities, new facilities, and site changes?
- How will potential revenues be maximized so that they are available to offset operational costs?

programs and research activities in conjunction with the park's research learning center.

- Recreational and other uses do not result in unacceptable impacts to park resources or values.
- Commercial visitor services are consistent with the desired resource and visitor experience conditions for the Schoodic District.

## MANAGEMENT GOALS

At the start of planning for the Schoodic District, the National Park Service identified several guiding principles. The principles incorporate Acadia National Park's mission and state that plans for the Schoodic District will be based on thorough study of the area's natural and cultural resources and the desire to maintain the current quiet, low-density visitor experience. Goals for the Schoodic District are based on the studies and consultations conducted by the National Park Service as part of the planning process.

The following management goals set the overall direction for management of the Schoodic District.

### Resource Management

- Schoodic District's natural, cultural, and scenic resources and values are protected, restored, and maintained in excellent condition.
- Improvements and other changes to the landscape or park facilities are appropriate to the management zone in which they are located and do not adversely impact other management zones.

### Visitor Use and Interpretation

- Opportunities for low-density recreation and solitude are maintained.
- Visitors have a safe and enjoyable visit.
- An appropriate range of interpretive services is offered to foster public understanding, appreciation, and protection of the park's resources and values.
- The Schoodic Education and Research Center is established at the navy base to facilitate a wide range of education

### Cooperative Efforts and Partnerships

- The National Park Service establishes and maintains partnerships to facilitate research and education programs at the Schoodic Education and Research Center, and to foster stewardship of resources within and outside of the park's boundary.
- The National Park Service maintains regular communication and consults with neighboring communities on matters of mutual concern.

### Operational Efficiency

- Park facilities and operations incorporate the principles of sustainability.
- Existing buildings are retained if they can be reused in ways that are operationally efficient, environmentally and economically sustainable, and supportive of the mission of the park or the Schoodic Education and Research Center.
- The National Park Service has adequate personnel and other resources to achieve its management goals at the Schoodic District and Schoodic Education and Research Center.





# The Plan

## OVERVIEW

The Schoodic Education and Research Center (SERC) will be established at the former navy base to facilitate research and education that promotes the understanding, protection, and conservation of natural and cultural resources of the National Park System and advances related research and education at the regional, national, and international levels.

An independent nonprofit organization will develop and manage the Schoodic Education and Research Center in cooperation with the National Park Service. The nonprofit will serve as an umbrella organization to coordinate the use of the facilities by partners participating in educational and research activities. It will have sufficient autonomy to be creative and flexible in developing and managing the Schoodic Education and Research Center consistent with NPS laws, regulations, policies, and management documents. The nonprofit organization will play a major role in coordinating programs and activities, and providing financial support for the Schoodic Education and Research Center. The nonprofit will also solicit new partners and manage services such as food, lodging, and program space.

The role of the National Park Service will be to plan and manage the Schoodic District to ensure that resources are protected and to offer research and education programs along with those sponsored by other SERC partners. The National Park Service will continue to conduct education programs and research, and could develop laboratory, library, computing, and other facilities in collaboration with partners as part of the Schoodic Education and Research Center.

A typical day during the peak season will see no more than 350 program participants (i.e., people involved with research and education activities) at the Schoodic Education and Research Center per day with an annual total of 31,500. Accommodations will be available for up to 190 program participants and staff in a variety of housing units (see Appendix A).

## MANAGEMENT ZONING

Management zoning is a technique used in general management plans to delineate how park staff will manage various portions of a park to meet desired conditions. It governs how and

where the identified management goals will be achieved in combination with other policies governing proposed changes to park lands.

Under the *General Management Plan* (National Park Service 1992), the Schoodic District is managed primarily as a Natural Zone to conserve and protect natural resources and ecological processes while providing for its use and enjoyment by the public. Since that plan was adopted, the National Park Service has learned more through research about the natural and cultural resources of the Schoodic District, and the zoning scheme reflects that knowledge. The five basic management zoning categories from the *General Management Plan* remain unchanged, but those zones are applied differently in this plan (Figure 5).

The Protected Natural Area Subzone of the Natural Zone is expanded to protect resources of unusual fragility or ecological significance. This subzone includes wetlands, shorebird habitat, significant intertidal zones, coastal islands (i.e., Schoodic, Little Moose, Pond, and Rolling), and Maine Natural Area Program “Rare or Exemplary Natural Communities” (i.e., Jack Pine Woodland on the east side of Schoodic Head and Maritime Shrubland on the southern portion of Little Moose Island). This zone perpetuates geological and ecological values with minimal or no human intrusion and allows research to occur as long as it does not adversely impact park resources or values.

In documentation prepared to nominate potentially eligible resources of the Schoodic District to the National Register of Historic Places as a historic district, the circulation system of roads and trails is the primary contributing resource (National Park Service 2001). The system is considered eligible for listing in the National Register of Historic Places, and zoning has been amended to reflect this. Designed and built in the early years of the park, the road and trail system (outside of the former navy base) is rezoned as a cultural resource to ensure that character-defining features are protected during normal maintenance. The roads and hiking trails are located in the Preservation Subzone of the Cultural Zone, which includes the parking areas at Schoodic Point and Blueberry Hill, and the gravel pull-offs along the Schoodic Loop Road.

The Rockefeller Building and powerhouse, along with the surrounding landscape, are located in the Adaptive Use Subzone of the Cultural

Figure 5

## MANAGEMENT ZONING

### NATURAL ZONE

- NATURAL ENVIRONMENT SUBZONE
- PROTECTED NATURAL AREA SUBZONE

### CULTURAL ZONE

- PRESERVATION SUBZONE
- ADAPTIVE USE SUBZONE

### DEVELOPED ZONE



## ZONE/SUBZONE

### NATURAL ZONE

Manage land and waters to conserve and protect natural resources and ecological processes and provide for their use and enjoyment by the public.

#### Natural Environment Subzone:

Conserve natural resources and provide environmentally compatible interpretive and recreational activities in ways that do not adversely affect those resources and processes.

#### Protected Natural Area Subzone:

Perpetuate geological or ecological values with minimal or no human intrusion. These lands and waters are set aside for strict protection because of unusual fragility or ecological significance.

### CULTURAL ZONE

Manage areas to preserve, protect, and interpret cultural resources and their settings, and for their use and enjoyment by the public.

#### Preservation Subzone:

Preserve and interpret historic sites, structures, ethnographic resources, objects, and landscapes that are important because of their aesthetic value for their association with persons, events, or periods in human history and that merit full communication of these values to the public.

#### Preservation/Adaptive Use Subzone:

Use, with necessary modifications, of historically significant structures for leasing, public activities, or administrative activities and functions that perpetuate the characteristics that qualify these resources for listing on the National Register of Historic Places.

### DEVELOPED ZONE

Manage lands to provide and maintain facilities for research and education purposes; interpretive and other visitor services; recreational opportunities; vehicular circulation; and park operations.

## PARK AREAS

· All areas of the Schoodic District not classified in other zones or subzones

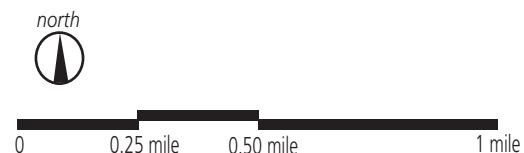
- Wetlands
- Islands
- Significant intertidal zones and associated upland
- Maine Natural Areas Program "Rare or Exemplary Natural Communities, Essential/Significant Wildlife Habitat"

· Roads, trails, cultural landscapes, and developed areas contributing to the Schoodic Peninsula Historic District

· Rockefeller Building, powerhouse, and their surrounding landscape

- Former navy buildings, facilities, and infrastructure
- Frazer Point picnic area and dock

Note: Boundaries of management zones shown on map are generalized.







Zone. While the buildings retain their historical integrity, the surrounding landscape has been substantially altered. The Adaptive Use Subzone reflects this reality and directs managers to “perpetuate the characteristics that qualify these resources for listing in the National Register of Historic Places” while allowing necessary modifications for public or administrative use. This will allow the Rockefeller complex to be reused as a focal point of the education and research campus. Its zoning differentiates it from the rest of the surrounding Developed Zone. The Developed Zone is the location for facilities and services to support the park and the Schoodic Education and Research Center. Most of the former navy base falls into this zone, as does the Frazer Point picnic area and dock.

### MANAGEMENT PRESCRIPTIONS

Management prescriptions describe the resource conditions and visitor experiences that are to be achieved and maintained over time, and the kinds and levels of management activities, visitor use, resource protection, and development that are appropriate for the park. The management prescriptions include actions that should be taken over the next 15–20 years to meet the goals stated in the plan. Some actions help to achieve multiple goals. The goals and actions identified in the *General Management Plan* remain in effect for the Schoodic District except where amended by this document.

### RESOURCE MANAGEMENT

**Ensure that the park’s natural and cultural resource information base is sufficient to fully inform management decisions.**

- Utilize the Schoodic Education and Research Center to facilitate research that addresses park management issues and information needs.
- Maintain up-to-date inventories and monitor conditions of natural and cultural resources.
- Obtain baseline data on the Schoodic District’s natural soundscape and identify acceptable levels of human-caused sound consistent with desired resource and visitor experience conditions. Monitor human activities that generate noise to identify potential adverse impacts to the natural soundscape.

