GUIDELINE TRANSMITTAL SHEET

GUIDELINE NUMBER
NPS-6

TITLE
Interpretation Guidelines
April 1976

RELEASE NO.
1

AMENDMENT NO.
1

DATE
February 28, 1977

Explanation of material transmitted:

Herewith transmitted is Amendment No. 1 to the Interpretation Guidelines, NPS-6. This expands the guideline by interpreting policy on the preservation of historic objects affected by interpretive activities.

The annual review of NPS-6 is currently being conducted, and revision will be made as necessary to keep it current with the Servicewide objectives and direction. In order to include comments and suggestions relating to the attached Amendment in the upcoming revision, we ask that you please review this Amendment upon receipt and relay your comments to your Regional Chief of Interpretation and Visitor Services immediately.

Please keep this and all future transmittal sheets in the front of the guideline.
**GUIDELINE TRANSMITTAL SHEET**

<table>
<thead>
<tr>
<th>GUIDELINE NUMBER</th>
<th>TITLE</th>
<th>RELEASE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPS-6</td>
<td>Interpretation Guidelines</td>
<td>1</td>
</tr>
</tbody>
</table>

**OFFICE OF ORIGIN**

Division of Interpretation

**Explanation of material transmitted:**

Herewith transmitted is the permanent Interpretation Guideline NPS-6, which replaces Interim Guideline 75-1 dated July 25, 1975, Subject: Guidelines for Living Interpretation and Environmental Education.

These Guidelines establish the conditions and actions that are prerequisites in a park interpretive program to reach the Goals of Interpretation in the National Park Service.

Interim Guideline 75-1 is now obsolete and should be destroyed.

Issued as a part of this guideline is the "Annual Public Contact Report" (form 10-769), which previously was issued as NPS(M)-1 of the Reports Management Handbook, Part II. The issuance of this guideline supercedes and makes obsolete NPS(M)-1. Any further reference and/or reporting requirements regarding the "Annual Public Contact Report" will be issued through this guideline.

---

**RECEIVED**

MAY 7 1976

EVERGLADES NATIONAL PARK

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>6Copies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Signature: A. Brimmer, Associate Director, Administration
INTERPRETATION GUIDELINE
NPS-6

APRIL 1976
CONTENTS

Chapter 1 - General

Chapter 2 - Standards

Program Planning
Program Development
Program Operation: Information
Program Operation: Personal Services
  General
  Interpretive Demonstration
  Environmental Education
Program Operation: Facilities
  Exhibits and Audiovisual
  Publications
  Curatorial
Program Evaluation
  Exhibit 1: NESA Application & Criteria

Chapter 3 - Reports
  Exhibit 1: Annual Public Contact Report
  (Form 10-769)

Glossary of Terms

Release No. 1

April, 1976
The purpose of interpretation in the National Park System is to foster public understanding and appreciation of national parks; the parks' significant historic, natural, recreational, and cultural values; and related park management policies and practices. To these ends, interpretive programs offer people the opportunity to learn firsthand about the forces that shape the human and nonhuman elements of their environment, and to realize that people are an integral part of the environment and can take constructive action based on the knowledge that humans are dependent upon and responsible for the quality of the environment. Finally, interpretive programs help people recognize and accept the conditions that the preservation of park resources imposes on use.

Interpretive programs will be conducted in accordance with guidelines contained in the park's Statement for Management, the General Management Plan, Interpretation and Visitor Use Plans, and other official planning documents that may address interpretation. The interpretive program is an integral function of the overall park management program, and interpretation is employed by management as one of the primary means of achieving those park objectives that directly affect the visiting public.

Central to the development and operation of the interpretive program is a Statement for Interpretation which describes the program's objectives, priorities, intended audience and expected results.

Additionally, a statement for each major interpretive activity is prepared describing measurable objectives, intended audience and relationship of the activity to central park themes. The Statement for Interpretation and the individual activity statements, which are prepared by the park interpretive staff and approved by the Superintendent, set the framework and provide management guidance for the operating interpretive programs.

The objectives of the interpretive program are carried out by a trained, professional interpretive staff. Normally at least one professional interpreter is assigned to each park that offers a year-round interpretive program and is charged with the responsibility of program execution. In parks with less than a year-round interpretive program, an interpretive technician or other member of the park staff may be assigned the responsibility for the program.
Personnel responsible for conducting the park interpretive program meet the qualifications outlined in the Civil Service Handbook X-118. Additional within-Service guidelines for qualifications of interpreters at various levels of responsibility are contained in the Career Plan for National Park Service Interpreters, an appendix of the NPS Servicewide Career Development and Placement Plan.

The permanent professional and technical interpretive staff is complemented by the hiring of seasonal interpreters and use of Volunteers-in-Parks. The staff can be further supplemented through the use of internship students and employees of cooperating associations. Interpretive communication with visitors is also accomplished through personnel from other park functions, i.e., protection, maintenance, and concession employees. In some parks, elements of the interpretive program are accomplished by employing outside-Service assistance through cooperative agreements with other organizations, contracts, and other means.

Assisting the park interpreter in conveying an appreciation and understanding of the park story are interpretive displays and exhibits, interpretive signs, informational publications, audiovisual devices, and other self-guiding interpretive devices. The Chief Park Interpreter is responsible for the condition and operation of these interpretive media.

Funding and manpower resources necessary to carry out park interpretive programs are reflected in two programming and budgeting documents; the Detail of Annual Operating Requirements (NPS Form No. 10-237) and the Development/Study Package Proposal (NPS Form No. 10-238). The Chief Park Interpreter is responsible for making his or her requirements known and participating in the setting of park priorities through participation in the preparation of these documents.

