



# Manzanar National Historic Site

## *Long-Range Interpretive Plan*



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Prepared by the Department of Interpretive Planning  
Harpers Ferry Center  
and  
Manzanar National Historic Site

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*Monument at Manzanar  
Cemetery*

# INTRODUCTION AND BACKGROUND

## INTRODUCTION

Manzanar National Historic Site lies in the Owens Valley, an arid expanse at the base of the Sierra Nevada in Eastern California. The site is located in Inyo County 212 miles north of Los Angeles on the west side of U.S. Highway 395 (designated as a Scenic Byway), nine miles of Lone Pine and six miles south of Independence. Situated in the rain shadow of 14,375-foot Mount Williamson, Manzanar has extreme temperatures, high winds, and severe dust storms.

Manzanar was established as a National Historic Site by PL 102-248 in March 1992. The legislation states that the Historic Site is intended to “provide for protection and interpretation of historical, cultural, and natural resources associated with the relocation of Japanese Americans during World War II...”

Manzanar preserves and interprets a representative War Relocation Center as an aspect of the nation’s Pacific Campaign of World War II. There were ten such centers established in California, Arizona, Utah, Idaho, Wyoming, Colorado, and Arkansas to confine persons of Japanese descent residing on the west coast. These centers were established pursuant to Executive Order 9066, which authorized the Secretary of War to exclude citizens and aliens from certain designated areas as a security measure against sabotage and espionage. Over 120,000 persons spent all or part of the war in the centers. All ten centers were assessed by a National Park Service (NPS) historian in the mid-1980s; at that time Manzanar was determined to be the best preserved and to have the greatest potential as a national park unit.

The authorized historic site includes the housing area occupied by the 10,000 internees, the administrative area, the camp cemetery, and certain support facilities such as a hospital, camouflage factory, and an experimental guayule plantation. The national historic site includes approximately 813 acres, only a small portion of the former six thousand acre Manzanar War Relocation Center. Much of the outlying areas were used for agricultural activities and water management facilities.

Until being transferred to the National Park Service in 1997, the land within the authorized NPS boundary was owned by the Los Angeles Department of Water and Power (LADWP), which acquired the land in the 1920s for the water rights. Three intact buildings from the center’s operation remain on the site. These include two small stone sentry posts located at the historic entrance near Highway 395, and a large wood-frame auditorium which now serves as an interpretive center. In addition, there are many foundations, the remaining gridwork of the center’s road system, a cemetery with a large obelisk monument, numerous landscape plantings, and the remains of many rock gardens built by the internees.

The legislative history indicates that, in addition to the internment era, the site also will interpret earlier historic eras, including American Indian use, and pioneer ranching and farming in the area, including the early twentieth century agricultural village of Manzanar.

## PLANNING BACKGROUND

In 1996 a General Management Plan (GMP) was completed for Manzanar National Historic Site. Proposals in the GMP which

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*One Camp, Ten Thousand Lives;  
One Camp, Ten Thousand Stories*

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link directly to this long-range interpretive plan include the following:

- The site will be managed as a cultural landscape based on the World War II relocation center period. This will require rehabilitation of the gridwork of the camp road system, thinning and clearing of some dense vegetation, reconstruction of the camp's perimeter fence, and rehabilitation of some of the rock gardens and ponds constructed by the internees. Historically significant orchards and ornamental plants from both the farming and relocation eras will be retained and managed as landscape features. [Since completion of the GMP, a Cultural Landscape Report has been prepared.]
- Block 14, located immediately northwest of the auditorium, would be developed as a "demonstration" block to enable visitors to better visualize and understand the design, functions, and family-living implications of life in the camp. One or more barracks, either original structures relocated to the site or reconstructions based on original drawings, would be placed in the block. Support structures, such as latrines, mess hall, and laundry facilities also may be added.
- Using original drawings, one of the watchtowers would be reconstructed in its original location at the midpoint of the camp's south boundary.
- The auditorium would be adaptively used as an interpretive center. [This

has been completed and the new facility opened in April 2004.]

- Wayside exhibits and other media would be unobtrusively used to interpret key sites and resources throughout the park and make connections with the interpretive center.
- Once planned improvements to Highway 395 have been completed, the primary park entrance would be relocated to a non-historic road which provides more direct access to the auditorium/interpretive center.

This Long-Range Interpretive Plan (LRIP) for Manzanar National Historic Site is the first component of the park's Comprehensive Interpretive Plan (CIP), as outlined in National Park Service Director's Orders-6 (DO-6). Using the park's mission, purpose, and resource significance statements, plus the primary interpretive themes and visitor experience goals, this plan articulates a vision for the park's interpretive future, and recommends the media, facilities, and programs best suited for meeting visitor needs, achieving management goals, and telling park stories. These planning foundation elements come directly from, or are based on, similar statements in the park's Strategic Plan and/or the approved GMP.

This LRIP is not an end in itself, but rather, it establishes the overall framework for the next phases of the process—program planning, and media/facility planning, design, and production over the next 10+ years. Using recommendations in this LRIP, the park will develop Annual Implementation Plans and an Interpretive Database to complete the remaining two components of the CIP as described in DO-6.



# PLANNING FOUNDATION

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*Interpretive planning falls within a spectrum from general management planning through facility and media planning. A plan should emphasize whichever parts of that spectrum necessary.*

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*Planning begins by understanding why a park was established.*

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*Significance statements describe the importance or distinctiveness of the resources of an area.*

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## Purpose

Public Law 102-248 states that the purpose of Manzanar National Historic Site is:

“...to provide for the protection and interpretation of the historical, cultural, and natural resources associated with the relocation of Japanese-Americans during World War II...”

The legislative history of the park and other laws applicable to the National Park Service cite support for expanding the purpose to include the protection and interpretation of Manzanar’s significant cultural and natural resources.

## Mission

The site’s mission statement states:

Manzanar National Historic Site preserves the stories and resources of Manzanar for this and future generations. We will facilitate a park experience that weaves the stories of the various occupations of Manzanar faithfully, completely, and accurately. Manzanar National Historic Site will provide leadership for the protection and interpretation of associated sites. From this foundation, the park will stimulate and provoke a greater understanding of, and dialogue on civil rights, democracy, and freedom.

## SIGNIFICANCE

The following statements describe the significance of the resources of Manzanar National Historic Site:

- The Manzanar site contains significant archeological resources that represent at least 3,000 years of American Indian presence.

- The remnants of the Shepherd Ranch represent the early pioneer settlement period of the Owens Valley that resulted in the forced removal of the Paiute people from the valley in 1863.
- In the early 20<sup>th</sup> century, Manzanar, a planned irrigation community predating the relocation center, guaranteed water rights to all of the town’s citizens, employed several innovations in irrigation technology, and left a legacy of orchard remnants that continue to survive.
- The history of the town of Manzanar is representative of the Owens Valley water controversy and is relevant to the ongoing discussion of water rights in the western United States.
- The Manzanar War Relocation Center site has been designated as both a National Historic Landmark and a California State Historic Landmark.
- Manzanar National Historic Site represents a time during World War II, when American citizens were denied the freedoms and rights guaranteed by the Constitution of the United States.
- Because of limited site development since the war relocation center closed, the cultural landscape of Manzanar National Historic Site includes many significant features from the World War

II period that remain largely intact and make Manzanar one of the best preserved of the ten Japanese American war relocation centers.

- Manzanar War Relocation Center was the first of the ten centers to open.
- The Manzanar War Relocation Center was the only one of the ten centers that had an orphanage.
- The family of Sadao Munemori, the only Japanese American awarded the Medal of Honor during World War II, was interned at the Manzanar War Relocation Center.
- The photo-documentation of the Manzanar Relocation Center is the most comprehensive of any of the ten internment camps and includes, in addition to the work of Ansel Adams and Dorothea Lange, the extensive photo archive that Toyo Miyatake produced while he was an internee at Manzanar.
- Manzanar has the best preserved gardens and a large quantity of cement inscriptions that reflect a broad sweep of emotions.

## PRIMARY INTERPRETIVE THEMES

Primary interpretive themes are those ideas/concepts that are critical for achieving visitor understanding and appreciation of the significance of Manzanar National Historic Site. Primary themes do not include everything that may be interpreted, but they do provide the foundation from which programs and media

level themes can be developed. All interpretive efforts (through both personal and non-personal services) should relate to one or more of the primary themes. Effective interpretation results when visitors are able to connect concepts (intangibles) with resources (tangibles) and derive something meaningful from the experience.

The following theme statements provide the basis for interpretation at Manzanar National Historic Site:

1. The internment of Americans resulted from a complex mix of economic, political, and social factors, fueled by war hysteria and prejudice.
2. Manzanar’s history has been defined to a large extent by the availability, use, and control of water.
3. The history of Manzanar chronicles the settlement and ways of life of diverse communities and their eventual displacement by forces beyond their control.
4. Manzanar’s World War II history is not a single story, but a mosaic of the individual experiences of internees, WRA staff, Military Police, and local residents, each based on diverse backgrounds.
5. Since 1969, Manzanar’s history has been characterized by the grassroots struggle of Japanese Americans and others to preserve the place, its stories, and its lessons.

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*Primary themes should be few enough in number to provide focus for the interpretive program, but numerous enough to represent the full range of park significance. There are many ways to prepare interpretive themes, and there is little evidence that favors one technique over another.*

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*“Visitor experience” is what people do, sense, feel, think, and learn; it includes knowledge, attitudes, behaviors, and values; it is affected by experiences prior to the visit and affects behavior after the visit.*

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## VISITOR EXPERIENCE GOALS

Manzanar National Historic Site will offer visitors opportunities for meaningful experiences that deepen their understanding of the site’s history, resources, and relevance.