- Complete nominations to the National Register of Historic Places for the Rockefeller Building, powerhouse, and Schoodic Peninsula Historic District. Prepare historic structure and cultural landscape reports to describe appropriate treatments for these resources (see Appendix C).
- Preserve the U.S. Navy’s documents, photographs, objects, and electronic/magnetic media as part of the park’s museum collection. The U.S. Navy collection will be made available to the public in accordance with the park’s collection management policies and procedures.
- Complete a comprehensive archeological field survey and establish baseline data for monitoring the condition of archeological resources.
- Survey ethnographic resources and document the significance of the park’s natural and cultural resources to traditionally associated groups.

**Implement management actions to ensure that natural, cultural, and scenic resources and values are protected, and the character of the Schoodic District is preserved.**

- Manage resources consistent with the management zone in which they are located.
- Designate Research Natural Areas, as appropriate, to preserve largely undisturbed ecological community types for non-manipulative research and educational use. Research Natural Areas will be managed to prevent any activity that could alter existing natural conditions and processes. Management actions may include limiting access to all uses other than non-manipulative research.
- Preserve archeological resources in situ by implementing measures that avoid or minimize impacts due to natural and human causes, including vandalism and looting.
- Preserve the dark night sky (natural lightscape) at the Schoodic District by restricting the use of artificial lighting to those areas where security, human safety, and other site management requirements must be met. Utilize minimal impact lighting techniques and shield the use of artificial lighting to prevent impacts to the night sky.



Wetlands at Schoodic provide important freshwater habitat.

Remove or retrofit inappropriate outdoor lighting to preserve the dark night sky.

- Preserve the Schoodic District’s quiet character and natural soundscape with minimal disruption from human activities. Prevent or minimize all noise that, through frequency, magnitude, or duration, exceeds levels that are appropriate for the Schoodic District.
- Restore landscape and vegetation conditions altered by human activity to a natural condition where appropriate. To the extent practicable, seeds, cuttings, or transplants representing plant species and gene pools native to the park will be used for restoring vegetation to a natural condition (see Appendix C).
- Manage vegetation to reflect the character of the landscape that prevailed during the historic period where necessary to preserve the desired condition of specific cultural resources and landscapes.
- Redesign the landscape around the Rockefeller Building and powerhouse to provide a setting that is sensitive to their historic character.
- Determine the extent to which the Schoodic Loop Road may be affecting tidal flows on the inland side of the road and quantify any resulting ecological changes. If warranted, restore natural hydrologic regimes to mitigate impacts based on the results of the investigation.
- Evaluate the appropriateness and feasibility of restoring the ranger station to a condition that would qualify it as a contributing resource to the Schoodic Peninsula Historic District. If warranted, prepare a historic structure report and restore the ranger station accordingly.

**Encourage compatible land uses adjacent to the park on the Schoodic Peninsula and surrounding islands.**

- Monitor land use proposals and changes to adjacent lands, and evaluate their potential impacts on park resources and values.
- Work cooperatively with the state of Maine, neighboring jurisdictions, nonprofit organizations, landowners, and others to avoid or minimize adverse impacts to park resources and values from adjacent

land use and to protect lands of value to the park on the Schoodic Peninsula and surrounding islands. A variety of land protection methods will be used to protect park resources and values, including the acquisition of conservation easements and participation in the land use planning and regulatory processes of the state of Maine and neighboring jurisdictions.

**VISITOR USE AND INTERPRETATION**

**Foster public understanding, appreciation, and protection of park resources and values.**

- Provide appropriate types and levels of visitor information and interpretive services at the Schoodic District. A comprehensive interpretive plan describing the scope of interpretive services for the Schoodic District will be completed and implemented.
- Provide a range of educational programs to students of all ages at the Schoodic Education and Research Center.

**Establish the Schoodic Education and Research Center at the former navy base to facilitate a wide range of research activities and education programs in partnership with other agencies and organizations.**

- Facilitate research and education that promotes the understanding, protection, and conservation of natural and cultural resources of the National Park System and advances related research and education at the regional, national, and international levels.
- Use the facilities at the former navy base to support park operations and the Schoodic Education and Research Center (Figure 6). Camping and picnic facilities will be used in association with SERC programs and activities, and to support park operations. A campground and picnic area for the general public will not be operated at the Schoodic Education and Research Center.
- Ensure that the types and levels of use at the Schoodic Education and Research Center are consistent with its mission and do not detract from the visitor experience or cause unacceptable impacts to park resources or values.
- Convert the former navy base to a campus for the Schoodic Education and Research Center.

Figure 6



# Proposed Navy Base Building Reuse

Acadia National Park  
U. S. Department of the Interior  
National Park Service

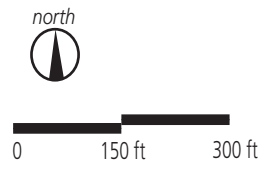
Schoodic General Management Plan Amendment

- Schoodic Education and Research Center*
- Operations and Maintenance*
- Remove (if determined to be unneeded)*

PROPOSED BUILDING REUSE:

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|   |  |  |
|---|--|--|
| <p><b>1 ROCKEFELLER</b><br/>Offices, reception, housing.</p>            | <p><b>148 MEDICAL CLINIC</b><br/>Program space.</p>                    | <p><b>219 GROUNDS EQUIPMENT STORAGE</b><br/>Fire cache.</p>  |
| <p><b>2 POWERHOUSE</b><br/>Utility.</p>                                 | <p><b>152 NORTH FIELD TOILET</b><br/>Recreation.</p>                   | <p><b>220-222 CABINS</b><br/>Housing.</p>                    |
| <p><b>3 CHAPEL</b><br/>Program space.</p>                               | <p><b>162 BOWLING ALLEY</b><br/>Program space.</p>                     | <p><b>225 SALT AND SAND STORAGE</b><br/>Maintenance.</p>     |
| <p><b>39 COMMISSARY</b><br/>Meeting rooms.</p>                          | <p><b>164 CHILD DEVELOPMENT CENTER</b><br/>Program space.</p>          | <p><b>228 POTABLE WATER TREATMENT PLANT</b><br/>Utility.</p> |
| <p><b>45 GENERATOR HOUSE</b><br/>Utility.</p>                           | <p><b>183 WASTEWATER TREATMENT PLANT</b><br/>Utility.</p>              |  |
| <p><b>84 FABBRI HALL (BARRACKS)</b><br/>Housing.</p>                    | <p><b>184-203 SCHOODIC SHORES, GARAGES</b><br/>Housing.</p>            |  |
| <p><b>105 GALLEY</b><br/>Food service.</p>                              | <p><b>192, 209 BACHELOR OFFICERS QUARTERS, GARAGE</b><br/>Housing.</p> |  |
| <p><b>137 TRANSPORTATION/FIREHOUSE</b><br/>Maintenance, fire cache.</p> | <p><b>205 WAREHOUSE</b><br/>Storage.<br/>(Moved to new location.)</p>  |  |
| <p><b>138 GYMNASIUM</b><br/>Recreation.</p>                             | <p><b>216 PUBLIC WORKS</b><br/>Offices, maintenance.</p>               |  |
| <p><b>143 SCHOONER CLUB</b><br/>Meeting rooms, food service.</p>        |  |  |





Ancillary buildings and structures are not highlighted.  
 Building numbers and names refer to former navy use.

- Rehabilitate and construct, as appropriate, facilities to serve research, education, and support functions (see Appendices C and D).
- Adopt and implement design guidelines for facilities to ensure that their design is consistent with Acadia's architectural style and harmonious with the environment (see Appendix E).
- Prevent visual intrusions on the Schoodic District's highly valued scenery, including views to and from the park. New development will not compete with or dominate park features, or interfere with visitor enjoyment of the scenery.
- Limit the installation of towers taller than tree height to those that are directly related to the mission of the park or Schoodic Education and Research Center. The design and siting of towers will be integrated into the park landscape to avoid or minimize visual impacts. The total number of towers will be minimized by sharing facilities to the extent possible. Towers will not be located outside of the Developed Zone of the former navy base.
- Evaluate the option of removing the water tower and replacing it with a ground-level storage tank. Replace the water tower if it is economically, operationally, and environmentally feasible.
- Redesign roads, parking lots, and walkways to improve the efficiency, safety, and appearance of the circulation system on the former navy base (see Appendices C and E).
- Redesign the landscape of the former navy base to create a suitable setting for research and education activities, minimize impervious surfaces, and improve its appearance. Design guidelines will be used for walkways, lighting, benches, and related elements to ensure compatibility with the environment. Incompatible elements that diminish the safety, appearance, or efficient use of the campus will be mitigated or removed (see Appendices C and E).

**Ensure that park facilities are safe and universally accessible.**

- Rehabilitate and maintain park facilities to comply with fire protection requirements.
- Rehabilitate and maintain park facilities to

ensure that they are accessible to, and usable by, persons with disabilities to the greatest extent reasonable.