The Washington Office Division of Interpretation is responsible for formulating Servicewide policies for interpretation, identifying Servicewide priorities for interpretation, and identifying the mission of NPS interpretation. The Division is responsible for representing, at the Washington level, all permanent and seasonal interpreters, including interpretive rangers, naturalists, historians, archeologists, and technicians throughout the National Park System. This Office provides supportive professional assistance to the eight Regional offices, to the National Capital Parks office, and to the field areas, and is responsible for achieving coordination with other Servicewide programs that are involved with visitor services in the parks.

Release No. 1

April, 1976
The Regional office interpretive staffs are responsible for activating established policies and Servicewide objectives for interpretation and for monitoring and evaluating park interpretive programs to assure adherence to the established policies and guidelines. These offices provide program coordination in interpretive planning, exhibit planning and rehabilitation, audiovisual and publications development, and museum services and furnishing studies and plans. These offices also are responsible for providing direct supportive professional assistance to the field areas in all interpretive matters covered by these Guidelines.

The use of historic objects in interpretive demonstrations illustrates the interdependence of interpretation with other functions. The following discussion is meant to clarify the application of standards, which follow in Chapter 2.

Background: National Park Service managers are responsible for insuring that park operations and public use do not impair park resources. Established procedures to comply with laws and regulations already provide reasonable protection to many kinds of resources managed by NPS. Renewable and non-renewable natural resources are given reasonable protection by the National Environmental Policy Act and subsequent NPS guidelines. Historic sites and structures, non-renewable, are protected by the National Historic Preservation Act and NPS procedures. But these and other legal and administrative measures do not apply clearly enough to movable objects, which are just as significant and irreplaceable as other physical resources and even more vulnerable.

Moreover, some public uses of historic objects are controlled more strictly than others. Thus, proposals for the public display of objects in exhibits or furnished settings are subject to formal planning, thorough review before implementation, and continued attention thereafter. The Museum Handbook and the divisions of the Harpers Ferry Center help guide park practice for the perpetuation of these historic resources.

By contrast, no comparable Servicewide procedure exists to control the uses of historic objects in personally-conducted interpretive services to the public, most frequently in the form of demonstrations. Because personal interpretive services are powerful means for communicating with the public, equal attention needs to be given to this area of concern. The Service's enviable reputation as a guardian of the physical manifestations of our cultural heritage should not be jeopardized by short-term considerations of program expedience.
but used in government-sponsored interpretive demonstrations since the example set for the public is the same regardless of ownership.

To assist field and regional managers in applying this standard to park demonstration programs the following guidelines have been developed jointly by the central offices of interpretation and visitor services, cultural resources management, museum services, and reference services.

The clear intent of policies, guidelines, and standards is to help the public understand and appreciate the park resources, including historic objects, without impairing them. This end is enhanced by developing in staff and visitor alike an appreciation for the original elements of our past that will prevent their consumptive use.

Because factors affecting the value and longevity of any particular object are so complex and varied, no category of historic objects can be given a blanket exemption permitting its Service-wide use in interpretive demonstrations. This is not to say there may be no exceptions, but they must be determined after full professional review of the circumstances in each particular case. Historic objects are presumed to be non-expendable. The burden of proof is on the potential user of the original historic object to show that the proposed use will not endanger the object's survival.

Several criteria can be inferred from existing policy to assist in reviewing requests for exceptions. Use of original historic objects in interpretive demonstrations must be shown to be essential to public understanding of the central park or site themes. Reproduction or the acquisition of a currently manufactured object sufficiently similar to the historic object must have been investigated and found unfeasible. And alternatives must have been considered to show that the course chosen represents the least potential for irreversible impairment of the historic object or for communicating a low regard for historic objects.

In looking at various categories of objects, it is obvious that no class of objects necessarily requires public demonstration use to further its preservation. When balancing preservation ends with the public enjoyment of original historic objects, however, other categories appear.

1. Durable objects with a low risk of theft or damage from exposure in public demonstrations can be considered individually for
possible use after professional review and approval. People proposing such exceptions should be able to show that other public uses (such as museum case display, use in furnished settings, inclusion in study collection) are inadequate to meet park interpretive objectives.

2. On the other extreme, no exceptions should be considered that would allow the demonstration use of particular objects directly associated with the people and events that constitute any park's main themes. Examples include weapons used in battles that a park commemorates and tools or furnishings originally used in a park. Such irreplaceable objects are much too valuable to expose to any unnecessary risk of wear, breakage, or theft. Even their exposure in museum exhibits merits careful control of temperature, humidity, light, and touching or theft. Demonstration conditions could never assure the required degree of protection.

3. Typical historic objects previously used in demonstrations also must be scrutinized. In this category should be placed the firing of original historic weapons. Black powder explosions and the attendant chemical actions inevitably contribute to deterioration. (Handling but not firing original weapons in public demonstrations is a separate consideration.) Historic clothing and paper objects likewise are susceptible to damage under all but the most controlled conditions, and no exceptions to their strict preservation can be justified.

Procedure: Although regions and parks are free to implement these policies and guidelines in various ways, this procedure is recommended:

1. The park develops a Statement for Interpretation, based on the approved management objectives for the park and other planning documents, that sets general objectives and may call for interpretive demonstration activities to stimulate public interest in the central aspects of the park story. Alternatives have been considered to the complexity and expense of staffing, supplying, and operating the proposed interpretive demonstration, but no other activity appears to meet satisfactorily the interpretive program objectives:

2. As part of its program development, the park prepares a supplies and equipment inventory well before the season begins. The inventory lists and locates all those items necessary to a successful demonstration activity. This helps the staff identify items already on hand and begin to acquire additional materials. Should any historic
objects appear on the inventory, the staff would prepare a written justification for their use, including alternatives considered and the consequences of not being able to use the originals.