### Visitor Satisfaction:

- a safe visit
- easy access to information on Manzanar, including visit planning and historical background
- opportunities for interaction with knowledgeable staff, volunteers, and docents
- opportunities to learn about Manzanar’s interpretive themes to the depth they desire through a variety of interpretive media and services
- encouragement to physically experience the site and seek their own discovery experiences

### Visitor Understanding:

- Understand that Manzanar is not a single story, but a tapestry of thousands of personal stories
- Appreciate that while people shared common experiences, they did not all have the same experience
- Provide opportunities to make intellectual and emotional connections with Japanese Americans’ and others’ personal stories and experiences
- Understand the larger historical, political, and social contexts of Manzanar’s layers of history
- Understand that Manzanar’s cultural landscape is the product of prehistoric, historic, and continuing changes in natural and cultural environments
- Relate the World War II

experiences of Japanese Americans to their own Constitutional and Civil Rights, as well as to current issues.

## EXISTING CONDITIONS, ISSUES & INFLUENCES

The following is a summary description of the visitor experiences and conditions as they existed at the onset of this long-range interpretive planning process. This section is intended to identify baseline conditions, which highlight key issues and help to justify many of the plan’s recommendations.

**Arrival**—The historic entrance to the relocation center currently serves as the primary entrance to the site. Highway signs identify the Manzanar National Historic Site and a replica of the War Relocation Center sign has been placed in its original location at the entrance. The park has a TIS system which provides basic interpretive and logistical information.

Upon entering, visitors first encounter the two restored sentry post buildings; however, these structures look very similar the entrance stations at many present-day national park areas, and some visitors stop expecting to pay a fee. The historic significance of these buildings is not readily apparent to arriving visitors, nor is that of the adjacent administrative area. Visitors may follow directional signs to the visitor center, not realizing the importance of the resources they are passing by.

**Interpretive Center/Auditorium**—The newly restored historic relocation camp auditorium now serves as the Manzanar Interpretive Center. Design and installation of 8,000 square feet of exhibits, a 22-minute audiovisual program,

information desk, and cooperating association sales area were completed and opened to the public in April, 2004. Many elements of the Manzanar experience, including the broader aspects of the Japanese American relocation effort during World War II are presented in compelling and thought-provoking ways. The facility has received many compliments from visitors, including former internees and their families. The average stay in the center is about one hour, although many may not be aware of how much time they should have budgeted for their visit.

One goal of the interpretive center is to encourage people to exit the historic west entrance of the auditorium to explore the site, including the proposed demonstration block (see below); however, the “front door” is not well marked, and few visitors discover it.

Tour Road—A one-way tour road, which follows portions of the historic camp road grid, allows visitors to experience a large portion of the site in their vehicles. Wooden signs designate block numbers and the locations of many significant facilities. Twenty-seven numbered posts correspond to the official park brochure which serves as a self-guiding tour publication, and gives very brief descriptions of the resources. The brochure is not very effective in relating the layered history of the site with regard to early use of the land by American Indians and the early ranching and farming eras.

While the park counts numbers of visitors at the entrance, it is not known how many visitors actually take the tour road. Some visitors may think that what they saw driving from the entrance to the interpretive center is all there is, and don’t realize there is much more to see on the driving tour.

Directional signing on the tour road may be confusing to some visitors. It is not unusual to encounter vehicles traveling in the wrong direction. The direction of travel on the tour road has been debated with respect to which offers the best and most understandable experience for visitors.

Currently, except perhaps for the cemetery, most visitors experience the site from the inside of their vehicle. There are no identified trailheads or other features to compel visitors to get out and walk around.

Demonstration Block—Block 14, adjacent to the auditorium, will be developed to help visitors understand and visualize what a typical relocation camp block looked like and how it functioned. The GMP calls for the relocation of original structures or the reconstruction of buildings in this area. Currently, a period mess hall (although not original to Manzanar) has been relocated to Block 14.

Reconstructed Features--  
Guardtower #8, located northeast of the interpretive center, was reconstructed in 2005. For many visitors it is a compelling and symbolic reminder of Manzanar as a place of confinement. Plans are underway to provide access via a trail or historic road so that visitors can easily reach the tower.

The perimeter barbed wire fence and the cemetery fence also have been reconstructed to original specifications.

Personal Services Interpretation—  
Prior to the opening of the interpretive center, a 1-2 hour interpretive walking tour was a primary visitor experience at Manzanar; however, since the opening of the new interpretive

center, the percentage of visitors attending these activities has declined. The fact that visitors now spend an average of one hour in the center may explain why many do not have extra time to go on a 1-2 hour tour. Other visitors may feel that they got the essence of the story via the interpretive center media and do not see the need for a guided tour.

The park continues to offer guided walking tours of the site, and there has been a measure of success by reducing the duration of these activities to better fit visitor time allotments.

Education Program—Considerable interest has been expressed in the park's growing education program. Teacher packets are available (some on-line) and are very popular. The park has developed an educational curriculum which has been field tested. One park ranger serves as the education coordinator as a collateral duty. While several local schools visit the site each year, the staff currently is unable to make many school visits, and further growth of the program is hindered by the lack of staff.

Cooperating Association--  
Manzanar History Association (MHA) was formed in 2003 under the umbrella of the Friends of Eastern California Museum in Independence. MHA operates the Manzanar Interpretive Center bookstore offering a wide variety of educational materials and other items on Japanese American history and culture, cultural diversity and peoples. MHA also sponsors special events and exhibits.

## VISITATION AND VISITOR USE

The following information regarding park visitors and visitor use is derived from data maintained by the NPS Socio-

Economic Services Division (WASO) in Denver, the Summer 2004 Manzanar National Historic Site Visitor Study, and discussions with park staff. As a relatively new unit of the National Park

System, Manzanar has only been reporting visitation data since 2000.

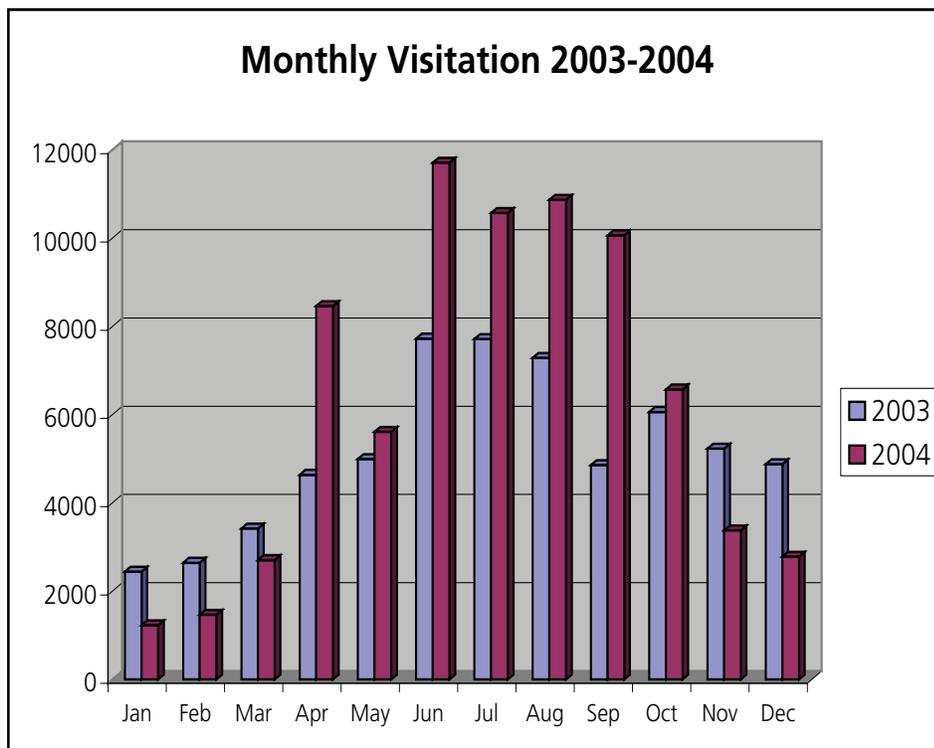
Since 2000, annual visitation has grown steadily from 38,010 to 75,449 in 2004. The opening of the new visitor center in April 2004 has resulted in a marked increase in visitation. The graph compares monthly visitation for 2003 and 2004.

Current visitation can average 250 on a peak week day and 450 on a peak weekend day in August. The GMP estimates that by the year 2010 average daily weekend visitation during the summer will range from 850 to 1100.

Substantial future use of the site also is expected year round, based on winter Highway 395 traffic between ski areas to the north and the Los Angeles basin to the south. In addition, U.S. 395 is the primary link between Los Angeles and Reno. Others who frequently travel Highway 395 have seen the park slowly develop and are now starting to stop.

Many visitors have personal connections with the camp. Some are former internees and their descendants from Manzanar or other camps. Others can remember the internment camps but were not confined in one. Some knew of a Japanese American family that suddenly moved away or of a business that closed. Other visitors had no prior knowledge of the camps.

Organized school and bus tours visit the park. The number of foreign



visitors has varied from year to year (including bus tours of Japanese and German visitors), but is expected to grow.

The nearby Lone Pine Interagency Visitor Center is planning to include information about Manzanar in the design of their new facility.