**Manage visitor use to ensure that opportunities for low-density recreation and solitude are retained, and the character of the Schoodic District is preserved.**

- Provide forms of enjoyment that are uniquely suited and appropriate to the resources of the Schoodic District.
- Accommodate appropriate types and levels of visitor use consistent with desired resource and visitor experience conditions for the Schoodic District. Activities should foster an understanding of, and appreciation for, park resources and values, and promote enjoyment through direct association and interaction with park resources without causing unacceptable impacts to park resources or values.
- Establish visitor carrying capacities for the Schoodic District using indicators of quality and standards that quantify resource and visitor experience conditions.
- Develop and implement visitor use management strategies to achieve desired resource and visitor experience conditions. A range of management tools, including education, site management, regulation, deterrence/enforcement, and rationing/allocation, will be used to achieve desired conditions. The Schoodic District will not be promoted except as it pertains to the Schoodic Education and Research Center.
- Establish a standardized monitoring program to periodically measure resource and social indicators and assess the effectiveness of visitor use management strategies.
- Limit commercial visitor services within the Schoodic District to those that are necessary and appropriate for visitor use and enjoyment, and to support the Schoodic Education and Research Center. Commercial visitor services will enhance visitor use and enjoyment of the park without causing unacceptable impacts to park resources or values. Commercial visitor services will not be permitted unless appropriate and adequate park facilities (including parking spaces) are available to support a proposed use, and desired resource and visitor experience conditions



Researcher uses a sweep net to collect insects during an annual BioBlitz inventory.

are maintained. Commercial buses will be prohibited on the Schoodic Loop Road except for those traveling directly to and from the Schoodic Education and Research Center in support of its programs and activities.

- Maintain the dock at Frazer Point to serve only non-commercial recreational uses and NPS administrative uses, including SERC functions. The dock will not be modified to increase its capacity or change its use.

#### **Minimize the impacts of motor vehicles on park resources and values.**

- Implement alternative transportation system approaches to minimize the use of motor vehicles and manage visitor use in the Schoodic District. Cooperate with the state of Maine and neighboring towns to develop parking and other facilities outside of the park to support the alternative transportation system (see Appendix F).
- Limit parking to the capacity of existing lots, and paved and gravel pull-outs within the Schoodic District. The current parking capacity at the former navy base is approximately 350 cars and will not be increased. Parking lots may be relocated and redesigned within the former navy base to maximize their efficiency and minimize impacts to park resources and values.
- Permit parking only in designated areas. Vehicle size may be restricted in areas where space is limited.
- Prevent parking along roadsides where resource damage may occur or limited parking is desirable, particularly along the portions of the Schoodic Loop Road adjacent to Little Moose Island and West Pond.
- Maintain the Schoodic Loop Road as a one-way scenic drive beginning at the Frazer Point picnic area and ending at the exit to the park, with a two-way spur road to Schoodic Point. The Schoodic Loop Road will be open year round.

#### **Manage hiking trails consistent with the park's *Hiking Trails Management Plan*.**

- Retain the configuration of hiking trails in the Schoodic District and preserve their character-defining features by applying the appropriate treatment for historic properties.

- Close social trails, as needed, to protect resources. Social trails will be identified and monitored to assess resource conditions.
- Maintain a hiking trail on Little Moose Island consistent with park trail management standards. To the extent possible, confine pedestrian access to Little Moose Island to a single point of ingress and egress to minimize impacts on the intertidal zone.
- Maintain the Sundew Trail consistent with park trail management standards for use as part of the Schoodic Education and Research Center. Visitor information concerning the importance of protecting the intertidal zone and "Leave No Trace" principles will be provided at trailheads located on the former navy base. The Sundew Trail will not be publicized or appear on NPS maps.

#### **Implement a comprehensive sign program.**

- Develop and implement a comprehensive sign plan for the Schoodic District consistent with NPS design standards. Signs within the Schoodic Education and Research Center will be distinctively designed to reflect the character and functions of the site while maintaining compatibility with NPS design standards (see Appendices C and E).
- Limit the use of signs within the Schoodic District to the minimum number, size, and wording required to serve their intended purpose. To the extent possible, signs will be placed in locations that do not interfere with visitor enjoyment of the park.
- Coordinate with the state of Maine and neighboring towns to locate park signs outside of the Schoodic District. To the extent practicable, park signs located outside of the Schoodic District will be combined with state and town signs to maximize their efficiency and reduce the number of signs on the approach roads to the park.

#### **Ensure that visitors to the Schoodic District possess the appropriate park entrance pass and understand how the National Park Service uses park entrance fees.**

- Issue park entrance passes at the Schoodic District and publicize their availability.

The Schooner Club will serve as a meeting and dining facility for the Schoodic Education and Research Center.



- Inform visitors of park entrance fees and how the National Park Service uses fees to protect resources and improve visitor facilities.

- Lease or assign facilities at the former navy base, as appropriate, to persons, organizations, or government entities to support the mission of the Schoodic Education and Research Center.

#### COOPERATIVE EFFORTS AND PARTNERSHIPS

Cooperate with a nonprofit organization to develop and manage the Schoodic Education and Research Center.

- Enter into an agreement with a nonprofit organization to assist the National Park Service in carrying out the mission of the Schoodic Education and Research Center. The nonprofit organization will, among other responsibilities, promote appropriate research and education, cultivate and facilitate partnerships, and manage facilities and services at the Schoodic Education and Research Center.

- Remove non-historic facilities if they do not have a viable and cost-effective use related to the mission of the park or Schoodic Education and Research Center. Buildings and structures will be removed to improve the appearance of the former navy base, use space more efficiently, and reduce operational costs (see Appendices C and D).

Ensure that programs and activities at the Schoodic Education and Research Center demonstrate financial viability.

- Employ a full range of revenue-generating and fundraising approaches to support the Schoodic Education and Research Center.

Cooperate with the state of Maine, local governments, and others to achieve collective goals.

- Maintain mutual aid agreements for medical emergencies and fire protection with neighboring jurisdictions.
- Coordinate with the state of Maine and local corridor management committee to plan, develop, and manage the Schoodic National Scenic Byway.

Incorporate the principles of sustainability in park operations and facilities.

- Develop and implement best management practices for park operations to minimize costs, protect resources, prevent pollution, reduce waste, and promote the efficient use of energy and water.
- Apply the principles of sustainability to park facility planning, design, siting, and construction.
- Conduct energy audit of facilities and complete necessary modifications to maximize energy efficiency.

#### OPERATIONAL EFFICIENCY

Minimize NPS costs for operating the facilities at the Schoodic Education and Research Center.





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*The National Park Service thanks the College of the Atlantic's fall 2002 Technical Writing class and Professor Anne Kozak for drafting the Visitor Experience section (page 9) and Alternative Transportation Assessment Summary (Appendix F).*

# Glossary

**ACCESSIBILITY** - The provision of National Park Service programs, facilities, and services in ways that include individuals with disabilities, or make available to those individuals the same benefits available to persons without disabilities.

**ARCHEOLOGICAL RESOURCE** - Any material remains or physical evidence of past human life or activities that are of archeological interest, including the record of the effects of human activities on the environment. An archeological resource is capable of revealing scientific or humanistic information through archeological research.

**CARRYING CAPACITY** - The type and level of visitor use that can be accommodated while sustaining the desired resource and visitor experience conditions in a park. Carrying capacities for national park units are established using the Visitor Experience and Resource Protection framework, which is a planning process that determines the desired resource and visitor experience conditions based on measurements of quantifiable indicators and standards.

**CONSERVATION EASEMENT** - A legal agreement between a landowner and another party that protects the conservation value of a parcel by limiting uses and changes that the landowner may make to it. The holder of the conservation easement may monitor the property to enforce the restrictions.

**CULTURAL LANDSCAPE** - A geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activity, or person, or exhibiting other cultural or aesthetic values. There are four non-mutually exclusive types of cultural landscapes: historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes.

**CULTURAL RESOURCE** - An aspect of a cultural system that is valued by or significantly representative of a culture, or that contains significant information about a culture. A cultural resource may be a tangible entity or a cultural practice. Tangible cultural resources are categorized as districts, sites, buildings, structures, and objects for the National Register of Historic Places, and as archeological resources, cultural landscapes, structures, museum objects, and ethnographic resources for NPS management purposes.

**DOWNEAST MAINE** - A region in Maine that consists of the coastal areas of Hancock and Washington counties. The term was coined in reference to ships sailing in an easterly direction, downwind from Boston.

**ENVIRONMENTAL IMPACT STATEMENT PLANNING PROCESS** - An objective analysis of a proposed action, which is required of all federal agencies by the National Environmental Policy Act of 1969, to determine the degree of its environmental impact on the human environment; identify alternatives and actions to mitigate adverse impacts; and involve the interested and affected public in the decision-making process.

**ETHNOGRAPHIC RESOURCES** - Objects and places, including sites, structures, landscapes, and natural resources, with traditional cultural meaning and value to associated peoples. Research and consultation with associated people identifies and explains the places and objects they find culturally meaningful.

**GENERAL MANAGEMENT PLAN** - A plan that defines the direction for resource protection, visitor use, and development in a national park unit, and serves as the basic foundation for decision-making over a 15–20-year time frame.

**HISTORIC PROPERTY** - A district, site, building, structure, or object significant in the history of American archeology, architecture, culture, engineering, or politics at the national, state, or local level, and eligible for or listed in the National Register of Historic Places.

**IMPACT** - The likely effects of an action or proposed action upon specific natural, cultural, or socioeconomic resources. Impacts may be direct, indirect, cumulative, beneficial, or adverse. Severe impacts that harm the integrity of park resources or values are considered an impairment.

**IMPAIRMENT** - An impact so severe that, in the professional judgment of a responsible NPS manager, it would harm the integrity of park resources or values and violate the National Park Service Organic Act of 1916.