3. The inventory (including copies of museum catalogue cards) is reviewed by resource management professionals at the park and in the regional office. With their comments, the Superintendent then approves or disapproves the proposed demonstration use of original historic objects, and a copy of the approved inventory is filed. Museum catalogue records also contain entries on the approved uses and locations of any objects affected.

4. At the annual post-season review of the park's interpretive program the demonstration activity is evaluated for its effectiveness in meeting objectives, and the use of any historic objects previously approved is reassessed to see if their continued use is still essential to public understanding and to evaluate the effects of use on the objects.

The purpose of any procedure for the review of proposed demonstration uses of historic objects is to apply the many professional skills available in the Service to the task of carrying out our mandate to pass on our national cultural legacy unimpaired. Professional interpreters can plan and implement a variety of ways to achieve approved interpretive objectives, but the non-renewable supply of historic resources is fixed and inflexible, deserving our careful planning and attention.
The following section describes the actions and conditions that are fundamental to the operation of an optimum interpretive program at the park level. The purpose of these Standards is to serve as a guide, both to the park interpretive and management staffs and to those officials who are responsible for evaluating park interpretive programs.

Not all of these standards are immediately attainable by all parks. Rather, they are for striving toward, and the closer they are followed, the closer a park's interpretive program will be to meeting the Service-wide objectives for interpretation. It is recognized that individual Standards herein are subject to change from time to time and remain valid only so long as they are consistent with current NPS policies and priorities.

Planning

1. The Chief Park Interpreter is an actively participating member of planning teams involved in formulating the park's Statement for Management, Outline of Planning Requirements, General Management Plan, Interpretation and Visitor Use Plan, Exhibit and Audiovisual Plans, and other planning activities affecting the park's interpretive message.

2. Management objectives, park operations, development, and public involvement are analyzed periodically to identify directions and possible inconsistencies affecting the interpretive program.

3. An assessment has been made of the park's present and potential visitors, considering levels of interest, expectations, age, social and cultural backgrounds, geographical origin, and learning needs. These observations are integrated with existing studies of the park's constituency and region.

4. A Statement for Interpretation has been prepared describing the objectives, priorities, intended audience, and expected results of the parkwide interpretive program.

5. The Regional Chief of Interpretation is consulted during the planning process by the Chief Park Interpreter as appropriate.

6. The Superintendent and Chief Park Interpreter review annually all planning documents relating to interpretation to assure accuracy and consistency with stated objectives.
1. The Chief Park Interpreter and his/her staff keep informed on the current state of the art of interpretation, including innovative techniques, environmental education concepts and methods, methods for use in interpretive demonstrations and with special group services, use of established public transportation systems, interpretive techniques for handicapped visitors, and the interpretive programs of other agencies and organizations, both governmental and private.

2. Full consideration has been given to all of the park's potential personnel resources for use in interpretation, including seasonals, Volunteers-In-Parks, Cooperative Education Program and internship students, and cooperating association and concessioner employees. Informal interpretive contacts with visitors are encouraged on the part of all other park personnel whose jobs normally entail an interface with the public (e.g., maintenance, protection, and resource management personnel).

3. Techniques, media, and facilities that aid in meeting interpretive program goals with available resources are identified and selected. Brief statements which specify measurable objectives and describe the intended audience and the relationships of the activity to the central park themes are to be prepared for each major interpretive activity or program. These statements are retained for annual review, evaluation, and any necessary revision.

4. All elements of NPS programming documents that bear on interpretation, (i.e., NPS Form No. 10-237, Detail of Annual Operating Requirements; and NPS Form No. 10-238, Development/Study Package Proposal), are kept current and accurate. The required justifications for interpretive activities and facilities are clear, concise but complete, and include the likely negative consequences should the proposal not be implemented.

5. With regional office assistance, the park cooperatively plans and implements mutually beneficial environmental education and other interpretive programs and activities with federal and nonfederal agencies, private organizations and individuals, as appropriate.
Program Operation: Information

Information is available to the visitor before, at the onset of, and during the visit. Information is included on:

- visitor options for enjoying the park,
- necessary visitor personal physical capabilities and regulatory requirements,
- care, preservation and protection of all the park resources,
- safety considerations and precautions,
- basic facts and concepts of the park story, and
- recreational opportunities and travel services that may be found in the surrounding region.

The park staff informs visitors of special park activities by providing advance information in neighboring communities; similarly, community information is provided in the park.

The public is informed of opportunities to participate in park planning, policymaking, and management processes.

Program Operation: Personal Services

General

1. Personal, face-to-face interpreter contact is made available, as resources permit, to all visitors who desire it.

2. A variety of interpretive activities is offered in which subjects, locations, durations, physical requirements, and learning behaviors correspond to visitor needs and patterns.

3. All activities are designed, and reviewed frequently, to ensure staff and public safety in compliance with the Occupational Safety and Health Act, Executive Order 11807, Federal regulations, and safety management guidelines.

4. Activities that have minimum adverse environmental impact (including energy consumption) are emphasized; park employees set examples of environmentally-sound behavior, and the public is helped to become aware of these efforts.

Release No. 1

April 1976
5. The ratio between interpreter and number of visitors in an activity is kept at a level that allows the activity to accomplish the goals set for it. At the same time, group size for activities does not exceed that which would result in adverse impact upon fragile resources.

6. The content of all interpretive presentations is based on knowledge obtained from current or most recent research and is free of avoidable religious, cultural, and ethnic biases. The staff is prepared to document the validity of all facts, interpretations, and conclusions.