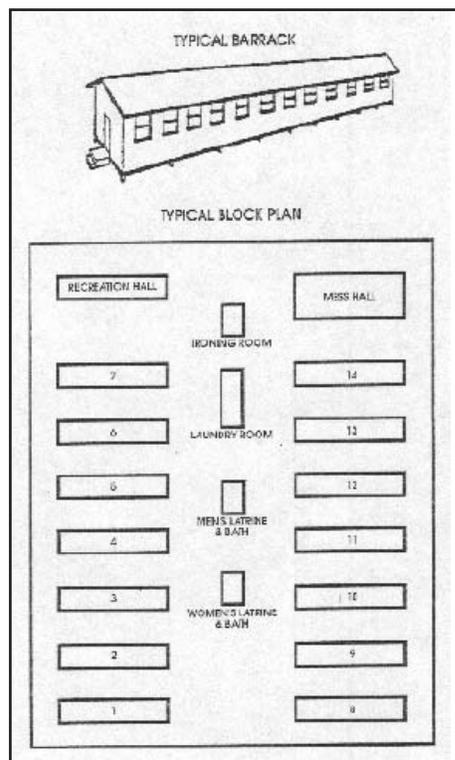
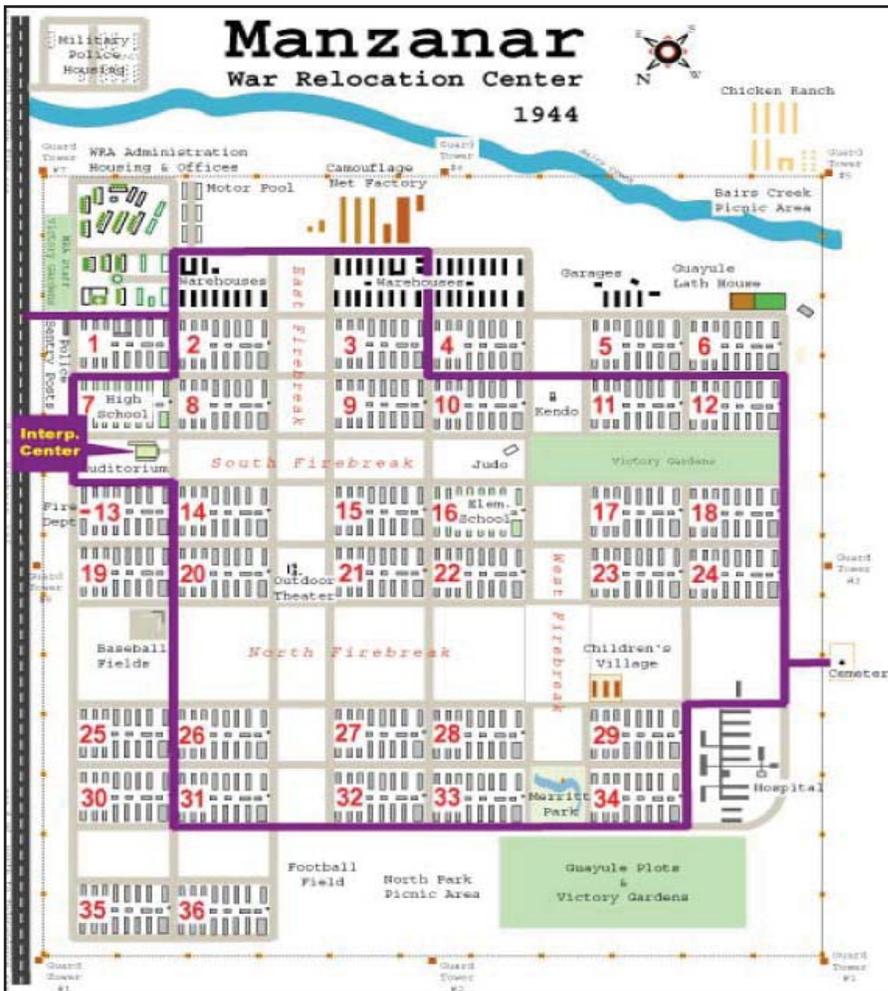
The following data is summarized from the Summer 2004 Manzanar National Historic Site Visitor Study conducted from July 10-17, 2004 by the University of Idaho Park Studies Unit. The survey results are relevant only for the time period when the study was conducted. Similar surveys conducted at other time of year may yield very different results. Readers should consult the actual survey document for the complete results and analysis. The results of the study showed that:

- Forty-five percent of visitor groups had two people and 33% had three or four people. Most visitor groups (66%) were families.
- Forty-three percent of visitors were ages 41-60 years

of age, and 16% were 15 years old or younger.

- International visitors comprised three percent of the total visitation.
- United States visitors were from California (88%), Nevada (3%), Washington (1%), and eighteen other states.
- Four percent of visitors did not speak English as their primary language.
- The most common racial backgrounds of visitors were White (69%) and Asian (31%). Within the Asian racial group, most were Japanese (81%).
- Most visitors (61%) were visiting the park for the first time.
- None percent of visitor groups reported that at least one group member had spent time in a War Relocation Center.
- Forty-five percent of visitors about one hour visiting Manzanar, 43% stayed two hours, and 11% visited for

- three or more hours.
- Fifty-six percent of groups stayed overnight away from home in the Manzanar/Owens Valley area. Of this group, 42% stayed one night and 24% stayed two nights.
- Most visitor groups (76%) obtained information about Manzanar National Historic Site prior to their visit. The most common sources of this information included highway signs (52%), friends/relatives/work of mouth (50%), previous visits (42%), newspaper/magazine articles (32%), video/TV/radio programs (22%), maps/brochures (19%), travel guides/tour books (17%), and NPS park website (13%).
- Of the information visitor groups receives, thirty-seven percent said they received all the information they needed prior to their visit, 38% stated they received some of the needed information, and 25% indicated they received no information prior to visiting.
- For future visits, sixty-one percent of visitors said they would prefer to use the park website as their source of information.
- Only 45% of visitors indicated they were aware that the park was managed by the National Park Service.
- Primary reasons for visiting the area included: driving through (42%) and recreation (39%). Only nine percent of visitors stated that visiting Manzanar National Historic Site was their primary reason for coming to the area. However, 52% of visitors said that visiting Manzanar was one of several destinations during their trip.
- Park sites visited included: interpretive center (93%), cemetery (53%), rock garden in Block 34 (24%), Rock garden in Block 12 (21%), hospital area (21%), historic orchards (20%), historic administrative area (18%), stone sentry posts (17%), and the demonstration block (10%).
- The most important resources/qualities to protect included archives/museum collections (96%), cemetery (93%), historic structures (90%), rock gardens (76%), historic orchards (69%), and roads (68%).
- The topics that visitors most often learned about included War Relocation Centers (97%), Japanese American culture (84%), and World War II history (75%). Few people learned anything about Owens Valley Paiute life.
- Fifty-two percent of visitor groups stated that the park was underdeveloped, while 47% said that the level of development was about right. The most frequent comments regarding additional development included: reconstruct/restore buildings, restore gardens, and provide more/improved informational signs.
- When asked the ways they would prefer to learn about the park on a future visit, most groups indicated outdoor exhibits (81%), self-guided tours (74%), indoor exhibits (70%), audiovisual programs (64%), printed materials (58%), ranger-led programs (54%), roving rangers (54%), internet websites (38%), and children's programs (19%).



# RECOMMENDATIONS

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*Recommendations should constitute the most effective and cost efficient means of achieving desired outcomes.*

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The following is a description of program and media recommendations designed to further define, support, and communicate the park's mission, purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources; the site and its stories.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, and define the parameters within which these creative energies can flow.

## **Marketing and Outreach**

As a relatively new unit of the National Park System, many people are still unaware of the park's existence. In fact, many people, especially in the eastern United States, have little or no knowledge of Japanese American relocation during World War II.

The park will continue to enhance its web site, especially the in-depth material, in order to reach larger and more diverse audiences. This should include the continued development of the park's education program materials for use by students throughout the nation via the internet.

Links or references to other sites, museums, and programs that deal with or touch upon elements of the Japanese American experience, or even the broader related issues of civil rights and democracy, should be explored and developed. A direct link with the cooperating association website will allow people to purchase theme-related materials before and/or after their visit.

In making improvements to the in-depth web material, it is important that the front page become a portal directly to all of the online content. Access to specific content should be as simple and intuitive as possible. This means that a virtual visitor should be able to gain access to any documents, images, or information within two clicks or fewer. Content should be arranged in a thematic and consistent manner. Developing an interface that allows a visitor easy access to all content available is essential for those looking for specific information and are not just "surfers."

Children are no strangers to the World Wide Web, and they potentially can account for much of the online visitation to parks. It is important that children feel connected to the park even though they may not be able to visit in person. The park should explore the development of both virtual and interactive activities to help children make meaningful connections with the park resources and themes.

The park staff needs to alert major national and international tourism publishers (i.e. AAA, Rand McNally, etc.) of the fact that Manzanar is a relatively new unit of the National Park System and should be included in their marketing media.

The following recommendations will help to better promote the park on regional and local levels and potentially result in visitors being able to spend more time at the site:

- Develop and distribute rack cards to area tourism and service providers. Rack cards are inexpensive to produce, and with an initial professional design, they can effectively compete with other items commonly found in displays of area attractions.
- Remain an active partner in the development of Manzanar-related media for the new Lone Pine Interagency Visitor Center.
- Explore the development of programs or short spots for broadcasting on radio and cable free channels. This can reach many area residents as well as people staying in area motels or B&B's.
- Continue developing and presenting programs about Manzanar to area groups and organizations, including articles in local newspapers, etc.
- Capitalize on regional special events (such as the Lone Pine Film Festival, or California Indian Day) as opportunities to inform attendees about the park.
- Assist local restaurants in developing items such as table tents to introduce patrons to Manzanar.
- Experiment with various types of informational and interpretive messages on the Travelers Information Station (TIS), a low-watt radio broadcasting system designed to reach motorists as they approach the park on U.S. Highway 395.
- Work with local and regional tourism agencies to ensure

that accurate and up-to-date information is provided at information centers and through various publications.

- Develop outreach programs to local and regional schools, and participate in area tourism shows and activities.

## On-Arrival

The GMP proposes moving the park entrance closer to the interpretive center; however, this is contingent on completion of the proposed improvements to U.S. Highway 395. This change would make the visitor center the first stop for visitors entering the park, and reduce or eliminate current confusion regarding the historic resources near the historic entrance to the camp.

