



Long-Range Interpretive Plan



November 2007

George Washington Carver National Monument

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INTRODUCTION AND BACKGROUND

INTRODUCTION

George Washington Carver National Monument (Monument) is located in Newton County in southwest Missouri and is composed of the tract of land that was the 240-acre farm of Moses Carver. The farm was the birthplace and childhood home of George Washington Carver, the distinguished African American scientist and educator who became known for his work at the Tuskegee Institute.

On July 14, 1943, the bill authorizing the establishment of the Monument passed and became Public Law 148 of the 78th Congress. Congress directed the National Park Service (NPS) to maintain and preserve George Washington Carver's birthplace as a suitable and enduring public memorial in his honor. This was the first time in United States history that a birthplace site was designated as a national monument to someone other than a United States President and the first time a unit of the National Park System was established to honor the contributions of an African American.

While the park was established in 1943, it was not until July 23, 1949, that the District Court of the United States for the Western District of Missouri, Southwestern District, entered a judgment decreeing the title to 210 acres of land to the United States for the purpose of establishing the Monument. Funding to pay for the decree was not authorized by Congress until September of 1950. On June 14, 1951, almost eight years after Public Law 148-78 passed, 210 acres of the original 240-acre Moses Carver farm were turned over to the NPS. In 2004 the remaining 30 acres of the original Moses Carver farm were donated to the George Washington Carver Birthplace District Association (Association) by Mrs. Evelyn Taylor and her late husband W.J. "Bud" Taylor. The Association later donated the land to the National Park Service, making the 240-acre Moses Carver farm property complete.

In September of 1952, the NPS began staffing the Monument, and on July 14, 1953, the park was officially dedicated. The Monument's first visitor center, maintenance building, roads, and residences were constructed as a part of the "Mission 66" project, and were dedicated in July of 1960. Mission 66 was a program to improve park facilities and conditions within the National Park System after World War II. The original visitor center housed a museum, restroom facilities, and administrative offices.

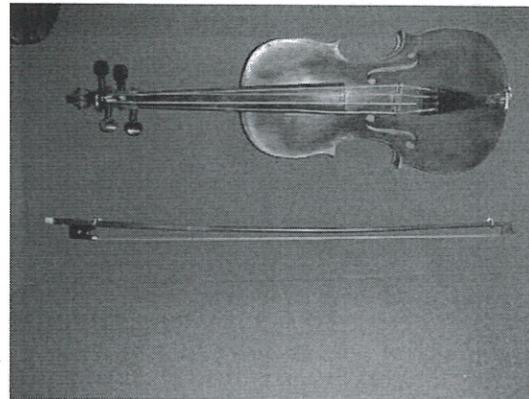
In June 2007 the construction of a newly remodeled and greatly expanded Carver Visitor Center was completed. The original visitor center and comfort station were remodeled and expanded, to a size of more than 18,000 square feet. This multi-level facility houses a formal museum, theater, gift shop, interactive exhibit areas, classrooms, greenhouse, additional restrooms, library, museum



Dedication Ceremony July 14, 1953. A view of the crowd at the morning services of the dedication of the George Washington Carver National Monument.

collection storage facility, future office space, and a large multipurpose area that also serves as a storm shelter.

The Monument's enabling legislation requires the NPS to care for artifacts related to the life of George Washington Carver, the Moses Carver farm, and other patriotic items. The original storage area for the Monument's museum collection was in the maintenance facility. Due to conflicting uses and threats to the collection from insects, moisture, and storage limitations the collection was moved in 1999 to one of the four remaining Monument apartments. With the completion of the Carver Visitor Center in 2007 the collection was moved into the new collection storage facility.



Moses Carver's violin is part of the Monument's collection

The current landscape of the Monument is a combined setting of fields, woodlands, streams, riparian corridors, and the manicured lawns and gardens surrounding the Carver Visitor Center and administrative facilities. A prairie ecosystem was established in fields that were previously farmed, although active prairie restoration has not been occurring in the past ten years.