7. Whenever practicable, interpretive activities involve visitors as participants rather than merely as spectators.

8. Offsite interpretive services are provided within a reasonable traveling distance from the park, in accordance with management objectives. Special activities are provided whenever practicable to visiting groups with special interests.

9. A formal, active, on-the-job training program in interpretive skills has been implemented for both permanent and seasonal employees, including Volunteers-In-Parks, and cooperating association and concession employees, as appropriate. Incoming new seasonal interpreters are provided with at least three working days of intensive training prior to beginning public contact work. Training objectives include development of skills in communication with visitors, an awareness of the park visitor as an individual, an understanding of the park resources, familiarity with interpretive techniques used in the park, an understanding of the NEED and NESA programs, and an understanding of the logistics of living and working in the park. The opportunity for interpretive visitor contacts by maintenance, protection and resource management personnel is recognized, and persons from those functions are invited to participate in, and assist with, the interpretive training program. Assistance is requested from the regional office, if necessary, to assure a professional level of training.

10. Interpretive training publications are available at the park for use by all personnel involved in the interpretive program. Publications include the Visitor Service Training Series booklets, Say Ranger!, Campfire Programs, Yours to Preserve, Talks, and Keep It Alive, and other NPS-produced training publications such as...
The Audience and You. Regular use is made of other available NPS-produced training materials such as the "Interpretive Training Package" (audiotaped examples of interpretive talks and tours with an accompanying manual); "The Fine Art of Interpretive Critiquing" (videotaped examples of supervisors critiquing and evaluating interpretive programs with an accompanying information booklet); and "The Park, The Visitor, and The Interpreter; A Personal Training Program For Interpreters" (a communication skills training curriculum package for individual study consisting of a syllabus-workbook and accompanying videotapes).

11. Interpretive training includes regularly scheduled time for library research, field observations, area orientation, monitoring of other interpretive presentations, and the regular interchange of information between interpreters and others professionally engaged in the study and management of park resources.

12. Interpretive training and other informational materials are sent to returning seasonal interpreters during the off-season. A set of publications and other information on the park is sent to new seasonals at least 4 weeks before they enter on duty.

Interpretive Demonstrations

This category includes all personal services that demonstrate past or present human interactions with the park environment. Visitors often have the chance to participate actively in these activities. Demonstrations complement but do not replace other ways of reaching the parks' interpretive objectives.

1. The interpretive planning documents and statements verify the need for interpretive demonstrations as one of the media to interpret fully an important site-related theme which supports a central aspect of the park story. Pending approval of interpretive planning documents, the Superintendent should determine that the interpretive demonstration activity to be used is one of the best and most appropriate means available to achieve the park's interpretive objectives.

2. Historical demonstrators are recruited and trained specifically to ensure safety and accuracy in portraying the skills, cultural attitudes, and values of the locality and period being reenacted. Personality profiles of actual or composite characters being portrayed are prepared.
3. Copies of documentary references which substantiate the authenticity of all demonstration materials and practices are available to all staff members. Examples may include texts, taped interviews, military drill manuals, inventories, and diaries. Continuing, well-documented research is emphatically encouraged. Records of the experiences of the demonstrators during these interpretive activities, perhaps by diary or journal, are encouraged.

4. All persons demonstrating the firing of historical or reproduction guns have been trained and certified competent in a training course which includes a competency test, or by equivalent experience approved by the Chief of Interpretation, WASO, in consultation with the Chief, Safety Division.

5. Every historical or reproduction gun fired in demonstrations is inspected annually and found to be in a safe operating condition by a qualified inspector. Inspectors are the Regional Safety Officers, certified instructors of historic weapons firing, and others who meet the established inspector certification criteria. Charges, projectiles, and range areas and black powder for demonstrations are approved in writing by the inspector and are in accordance with the Occupational Safety and Health Act of 1970 and other applicable regulations.

6. By July 1, 1977, all historic objects that are exposed to any significant possibility of wear, breakage, or theft as a result of government-sponsored interpretive demonstration activities are to be replaced by accurate reproductions. Certain classes of durable historic objects may be exempted from this standard by the Chief of Interpretation, WASO, after consultation with appropriate resource management professionals. Any other exceptions are documented in writing by the Superintendent following an impact statement format. Reproductions are marked as unobtrusively as possible. They are controlled either by normal property management regulations, with permanent records maintained in park files, or as curatorial guidelines require. (See the Curatorial Facilities section of this guideline.)

Environmental Education

This category includes environmental education activities that are not specifically cited in the section listed under Personal Services.
1. Environmental awareness concepts such as those embodied in the National Environmental Education Development (NEED) program are incorporated in all appropriate elements of the park interpretive program.

2. Within parks, environmental study areas are established after the Superintendent has determined that such areas would assist local communities in furthering the environmental awareness program. Such study areas are developed in conformance with NPS NESA criteria as described in NESA application* (see exhibit 1, chapter 2), in anticipation of becoming National Environmental Study Areas (NESAs). For recognition of the site as a NESA the park submits a National Environmental Study area application (see exhibit 1, chapter 2) to the Division of Interpretation, WASO.

3. The interpretive staff also may give technical assistance to community groups that seek help in establishing environmental study areas outside the park, if so requested. In this case, should the group desire its study area to receive official national recognition, it, too, submits a NESA application* (exhibit 1, chapter 2) to Division of Interpretation, WASO.

4. Park-based environmental education programs extend into surrounding communities, particularly to school populations. All park-based programs dealing with environmental education are monitored and evaluated by Regional Office personnel.