Signs will be professionally designed to clearly identify the interpretive center but still respect the historic character of the building.

An orientation wayside exhibit kiosk is proposed along the pedestrian approach to the interpretive center. This upright multi-paneled exhibit will help set up the visitor experience before people get inside the building. It also will benefit visitors who arrive when the interpretive center is not open. Specifically, the exhibit will provide an introduction to the historic scene, give visitors a sense of place, display relevant safety and resource protection messages, and present (through a bulletin case) changeable information regarding such things as hours of operation, current activities, rules & regulations, safety messages, etc.

The wayside exhibit kiosk also would call attention to the demonstration block, and suggest that visitors can go there before or after entering the visitor center, or even when the center is closed. Upon entering the visitor center



*Historic guard stations*

visitors encounter a staffed information desk in the lobby/bookstore area. Since the visitor center has been open for almost a year at this writing, and since the information desk seems to be handling current visitor needs, no physical changes are proposed in this document.

It is suggested that the park periodically review the official park brochure, various site bulletins, and self-guiding trail publications for needed updates. Several new self-guiding publications are proposed in other sections of this document, and should be added to the park and/or cooperating association publications program. All new or updated items should be added to the changeable display of free literature so that visitors know what is available.

A changeable exhibit case will provide the ability to feature various artifacts and elements of specific interpretive themes.

#### Interpretive Center

As stated earlier, the visitor center media is quite new. It appears to adequately accommodate current visitor use, and the displays and programs have received many rave reviews and comments. Consequently, no major changes to the visitor center media are proposed in this long-range interpretive plan.

Park staff should continue to occasionally monitor visitors in the center to assess how well specific media are working. This can be as simple as timing how long individuals remain at a specific exhibit and gauging that against an average of how long it takes staff members to read an entire section of text. If feasible, more sophisticated evaluation devices could be developed in partnership with others.

Once the demonstration block is developed, it will be important to make it easier for visitors to find the historic front door of the building. For people inside the visitor center, the historic front door will provide the most direct access to the Demonstration Block. This route will create an opportunity for visitors to become more immersed into the historic scene without needing to go back through the main entrance.

#### Demonstration Block

The demonstration block will be developed to help visitors understand and visualize what a typical relocation camp block looked like and how it functioned. The relocated or reconstructed buildings will be visible from the visitor center parking lot and from the historic front entrance to the auditorium (visitor center), and the route to the block will be clearly identified from either direction. A low-profile wayside exhibit (visible from either approach) will provide overall orientation to the demonstration block.

The current goal is to have a relocated or reconstructed mess hall (already on-site), one or two barracks buildings, and a latrine structure on the site. It is hoped that other block structures could be added over time. All of the un-replaced buildings will be delineated, possibly with corner pier blocks, steps, or other means to convey their number and size. Still other buildings could be partially reconstructed (i.e. with just the floor or the framework shell) to illustrate the methods of construction and the evolution/growth of the camp.

A series of low-profile wayside exhibits (see wayside exhibit section) will interpret the various structures, illustrate and describe



*Manzanar Street Scene  
Library of Congress Photo*

their functions, and give visitors a sense of the living conditions and social atmosphere of life in the block. Other wayside exhibits (probably among the first ones visitors encounter upon entering the block) will orient visitors to the block, clarify its purpose, relate that this is a reconstruction, instruct visitors on how to “read” the block, and show Block 14’s evolution in context with the rest of the camp.

Another wayside will interpret the South Firebreak, its importance in the overall design of the camp, and some of the adaptive uses made of this particular firebreak by the internees (i.e. tennis, basketball, and volleyball courts, gardens, and as a place for other social activities).

The main room of the mess hall would be furnished with reproduced items. On entering, visitors will experience the size of the space and aspects of some of the atmosphere and functions of the building. The use of historic photos and photomurals might help interpret some of these elements. Another option would be the use of flip books of photos that visitors

could look at while sitting at one of the tables. Some exhibit cases, if appropriate, could be installed, perhaps in an adjacent room (i.e. the kitchen), but every effort would be made to retain the openness of the main area.

The large open space and reproduced furnishings also could function as a multi-purpose room for special interpretive presentations and/or education program activities.

At least one of the reconstructed or relocated barracks buildings will be open to visitors; however, unless grant funding is procured, this plan does not propose furnishing any of the apartments. Rather, historic photos (some perhaps shown as photo murals) and some appropriate quotes would illustrate a variety of living conditions in the camp—including hardships endured, the crowding, and what some people were able to do to make the best of their situation. At least one apartment would remain empty for use in interpretive and educational programs.

If a grant is secured, then furnishing various apartments to different time

periods of occupation would be considered.

It is proposed that none of the buildings in the demonstration block be staffed on a regular basis, although rangers would be scheduled to rove the site. This is an important factor in the planning and design of exhibits in these spaces.

### Tour Road

This long-range interpretive plan supports the recommendation in the park's Cultural Landscape Plan to have visitors follow the loop tour road from the visitor center in a counterclockwise direction. This offers a better opportunity to interpret the camp chronologically.

In experiencing the Manzanar site, visitors should have opportunities to discover things on their own, to find places for personal reflection and contemplation, and to interact with resources without the sometimes intrusive nature of interpretive media. For some, Manzanar is a profoundly spiritual site and its interpretive development must be carefully planned to retain this unique character of the site. Some areas are, or will be, extensively interpreted while others will have little or no interpretation.:

- Interpretive Center Area (a multi-experience area): Museum exhibits, audiovisual presentations, audio programs, wayside exhibits, and site publications.
- Demonstration Area (Concentrated emergence experience): Reconstructed or relocated historic structures, site-specific exhibits, audio programs, wayside exhibits, and self-guiding publications.
- Auto Tour Route (site-specific experiences): Wayside exhibits, audio

programs, and self-guiding publications.

- Interior and Boundary Areas (discovery and solitude experiences): self-guiding publications, site-identification signs, and no media at all. Selected sites, such as the Children's Village, may have wayside exhibits.

The tour road area also presents visitors with the multiple layers of history associated with Manzanar. In addition to experiencing and learning about sites related to the internment camp, visitors would discover resources related to American Indian uses of the area and of the early ranching and farming history.

Care should be taken in attempting to combine the layered stories in one interpretive medium (i.e. a wayside exhibit). The landscape or event that occurred at a given site should drive the content of the interpretation. In instances where multiple stories intertwine at a specific site, the layered approach may be appropriate. For example, in Block 33, Owens Valley farmers (who predated the internment camp) planted fruit trees that were later lovingly restored and cared for by the internees. However, at sites where such site-specific connections cannot be made, forcing a layered-theme approach will dilute the interpretation and possibly confuse visitors about a site's significance.

A number of sites off the tour road offer the potential for short self-guiding interpretive walks. Specific areas examined by the planning team include the camp administration area, Shepherd Ranch, the Manzanar town site, and a Merritt Park/orchard route. Although one or more wayside exhibits might interpret features



Tour road



Garden: Block 22

near or visible from the tour road, a self-guiding tour publication would guide visitors further into the resource. Some form of identifying stops along the route (i.e. numbered stakes) will need to be determined. Sufficient parking also would need to be provided at these sites.

The self-guiding tour publications would be available at the visitor center and possibly at a trailhead dispenser. Dispensers require regular maintenance to ensure that they are well stocked at all times. As stated earlier, these publications should be added to the park and/or cooperating association publications program, and prominently displayed at the visitor center. Decisions on the number of specific places for self-guiding tour publications should be made in concert with decisions regarding the visitor experience zones proposed above.

Some of the “discovery” sites could be interpreted through the use of one page site bulletins. The site bulletins would help visitors find the site (perhaps via a map), provide an interpretive narrative about it, and possibly include historic photos or graphics. Some of the sites considered for this means of interpretation include Merritt Park, the Block 22 garden, the reservoir, etc. The site bulletins also would be added to the display of free literature in the visitor center.

Other means of interpreting sites along the tour road include the development of:

- an audio tour.
- an inexpensive guide book that would supplement the site-specific wayside exhibits
- a more comprehensive guide book with more images for an in-depth tour

All of these items would be prominently displayed in the cooperating association sales

area. Care should be taken to ensure that all selected interpretive media are developed in concert to avoid competing messages and information overload for visitors.

Other tour road site recommendations include:

- Explore the potential of restoring one of the Japanese ornamental gardens, such as the one in Block 34, but it may not be feasible or desirable to make it functional (i.e. add plants and water).
- Establish parking spaces at the camp administrative area (after the new park entrance is created) to encourage visitors to walk around.
- Explore the potential of acquiring a former administration building and relocating it to its original site.
- Develop a parking area with a wayside exhibit set back from the camp cemetery to encourage visitors to walk rather than drive around it.
- Leave the baseball field stabilized but un-restored. Illustrations and text on the proposed wayside exhibit can adequately enable people to visualize the historic use of this site.

### Guard Tower

The GMP proposes the reconstruction of Guard Tower 8 on or near its original location. The tower will become a prominent visual attraction along U.S. 395 and further identify the site as a former internment camp.

The tower will be interpreted by a wayside exhibit near the base and one along the access trail. One of the more compelling views will be with the mountains in the background.



Administration area



Guard Tower

The park also will need to deal with the expectations by some visitors that they will be able to walk over to the tower and to climb it. Visitors should learn early on that climbing the tower is not permitted, but that access to a point near the base is provided along the historic road grid.

### **Wayside Exhibits**

Wayside exhibits are mentioned in other sections of this document, but since they constitute a significant segment of the media recommendations, waysides are discussed separately (and in some cases repeated) here.