PLANNING BACKGROUND

This Long-Range Interpretive Plan (LRIP) is based on the Monument's enabling legislation and mission. Using the Monument's mission, purpose and significance statements, primary interpretive themes and visitor experience goals, this plan articulates the vision for the Monument's interpretive and educational future and recommends the interpretive media and programs best suited for meeting visitor needs, achieving management goals, and telling the story of George Washington Carver.

The LRIP has been developed through cooperation with interested stakeholders, including the George Washington Carver Birthplace District Association, general public, and numerous NPS personnel. The LRIP sets the interpretive tone and direction for the Monument during the next seven to ten years. It is designed to create a foundation upon which the Monument's interpretive and educational programs will meet the needs of visitors and the mission of the Monument and NPS for present and future generations.

The Monument's Interpretive Division began the LRIP planning process in August of 1996. This is the Monument's first LRIP. While LRIPs are conceptual plans and do not require public participation, the Monument recognizes that the success of this plan is dependent on the participation of a broad cross-section of the general public and community leaders. To this end, several workshops were convened that included participation from primary, secondary, and higher education professionals; tourism

industry professionals; various business professionals; architects and engineers; resource management professionals; and many other individuals. Without their dedication and tremendous support, this LRIP would not have been possible.

More than ten years of planning and gathering information has taken place. The scope and direction have shifted as a result of the completion of several projects and formation of new partnerships. The LRIP reflects the unique needs and structure of the Monument and provides a vision for the future.

This plan is designed to complement and expound on the interpretive and educational functions outlined in The George Washington Carver National Monument General Management Plan (GMP), which was completed and approved on June 14, 1997. The GMP serves as a guide for the management and care of the Monument for about ten to fifteen years after its approval. As such, the GMP forms the basis for all other Monument plans and management, including the creation of the LRIP.

The following GMP Management Objectives were identified for interpretive and educational programming:

- Expand and modify existing interpretive programs to provide for a greater understanding of George Washington Carver.
- Expand knowledge of the park nationwide.
- Preserve the agrarian setting.
- Manage the park's resources so they can be used to help interpret how the boyhood farm and surrounding area influenced Carver as an adult.
- Develop an area for the collection, storage, preservation, and management of artifacts.
- Encourage the public to develop a deep understanding of Carver's achievements and services to humanity.
- Explain the historical context in which Carver grew up and his efforts to get an education.
- Cooperate with other institutions.

The interpretive and educational programs at George Washington Carver National Monument are designed to provide opportunities for people to forge intellectual and emotional connections to the ideas and meanings inherent to the life and accomplishments of George Washington Carver. This plan establishes an effort to connect all visitors with the legacy of Carver so that they can understand the significance of his contributions to mankind and realize their vital role in ensuring the future of the Monument.



Students participate in an education program at the Carver house

PARK MISSION

The mission of George Washington Carver National Monument is to maintain, preserve, and interpret, in a suitable and enduring manner, the life and legacy of George Washington Carver for the benefit and enjoyment of the people of the United States of America.

PARK PURPOSE

An Act to provide for the establishment of the George Washington Carver National Monument was approved July 14, 1943. (57 Stat. 563) This enabling legislation follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that the Secretary of the Interior is authorized and directed to acquire, on behalf of the United States, by gift or purchase, the site of the birthplace of George Washington Carver, distinguished Negro scientist, located near Diamond, Missouri, together with such additional land or interests in land and any improvements thereon as the Secretary may deem necessary to carry out the purposes of this Act. In the event the Secretary is unable to acquire such property, or any part thereof, at a reasonable price, he is authorized and directed to condemn such property, or any part thereof, in the manner provide by law. (16 U.S.C. sec. 450aa)

Section 2. The property acquired under the provisions of section 1 of this Act shall constitute the George Washington Carver National Monument and shall be a public national memorial to George Washington Carver. The Director of the National Park Service, under the direction of the Secretary of the Interior, shall have the supervision, management, and control of such national monument, and shall maintain and preserve it in a suitable and enduring manner which, in his judgment, will provide for the benefit and enjoyment of the people of the United States. (16 U.S.C. sec. 450aa- 1)