**LEAVE NO TRACE** - Principles and practices that emphasize the ethic of leaving a place free and clear of human presence. Applied to all forms of recreation within wilderness or other sensitive resource areas.

**MANAGEMENT PRESCRIPTIONS** - A planning term referring to statements about desired resource conditions and visitor experiences, along with appropriate kinds and levels of management, use, and development for each park area.

**MANAGEMENT ZONES** - These zones identify how geographic areas in the park will be managed to achieve a combination of desired conditions. Each zone prescribes a unique combination of physical, biological, social, and managerial conditions along with specific management strategies that should be taken to achieve the desired resource conditions and visitor experiences for a given zone.

**NATIONAL REGISTER OF HISTORIC PLACES** - The nation's official list of properties (districts, sites, buildings, structures, and objects) having national, state, or local historic significance and deemed worthy of preservation. The National Register was established under the National Historic Preservation Act of 1966.

**NATURAL LIGHTSCAPE** - The state of natural resources and values as they exist in the absence of human-caused light.

**NATURAL SOUNDSCAPE** - The aggregate of all the natural, non-human-caused sounds that occur in parks, together with the physical capacity for transmitting natural sounds.

**RECREATION VISIT** - The entry of a person into the park for recreational purposes. Recreational visits do not include commuter traffic, people traveling through the park to inholdings, and tradespeople conducting business in the park. NPS employees and their families, concessioner and cooperating association employees, contractors, and those conducting activities associated with cooperative agreements are not counted as visits.

**SECRETARY OF THE INTERIOR'S STANDARDS FOR THE TREATMENT OF HISTORIC PROPERTIES, THE** - A set of guidelines for preserving, rehabilitating, restoring, and reconstructing historically significant districts, sites, buildings, structures, and objects. Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time. Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character as it has evolved over time. Restoration depicts a property at a particular period of time in its history, while removing evidence of other

periods. Reconstruction re-creates vanished or non-surviving portions of a property for interpretive purposes.

**SOCIAL TRAIL** - A trail that develops by continuous human use rather than by purposeful design and construction, and is not officially designated or maintained by the National Park Service.

**SUSTAINABLE PRACTICES/PRINCIPLES** - Those choices, decisions, actions, and ethics that will best achieve ecological/biological integrity and protect qualities and functions of air, water, soil, and other aspects of the natural environment. Sustainable practices allow for use and enjoyment by the current generation while ensuring that future generations will have the same opportunities.

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Rockefeller Building



# Appendix A: Concept for the Schoodic Education and Research Center

## MISSION AND GOALS

The National Park Service will establish the Schoodic Education and Research Center (SERC) at Schoodic Point with classrooms, laboratories, offices, and lodging for researchers, educators, and students of all ages. The Schoodic Education and Research Center will be managed by a new nonprofit organization and consist of partners that will conduct research and education programs in support of the Schoodic Education and Research Center's mission.

SERC's mission will be to facilitate education and research that promotes the understanding, protection, and conservation of the natural and cultural resources of the National Park System, and advances related research at the regional, national, and international levels. Its goals are to facilitate:

- interdisciplinary research that enhances the understanding of the natural and cultural resources of the National Park System and related research at the regional, national, and international levels;
- innovative, curriculum-based learning and stewardship programs designed to translate science into learning for people of all ages and abilities;
- collaborative interaction and outreach among partners that promote science and learning; and
- a repository of information and other resources for educators and researchers.

The Schoodic Education and Research Center will expand and improve many of the park's ongoing research and educational activities, and provide opportunities for collaboration and exploration among a variety of partners. It will bring together internationally recognized teaching and research institutions, federal land management and scientific agencies, local public schools, and nonprofit organizations to create an exceptional learning and research community. The National Park Service will work with researchers to share information about the park's resources and related topics with the public. Possible educational opportunities include environmental study courses for K–12 students, science teacher training programs, and life-long

learning classes. The Schoodic Education and Research Center will complement the growing research momentum in environmental science, marine science, and genetics that is underway in Downeast Maine.

## PARTNERSHIPS

The Schoodic Education and Research Center will consist of partnerships among independent organizations and agencies that collaborate on research and education in support of its mission. Partners would participate in programmatic decision-making for the Schoodic Education and Research Center, and make a substantial, long-term commitment and contribution to its operation. Partners would also be responsible for funding their respective programs and activities. Commercial, manufacturing, marketing, or similar activities will not take place at the Schoodic Education and Research Center.

Research at the Schoodic Education and Research Center could focus on such areas as predictive modeling and assessment of ecosystems, effects of environmental change on the genetics of populations, environmental sensing and analysis, and environmental informatics (i.e., developing new ways to gather, analyze, and use environmental information). Partners will provide opportunities for the public to learn about their respective research activities and share information through a range of programs and media, such as publications, websites, and on-site classes, tours, and demonstrations. Topics for research and education could include anthropology, archeology, astronomy, atmospheric science, biochemistry, biology, ecology, wildlife management, environmental conservation, ethnography, fisheries, oceanography, genetics, geography, geology, historic preservation, history, social science, information technologies, and pedagogical techniques.

The National Park Service will participate as a research and education partner, as well as share in the responsibility of developing and managing the Schoodic Education and Research Center. Acadia National Park's research activities could include biological inventories, long-term monitoring of park ecosystems, data management, and research of air and water quality, wildlife, vegetation, geology, cultural

resources, and the visitor experience. Park education programs could include the Schoodic Education Adventure, Artist-in-Residence, and Resource Acadia seminars.

#### **NONPROFIT ORGANIZATION**

The National Park Service will support the creation of a new independent nonprofit organization to assist in developing and managing the Schoodic Education and Research Center. The nonprofit will be an umbrella organization to coordinate the use of the facilities and development of programs by partners. It will have sufficient autonomy to be creative and expeditious in developing and managing the Schoodic Education and Research Center while fully protecting the interests of the National Park Service. The nonprofit will operate the Schoodic Education and Research Center under a long-term lease or cooperative agreement with the National Park Service, which will include the assignment of real property for its direct use and for reassignment to tenant partners. The National Park Service will provide security, law enforcement, emergency medical services, and fire protection for the SERC campus, and maintain its roads, grounds, building envelopes, and utility systems. The nonprofit and National Park Service will share responsibilities for site renovation and construction to convert buildings to research and education use and facilitate the efficient reuse of the site.

The nonprofit will carry out various development and management functions for the Schoodic Education and Research Center that tentatively include the following:

#### **Program management and partnership coordination.**

- Cultivate partnerships.
- Coordinate education and research programs among a variety of partners.
- Promote and facilitate communication and collaboration among partners.
- Ensure that all partners contribute to the mission of the Schoodic Education and Research Center through the sharing of information, technology, and specialized equipment/facilities, as appropriate.
- Market the Schoodic Education and Research Center and provide public

information on its programs and activities through a website, publications, and other media.

#### **Property management and administrative support.**

- Arrange for short and long-term occupancy of the buildings by partners.
- Manage contracts with partners.
- Administer rents, fees, and other income.
- Provide hospitality services, including lodging, catering, housekeeping, custodial, and other appropriate service contracts.
- Schedule the use of shared space (meeting rooms, laboratories, dining halls, lodging).
- Ensure that partners implement sustainable design and practices in all activities.
- Assist in the development and support of an alternative transportation system.
- Maintain interiors of assigned/leased facilities.
- Ensure compatibility and connectivity with the Schoodic Education and Research Center's local area network and the Internet.
- Ensure that partners' programs and activities are compatible with the *Schoodic General Management Plan Amendment*, and NPS laws, regulations, and policies.

#### **Long-term development.**

- Develop strategic plans and long-term funding strategies.
- Recruit new tenant and non-tenant partners, as appropriate.
- Fund and manage capital improvement projects necessary to attract desired partners.
- Solicit and administer federal, state, donation, and revenue funds to support the Schoodic Education and Research Center.

# Appendix B: Record of Decision

## UNITED STATES DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE RECORD OF DECISION SCHOODIC GENERAL MANAGEMENT PLAN AMENDMENT AND FINAL ENVIRONMENTAL IMPACT STATEMENT

### ACADIA NATIONAL PARK, MAINE

Pursuant to Section 102(2)(C) of the National Environmental Policy Act of 1969 (NEPA), Public Law 91-190, as amended, and specifically to regulations promulgated by the Council on Environmental Quality (40 CFR §1505.2), the Department of the Interior, National Park Service (NPS), has prepared the following Record of Decision on the Schoodic General Management Plan Amendment and Final Environmental Impact Statement (GMPA/FEIS) for Acadia National Park, Maine (2005).

#### INTRODUCTION AND LEGISLATIVE INFORMATION

Acadia National Park began with the establishment of Sieur de Monts National Monument by Presidential Proclamation 1339 in 1916 (40 Stat. 1173), which was followed by the redesignation of the national monument as Lafayette National Park in 1919 (45 Stat. 1083). In 1929, legislation (45 Stat. 1083) changed the name to Acadia National Park and established the NPS's authority to expand the park through donations of property within Hancock County and certain islands in Knox County. This allowed the NPS to accept the donation of more than 2,000 acres on the Schoodic Peninsula as an addition to Acadia National Park.