Waysides are typically thought of as part of a park's built environment—a front country medium, not a backcountry medium. This is because wayside exhibits can be intrusive; too many of them can litter the landscape; so they should be placed sparingly. They can conflict with a visitor's opportunity to discover a place, to wander and have a sense of solitude without modern human encumbrances. Therefore, it is proposed that the park develop the visitor experience zones as described in the Tour Road section of this plan, and that wayside exhibits be excluded from the areas zoned primarily for discovery and solitude experiences.

Two types of wayside exhibits are proposed. Informational wayside exhibits are generally in an upright format and are located near entrances or trailheads. They provide information about the upcoming experience and often include safety and other regulatory material. Interpretive wayside exhibits generally sit low and at an angle to the ground (often referred to as "low-profile"). Using text and graphics, these exhibits interpret elements of the landscape,

sometimes showing what a site looked like at various points in time.

The following list of wayside exhibits, locations, and base styles are initially proposed. These sites were selected where the "need to know" intersected with the need to explain. Each site was evaluated during the LRIP planning process for its site specific values and for the potential availability of supporting graphic materials. At some future date a more in-depth assessment of these wayside exhibits sites, from which a detailed Wayside Exhibit Proposal can be prepared, should be completed. At this point, minor or significant changes to the following list may occur. The future proposal document will determine the purpose for each exhibit, identify graphics available for use, produce thumbnail design concept drawings, and determine exact exhibit sizes, base styles, and locations for each exhibit.

	<b>Exhibit Subject</b>	<b>Location</b>	<b>Base Style</b>
1	Manzanar Orientation-the Camp	Interpretive Center Area	Upright (Kiosk)
2	Manzanar Orientation-the Place	Interpretive Center Area	Upright (Kiosk)
3	Bulletin Case	Interpretive Center Area	Upright (Kiosk)
4	Auditorium & High School	Interpretive Center Area	Low Profile
5	Demonstration Block Orientation	Interpretive Center Area	Low Profile
6	South Firebreak-Recreation	South Firebreak	Low Profile
7	Reading a Block	Block 14	Low Profile
8	Block Construction & Evolution	Block 14	Low Profile
9	Latrine Building	Block 14	Low Profile
10	Laundry & Ironing Building	Block 14	Low Profile
11	Mess & Recreation Halls	Block 14	Low Profile
12	Barracks Building	Block 14	Low Profile
13	Guard Tower #8	Near Tower Site	Low Profile
14	Baseball Field	North Firebreak	Low Profile
15	Manzanar Town Site	Near Blocks 30 & 31	Low Profile
16	Historic Indian Use	Near Block 31	Low Profile
17	Shepherd Ranch	Entrance to Ranch	Low Profile
18	Orchards	Block 33	Low Profile
19	Merritt Park*	Block 33	Low Profile
20	Victory Gardens	Near Block 24 or 34	Low Profile
21	Ornamental Garden	Block 34	Low Profile
22	Hospital	Hospital	Low Profile
23	Children's Village	North Firebreak	Low Profile
24	Cemetery	Cemetery	Low Profile
25	Bair's Creek Golf Course	Block 6	Low Profile
26	Kendo & Judo Dojos	Between Blocks 10 & 11	Low Profile
27	Cultures in Conflict (Compare & contrast Bainbridge & Terminal Islands)	Blocks 9 & 10	Low Profile
28	Net Factory	Net Factory	Low Profile
29	Administrative Operations	Administrative Section	Low Profile
30	Administrative Staff & Families	Administrative Section	Low Profile
31	Military & Internal Police	Police Station	Low Profile
32	Manzanar Revolt	Police Station	Low Profile
33	Main Street	Block 1	Low Profile

## Education Program

Future growth of the park education program is primarily contingent on having a full-time education specialist on staff (see Staffing section). This would allow the park to:

- continue to expand the number and variety of curriculum-based programs.
- reach broader, possibly worldwide audiences (many of which are basically unfamiliar with the story) with teacher materials related to Manzanar.
- increase the number of visits to schools.
- offer teacher training workshops at the park to enable schools to make the best use of park resources and pre and post-visit materials.
- explore ways to expand use of oral histories in the program.
- create better communication and coordination with other organizations that preserve sites and/or interpret aspects of the Japanese American experience during World War II.

In addition to the programs already in place, the mess hall in the Demonstration Block has potential for use by education groups visiting the park. The atmosphere of the mess hall and other structures in the Demonstration Block will allow students to visualize and experience elements of life in the camp.

Strengthening and expanding partnerships will be critical for the growth of the education program. Continued participation of professional educators will be essential in the development and testing of all programs to ensure that activities are curriculum-based, appropriate to targeted grade levels,

and meet the needs of individual schools and school districts. The education programs also should be designed to communicate the primary interpretive themes and address appropriate visitor experience goals.

Education materials developed for the program may also have value for home-schooled students and schools that may never be able to visit the area. Many of these materials could be placed on the park web site. Some items could be offered as free downloads. Other materials could be provided for sale on-site or on-line through the cooperating association, or offered free to those who participate in teacher workshops.

## Personal Services

A variety of personal services activities will continue to be an essential component of the overall interpretive for Manzanar National Historic Site. These programs have the unparalleled advantage of being inspiring, versatile, alive, and tailored to the needs of individuals and groups. An interpretive staff presence helps with the protection of fragile resources. Interpreters, whether behind an information desk, roving, leading a tour, giving a talk, or conducting a demonstration, are the best interactive tool in enabling visitors to experience, understand, appreciate, and make personal connections with resources.

Since the opening of the new visitor center, there has been a marked decline in the number of visitors attending guided tours of one hour or more in duration. Because personal service interpretive programs are easy to change, even on relatively short notice, activities can be tested and evaluated on a regular basis to alter or discontinue those that are not effective, and

validate or improve those that are successful. In this regard, the park and park partners are encouraged to continue experimenting with a variety of programs (i.e. topics/themes addressed, duration, intended audiences, time of day, seasonality, etc) and changing them as needed.

The development of the Demonstration Block will offer many new opportunities for personal services activities.

The park will continue its docent program with an emphasis on recruiting people with personal ties to the site's multi-layered history. The goal would be to have these people interpret aspects of the site from their perspectives and through their experiences. The participants could be asked to contribute time once or twice a year (or even more often if feasible) by giving talks, guided tours, or demonstrations capitalizing on individual skills, knowledge, and experiences.

It will be important to continue hosting special events at the site such as annual pilgrimage and talks by those who are part of the site's history. The park, in cooperation with area schools, colleges, and other park partners also should explore the creation of additional special events and activities. Some examples might include:

- Artist/photography shows and workshops
- Presentations by researchers
- Special days/weekends for college students and/or other groups
- Exhibits, programs, guest speakers, etc. on a variety of social issues and topics such as freedom, democracy, civil rights, discrimination, defense, homeland security, etc. as the may relate to the site's history and connections to the present.

## Special Populations

Provisions will be made to accommodate the needs of special populations who visit Manzanar National Historic Site. Special populations are identified as those with sight, hearing, learning, and mobility impairments; visitors who do not speak English; and the elderly and young children.

Public Law 90-480, the Architectural Barriers Act, and the Americans with Disabilities Act of 1990 establish standards for physical access. Other regulations, laws, and standards include Sections 504 and 508 of the Rehabilitation Act of 1973, Director's Orders No. 42, and the Accessibility for Visitors with Disabilities in National Park Service Programs, Facilities, and Services. All newly constructed facilities, as a matter of course, will be designed for accessibility for physically disabled visitors and employees. For this plan it would include providing access to buildings, pathways, and media in the Demonstration Block, wayside exhibit locations near the visitor center and along the tour road, and on one or more of the proposed self-guiding interpretive trails.

Every effort will be made to provide full access to interpretive media and programs to ensure that people with physical and mental disabilities, as well as people who do not speak or understand English, have access to the same information necessary for a safe and meaningful visit to Manzanar National Historic Site. All new interpretive media will follow the standards for accessibility as described in the NPS, June 1999 Programmatic Accessibility Guidelines for Interpretive Media. These guidelines (see Appendix) will be consulted by park staff and media developers during the planning and design of new interpretive media.

## Staffing and Training

### Staffing

Manzanar National Historic Site requires year-round interpretive support consisting of personal and non-personal services on- and off-site. Interpreters are needed to:

- Manage, coordinate, and staff the Manzanar NHS Interpretive Center year-round
  - Present competent conducted talks, walks, and/or demonstrations year-round for park visitors. Programs are generally offered 3-5 days per week from April through October, with public programs on weekends and holidays November through March. School programs and group tours are offered upon request year-round.
  - Develop, manage and coordinate the park’s curriculum-based education programs
  - Write, edit, design, and produce park publications
  - Write, edit, design, and produce indoor and outdoor exhibits
  - Design, manage, and maintain the park’s website
  - Manage the park’s volunteer program
- Provide a liaison with the park’s cooperating association, Manzanar History Association (MHA)
  - Manage and maintain the park’s museum collections housed at Manzanar, Death Valley, and Western Archeological and Conservation Center in accordance with NPS standards and meeting GPRG goals.
  - Manage and maintain the park’s extensive library, archive, and photographic collections.
  - Manage and maintain the park’s audiovisual equipment for seven audiovisual programs.
  - Coordinate special events and initiatives on- and off-site, including extensive outreach to the Japanese American community.
  - Meet media needs through review of articles and publications, on-site tours and talks, interviews, and publication of articles to provide communities with current park news, serving as the park’s Public Information Office.

The following table summarizes existing staff levels and additional staffing requirements needed to fully implement the recommendations of this long-range interpretive plan.