Section 3. The Secretary of the Interior is authorized to - - (1) Maintain, either in an existing structure acquired under the provisions of section 1 of this Act or in a building constructed by him for the purpose, a museum for relics and records pertaining to George Washington Carver, and for other articles of national and patriotic interest, and to accept, on behalf of the United States, for installation in such museum, articles which may be offered as additions to the museum; and (2) Construct roads and mark with monuments, tablets, or otherwise, points of interest within the boundaries of the George Washington Carver National Monument. (16 U.S.C. sec. 450aa- 2)

Section 4. There are authorized to be appropriated such sums not to exceed \$30,000 as may be necessary to carry out the provisions of this Act. (16 U.S.C. 450aa note.)

The 1997 General Management Plan identified the following purpose statements from the Monument's enabling legislation:

- Memorialize the life of George Washington Carver as a distinguished African American, scientist, educator, humanitarian, Christian, artist, and musician.
- Preserve the setting of the Moses Carver farm and birthplace of George Washington Carver.

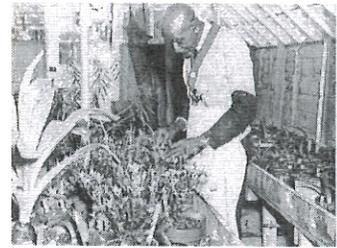
- Interpret the life, accomplishments, and contributions of George Washington Carver, using a museum, wayside exhibits, and other interpretive strategies.

PARK SIGNIFICANCE

The significance of a park is summarized in statements that capture the essence of the park's importance to our natural and cultural heritage. Significance statements describe the distinctiveness or importance of the resource. Knowing the park's significance helps identify primary park interpretive themes, develop desirable visitor experiences, and set resource protection priorities. On October 15, 1966, the Monument was placed on the National Register of Historic Places.

George Washington Carver National Monument is significant for the following reasons:

- The Monument preserves Carver's birthplace and childhood home, where the experiences of his formative years influenced his journey to becoming one of this nation's most distinguished scientists and humanitarians.
- The Monument is the nation's first memorial and unit of the National Park System to commemorate the achievements of an African American.
- The Monument is the first birthplace national monument to an individual other than a United States President.



Carver working with plants

INTERPRETIVE THEMES

Interpretive themes are based on a park's purposes, significance, and primary resources. These themes are often described as key stories or concepts that visitors should consider during and after visiting the park. The themes provide the foundation for all interpretive programs and media developed for the park. They do not include everything the park may interpret, but they do cover those ideas that are critical to visitors' understanding, appreciation, and personal connection to the park's significant resources.

Monument staff, in consultation with a broad array of outside interest groups, developed five primary interpretive themes to communicate the Monument's significance to the public. One of these themes was identified as an overarching theme, crossing over into each of the other four themes. For the purposes of planning, the LRIP team designated this overriding theme as the *Principle Interpretive Theme* and the remaining four themes as *Primary Interpretive themes*. These themes are the key concepts and foundation for all interpretive and educational programs. Monument staff members have identified sub- themes that support the primary interpretive themes. Sub- themes are used to expand upon and clarify each primary interpretive theme. A sub- theme gives guidance for the development of interpretive programming within

each primary interpretive theme. Each sub- theme is supported by Visitor Experience Objectives. For each sub- theme, Monument staff developed possible tangible resources, intangible meanings, and program topics that could be used in the development of interpretive programs and media at the Monument. These are available in Appendix A.

Principle Interpretive Theme:

George Washington Carver's devotion to God, positive character traits, simplistic lifestyle, inquisitive mind, and humanitarian spirit led him to become a role model for success.

Primary Interpretive Themes and Sub-themes:

Primary Theme A: Carver's Life Platform

Born into slavery on a southwest Missouri farm amidst the tumultuous times surrounding the Civil War, George Washington Carver experienced racism, segregation, and other hardships; yet demonstrated an "I Can" attitude throughout his life.

Sub- theme A- 1:

Orphaned as a young slave child and challenged by health ailments, George overcame many hardships.