Several laws have been enacted that are specific to the Schoodic District. In 1935, the first of these laws (49 Stat. 795) provided for the exchange of land between the NPS and U.S. Navy. The act transferred the control and jurisdiction of a 26-acre site within the Schoodic District to the U.S. Navy for "naval radio purposes." In 1947, legislation (61 Stat. 519) transferred an additional 152 acres to the U.S. Navy with the provision that the land would revert to the park should it become "surplus to the needs of the Department of the Navy." In 1977, the U.S. Navy exercised this provision and transferred 81 acres back to the park. Finally in 2002, Section 2845 of Public Law 107-107 authorized transfer of the original parcel back to the park without consideration, along with

buildings and personal property associated with the land. The law directed the U.S. Navy to transfer this parcel concurrently with the remaining land it had acquired in 1947. The U.S. Navy transferred control and jurisdiction of its remaining land within the park (100 acres) to the NPS on July 1, 2002.

Public Law 107-206, enacted in 2002, directed the Secretary of Defense to obligate the funds made available under Public Law 107-117 for the conversion of the navy base at Schoodic to a research and education center for Acadia National Park. In addition, Public Law 107-248, enacted in 2002, authorized the Secretary of Defense to use the funding for community adjustment activities related to the closure of the navy base and the reuse of the base as a research and education center consistent with the purposes of Acadia National Park.

Public Law 95-625, the National Parks and Recreation Act, requires the preparation and timely revision of general management plans for each unit of the national park system. Section 604 of that act describes the requirements for general management plans as including "(1) measures for the preservation of the area's resources; (2) indications of types and general intensities of development... associated with public enjoyment and use of the area...; (3) identification of and implementation commitments for visitor carrying capacities for all areas of the unit; and (4) indications of potential modifications to the external boundaries of the unit and the reasons therefor." The NPS completed a general management plan for Acadia National Park in 1992. The GMPA/FEIS amends this general management plan as it pertains to the Schoodic District.

The Acadia's General Management Plan (1992) does not address the closure and transfer of the U.S. Navy property at Schoodic to the NPS. A major purpose of the amendment is to provide guidance for future use, management, and development of the 100-acre former navy base. The amendment identifies the



mission, goals, and planning issues for the Schoodic District. The GMPA/FEIS provides a framework for guiding future decisions and outlines long-term, collaborative strategies for protecting park resources, providing high-quality visitor experiences, expanding partnership opportunities, and providing for efficient park operations.

## **BACKGROUND**

Acadia National Park includes 2,366 acres on Schoodic Peninsula, the only portion of the park located on the mainland. The Schoodic District offers exceptional views of the rocky coast and surrounding islands in an uncrowded environment, and attracts approximately 250,000 park visits a year. The Schoodic District contains two “Rare Natural Communities” (Jack Pine Woodland and Maritime Shrubland), several rare plant species, and significant wildlife habitat, as identified by the Maine Natural Areas Program. Schoodic also protects pristine intertidal areas, exemplary geologic features, and extraordinary scenery. In addition, much of the Schoodic District is eligible for listing in the National Register of Historic Places because of its historically significant cultural landscape.

The former base contains 36 major buildings, totaling approximately 206,000 square feet, including a dormitory, apartments, cafeteria, medical clinic, fire station, commissary, gymnasium, day care center, maintenance facility, recreational facilities, warehouse, and related utility systems. These buildings are in generally good condition and offer opportunities for adaptive reuse. Only two buildings on the former navy base, Rockefeller Building (a 1935 apartment and office building) and its powerhouse, are eligible for listing in the National Register of Historic Places.

## **DECISION (SELECTED ACTION)**

The NPS will implement the preferred alternative, Alternative C (Collaborative Management), of the GMPA/FEIS as the selected action. Under this alternative, the Schoodic Education and Research Center (SERC) will be developed at the former navy base to facilitate research and education that promotes the understanding, protection, and conservation of natural and cultural resources of the National Park System and advance related research and education at the regional, national, and international levels.

The NPS will enter into a long-term cooperative agreement with an independent nonprofit organization to assist in carrying out the mission of SERC. The cooperative agreement will include the assignment of real property to the nonprofit organization for its direct use and possible reassignment to tenant partners. The nonprofit organization will, among other responsibilities, promote appropriate research and education, cultivate and facilitate partnerships, and manage facilities and services at SERC. The nonprofit organization will have sufficient autonomy to be creative and flexible in developing and managing SERC consistent with NPS laws, regulations, policies, and management documents. A full range of revenue-generating and fundraising approaches will be used to support SERC to ensure that its programs and activities are financially viable.

The NPS will collaborate with the nonprofit organization and other partners at SERC to provide research and educational opportunities. The NPS will provide security, law enforcement, emergency medical services, and fire protection for the SERC campus, and maintain its roads, grounds, building envelopes, and utility systems. The NPS and nonprofit organization will share responsibilities for site renovation and construction to convert buildings to research and education use and facilitate the efficient reuse of the site. The NPS will redesign the landscape of the former navy base to create a suitable setting for research and education activities, minimize impervious surfaces, and improve its appearance. Incompatible elements that diminish the safety, appearance, or efficient use of the campus will be mitigated or removed.

The NPS will manage resources and visitor use consistent with the management zone in which they are located. The NPS will implement management actions to ensure that natural, cultural, and scenic resources and values are protected, and the character of the Schoodic District is preserved. The NPS will encourage compatible land use adjacent to the park on the Schoodic Peninsula and surrounding islands through acquisition of conservation easements and participation in the land use planning and regulatory processes of the State of Maine and neighboring jurisdictions. The NPS will also cooperate with the State of Maine, local governments, and others to achieve collective goals, such as land protection, mutual aid for EMS and fire protection, and management of the Schoodic National Scenic Byway.

## OTHER ALTERNATIVES CONSIDERED

The following alternatives were considered along with the selected action:

### Alternative A: No Action

Under this alternative, the Schoodic District, including the former navy base, would continue to be managed by the NPS as in the past with some minor changes related to the U.S. Navy's departure. This would likely result in the continuation of visitors' enjoyment of a quiet, uncrowded experience. Park information and interpretation would remain at current levels. Overall visitor day use for the entire Schoodic District would increase by about 1% per year, in addition to some 1,800 new annual program participants at the former navy base. Accommodations for 20 program participants would be available in dormitories. Traffic, already significantly reduced as a result of the U.S. Navy's departure, is expected to remain well below 2001, conditions as a result of this alternative. Management of the former navy base would be minimal and focused on the protection and maintenance of existing facilities.

### Alternative B: National Park Service Management

This alternative would combine the continuation of the park's current operation with some expansion to include the use of the former navy base for park use primarily through additional visitor programming. The NPS would manage the Schoodic District, including the former navy base, without the benefits of a nonprofit management organization. Priorities would be focused on existing research and education, and the preservation of historic structures. Unnecessary former navy facilities would be removed, and almost half of the base could be restored to natural conditions. Thirty additional staff members are proposed under this approach, allowing for a more intense use of the former navy base for programming, research, and education. Educational and interpretive visitor information would be increased under this alternative. A 1% per year increase in visitor day use for the entire Schoodic District is expected, in addition to some 13,500 new annual program participants at the former base. Overnight accommodations for 90 program participants would be available. As a result of the U.S. Navy's departure, traffic volumes under this alternative would be significantly reduced, but they are slightly higher than those under the No Action Alternative.

### Alternatives Eliminated from Further Study

While developing the alternatives, several

possible approaches were considered but not finally analyzed, as they were considered unfeasible and not able to meet the goals identified for Schoodic. Other alternatives were eliminated because they were inconsistent with the park's enabling legislation. One possibility was for the Morale, Welfare and Recreation (MWR), which until 2002 operated facilities at the base, to convert the property into an independent MWR destination for active-duty and retired military personnel. This option was evaluated by MWR and rejected for reasons of financial feasibility. Costs for adding and maintaining amenities far exceeded projected revenues. It was recognized that the visitor season in this part of Maine is short and that significant investment would be needed to convert facilities to civilian use.

Visitor survey results and public comment further discouraged consideration of commercial lodging, dining, or recreational facilities. People stated at public meetings and in surveys that they did not want to see the property turned into a resort or be used for recreational activities that might generate excessive noise and traffic.

Another alternative considered, but eliminated from further study, was the full restoration of the property to its appearance prior to 1935 when the U.S. Navy commissioned the radio station at Schoodic. This alternative would have required the removal of many functional buildings needed to support the research learning center and meet the operational needs of the NPS. In addition, relatively few people suggested in surveys and at public meetings that the NPS should restore the land occupied by the former navy base to its natural condition. Overall, the public opposed this alternative, and it did not meet the goals of the NPS and intent of Congress (per Public Laws 107-206 and 107-248) to establish a research and education center at the former navy base.

## BASIS FOR DECISION

The NPS developed the GMPA/FEIS over a five-year period with extensive public involvement. The selected action for the GMPA/FEIS is Alternative C (Collaborative Management), which was presented as the preferred alternative in the Schoodic Draft General Management Plan Amendment and Environmental Impact Statement. The draft plan was released in September 2004 for a 60-day public review period, which ended on November 16, 2004. Most comments were favorable and supported the selected action. Minor modifications to the preferred alternative were made in response to

comments received during the public review period. The revised preferred alternative and public comments along with the NPS's response are presented in the GMPA/FEIS, which was published in December 2005.

The NPS considered the following criteria in identifying the selected action:

- the degree to which the park's mission and goals could be achieved;
- the degree to which the identified planning issues could be addressed;
- the degree to which management actions could be implemented while minimizing the associated environmental impacts; and
- the feasibility of implementation taking into account costs, staff, and operational requirements, and the support of the park's partners and public, including neighboring communities.