POSITION	GS GRADE	APPT. TYPE	WORK SCHEDULE	EXISTING FTE	NEW FTE	TOTAL FTE
Supervisory Park Ranger	11/12	Permanent	Full Time	1	0	1
Park Ranger	5/7/9	Permanent	Subject to Furlough	1.8	1.2	3
Park Guide	5	Permanent	Subject to Furlough	1.8	0.2	2
Park Ranger	9	Term	Mixed TOD	0.75	0.25	1
Park Ranger	9	Term	Intermittent	0.25	(0.25)	0
Park Guide	5	Term	Mixed TOD	0.5	0.25	.75
Park Guide	4/5	Seasonal	Full Time	0	1	1
Cultural Resource Mgr.	11	Permanent	Full Time	0	1	1
<b>Total FTE (“Full Time Equivalent = 2080 work hours per year)</b>				<b>6.10</b>	<b>3.90</b>	<b>9.75</b>

**Supervisory Park Ranger (Chief of Interpretation & Cultural Resources Mgmt.)**

GS-025-II/12 Permanent Full Time

Division and park-wide leadership & management, supervision, planning, budget, establish and maintain partnerships, grant writing and administration, outreach to related sites and park partners, interpretation, oral history, exhibit, web, and publication writing & design, Public Information Officer, Manzanar History Association (MHA) liaison.

**Park Ranger (Interpretation)**

GS-025-5/7/9 Permanent Subject to Furlough

provide visitor services, manage volunteer & internship programs, assist with docent program, coordinate education, school outreach, and Junior Ranger programs, develop & present interpretive programs, write, edit and/or design publications, plan and coordinate special events, supervise volunteers and interns, assist with PIO duties & division mgmt.

**Park Ranger (Interpretation)**

GS-025-5/7/9 Permanent Subject to Furlough

provide visitor services, manage museum collection & archives, assist with website expansion/coordination, coordinate programmatic accessibility and audio visual equipment, develop & present interpretive & education programs, write, edit and/or design publications, plan and coordinate special events, supervise volunteers and interns, assist with PIO duties & division mgmt.

**Park Guide**

GS-0090-5 Permanent Subject to Furlough

provide visitor services, respond to information requests, support volunteer & docent programs, present interpretive & education

programs, assist with writing, editing, and designing publications and web pages, coordinate publication management & tracking, assist with special events, statistics tracking & reporting, support PIO duties & division mgmt.

**Park Guide**

GS-0090-5 Permanent Subject to Furlough

provide visitor services, distribute educational materials, support library, collections and archives, assist with education & oral history programs, develop & present interpretive & education programs, assist with writing, editing, and designing publications and web pages, support PIO duties & division mgmt.

**Park Ranger (Interpretation)**

GS-025-9 Term. Mixed Tour of Duty

Coordinate oral history, ID card, and docent programs, assist with outreach efforts, provide visitor services, develop & present interpretive & education programs, write, edit and/or design publications and waysides, supervise volunteers and interns,

**Park Ranger (Interpretation)**

GS-025-9 Term Intermittent

Research and writing, assist with oral history program, provide visitor services, write, edit and/or design publications and wayside exhibits  
Collateral duties currently absorbed within the interpretive division:  
Parkwide VIP (Volunteers-In-Parks) program management  
Interpretive Development Program Certifier (NPS-wide)  
Parkwide Emergency Medical Services (EMT) Coordinator  
Special Use and Filming Permits  
Serving on committees as necessary.

**FUTURE:****Cultural Resources Manager**

GS-II

planning and managing cultural resources programs, projects, and

collections, reporting, compliance, budget requests, agreements, utilize volunteers and service groups for cultural resources projects, contracting for cultural resources projects, liaison with the State Historic Preservation Office and local Tribes.

### **Park Ranger (Seasonal)**

GS-0025-4 or GS-0025-5 Seasonal provide visitor services, distribute educational materials, develop & present interpretive & education programs, support interpretive division projects and programs.. After the wayside exhibit project is complete, the park will not extend the GS-9 Term Intermittent Park Ranger position.

### **Training**

The following goals and objectives describe the Division of Interpretation's commitment to employee training:

- Offer developmental opportunities for park staff to broaden their awareness of park history and issues. Provide opportunities for park employees to learn about and/or improve their ability to articulate the relationships between their work, park goals, and the NPS mission.
- Offer a minimum of one week of training to new employees, seasonal interpreters and volunteers which includes interpretive philosophy, interpretive skills, subject matter knowledge, operations procedures, and an overview of NPS programs, policies, and initiatives.
- Support the Interpretive Development Program curriculum and encourage participation in the interpretive competencies certification program. Evaluate programs against national standards.

- Encourage individual participation in professional development opportunities. Assess employee development needs and provide training opportunities. Maintain a learner-driven and outcome based atmosphere.

In addition to on-going training in interpretive skills and knowledge of the resources, park interpreters and others who serve the visiting public need to keep abreast of current historical research, technologies, programs, and activities. This knowledge needs to relate to park resources, visitor studies, interpretive media, and education. By working across operational division lines, effective and efficient ways to alert and/or involve staff in new or on-going projects and innovations will be explored.

The park also will expand opportunities to offer resource training to non-NPS partners who engage in interpretive, education, and information/orientation activities. Training could be offered through various formats including courses and workshops. Potential trainees could include area educators, volunteers, interagency staff, retired interpreters in the region, tribal members, and others in the region and local communities who offer interpretive and informational services.

### **Research Needs**

The interpretive staff needs to continue working closely with the researchers and others to keep up to date on research activities and results. Resource management specialists should be encouraged to present regular briefings on projects to the entire park staff, especially interpreters. Agency and contract researchers also should be encouraged to produce executive summaries and programs that

translate research results for park staff and the public.

Manzanar National Historic Site needs to learn more about its actual and potential audiences: Who visits? What are their motivations, expectations, and satisfaction levels? What can be done to increase visitor stays and interaction with park resources? Who doesn't visit and why? How do answers to these and other questions vary from season to season?

While some of these questions will be answered through the 2004 Visitor Services Project survey conducted while this plan was underway, other methods may be employed. For example, front-end evaluations would query potential users of programs, facilities, and media before products and activities are developed. This type of research is targeted so that practical use can be made of the results. Formative evaluations would be conducted during conceptual design, and would test inexpensive mockups of interpretive media before fully investing in final products. Summative evaluations are valuable

in helping to determine the effectiveness of final media, facilities, and programs—i.e. whether the intended themes are being communicated, if people actually make use of the information, or if visitor behavior is affected.



*Manzanar Hospital  
Library of Congress Photo*

## SUMMARY OF PRODUCTS AND ACTIONS

The following is a summation of the action items and products proposed in this long-range interpretive plan. Each of these items is described in greater detail in the narrative sections of the document. This list is designed to help develop the implementation schedule, annual and long-term priorities, assign responsibilities, and develop cost estimates.

It must be emphasized that the following list deals specifically with actions and products for media and programs related directly to information, orientation, interpretation, and education. Although new, restored, or relocated facilities are proposed or referenced, actions related to these structures will need to be developed in greater detail during specific planning, design, and construction processes. Staffing requirements to implement the following actions are identified separately in the Staffing section.

### Parkwide

Develop and implement a parkwide wayside exhibit proposal and plan. Conduct a cooperating association Scope of Sales study.

Update the official park brochure and other park-produced literature (ongoing).

Evaluate overall sign system on a regular basis.

Develop better communication and coordination with other organizations that interpret aspects of the Japanese American experience.

Enhance/expand the park web site (ongoing)

### Marketing and Outreach

- Secure entry into major tourism publications.

- Develop a park rack card.
- Remain an active partner with Eastern California Museum, the Lone Pine Interagency Visitor Center, and develop new partnerships with entities such as the Lone Pine Film Museum (ongoing).
- Work with area newspapers, radio stations, and cable free television channels to explore marketing program promotion opportunities.
- Present a variety of programs to area groups and organizations (ongoing).
- Develop strategies to capitalize on regional special events.
- Work with local restaurants to develop ways of introducing patrons to the park.
- Work with tourism agencies to ensure accurate, up-to-date park information is provided.
- Work with the Coalition for Unified Recreation in the Eastern Sierra and area interpretive and tourism groups such as the Eastern sierra Scenia Byway (ongoing).

### Interpretive Center

- Improve directions to the building's historic front door.

### Demonstration Block

- Relocate/reconstruct identified buildings to the site.
- Delineate all block structures.
- Install reproduction furnishings in the mess hall.
- Develop exhibits for the mess hall.

- Develop exhibits for the barracks building.

### **Tour Road**

- Clearly develop and identify a counterclockwise route in concert with recommendations in the Cultural Landscape Plan.
- Establish visitor experience zones.
- Develop self-guiding interpretive trails, literature, and trailhead dispensers.
- Develop safe and adequate parking at key sites and trailheads.
- Develop an audio tour.
- Develop an inexpensive guide book.
- Develop a more in-depth guide book.  
Explore the potential of restoring one of the ornamental gardens.
- Explore the potential of acquiring one of the administration area buildings and relocating it to its original site.
- Develop a set-back parking area at the cemetery to keep vehicles from directly impacting the site.

### **Guard Tower**

- Reconstruct Tower 8.
- Develop access route and viewing points/pullouts.

### **Education Program**

- Expand the number and variety of curriculum-based programs.
- Increase the number of visits to schools.
- Develop and offer teacher training workshops.
- Explore ways to expand use of oral histories in the education program.
- Develop education materials in hard copy and electronic (web-based) formats.

### **Personal Services**

- Develop a docent program emphasizing recruitment of people with personal ties to the site's multi-layered history.
- Expand, in partnership with others, the variety of special events and other interpretive activities (ongoing).

### **Research Needs**

- Develop ways to keep interpretive staff informed of resource management developments, issues, and research (ongoing).
- Learn more about park visitors (ongoing).
- Continue archeological surveys.
- Continue oral history program.