Visitor Experience Objectives:

- Understand that George Washington Carver was born into slavery on the Carver farm during the Civil War, kidnapped by raiders, and orphaned as a young child
- Forge connections between the institution of slavery, the tragic effect it had on George Washington Carver's first years of life, and its impact on his adult character
- Gain knowledge of the turbulent times, lawlessness, and atmosphere of military occupation in the region during the Civil War era

Sub- theme A- 2:

George experienced racial discrimination, yet succeeded in his quest for an education, developing an "I Can" attitude that carried him throughout his life.

Visitor Experience Objectives:

- Gain an understanding of the struggles faced by African Americans in their pursuit of education and equality, and the rise of anti- black movements during George's life
- Gain an understanding of the racial discrimination that George encountered
- Gain an appreciation for George's ability to overcome obstacles through his quest for an education

- Be inspired by Carver’s determination, seen in his “I Can” philosophy, which helped him overcome obstacles

Sub- theme A- 3:

The cultural environment that George experienced during his formative years provided him skills that proved to be invaluable throughout his life.

Visitor Experience Objectives:

- Gain an understanding of the cultural environment experienced by George in southwest Missouri and limited opportunities for social interaction with others of his own race
- Realize the household skills George acquired during his formative years proved beneficial as he sustained himself while pursuing an education

Primary Theme B – Carver’s Spirituality

George Washington Carver possessed deep Christian beliefs, combining his faith in God with science and crediting Divine revelation for his creative abilities.

Sub- theme B- 1

Carver’s deep Christian faith guided every aspect of his life and work.

Visitor Experience Objectives:

- Understand that George Washington Carver considered his foundation and inspiration in life to be God, exhibiting Christian principles and crediting God for his abilities and successes
- Gain an understanding of Carver’s faith and ability to commune with God, and how this directed the path that he chose in life

Sub- theme B- 2:

Carver viewed science and religion as seamlessly interconnected tools to reveal truth, and credited God as the source of his creative genius.

Visitor Experience Objectives:

- Find that the spiritual aspects of the man shaped everything he did, including serving mankind with science
- George’s race and outward expression of a strong Christian faith and spirituality created numerous challenges for him in a non- spiritual society and profession

Primary Theme C – Carver’s Passion for Art

George Washington Carver possessed the soul of an artist, expressing himself artistically through his work, gaining personal rejuvenation through artistic pursuits, and encouraging others to incorporate beauty into their lives.

Sub- theme C – 1:

George was resourceful and creative in his artistic endeavors - gaining inspiration from the natural environment and deriving a sense of serenity and personal rejuvenation from his creations.

Visitor Experience Objectives:

- Gain an appreciation for Carver’s resourceful and creative use of a variety of materials in his works of art
- Understand that George derived a sense of serenity and personal rejuvenation from artistic expression
- Find that George discovered beauty in nature, gaining inspiration for his own artistic creations
- Forge connections between the natural environment of George’s upbringing, the curiosity and creativity it inspired, and the rejuvenation it provided to him throughout his life

Sub- theme C – 2:

George inspired and encouraged others to pursue their own artistic explorations and incorporate beauty into their daily lives.

Visitor Experience Objectives:

- Find that Carver wanted others to experience beauty in daily life and encouraged front porch plantings and color washes on houses
- Gain an appreciation for George’s ability to inspire and mentor others in their own artistic pursuits

Sub- theme C – 3:

Carver’s expression of himself artistically in everything that he did was evident in his work, his hobbies, and his appreciation of the fine arts.

Visitor Experience Objectives:

- Discover Carver’s many artistic talents and love for fine arts, including vocal and instrumental music, needlework, painting and sketching
- Gain an appreciation for Carver’s ability to incorporate artful expression and his skills as an artist into his work as a scientist and educator

Primary Theme D – Carver’s Life Work and Achievements

George Washington Carver’s life of service led him to become a renowned scientist, educator, humanitarian, and example of interracial cooperation.

Sub- theme D – 1:

Carver’s contributions in a variety of scientific fields led him to receive recognition for numerous accomplishments in science and agriculture.