The selected action, Alternative C (Collaborative Management), was judged to best meet the criteria. It supports the park's mission and goals, establishes SERC under a collaborative management scheme, and provides management direction that effectively fosters resource protection and supports opportunities for high-quality visitor experiences.

Conversely, Alternative A (No Action) and Alternative B (National Park Service Management) did not meet the criteria as well or as completely. These alternatives would not have provided adequate facilities to support park operations and programs of SERC, or made efficient use of existing facilities and infrastructure on the former navy base. Opportunities for preserving the historic buildings and removing impervious surfaces on the former navy base would have been reduced under these alternatives. In addition, both alternatives would have reduced the extent of public use of the former navy base; offered minimal opportunities for collaboration with partners and neighboring communities; and placed the entire burden of operating and maintaining new programs and facilities on the NPS without adequate means of supporting them.

#### **MEASURES TO MINIMIZE IMPACTS AND ADDRESS PUBLIC CONCERNS:**

Potential impacts of the alternatives were

evaluated and an analysis of impacts is included in the GMPA/FEIS. Potential impacts on resources, visitor experience, park operations, and the socioeconomic environment were considered in the environmental analysis. Potential cumulative and adverse impacts were also evaluated. Overall, Alternative C (Collaborative Management) provided the greatest number of beneficial impacts in comparison to the other alternatives. Potential adverse impacts associated with Alternative C (Collaborative Management) were comparable to the other alternatives. Most adverse impacts, however, were negligible or minor, or limited to specific locations and times of the day. In instances where there is potential for major adverse impacts, the amendment describes mitigation actions that will be taken to avoid such impacts.

The GMPA/FEIS includes a number of management actions to avoid major adverse impacts, and achieve the desired visitor experience and protect resources, including Little Moose Island, jack pine forests, bird nesting islands, and the intertidal zone. These actions include, but are not limited to, the following:

- Establishing visitor carrying capacities using indicators of quality, and standards that quantify resource and visitor experience conditions, and taking management actions (e.g., education, rationing, regulation, and site management) to achieve desired resource and visitor experience conditions.
- Providing opportunities for forms of enjoyment that are uniquely suited and appropriate to Schoodic.
- Accommodating appropriate types and levels of visitor use consistent with desired resource and visitor experience conditions for the Schoodic District.
- Identifying critical habitats and managing visitor use to protect resources (e.g., areas within the Protected Natural Area Subzone will be set aside for strict protection with minimal or no human intrusion).
- Establishing Research Natural Areas to prevent any activity that could alter natural conditions and processes (e.g., management actions may include limiting access to all uses other than non-manipulative research).
- Restoring landscape and vegetation

conditions altered by human activity to a natural condition where appropriate.

- Preserving the Schoodic District's quiet character and natural soundscape with minimal disruption from human activities
- Preserving the night sky by restricting the use of artificial lighting to those areas where security, human safety, and other site management requirements must be met, and utilizing minimal impact lighting techniques and shield the use of artificial lighting where necessary to prevent the disruption of the night sky.
- Completing nominations to the National Register of Historic Places for the Rockefeller Building, powerhouse, and Schoodic Loop Road and Hiking Trails Historic District, and preparing historic structure and cultural landscape reports to determine the appropriate treatments for these resources.
- Preserving the U.S. Navy's documents, photographs, objects, and electronic/magnetic media as part of the park's museum collection.
- Preserving archeological resources in situ by implementing measures that avoid or minimize impacts due to natural and human causes, including vandalism and looting.
- Limiting commercial visitor services to those that are necessary and appropriate for visitor use and enjoyment, and to support SERC, and prohibit commercial buses on the Schoodic Loop Road except for those traveling directly to and from SERC in support of its programs and activities;
- Developing an alternative transportation system to minimize the impacts of motor vehicles.
- Limiting parking capacity to that of existing lots.
- Maintaining the Schoodic Loop Road as a one-way scenic drive beginning at the Frazer Point picnic area and ending at the exit from the park, with a two-way spur road to Schoodic Point.
- Retaining the configuration of hiking trails in the Schoodic District and preserving their character-defining features by applying the appropriate treatment for historic properties.

- Closing social trails, as needed, to protect resources.
- Ensuring that new development will not compete with or dominate park features, or interfere with visitor enjoyment of the scenery.
- Developing and implementing best management practices for park operations to minimize costs, protect resources, prevent pollution, reduce waste, and promote the efficient use of energy and water.
- Applying the principles of sustainability to park facility planning, design, siting, and construction.

#### **ENVIRONMENTALLY PREFERRED ALTERNATIVE**

The environmentally preferable alternative is the one that best promotes the national environmental policy expressed in NEPA [Sec 101(b)]. It is the alternative that causes the least damage to the biological and physical environment and best protects, preserves, and enhances the historic, cultural, and natural resources of the area where the proposed action is to take place. Both Alternative C (Collaborative Management), the selected action, and Alternative B (National Park Service Management) fit these definitions.

#### **NON-IMPAIRMENT**

There are no proposed NPS actions in the selected action that would impair park resources. The cumulative activities of the NPS and its partners as described in the General Management Plan Amendment will not result in any impairment of park resources. As actions are taken to implement the General Management Plan Amendment, the NPS will conduct further assessment of environmental impacts to ensure that impairment of park resources will not occur.

#### **CONCLUSION**

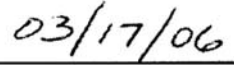
The above factors and considerations adequately support selection of the preferred alternative as described in the GMPA/FEIS for Acadia National Park.

The no-action period for the GMPA/FEIS ended on March 6, 2006, thirty (30) days after the publication of the Environmental Protection Agency's Notice of Availability in the Federal

Recommended by:

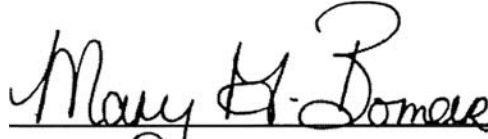


Sheridan Steele  
Superintendent, Acadia National Park  
National Park Service

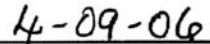


Date

Approved by:



Mary A. Bomar  
Regional Director, Northeast Region  
National Park Service



Date

## Appendix C: Section 106 Consultation Requirements for Planned Undertakings\*

The following consultation requirements for the indicated management actions are subject to Section 106 of the National Historic Preservation Act of 1966, as amended.

| ACTION   | COMPLIANCE REQUIREMENTS     |
|--|-----------------------------|
| Prepare historic structure reports, cultural landscape reports, and other cultural resource studies  | Programmatic Exclusion B.4  |
| Install signs  | Programmatic Exclusion B.12 |
| Rehabilitate Rockefeller Building; modify for handicap accessibility; upgrade utilities to meet life safety standards; reconfigure interior for offices, conference room, visitor contact, exhibit space, and/or housing | SHPO review                 |
| Remove asphalt and redesign circulation system and landscaping   | SHPO review                 |
| Remove buildings previously determined ineligible for listing in the National Register of Historic Places (i.e., Buildings 8, 9, 10, 46, 140, 155, 165, 172, 208, 213, 223, 224, 232)                                    | SHPO review                 |
| Revegetate disturbed landscape   | SHPO review                 |

\* Per Programmatic Agreement among the Department of the Interior, Advisory Council on Historic Preservation, and National Conference of State Historic Preservation Officers (1995).

## Appendix D: Proposed Navy Base Building Reuse

| BUILDING NAME                      | BUILDING NO. | TOTAL SPACE (SQ. FT.) | PROPOSED REUSE                    |
|------------------------------------|--------------|-----------------------|-----------------------------------|
| Grounds Equipment Storage          | 219          | 672                   | Fire Cache                        |
| Galley                             | 105          | 4,874                 | Food Service                      |
| Fabbri Hall (Barracks)             | 84           | 37,027                | Housing                           |
| Bachelor Officers Quarters, Garage | 192, 209     | 3,259                 | Housing                           |
| Schoodic Shores, Garages           | 184–203      | 38,344                | Housing                           |
| Cabins                             | 220–222      | 4,927                 | Housing                           |
| Bowling Alley                      | 162          | 3,808                 | Program Space                     |
| Salt and Sand Storage              | 225          | 5,000                 | Maintenance                       |
| Transportation / Firehouse         | 137          | 3,575                 | Maintenance, Fire Cache           |
| Commissary                         | 39           | 7,475                 | Meeting Rooms                     |
| Schooner Club                      | 143          | 6,545                 | Meeting Rooms, Food Service       |
| Rockefeller                        | 1            | 20,612                | Offices / Reception / Housing     |
| Public Works                       | 216          | 11,860                | Offices / Maintenance             |
| Chapel                             | 3            | 4,784                 | Program Space                     |
| Medical Clinic                     | 148          | 7,850                 | Program Space                     |
| Child Development Center           | 164          | 2,790                 | Program Space                     |
| Gymnasium                          | 138          | 16,291                | Recreation                        |
| North Field Toilet                 | 152          | 192                   | Recreation                        |
| Warehouse                          | 205          | 4,000                 | Storage (relocated)               |
| Powerhouse                         | 2            | 1,175                 | Utility                           |
| Generator House                    | 45           | 596                   | Utility                           |
| Wastewater Treatment Plant         | 183          | 3,764                 | Utility                           |
| Potable Water Treatment Plant      | 228          | 1,064                 | Utility                           |
| <b>Subtotal</b>                    |              | <b>190,484</b>        |                                   |
| Auto Hobby                         | 8            | 2,628                 | Remove                            |
| Gate House                         | 9            | 433                   | Remove or Visitor Contact Station |
| Administration                     | 10           | 14,200                | Remove or Offices                 |
| Seabee Hut                         | 46           | 178                   | Remove                            |
| Public Toilets                     | 140          | 144                   | Remove                            |
| Public Works Storage               | 155          | 240                   | Remove                            |
| Gas Station                        | 165          | 420                   | Remove                            |
| Butler Hut                         | 172          | 1,200                 | Remove                            |
| Toilet / Shower                    | 208          | 144                   | Remove                            |
| Utility Plant                      | 210          | 108                   | Remove                            |
| Car Wash                           | 213          | 544                   | Remove                            |
| Storage                            | 223          | 374                   | Remove                            |
| Octagon Building                   | 224          | 543                   | Remove                            |
| Grounds Maintenance Storage        | 232          | 768                   | Remove                            |
| <b>Subtotal</b>                    |              | <b>21,924</b>         |                                   |
| <b>Total</b>                       |              | <b>212,408</b>        |                                   |