## **IMPLEMENTATION PLAN**

Implementation of the recommendations in this long-range interpretive plan will be phased over the next 10 years, and many will require independent planning and design efforts. Other action items can be implemented immediately, within existing funds and staffing levels.

Changes in staffing, funding, and other unforeseen circumstances can alter priorities, especially when they are long-range or contain a lot of specific detail. Consequently, the following list shows only general phasing priorities. The following list should serve as a guide in developing the annual work program components of the Comprehensive Interpretive Plan.

<b>MANZANAR NHS IMPLEMENTATION PLAN SHORT TERM PRIORITIES ~ 1 to 3 Years</b>			
<b>Project</b>	<b>Priority</b>	<b>Funding</b>	<b>Status</b>
<b>Parkwide</b>			
Develop and implement a parkwide wayside exhibit proposal and plan	High	FY06 Fee Demo	In progress
Conduct a cooperating association Scope of Sales study	Medium		
Update the official park brochure and other park-produced literature	Medium		Ongoing, as needed
Develop better communication and coordination with other organizations that interpret aspects of the Japanese American experience	High	ONPS	Park is working closely with NPS sites and partners to collaborate and communicate
Enhance/expand the park web site	Medium	ONPS	Upgraded website to CMS format, 2006
Evaluate overall sign system on a regular basis	Low	ONPS	As needed
<b>Marketing and Outreach</b>			
Secure entry into major tourism publications	Medium	None	Ongoing
Develop a park rack card	Medium	ONPS	Printed 36K in 2005. Distribution is ongoing.
Remain an active partner with Eastern California Museum and in the Lone Pine Interagency Visitor Center	High	ONPS	Cooperative agreement is in place with ECM. Park provides \$5K/year to IAVC.
Develop new partnerships with entities such as the new Lone Pine Film Museum	Medium	None	Informal collaboration is ongoing. Park will expand efforts.
Work with area newspapers, radio stations, and cable free television channels to explore marketing program promotion opportunities	Medium	None	Ongoing
Present a variety of programs to area groups and organizations	Medium	Travel	Ongoing
Develop strategies to capitalize on regional special events	Medium	Travel	Explore additional opportunities
Work with local restaurants to develop ways of introducing patrons to the park	Medium	Printing	
Install a TIS broadcasting system	High	ONPS	Installed in 2004

Work with tourism agencies to ensure accurate, up-to-date park information is provided	High		Ongoing
Work with CURES (Coalition for Unified Recreation in the Eastern Sierra), area interpretive and tourism groups (Eastern Sierra Scenic Byway).	Medium		Ongoing
<b>Interpretive Center</b>			
Improve visitor access to the west entrance	Medium		
<b>Demonstration Block</b>			
Delineate all block structures	High	ONPS	Signs placed at each bldg. location
Install reproduction furnishings in the mess hall	Medium	FY07 Fee Demo	Bldg. Restoration beginning in 2007.
Develop exhibits for the mess hall	High	FY07 Fee Demo	Exhibit planning in 2007. Exhibit fabrication planned for 2008.
<b>Tour Road</b>			
Clearly develop and identify a counterclockwise route in concert with recommendations in the Cultural Landscape Plan	High		Complete.
Establish visitor experience zones	Medium		
Develop self-guiding interpretive trails, literature, and trailhead dispensers	Medium		Some trail brochures may be developed to complement wayside exhibits.
Develop safe and adequate parking at key sites and trailheads	Medium		Outlined in the CLR.
Develop an audio tour	Medium	Coop. Assoc.	Currently gathering oral history interviews.
Develop an inexpensive guide book	Medium	Coop. Assoc.	
Develop a more in-depth guide book	Medium	Coop. Assoc.	
Explore the potential of restoring one of the ornamental gardens	Low		Implement recommendations of the CLR. Arch. surveys ongoing
Explore the potential of acquiring one of the administration area buildings and relocating it to its original site	Low		May be addressed in the next GMP. Existing Admin. Building on Hay St. in Lone Pine has been documented with HABS photos.

Develop a set-back parking area at the cemetery to keep vehicles from directly impacting the site	Medium		Implement recommendations of the CLR.
<b>Guard Tower</b>			
Reconstruct Tower 8	High	ONPS/Friends of Manzanar	Completed in 2005.
Develop access route and viewing points/pullouts	Medium		
<b>Education Program</b>			
Expand the number and variety of curriculum-based programs	Medium	Grant/ONPS	Extensive companion materials developed for the Feb. 07 Electronic Field Trip
Increase the number of visits to schools	Medium	ONPS	Hosting a major Electronic Field Trip with Ball State Univ. in Feb. 07.
Develop and offer teacher training workshops	Medium	Grant	
Explore ways to expand use of oral histories in the education program	Medium	Grant	
Develop education materials in hard copy and electronic (web-based) formats	High	Grant/ONPS	Underway. Rec'd a \$30K grant in 2006-2007.
<b>Personal Services</b>			
Secure funding for, hire and train seasonal employees.	High	ONPS	May be funded through NPS Centennial Challenge
Enhance Manzanar's existing docent program emphasizing recruitment of people with personal ties to the site's multi-layered history	High	VIP/ONPS	Initiated in 2004. Programs offered twice monthly in summer.
Expand, in partnership with others, the variety of special events and other interpretive activities	Medium	Coop. Assoc, Friends, ONPS	Ongoing. Hosting Gulag exhibit and events in 2007.
<b>Research Needs</b>			
Develop ways to keep interpretive staff informed of resource management developments, issues, and research	High	ONPS	Ongoing
Learn more about park visitors	Medium	VSP	Participated in Visitor Services Project (VSP) Survey in 2004. Joined Visitor Survey Card (VSC) program in 2006 (annual).

Develop partnerships to complete and preserve oral history interviews	High	CCSP, ONPS	Rec'd CCSP grants in 2006 and 2007. Set up formal partnerships with CSU Fullerton and Densho in 2006.
Conduct archeological surveys; provide information to the public	High	Fee Demo	Ongoing

<b>MANZANAR NHS IMPLEMENTATION PLAN MEDIUM TERM PRIORITIES ~ 3 to 5 Years</b>			
<b>Project</b>	<b>Priority</b>	<b>Funding</b>	<b>Status</b>
Update cooperating association Scope of Sales study	Medium		Every 3-5 years
Update the official park brochure and other park-produced literature (ongoing)	Medium		Ongoing, as needed
Develop better communication and coordination with other organizations that interpret aspects of the Japanese American experience	High		Ongoing
Enhance/expand the park web site	Medium	None	Ongoing
<b>Marketing and Outreach</b>			
Remain an active partner with Eastern California Museum and in the Lone Pine	High	ONPS	Ongoing
Interagency Visitor Center and develop new partnerships with entities such as the new Lone Pine Film Museum			
Present a variety of programs to area groups and organizations	Medium		Ongoing
<b>Interpretive Center</b>			
Maintain exhibits and AV in working order	High	Exhibit Cyclic	Ongoing
<b>Demonstration Block</b>			
Relocate/reconstruct identified buildings to the site	High	Fee Demo/ grants	Begin planning process for Demo Block
Develop exhibits for the barracks building	Medium	Fee Demo	Depends on when bldg. is constructed.
<b>Tour Road</b>			
Explore the potential of acquiring one of the administration area buildings and relocating it to its original site	Low		Implement GMP planning process.
<b>Personal Services</b>			
Secure funding for and hire a GS-11 Cultural Resource Management Specialist	High	OFS request for 2009	
Expand, in partnership with others, the variety of special events and other interpretive activities	Medium		Ongoing
<b>Research Needs</b>			
Develop ways to keep interpretive staff informed of resource management developments, issues, and research	High		Ongoing

Learn more about park visitors	Medium		Participate in VSC program annually.
Develop partnerships to complete and preserve oral history interviews	High	ONPS, Fee Demo, grants	Ongoing
Conduct archeological surveys; provide information to the public	High	Fee Demo	Ongoing

<b>MANZANAR NHS IMPLEMENTATION PLAN LONG TERM PRIORITIES ~ 5 to 10 Years</b>			
<b>Project</b>	<b>Priority</b>	<b>Funding</b>	<b>Status</b>
Update cooperating association Scope of Sales study	Medium		Every 3-5 years
Update the official park brochure and other park-produced literature (ongoing)	Medium		Ongoing, as needed
Develop better communication and coordination with other organizations that interpret aspects of the Japanese American experience	High		Ongoing
Enhance/expand the park web site	Medium	None	Ongoing
Evaluate overall sign system on a regular basis	Low	None	As needed
<b>Marketing and Outreach</b>			
Update the park rack card	Medium	ONPS	
Remain an active partner with Eastern California Museum and in the Lone Pine Interagency Visitor Center and develop new partnerships with entities such as the new Lone Pine Film Museum	High	ONPS	Ongoing
Develop strategies to capitalize on regional special events	Medium		
Work with tourism agencies to ensure accurate, up-to-date park information is provided	Medium		Ongoing
<b>Interpretive Center</b>			
Maintain exhibits and AV in working order	High	Exhibit Cyclic	Ongoing
<b>Demonstration Block</b>			
Relocate/reconstruct identified buildings to the site	High	Fee Demo/ grants	Implement/Construct
Produce and install exhibits for the barracks building(s)	High	Fee Demo	Depends on when bldg. is constructed.
<b>Tour Road</b>			
Permanently pave the auto tour road	Medium	Roads	
<b>Education Program</b>			
Update education materials in hard copy and electronic (web-based) formats	Medium	Grants	

<b>Personal Services</b>			
Expand, in partnership with others, the variety of special events and other interpretive activities	Medium		Ongoing
<b>Research Needs</b>			
Develop ways to keep interpretive staff informed of resource management developments, issues, and research	High		Ongoing
Learn more about park visitors	Medium		Participate in VSC program annually. Initiate a formal Visitor Survey Project to update 2004 results.
Develop partnerships to make oral history interviews and other archival resources widely available.	High	ONPS, Fee Demo, grants	Ongoing
Conduct archeological surveys; provide information to the public	High	Fee Demo	Ongoing

## PLANNING TEAM AND CONSULTANTS

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Art Williams, former Manzanar  
resident (son of a WRA employee)  
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Paiute and Manzanar historian  
Robert W. Stengel, former Manzanar  
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Terald Goodwin, Lenbeck family  
member, Manzanar farming  
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Susan Powell, granddaughter  
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community

Marty Powell, Chaffey family  
historian, history teacher

Darrell Kunitomi, son of former  
Manzanar internees

Dennis Otsuji, member of former  
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Terry Lindsay, Exhibit Planner  
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*Mess Hall Line  
Library of Congress Photo*

**Programmatic  
Accessibility Guidelines  
for Interpretive Media**

**Special Populations:  
Programmatic Accessibility  
Guidelines for Interpretive  
Media**

National Park Service  
Harpers Ferry Center

June 1999

Prepared by  
Harpers Ferry Center  
Accessibility Task Force

Contents:  
Statement of Purpose  
Audiovisual Programs  
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## Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless,

the goal is to fully comply with NOS policy:

**“...to provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone.”**

*NPS Special Directive 83-3, Accessibility for Disabled Persons*

## Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

## Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios

outlined in UFAS 4.1.2(18a).