Visitor Experience Objectives:

- Understand the scope of the work Carver conducted as he taught agriculture students at Tuskegee Institute and how it impacts lives today
- Gain knowledge of Carver's work in the following fields of science: Chemurgy, Agriculture, Botany, Horticulture, Ecology, Plant Pathology, Plant Genetics, Food Nutrition, Bacteriology, and Mycology
- Learn that Carver was one of the first African Americans to appear before the Ways and Means Committee of the U.S. House of Representatives as he lobbied on behalf of a tariff on imported peanuts in 1921
- Learn of the honors, awards, and recognitions bestowed upon Carver for his accomplishments

Sub- theme D – 2:

As an educator and research scientist George Washington Carver led a life of service, carrying out his vision for an economically- rejuvenated South by promoting self-sufficiency and conservation.

Visitor Experience Objectives:

- Find that Carver desired independence and prosperity for the poor farmer, and perpetuated the “Tuskegee Ideal”, Booker T. Washington’s philosophy of bettering the conditions of his race through education and vocational and industrial training
- Realize that, fundamentally, Carver was a conservationist – envisioning all things in nature as useful, thereby influencing him to create hundreds of by-products from farm crops and waste
- Recognize Carver’s efforts in teaching and demonstrating self- sufficiency
- Be inspired by the fact that Carver chose a life of service to mankind
- Learn of Carver’s efforts to improve soil conservation and farming methods, scientific research to support this goal, and his outreach across the South
- From Carver’s childhood, individuals throughout his life inspired and guided him on a journey to find his calling

Sub- theme D –3:

As Carver’s scientific efforts received attention, his growing fame during an era of racial violence provided him increased access to whites and the opportunity to cross racial boundaries in an effort to promote interracial understanding.

Visitor Experience Objectives:

- Discover how the relationships George formed enabled him to cross racial boundaries
- Understand that Carver’s role in promoting interracial understanding was supported by a variety of groups with widely varying views and goals
- Gain an understanding that Carver’s response toward racism was based on the Biblical concept that all were created by God
- Understand that Carver felt blacks should work toward being a free and independent people as a response to racism

- Gain an understanding of the rise of anti- black movements during George’s life
- Gain knowledge of the context of the times, including the relationship between Carver, Booker T. Washington and others at Tuskegee Institute, the role of color and class within the black community, and differing points of view such as accommodationism, radicalism, and militancy expressed by other African American leaders such as Dr. W.E.B. Dubois and Marcus Garvey

THEME VENUES

The following chart indicates the recommended sub- theme presentation platforms/venues and ranks them in order of the preferred venue based on the best opportunity for effective interpretive communications (1 most recommended – 7 least recommended). Spaces that contain no ranking are not recommended for that particular sub- theme.

Sub-Themes	Birthplace Site	Carver Spring	Boy Carver Statue	Williams Pond	Carver House	Woodlands	Carver Cemetery	Prairie	Carver Bust	Carver Trail	Contemplative Loop Trail	Museum	Science Laboratory	Science Discovery Area	History Classroom	History Discovery Area	Humanities Room	Multi-purpose Room	Theater
A-1	1						5		4	2		6			3				7
A-2									2	5	7	6			1	3			4
A-3		2	6		1		4			5		7			3				
B-1									7	3	4	5	1			6			2
B-2									3	6	7	4	1			5			2
C-1			1			2		7		3	6			4				5	
C-2														2				1	
C-3														2				1	
D-1									4			5	1	2		3			6
D-2												4	2	1		3			5
D-3									3			5			2	1			4

Theme Venues Defined:

Carver Bust:

The Carver Bust is located west of the Carver Visitor Center at the end of the Carver Trail and includes an audio feature that plays a recording of Carver reciting the poem “Equipment.” The audio provides for an excellent motivating visitor experience. This venue works best for interpreting Carver’s “I Can” attitude, his rise to fame, and role in promoting interracial understanding.

Birthplace Cabin Site:

The Birthplace Cabin Site is marked with short walls constructed to represent the outline of the site where the slave cabin may have been located. This location works best when used as a stop during a group tour; however, it can also be used as an interpretive location for longer presentations. Appropriate topics for this site include the kidnapping of Mary and George, guerilla warfare, slavery, and the Civil War.