# Appendix E: Design Guidelines for Schoodic Education and Research Center

Design guidelines are a useful tool for achieving design consistency and quality in a place expected to change over time. Because the Schoodic Education and Research Center (SERC) is a new institution under development, creating a unique identity is important, yet it must also be compatible with the setting and architectural style of Acadia National Park, as exemplified by the Rockefeller Building.

Studies conducted during preparation of this plan concluded that the only significant historical resources at SERC are the Rockefeller Building and powerhouse. The future SERC campus should thus exemplify good contemporary site planning and design, and reference but not try to imitate Acadia's distinctive built environment. Changes to buildings and structures that are eligible for listing in the National Register of Historic Places will be governed by *The Secretary of the Interior's Standards for the Treatment of Historic Places*. In general, site improvements should capture the history and beauty of the Schoodic Peninsula, enhance the use and interpretive potential of the site, and provide safety and accessibility for users of all abilities.

New design guidelines should be adopted for the SERC campus. The guidelines should identify preferred materials so that the built environment reflects the local landscape. Materials should be rugged, simple, and durable and have minimal impacts on the landscape. The standards should promote the use of sustainable, native materials that require minimal maintenance and labor. The standards should include materials and construction methods for site furnishings, such as benches, tables, shelters, trash receptacles, railings, and pavements.

The following goals were identified to guide work on the SERC campus:

## IMPROVE CIRCULATION AND SAFETY

- Reduce pedestrian/vehicle conflicts and facilitate walking and biking.
- Provide a clear, attractive, uniform sign system.
- Redesign campus entrance.

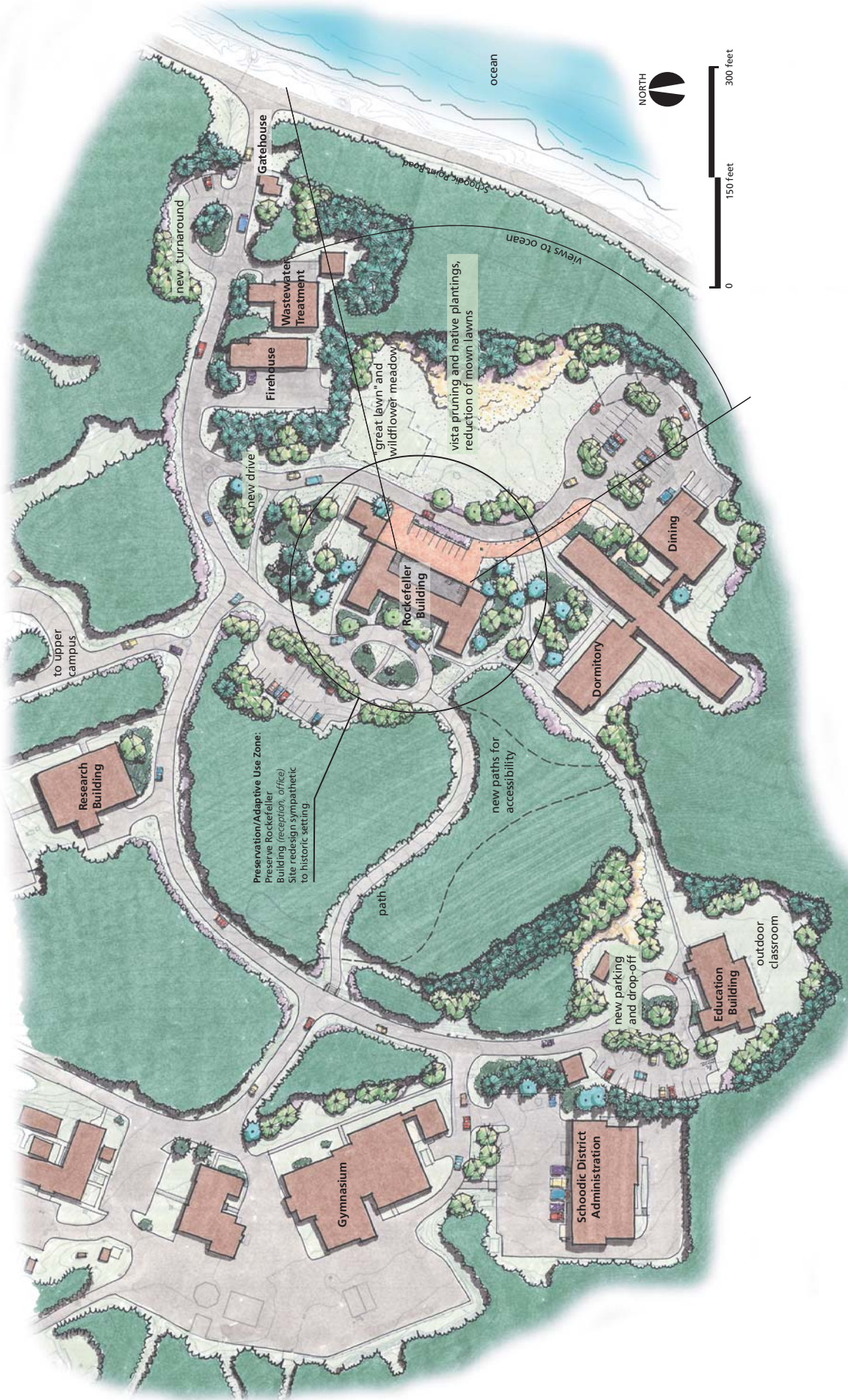
- Organize parking areas to work better for specific user groups.
- Provide overflow parking for special events but limit number of permanent spaces.
- Improve accessibility throughout the campus to meet Americans with Disabilities Act standards.
- Provide access to all sides of buildings for fire suppression.
- Maintain a defensible space around buildings to protect them from wildland fire.

## CREATE CAMPUS CHARACTER

- Reinforce use of the historic Rockefeller Building as a campus focal point.
- Ensure that building designs, site furnishings, and construction materials reflect Acadia's architectural style.
- Create a "great lawn" to improve the vista from the Rockefeller Building.
- Use native plants in landscape design.
- Select materials and design for low maintenance.
- Retrofit outdoor lighting to preserve the night sky.
- Minimize impervious surfaces to reduce runoff and improve groundwater recharge.

These goals were used as the basis for the conceptual site plan for the lower campus and can be used to develop more specific guidelines.





Acadia National Park  
U. S. Department of the Interior  
National Park Service

# CONCEPTUAL SITE PLAN: Lower Campus

Schoodic General Management Plan Amendment

# Appendix F: Alternative Transportation Assessment Summary

## INTRODUCTION

In 2001, the John A. Volpe National Transportation Systems Center of the U.S. Department of Transportation prepared *Acadia National Park: Assessment of Alternate Transportation for Schoodic Peninsula*. The report identifies and assesses four alternatives for the Schoodic District by examining three transportation modes: buses, ferries, and bicycles. The National Park Service (NPS) would implement an alternative transportation system in cooperation with the state of Maine, local communities, and private operators.

A travel demand model was developed from several data sources and fieldwork by the project team to identify patterns of travel between Mount Desert Island and the Schoodic District. The data, which were drawn from Hancock and Washington counties, include demographic data (population and employment); NPS research on park visitation; land use and growth trends; existing transportation services; trip-to-work and other transportation needs; and anticipated needs of recreational visitors to Schoodic. Data were based on the 2000 census and extrapolated to project transportation needs to 2015.

The following transportation alternatives were proposed in the study:

**Alternative 1:** This is a “no action” alternative. Conditions would remain as they were at the time of the study.

**Alternative 2:** This alternative would provide a year-round commuter bus service linking Bar Harbor and the Schoodic Peninsula, a park and ride facility in Winter Harbor, and a local bus route taking park and ride users to nearby villages and the park at Schoodic. This alternative does not include ferry service.

**Alternative 3:** This alternative is the preferred alternative, as selected by the Volpe Center consultants. This alternative would provide ferry service and bus service from May to October for commuters and recreational users between Bar Harbor and the Schoodic Peninsula. A park and ride facility would be located in Winter Harbor, and there would be a bus route to take park and ride users to nearby villages and the park at Schoodic. The bus would also serve as a backup for ferry cancellations and winter service.