3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible locations, usually between 9" and 48" from the ground and no more than 24" deep.

### **Guidelines Affecting Visitors with Visual Impairments**

Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

### **Guidelines Affecting Visitors with Learning Impairments**

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

## **Exhibits**

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that

thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose; they may incorporate large or unyielding specimens, they may incorporate sensitive artifacts which require special environmental controls; and room décor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing alternate means of communication.

### **Guidelines Affecting Visitors with Mobility Impairments**

Note: **The Americans with Disabilities Act Accessibility Guidelines (ADAAG)** is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed between 36" and 60" from the floor.
2. Artifact Cases:
  - a. Maximum height of floor of artifact case display shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
  - b. Artifact labels should be placed so as to be visible to a person

- within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
  4. Railings/barriers: Railings around any horizontal model or exhibit shall have a maximum height of 36" from the floor.
  5. Information Desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:
    - a. Height from the floor to the top: 28" to 34". (ADAAG 4.32.4)
    - b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide, and 24" deep is recommended.
    - c. Width of top surface of section: at least 36". Additional space must be provided for any equipment such as a cash register.
    - d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
  6. Circulation Space:
    - a. Passageways through exhibits shall be at least 36" wide.
    - b. If an exhibit passageway reaches a dead-end, and area 60" by 78" should be provided at the end for turning around.
  - c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from wall with their leading edges at or below 27" above the floor can protrude any amount.
  - d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)
  - e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
  - f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must allow at least 80" from the floor to the bottom of the sign. (ADAAG 4.4.2)
7. Floors:
    - a. Floors and ramps shall be stable, level, firm, and slip-resistant.
    - b. Changes in levels between  $\frac{1}{4}$ " and  $\frac{1}{2}$ " shall be beveled with a slope no greater than 1:2. Changes in level greater than  $\frac{1}{2}$ " shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)
    - c. Carpet in exhibits shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.
  8. Seating for Interactive Stations/ Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide, and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig. 45)

## Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geologic specimens, cultural items, etc.).
2. Typography: Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:
  - a. Type Size: No type in the exhibit shall be smaller than 24 point.
  - b. Typeface: The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatine, Century, Helvetica, and Universe. (Note: since the development of these guidelines, typefaces NPS Rawlinson and Frutiger should be added.)
  - c. Styles/Spacing: Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
  - d. Line length: Limit the line length for body copy to no more than 45 to 50 characters per line.
  - e. Amount of Text: Each unit of body copy should have a maximum of 45-60 words.
  - f. Margins: Flush left, ragged right margins are easiest to read.
3. Color:
  - a. Type/Background Contrast: Percentage of contrast between the type and the background should be a minimum of 70%.
  - b. Red/Green: Do not use red on green or green on red as the type/background color.
  - c. Do not place body copy on top of graphic images that impair readability.
4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface, and color combinations for labels in an exhibit.
5. Exhibit Lighting:
  - a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.
  - b. Harsh reflections and glare should be avoided.
  - c. The lighting system shall be flexible enough to allow adjustments on-site.
  - d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.
6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs which designate permanent rooms and spaces shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs which provide direction to or information about functional spaces of the building shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

## Guidelines Affecting Visitors with Hearing Impairments

1. Information presented via audio formats will be duplicated in a

visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.

2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

### **Guidelines Affecting Visitors with Learning Impairments**

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
3. Graphic elements shall be used to communicate non-verbally.
4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

### **Historic Furnishings**

Historically refurbished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts, visitors can feel the spaces “come alive” and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematic in many NPS furnished sites because of the

very nature of historic architecture. Buildings were erected with a functional point of view that many times is at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. The exhibit space should be free of architectural barriers, or a method of alternate accommodation should be provided, such as slide programs, video tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1” rise in a 12” run, and conform to UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged, unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for visitors with physical impairments.

## Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as “hands-on” tactile interpretive devices.

## Guidelines Affecting Visitors with Hearing Impairments

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

## Guidelines Affecting Visitors with Learning Impairments

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

## Publications

A variety of publications are offered to visitors, ranging from park brochures which provide an overview and orientation to a park, to more comprehensive handbooks.

Each park brochure should give a brief description of services available to visitors with disabilities, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable “Accessibility Site Bulletin” which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in a park. A template for this site bulletin will be on the Harpers Ferry Center website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum and follow the large-print criteria below.

## Guidelines Affecting Visitors with Mobility Impairments

1. Park brochures, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park brochures and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

## Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:
  - a. Text
    - i. Size: the largest type size appropriate for the format. (preferred main body of text should be 10 point)
    - ii. Leading should be at least

- 20% greater than the font size used.
  - iii. Proportional letterspacing.
  - iv. Main body of text set in caps and lower case.
  - v. Margins are flush left and ragged right.
  - vi. Little or no hyphenation is used at ends of lines.
  - vii. Ink coverage is dense.
  - viii. Underlining does not connect with the letters being underlined.
  - ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended)
  - x. Photographs have a wide range of gray scale variation.
  - xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.
  - xii. No extreme extended or compressed typefaces are used for main text.
  - xiii. Reversal type should be a minimum of 11 point medium or bold sans-serif type.
- b. Paper:
- i. Surface preferred is a matte finish. Dull-coated stock is acceptable.
  - ii. Has sufficient weight to avoid “shoe through” on pages printed on both sides.
2. Large-print version publications
- a. Text
- i. Size: minimum 16 point type.
  - ii. Leading is 16 on 20 point
  - iii. Proportional letterspacing
  - iv. Main body of text set in caps and lower case.
  - v. Margins are flush left and ragged right.
  - vi. Little or no hyphenation is used at ends of lines.
  - vii. Ink coverage is dense.
  - viii. Underlining does not connect with letters being underlined.
- ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- x. Photographs have a wide range of gray scale variation.
- xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.
- xii. No extreme extended or compressed typefaces are used for main text.
- xiii. Sans-serif or simple-serif typefaces.
- xiv. No oblique or italic typefaces
- xv. Maximum of 50 characters (average) per line.
- xvi. No type is printed over other designs.
- xvii. Document has a flexible binding, preferably one that allows the publication to lie flat.
- xviii. Gutter margins are a minimum of 22mm; outside margin smaller, but not less than 13mm
- b. Paper:
- i. Surface is off-white or natural with matte finish.
  - ii. Has sufficient weight to avoid “show-through” on pages printed on both sides.
3. Maps
- a. The less cluttered the map, the more visitors can use it.
  - b. The ultimate is a map that has large print and is tactile.
  - c. Raised line/tactile maps can be developed using digital files and a thermoform machine. Lines are distinguished by lineweight, color, and height. Areas are distinguished by color, height, and texture.
  - d. Digital maps are located on an accessible website.

- e. Same paper guidelines as above.
  - f. Contrast of typeface background is high (70% contrast is recommended).
  - g. Proportional letterspacing.
  - h. Labels set in caps and lower case.
  - i. Map notes are flush left and ragged right.
  - j. Little or no hyphenation is used at ends of lines.
  - k. No extreme extended or compressed typefaces are used for main text.
  - l. Sans-serif or simple-serif typeface.
4. The text contained in the park brochure should also be available on audiocassette, CD and accessible website. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
  5. The official park brochure is available in a word processing format. This could be translated into Braille as needed.

### **Guidelines Affecting Visitors with Hearing Impairments**

Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

### **Guidelines Affecting Visitors with Learning Impairments**

1. The park site bulletin should list any special services available to these visitors.
2. Publications:
  - a. Use language that appropriately describes persons with disabilities
  - b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
  - c. Whenever possible, easy to

- understand graphics will be used to convey ideas, rather than text alone
- d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
- e. Text will be concise and free of long paragraphs and wordy language.

### **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, and bulletin boards, offer special advantages to visitors with disabilities. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site “interpreters,” it should be remembered that the park resources themselves are the primary things visitors come to experience. Good

waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of many interpretive tools which visitors can use to enhance their appreciation of a park.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors, including those in wheelchairs. For standard NPS low-profile units, the recommended height is 30" from the bottom of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28".
3. Trailhead exhibits will include information on trail conditions which affect accessibility.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in the exhibits.

### **Guidelines Affecting Visitors with Visual Impairments**

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include audio tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be

provided to help visually impaired visitors locate exhibits.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Wayside exhibits will communicate visually, and will rely on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

### **Guidelines Affecting Visitors with Learning Impairments**

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.