Carver Spring:

This small spring flows intermittently from the hillside below the Birthplace Cabin Site into the Carver Branch. This venue encompasses the observation deck adjacent to the Carver Spring site. This location works best when used as a stop during a group tour; however, it can also be used as an interpretive location for small group presentations. Appropriate topics for this site include George's childhood chores, the Carver Spring, Carver Branch, and his secret garden.

Boy Carver Statue:

The Boy Carver Statue was sculpted to represent the curiosity of young Carver and the inspiration he received from the natural environment. This location works best when used as a stop during a group tour; however, it can also be used as an interpretive location for longer presentations. Appropriate topics for this site include George's love of art and nature, and his childhood exploration.

Williams Pond:

The Williams Pond was not present on the farm during Carver's childhood, but still provides an opportunity to inspire curiosity about the natural environment. This location works best when used as a stop during a group tour; however, it can also be used as an interpretive location for longer presentations. Appropriate topics for this site include park ecosystems, environmental education on the aquatic environment, and the Williams spring site.

Carver House:

The 1881 Moses Carver House was not present on the farm during Carver's childhood, but provides a setting for interpreting the agrarian and cultural environment of that time period. It was moved from its original location near the Birthplace Cabin Site to its current location in 1916. Exhibits inside the house interpret the Carver family settling and farming the land, George's childhood, and the NPS restoration of the house. This location works



1881 Moses Carver House

best for interpretive programs and demonstrations relating to the cultural environment that George experienced during his formative years on the Carver farm. Appropriate topics for this site include 1860- 1870s lifestyles, the Carver family, agricultural techniques and history, and Carver's work as an agricultural scientist. This venue is also used as an interpretive stop during group tours.

Woodlands:

Woodlands can be experienced along most of the Carver Trail. This venue works best as an area for peaceful contemplation of the natural environment, forging connections to Carver's childhood, and communing with nature.

Carver Family Cemetery:

The cemetery at the Monument dates to Carver's boyhood. It serves as a cultural and social resource for information about Carver's early years. Many of the people buried in the cemetery were family, neighbors, and people from the community. Moses and Susan Carver are both buried at this site. This venue works best when used as a stop during a group tour; however, it can also be used as an interpretive location for longer presentations. Appropriate topics for this site include the history of the cemetery and significance of the epitaphs and engravings.

Prairie:

The prairie directly west of the Carver Visitor Center provides the most convenient access to the prairie ecosystem for visitors. This location works best when used as a short duration interpretive stop during group tours; however, it can also be used as an interpretive location for longer presentations. Appropriate topics for this site include park ecosystems, the cultural landscape, and the natural environment.

Carver Trail:

The $\frac{3}{4}$ - mile Carver Trail works best for providing a place- based interpretive program on George Washington Carver's childhood, his "I Can" attitude, and the impact his experiences on the Carver farm had on his life's work. This is an important aspect of the curriculum- based programs offered at the monument. This venue also works for self- guided walks.

Contemplative Trail:

The $\frac{1}{4}$ - mile Contemplative Trail was created around the Williams Pond to provide an excellent opportunity for some visitors to leave the main walkway to experience a more serene environment. Carefully placed stone benches provide the opportunity to sit and reflect while enjoying the quiet setting. Stones with quotes by Carver are placed periodically along the path to allow for peaceful contemplation. This venue works best for topics related to Carver's spiritual faith and the humanitarian nature of his work.

Museum:

This venue works best as a self- directed area for viewing the interpretive exhibits; however, it can also be used for short duration and impromptu interpretive talks for small groups.

Science Laboratory:

This venue works best for curriculum- based education programs or formal interpretive programs. When not in use for group presentations, it can also serve as a self- directed activity and exhibit area for visitors. Appropriate program topics and exhibits would emphasize Carver's scientific work.

Science Discovery Area:

This interactive exhibit area works best for self- directed exploration. It is also a scheduled part of educational programs. When not in use by educational groups, this venue provides an opportunity to use the interactive exhibits as the backdrop for interpretive talks. Appropriate program topics can emphasize Carver's scientific work and love of nature.