Program Operation: Facilities

Exhibit and Audiovisual Facilities

1. An appropriate, routine maintenance schedule is followed to keep exhibits clean and in good repair. Each permanent exhibit is inspected annually to determine whether its content remains accurate and appropriate, and whether its physical condition is satisfactory. Corrective action, if necessary, is coordinated with the Regional Office and Harpers Ferry Center.

2. For all audiovisual equipment, routine maintenance instructions issued by Harpers Ferry Center are followed: written maintenance and repair procedures are readily accessible. All AV programs and their

* Applications are available from Division of Interpretation, Washington or Regional offices.

Release No. 1

April, 1976
Guideline
NPS-6 Standards

Chapter 2

Page 8

equipment are reviewed periodically to ensure that technical quality is acceptable, visuals are clean and fresh, and content is current. Prompt action is taken to correct any deficiencies. Major changes proposed for existing programs or exhibits, or initiation of significant new exhibits or audiovisual programs, are made through Harpers Ferry Center or with their consultative assistance with coordination by the Regional Office.

Publications

1. NPS-produced publications are kept accurate, up-to-date, and available in sufficient quantities to meet visitor demand.

2. All publications, including those sold by Cooperating Associations and concessioners, cover the basic interpretive themes of the park and related subjects. The publications mix includes literature for young visitors.

3. Publication displays are well-lighted, uncluttered, and openly accessible.

4. Self-guiding facilities that incorporate publications are checked regularly to ensure availability to the public of the interpretive literature.

Curatorial Facilities

1. A Scope of Collection statement has been prepared by the interpretive staff and approved by the Regional Director. The statement clearly defines the needs and limits of its museum collection and is suitable as a guide for an active program of acquisition of disposal.

2. The museum collection is utilized in a beneficial but non-consumptive manner. The use of the park museum specimens for scholarly studies, interpretive exhibits, or historical reference material are examples of such desirable uses.

3. The park interpretive program provides the visitor with an understanding and appreciation of the values of original objects.

4. Every object in the park museum collection is properly numbered and catalogued in accordance with existing National Park Service museum records and procedures, and the records are housed in a physically safe and fire resistant location. (Proper record-keeping includes accessioning, cataloguing, and marking as described in the Museum Manual.)

Release No. 1

April 1976
5. Each object is authoritatively identified and, whenever appropriate, authenticated in the museum records system. Letters pertaining to the uses made of an object, the persons owning an object, and the circumstances surrounding its acquisition are included in the permanent museum records.

6. All objects in the collection having a current value of $100 or more are inventoried annually. The inventory includes other objects regardless of monetary value which have special significance or desirability by collectors.

7. Each specimen is examined periodically by a trained employee and the stability of its condition is determined. Specimens which are unstable or deteriorating are treated by a trained employee or professional conservator in the NPS Conservation Laboratories.

8. Every object in the park museum collection is either exhibited or stored under environment conditions which will arrest deterioration. This requires control of light, dust, temperature, and relative humidity. (See the Museum Manual.) The museum collection has a security system appropriate to the value and significance of the specimens.

9. Films, tapes, books, research data, and other reference materials relating to park resources are properly housed, maintained, and recorded. Data is made available for use by park personnel and interested public.

Program Evaluation

1. All interpretive activities conducted by permanent, seasonal, or V.I.P. interpreters are audited by supervisory interpretive personnel at least twice during the visitor season. For new employees, the first audit occurs during the first 2 weeks of employment. The audit includes discussion with the employee and counseling as necessary. Concessioner and cooperating association interpretive activities are regularly monitored by experienced interpreters, and written reports and recommendations are filed with the Superintendent.

2. Opinions of seasonal and V.I.P. employees, based upon their observation of visitor reactions to area interpretive programs, are continually solicited by the Chief Interpreter during the season, acted upon as needed, and summarized and discussed with the seasonals and V.I.P. employees at the end of the season.

Release No. 1

April, 1976
3. A schedule for annual review of the park's total interpretive program, preferably during the annual review of the park's statement for management, is established by the park Superintendent. All interpretive programs are critically evaluated for relevance, effectiveness, and adherence to approved plans and Servicewide Guidelines for Interpretation. Those activities and programs that do not meet these standards, although they may be popular or traditional, are revised, replaced, or eliminated.

4. Periodic quantitative measurements are made by the interpretive staff of visitor use of interpretive facilities to determine proportion of visitor population contacted, average length of exposure to the park, etc.

5. The overall park interpretive program is reviewed at least annually by interpretive personnel of the regional office. This review includes adherence to the Servicewide Guidelines for Interpretation and a positive and supportive critique with the park staff.
The National Environmental Study Area (NESA) Program

The National Environmental Study Area Program (NESA) of the National Park Service involves the identification of environmental study areas with active exemplary programs in environmental education used by schools and other interested groups. Study areas might include: a plot of land on school grounds, a city dump, aquatic environment (including sewage disposal stations), a forest, a prairie, a meadow, an historic site, an archeological excavation. The possibilities are endless, but those most valuable include the interfaces of two ecosystems. Each NESA serves as a resource base for students to explore and learn about the environment and their relationship and responsibility to it. Special site materials are developed by park and school personnel to deepen student awareness of the many elements within the study area.

APPLICATION FOR NESA STATUS

To be considered for NESA status please enclose with the complete application one copy of each set of resource or teaching materials that are regularly used by site administrators or teachers.

If additional space is needed, use extra sheets. Number each item answered.

Please submit application and educational materials to:

NATIONAL PARK SERVICE
National Environmental Study Area (NESA) Program
Division of Interpretation
18th & C Streets N.W.
Washington, D.C. 20240

NATIONAL PARK SERVICE

Guidelines for Establishing the Eligibility of NESA's

PROGRAM:

[NOTE: Proposed NESA programs are evaluated by the NPS Washington Office Division of Interpretation, aided by field and regional personnel as requested. Final approval for official designation of National Environmental Study Areas is made by the Director of the National Park Service.]