**Alternative 4:** This alternative would provide year-round ferry service between Bar Harbor and the Schoodic Peninsula for recreational and commuter users, a park and ride facility in Winter Harbor, and a bus route to take park and ride users to nearby villages and the park at Schoodic.

There would be backup bus service for ferry cancellations due to weather and operational problems.

## BUS SERVICE

Bus service concepts were developed for direct transportation between Bar Harbor and the Schoodic District, and for local service. Two potential levels of bus service include the following:

**Level One bus service** would use two buses for limited commuter links between Bar Harbor and the Schoodic Peninsula. One bus would accommodate 35–40 passengers and provide four daily round trips from Winter Harbor. The second bus would be slightly smaller, accommodating about 28 passengers. This bus would be based in Winter Harbor at night and would remain at The Jackson Laboratory during the day, offering one round trip between Winter Harbor and Bar Harbor daily. Level one service would involve approximately 15.5 vehicle service hours per day and cost approximately \$97,000 per year.

**Level Two bus service** is more intensive and would use two regularly scheduled buses, one based in Winter Harbor and the other in Bar Harbor. The bus based in Winter Harbor would offer two daily round trips, one in the morning and one in the afternoon. With this bus, there would be the option for evening service. The bus based in Bar Harbor would offer two morning round trips with one midday round trip and one late afternoon round trip. Both buses would accommodate 35–40 passengers and involve approximately 20 vehicle service hours per day. The cost of this “bus only” service would be approximately \$125,000 per year for regular weekly service. Proposed year-round operation costs are estimated at \$69,000 per year. If weekends are included in this estimate, there is an additional cost of \$9,100 per year.

The Jackson Laboratory has expressed interest in year-round service. Linking service between The Jackson Laboratory and Bar Harbor residential areas with ferry service may be possible as a less expensive option than operating separate shuttles. During summer months, a second bus may be needed. The estimated cost of shuttle service in Bar Harbor is \$50,000 with an additional cost of \$5,600 for another bus in summer months.

The report also suggests that a van could shuttle NPS staff and Schoodic Education and Research Center users between downtown Bar Harbor and park headquarters. This expanded service is estimated to cost \$19,000 per year.

### **FERRY SERVICE**

Because round-trip driving distance between Bar Harbor and Winter Harbor is approximately 90 miles, ferry service across Frenchman Bay may be more efficient transportation for commuters. The proposed ferry services would draw on three target markets: commuters in Downeast Maine, users of the Schoodic Education and Research Center, and tourists and recreational users. Residents and park visitors to Mount Desert Island would provide virtually all demand for the proposed ferry service. According to a NPS visitor survey, 10% of visitors to Acadia National Park visited the Schoodic District. Of the residents of the Schoodic Peninsula, 5% make annual recreational trips to Mount Desert Island.

The seasonal service that extends from May to October would run during weekday morning and evening peak hours seven days a week. If year-round service were selected, ferries would run for 50 weeks with two weeks for maintenance; schedules would be similar to the seasonal ferry service. Demand calculations are based on voyage time, headway times, and distance that ferry users must travel. The projected costs of a ferry round trip are \$6 for commuters, with recreational fares of \$20 for adults and \$12 for children. The latter fares could decrease demand because of the high price a family would pay. For example, a family of five with bikes might opt to drive to Schoodic instead of paying \$76 plus the likely additional cost of transporting bikes. The report specifies that over 90% of projected revenue would come from recreational use; therefore, if the demand decreases due to high cost, revenue would decrease.

#### **Vessel and Terminal Considerations**

The Volpe Center inspected possible terminal sites in Bar Harbor and Winter Harbor. When

looking at candidate terminals for future ferry services, the Volpe Center considered the following criteria: navigational approach, depth and bottom characteristics, infrastructure, parking, and proximity to target markets.

Of the docks considered in Winter Harbor, the site that best meets the criteria is a private marina and dock on Sargent Street in Winter Harbor. The marina dock would be the easiest to navigate into because it has a better dock infrastructure, and there is an ease of access and parking. Other docks considered had multiple and significant problems.

The Volpe Center also investigated types of potential ferry vessels. In addition to evaluating the feasibility of a catamaran, the project team evaluated a single hull boat with a minimum speed of 18 knots (a speed that could make a round trip in 80 minutes), a length of less than 65 feet, and a passenger capacity of 50–100. Using a monohull vessel is preferred because it is more cost-effective. A monohull vessel would have the capacity to carry more passengers, while only cutting the travel time by a few minutes.

Based on other ferry services, the Volpe Center calculated the cost of a Bar Harbor to Winter Harbor ferry service. Costs included vessel debt repayment and direct and indirect operating costs. Direct operating costs would include crew, fuel and lubricant, hull insurance, and vessel maintenance. Indirect operating costs would include terminal-related costs, protection and indemnity insurance, docking fees, marketing and advertising, and general administration.

#### **Potential Routes and Schedule**

The ferry service would cross Frenchman Bay, which has challenging winds in varying directions. The proposed route between Bar Harbor and Winter Harbor is about 7.4 nautical miles. The ferry would provide opportunities for commuters between Bar Harbor and Winter Harbor to have shorter traveling time to and from work. During commute hours, the ferry schedule would be determined mostly by The Jackson Laboratory shift changes since lab employees are expected to make up the majority of the commuters. Ferry and bus schedules were designed around a 25-minute trip time between Bar Harbor and Winter Harbor, and a minimum layover of 10 minutes between ferry runs, resulting in a total of about 80 minutes between round-trip ferry departures. The projected ferry schedule includes nine round trips, which would include three round trips between 5:15 a.m. and 9:00 a.m., two round-trips between 10:00 a.m. and 12:40 p.m., and three roundtrips between 1:30 p.m. and 6:40 p.m. Seasonal service is

preferred over year-round service because it will maximize recreational revenues and minimize operational costs, such as labor and fuel. To be successful, the ferry service would need well-designed transit links at both ends to serve commuters and recreational passengers.

#### **Ferry Service with Bicycles**

Based on surveys conducted by the University of Vermont, 17 to 26% of park visitors bike ride in the park. The success of the ferry service would depend in part on other components of the transportation system. Factors that should be considered are bicycle lane improvements in and around Schoodic, availability of bike rentals on both sides of the ferry trip, availability of free or low-cost bicycle transport on the ferry, ample parking at ferry sites, and local bus service links from the Bar Harbor and Winter Harbor docks. The ferry service should be intermodal, allowing people to get and use bicycles at either end of the ferry trip. The ferry terminals should be bicycle friendly. Bike racks should be provided for commuters, and bicycle route maps and signs should be made readily available.

#### **ROAD CONDITIONS FOR BICYCLES**

Because of the one-way Schoodic Loop Road in the park, visitors must bike a 12-mile loop consisting of State Route 186, secondary roads, and roads within the park. Moore Road is an entry road leading into the park at Frazer Point, and Wonsqueak Road is an exit road joining State Route 186 outside the park. All roads outside the park are one lane each way and have an average speed limit of 35 mph with narrow gravel shoulders. The daily traffic on these roads averages about 800 to 1,000 cars.

The road within the park is one way but splits into a two-way road leading 0.5 mile to Schoodic Point. There are no provisions on any road to provide safe, designated bicycle lanes. There are no shoulders on the Schoodic Point Road, and other roads inside the park have dirt or gravel shoulders. Narrow shoulders on all roads, including the state roads, are extremely unsafe. Furthermore, none of the roads has any signs or lane striping for bicyclists.

The preferred alternative according to the Volpe Center consultants to make the Schoodic District more bicycle friendly is to retain the one-way loop configuration from Frazer Point to the park exit at Birch Harbor, reassigning the existing lanes by using the right lane as the bicycle lane with an extended shoulder and the left lane for vehicular traffic. Although this could lead to

traffic congestion during the peak visitor season, proposed ferry and bus services would mitigate this problem by reducing automobile traffic.

#### **ROAD IMPACTS AND ENHANCEMENTS**

Over the next 15 years, traffic on the Schoodic Peninsula is expected to increase by about 1% a year on the State Route 186. Under the preferred transportation alternative (#3), the traffic analysis shows the following:

- Traffic on State Route 186 would increase, but the increase would be less than if no action were taken.
- The number of vehicles on Moore and Wonsqueak roads, both inside and outside the park, would decrease under all scenarios except the high-use scenario in 2015.
- Vehicle capacity on roads inside the park would decrease if one of the lanes on the one-way loop were made into a bike lane.
- Parking shortages, particularly in summer, would occur at Schoodic Point, which is used by 90% of visitors.

Recommended enhancements to improve travel and reduce traffic on these roads include:

- State Route 186 should be striped, maintained, and expanded to accommodate bikes and turning lanes.
- Moore and Wonsqueak roads outside the park need to have paved shoulders and, in some places, be widened.
- Roads inside the park should continue to be one-way, and one lane should be made into a bicycle lane. The park should consider widening the road toward the land side, minimize the removal of coping stones, restrict parking to designated areas, and use traffic counters at entry and exit points.
- Schoodic Point Road should be widened, striped, and marked to show that bicyclists and pedestrians have the right of way.

Although traffic on roads in the Schoodic District would steadily increase over the next 15 years, the increase could be mitigated by commuters and visitors using the ferry and bus service. These new services could be concentrated at times of peak demand and at chokepoints such as parking lots.



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