The prerequisite for a National Environmental Study Area (NESA) is that an ongoing environmental education program exists in conjunction with a specific site. Other criteria used for determining the eligibility of a site to be a NESA are the following:

1. An appropriate conceptual approach is used in the program (e.g., “Strands”—see application item 17).

2. The program is based on the following concept of “environmental education”:
   Environmental education is—
   An interdisciplinary approach to teaching about people’s relationships to their environments—how they affect and are affected by the world around them;
   An approach that relates all subject matter to a whole-earth “oneness of purpose”;
   An approach for developing self-reliance in responsible, motivated members of society;
   An integrated process dealing with people’s natural and human-built surroundings;
   A rational process to improve the quality of life;

Release No. 1

April 1976
Directed toward survival in an urban society;

Experience-based learning that uses the total human, natural, and physical resources of a school and surrounding community as an educational laboratory;

Learning that is geared toward developing positive values that will endure throughout an individual's life.

3. Educational materials are used in the program (such as teacher guides, student work booklets, site-related materials, etc.). [These must accompany the application.]

4. Site materials have been prepared and consist of at least the following: [These, also, must accompany the application.]

   a. Background information regarding the site (boundaries, area, history).

   b. A list or narrative of site characteristics and resources, extending into the surrounding environments.

   c. Pre and postsite visit information which introduces the site to the students and then, after the visit, continues the students' involvement with the processes observed at the site.

   d. A map or other orientation information regarding the site.

   e. Sample lesson plans, games, activities, etc. as they relate participants to the site.

   f. A selected bibliography of reference materials.

5. The program relates human interrelationships with the site and the total environment, presents a basic core of information of the forces that shape the environment, and indicates earth's life support systems (energy flow, web of life, etc.).

6. The program is curriculum-related within participating schools, or is relevant and transferable between interested participating groups or organizations other than schools.

7. A multi-disciplinary approach to environmental education is used.

8. The program's materials help to instill an appreciation and understanding of the need for a land use ethic, and help to influence changes in attitudes and values that lead to the development of continuing concern for the total environment.

SITE:

[NOTE: Proposed NESA sites may be evaluated by field or regional National Park Service personnel.]

The criteria used for the determination of eligibility of NESA sites are that:

1. A site comprises an interface of human and non-human components.

2. A site can withstand acceptable levels of physical impact from use by interested groups.

3. Adequate parking, water, toilet, and shelter facilities are accessible.
### NATIONAL ENVIRONMENTAL STUDY AREA (NESA) APPLICATION

<table>
<thead>
<tr>
<th>1. SITE NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. SITE LOCATION</td>
<td></td>
</tr>
<tr>
<td>3. ADDRESS (number, street, city, county, State, zip code)</td>
<td></td>
</tr>
<tr>
<td>4. TELEPHONE (area code, number, and extension)</td>
<td>5. HOURS AND DAYS SITE IS OPEN TO PUBLIC</td>
</tr>
<tr>
<td>6. RESPONSIBLE OFFICIAL</td>
<td>7. NAME AND TITLE OF PERSON MAKING APPLICATION, IF OTHER THAN RESPONSIBLE OFFICIAL</td>
</tr>
<tr>
<td>8. ADDRESS, IF DIFFERENT FROM NO. 3 ABOVE</td>
<td></td>
</tr>
<tr>
<td>9a. DESCRIPTION OF SITE</td>
<td>9b. SIZE IN ACRES</td>
</tr>
</tbody>
</table>

---

**SAMPLE**

*Applications are available from Division of Interpretation, Washington or Regional offices.*

10. IF PROGRAM SITE HAS THE FOLLOWING, DESCRIBE:

**A. FEATURES THAT LEND THEMSELVES TO ILLUSTRATING MAN'S RELATIONSHIP TO HIS ENVIRONMENT:**

**B. AN OVERALL “STURDINESS” SUFFICIENT TO OFFER A WIDE RANGE OF EDUCATIONAL OPPORTUNITY WITHOUT IMPAIRMENT OF THE ESSENTIAL INTEGRITY OF THE ENVIRONMENT:**

**C. LOCATION AND FACILITIES THAT MAKE IT CONVENIENT FOR REGULAR USE AS PART OF CURRICULUM-RELATED EDUCATION PROGRAMS BY AREA SCHOOLS:**

---

Release No. 1  
April 1976
INTERPRETATION (NPS-6)

11. DATE SITE WAS ESTABLISHED AS AN ENVIRONMENTAL STUDY AREA

12. HOW IS YOUR SITE REACHED BY PUBLIC TRANSPORTATION FROM DOWNTOWN OF YOUR NEAREST CITY?
   PRIVATE CAR, BUS, OR TAXI. OTHER __________________________. [circle one]

13. HOW IS THE SITE FINANCED?
   A. FOR MAINTENANCE: __________________________
   B. FOR EDUCATIONAL ACTIVITIES: __________________________

14. WHAT GRADES ARE PROGRAMS DIRECTED TOWARD? [circle as appropriate] K 1 2 3 4 5 6 7 8 9 10 11 12
   A. DURING REGULAR SCHOOL YEAR ☐ YES ☐ NO
   B. DURING SCHOOL HOURS ☐ YES ☐ NO
   C. WEEKENDS AFTER SCHOOL HOURS ☐ YES ☐ NO
   D. DURING SUMMER MONTHS ☐ YES ☐ NO

15. NAME OF SCHOOL DISTRICT
   A. ADDRESS __________________________
   B. KEY CONTACT __________________________

16. DO YOU HAVE PROGRAMS FOR TEACHER TRAINING? ☐ YES ☐ NO
    IF "YES" EXPLAIN __________________________

17. DO YOU USE A CONCEPTUAL "STRANDS" APPROACH IN YOUR PROGRAM? ☐ YES ☐ NO
    ("Environmental Strands" are basic concepts that run through the web of life and give it the satisfying order that is sometimes called "balance of nature". For example: Variety and Similarity, Patterns, Interrelation and Interdependence, Change and Continuity, and Adaptation and Evolution are environmental strands presently being used in some programs. More information is available from the Division of Interpretation, National Park Service, U. S. Department of Interior, Washington, D. C. 20240.)

18. PROGRAM DESCRIPTION

19. ADDITIONAL INFORMATION ON ENVIRONMENTAL EDUCATION PROGRAMS OFFERED:

Release No. 1

Attech a Site location map and education materials with this application.

April 1976
Reports

This chapter contains all reports required pertaining to the Interpretative program, and all information necessary for the proper administration of said reports, such as frequency of submission, file codes, office of responsibility, etc.

Where a servicewide form or some other type of formal format is required as a means of reporting information it will be shown in the last part of this chapter as an exhibit.
ANNUAL PUBLIC CONTACT REPORT

Frequency: Annual

Due From: All Parks

Due in Washington Office: Not later than January 31.

For: Division of Interpretation, WASO.

Form: Form 10-769, Annual Public Contact Report.

Distribution of Copies: Send original to the Washington Office, Attn: Division of Interpretation. One copy to regional files.

File Number Symbol: K2621, Reports, Annual

Records Disposition Information: Washington Office, permanent (record copy), transfer to the Federal Records Center when appropriate; Parks and Regions, temporary (nonrecord copy), dispose of when no longer needed for reference.

Disposition authority: NPS Record Control Schedule 7, item 1 and Schedule 1, item 6.

Instructions and Procedures: See reverse side of form 10-769. Exhibit 1, this chapter.)

General: This report summarizes all interpretative and informational public contacts made in the park during the previous calendar year. The report includes visitor statistics on conducted trips and activities, live talks, automatic presentations, attended stations, offsite programs and services, environmental education programs, self-guiding facilities, and concessioner services. prog
### ANNUAL PUBLIC CONTACT REPORT

(Interpretive and Informational Services)

<table>
<thead>
<tr>
<th>CATEGORY AREA</th>
<th>ORG CODE</th>
<th>CARD TYPE</th>
<th>YEAR</th>
<th>MG.T. CATEGORY</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### INTERPRETIVE AND INFORMATIONAL SERVICES

<table>
<thead>
<tr>
<th>STAFF</th>
<th>No. of Programs &amp; Services Presented</th>
<th>No. of Visitor Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ATTENDED STATIONS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### OFF-SITE PROGRAMS AND SERVICES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ENVIRONMENTAL EDUCATION PROGRAMS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SELF GUIDING FACILITIES INVENTORY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### CONCESSIONER SERVICES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PARK INTERPRETIVE STAFF

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(SEE REVERSE SIDE FOR INSTRUCTIONS AND DEFINITION OF TERMS)

Send the original copy to the Division of Interpretation, WASO by January 31. Send one copy to the regional office and keep one copy for park files.

SAMPLE

Release No. 1 April 1976
INSTRUCTIONS AND DEFINITION OF TERMS

The statistical record is divided vertically into three columns: 1. Inventory of Kind(s) and Size(s) and Services, 2. Number of Time Programs and Services Presented, and 3. Number of Volunteer Commitments. All entries on Form 10-39X should be completed where applicable with numbers eight specified unless shaded-out, which indicates figures are not desired. In all instances, entries are made at the line of the report, and all these columns if shaded out should be filled in, even if an entry is necessary. Failure to do so will result in a corresponding fine on the data sheet.

ORG. CODE - Fill in organization code

YEAR - Fill in the calendar year to which the data pertain.

MGT. CATEGORY - Fill in with the management category which pertains to the park:
A. National management agency
B. Recreational management agency
C. National management agency

INVENTORY OF KINDS OF PROGRAMS AND SERVICES/Column - An inventory of the different interpretive and informational services, programs, or facilities available for visitation.

NUMBER OF VISITOR CONTACTS - Record total number of visitors using services or using facilities

EXAMPLE: A park that conducts one trip has three different types of trips available, a one-hour trip, a three-hour trip, and a six-hour trip. A total of 3600 trips were given to 2,100 people. Therefore, under "Conducted Care Trips" on the form, the park would show under the "inventory" column, three different types of trips conducted under "Number of Time Programs Presented." The total number of these trips conducted and under "Number of Volunteer Contacts," 2000 (the total number of visitors taking care trips).

C. Care Trips

If a park has type of conducted trip such as a moving nature walk be included in the same time each day, but varies the location or destination from day to day, the total hours would be considered a in the "inventory" column. The same general rule would apply to a list walk where a subject is given each day; the total number of hours the trips are taken would be indicated in the "presented" column. Service provided includes VIs and Association personnel involved as interpretive services.

I. CONDUCTED TRIPS include all scheduled or unscheduled trips by Service personnel:
- Specify type of conducted trips by name in the blank space, after the title, such as nature walks, boat, bus, bicycle, headquarters, oars, vehicle, etc. (If more than one type of trip is specified, under "11. REMARKS" with a separate line for each activity.) Then list the overall total in "1. D. Other.

2. LECTURES/OUTSIDE ARMS/Activities displayed in 1. J. I, K, and L. Talks given in park premises for park visitors within the park and occasionally they might be given by non-SERVICE personnel under Service sponsorship. Include all talks given as part of a conducted trip, demonstration or an educational program.
- Start interview or orientation talks, usually less than 10 minutes.
- Historic Talks, visit cousin center, historic sites and other interpretative talks that do not fit categories A and C.
- Major organized walks that are at least 15 minutes long and fill the rule of the traditional outing program.

3. OTHER CONDUCTED ACTIVITIES Interpretive activities conducted by Service personnel to help visitors understand national parks, historic sites, wildlife refuges, manufacturing processes, etc. (e.g., demonstrations of living forms, historic history, botany, hiking, field, crafts, etc.) Other activities not listed in 1. J. K, or L should be listed in 1. S. under "Others".

4. AUTOMATIC PRESENTATIONS Automatic audio, visual and automatic services and facilities available for visitor use are also included. Include sound patrol programs and radio circuit both indoors and outdoors.

A. Audio Presentations - all audio services (e.g., audio sections or extension, visual center, sound, etc., etc.)
B. Audio Presentation - include motion pictures, slides, filmstrips, and other audio visual programs with sound.

5. ATTENDED STATIONS
A. Visitor Centers/Visitor Centers and Information centers - indicate number of visitors entering a center on a certain number of visitors for the center. It is necessary to count or record separately a number of attendance which generally contains a number of persons entering who are actually counted should be indicated in the "presented" column under "1. A. Visitor Centers/Visitor Centers and Information Centers - any fixed structure which is a national park service park which is maintained by a national community organization.
B. Information and Orientation Stations - any fixed structure (including visitor centers and reception areas) at which there is a uniformed employee who conducts primary purpose of public concern. (Include radio station which is concerned with interpretation services.)

6. DIFFERENT PROGRAMS AND SERVICES' An interpretive program under these interpretive education gives outside parks are to special talk or program in schools, clubs, radio, TV, etc. 1. No attendance figures should be entered in the radio and television programs.
C. Include number of people who pass through the NPS exhibit area. Do not include instances where a person is attending a meeting as a spectator, auditor, designer or member.
D. Loan Materials - (Wide filmstrips, slides, exhibits, etc.) in inventory column report number of different moves, filmstrips, slides, exhibits, etc., which are made available in park for the 1. J. K, L programs, special groups, etc. In "presented" column report number of these programs were used by "Visitor Contacts" column indicate number of persons attending these programs. Each once a package program or slide or exhibit, etc., is accompanied by a set of incoming report number of copies was presented and total audience.

7. ENVIRONMENTAL EDUCATION PROGRAMS Include all environmental education programs, one and off-site only in the section. Even in the "inventory" column, the number of groups represented in your total program (rather than an inventory of kinds of programs),
A. Use of NPS (National Environmental Study Area) within which it is conducted by NPS personnel (including VIs).
B. Use of NPS when self-guided (i.e., guided by non-NPS personnel).
C. NPS (National Environmental Education Development) within which is conducted by NPS or others.
D. Other - use Environmental Learning Programs, TREE, STEP, BPA, etc. and other on-site cooperative environmental education programs (including those under special permit) using park facilities and equipment.
E. Workshops (Teachers, organized groups, etc.) for use by NPS.
F. Off-site Presentations - Pre-site and post-site presentations or special environmental education programs for schools, groups, etc. In the "inventory" column indicate the number of schools involved.

8. SELF-GUIDING FACILITIES INVENTORY
A. B. - C. - Foot Trails with signs, exhibits, or exhibits, Building Tours with signs, exhibits, exhibits as directed) and Auto Tours with exhibits) report in the "inventory" column, under the appropriate heading, number of different facilities are types which are available for visitor use. In the "Visitor Contacts" column report the number of groups using these facilities. Under 1. B. Foot Trails in the space provided indicates number of foot trails with signs of exhibits only, number with a guide leaflet only, and number of trails with both signs or exhibits and a leaflet.
B. NPS Exhibits and Major Interpretive Facilities - A model or actual structure, building or museum type of space or exhibit cases or major and major interpretive facilities which present interpretive or educational information, and are designed to tell a story, record or trace a path in natural or cultural history.

9. CONCERNING SERVICES: Show those interpretive services which were not responsible under 1. J. K. and L, i.e., services which had been provided by Service personnel instead of a concerner or service personnel (e.g. Indian down Grand Canyon, gift shops, etc. on special programs on the Blue Ridge Parkway). Limited guide's interpretive services should be reported in this section as if they were concerners.

10. PARK INTERPRETIVE STAFF Number of interpreters working during the period of the year, (including cooperating association and concession employees).

11. REMARKS: Explain any special circumstances affecting the filling out of forms or any questions of the progress of data on the form. Any unusual or extreme circumstances in the data from previous year should be indicated.
GLOSSARY OF TERMS

Activity - A specific type of action, such as interpretive demonstrations, audiovisual programs, or teacher workshops, which is a component of the park interpretive program.

Chief Park Interpreter - The person on the park staff who holds principal responsibility for the park interpretive program.

Interpretive Demonstration - The acting out of past or present human interactions with the park environment to show processes and indicate derived concepts that have meaning for people. Examples include Living History and recreational skills demonstrations. Visitors often participate in these activities.

Museum Manual - An approximately 400-page manual which is produced by and available from the Division of Museum Services at Harpers Ferry Center. At least one copy has been distributed to all parks.

Park - Any category of a National Park Service area—not just a natural area or areas actually designated as "national parks."

Program - The total approach to interpretation in a specific park, as defined in the park's Statement for Management and Interpretation and Visitor Use Plan.

Release No. 1

April, 1976