History Classroom:

This venue works best for curriculum- based education programs or formal interpretive programs. When not in use for group presentations, it can also serve as a self- directed activity and exhibit area for visitors. Appropriate program topics and exhibits would emphasize Carver's quest for an education, his role as a teacher at Tuskegee Institute, and social issues such as slavery and civil rights.

History Discovery Area:

This interactive exhibit area works best for self- directed exploration. It is also a scheduled part of educational programs. When not in use by educational groups, this venue provides an opportunity to use the interactive exhibits as the backdrop for interpretive talks. Appropriate program topics can emphasize social issues in Carver's lifetime and his role as an example of interracial cooperation.

Humanities Room:

This venue works best for curriculum- based education programs or formal interpretive programs. When not in use for group presentations, it can also serve as a self- directed activity and exhibit area for visitors. Appropriate program topics and exhibits would emphasize Carver's love of art.

Multi- Purpose Room:

This location is the best area to accommodate large group activities, special events, and staging for school groups in a climate- controlled environment.

Theater:

This seating area can accommodate groups of up to 55 people. This location works best for audio- visual presentations, but can be used for interpretive

programs or presentations for large groups. Caution should be exercised in order to avoid interfering with regularly scheduled audio visual presentations.

INTERPRETIVE AUDIENCES AND MEDIA

Interpretive audiences at the Monument are varied and the interpretive media that best tells Carver's story varies with the audience. The charts below make selections of the best interpretive media to interpret each Primary Interpretive Theme to the selected audience.

Audience: General Audience

Primary Theme	Audio Visual Presentations	Website	Interactive Exhibits	Static Exhibits	Formal Interpretive Program	Costumed Interpretation	Guided Tours	Educational Programs	Park Brochure	Trail Guide	Site Bulletins	Interpretive Handouts	Wayside Exhibits	CBA Sales Items
A	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B	X	X		X	X		X	X	X	X	X	X		X
C	X	X	X	X	X		X	X	X	X	X	X	X	X
D	X	X	X	X	X		X	X	X	X	X	X		X

Audience: Educational

Primary Theme	Audio Visual Presentations	Website	Interactive Exhibits	Static Exhibits	Formal Interpretive Program	Costumed Interpretation	Guided Tours	Educational Programs	Park Brochure	Trail Guide	Site Bulletins	Interpretive Handouts	Wayside Exhibits	CBA Sales Items
A	X	X	X	X		X		X			X	X		X
B	X	X	X	X				X			X	X		X
C	X	X	X	X				X			X			X
D	X	X	X	X				X			X	X		X

Audience: Non- English Speaking

Primary Theme	Audio Visual Presentations	Website	Interactive Exhibits	Static Exhibits	Formal Interpretive Program	Costumed Interpretation	Guided Tours	Educational Programs	Park Brochure	Trail Guide	Site Bulletins	Interpretive Handouts	Wayside Exhibits	CBA Sales Items
A	X					X			X	X	X			X
B	X								X	X	X			X
C	X								X		X			X
D	X								X		X			X

Audience: People with hearing disabilities

Primary Theme	Audio Visual Presentations	Website	Interactive Exhibits	Static Exhibits	Formal Interpretive Program	Costumed Interpretation	Guided Tours	Educational Programs	Park Brochure	Trail Guide	Site Bulletins	Interpretive Handouts	Wayside Exhibits	CBA Sales Items
A	X	X	X	X		X			X	X	X	X	X	X
B	X	X	X	X					X	X	X	X		X
C	X	X	X	X					X		X			X
D	X	X		X					X		X			X

Audience: People with vision disabilities

Primary Theme	Audio Visual Presentations	Website	Interactive Exhibits	Static Exhibits	Formal Interpretive Program	Costumed Interpretation	Guided Tours	Educational Programs	Park Brochure	Trail Guide	Site Bulletins	Interpretive Handouts	Wayside Exhibits	CBA Sales Items
A	X		X		X	X	X							
B	X				X		X							
C	X		X		X		X							
D	X		X		X		X							

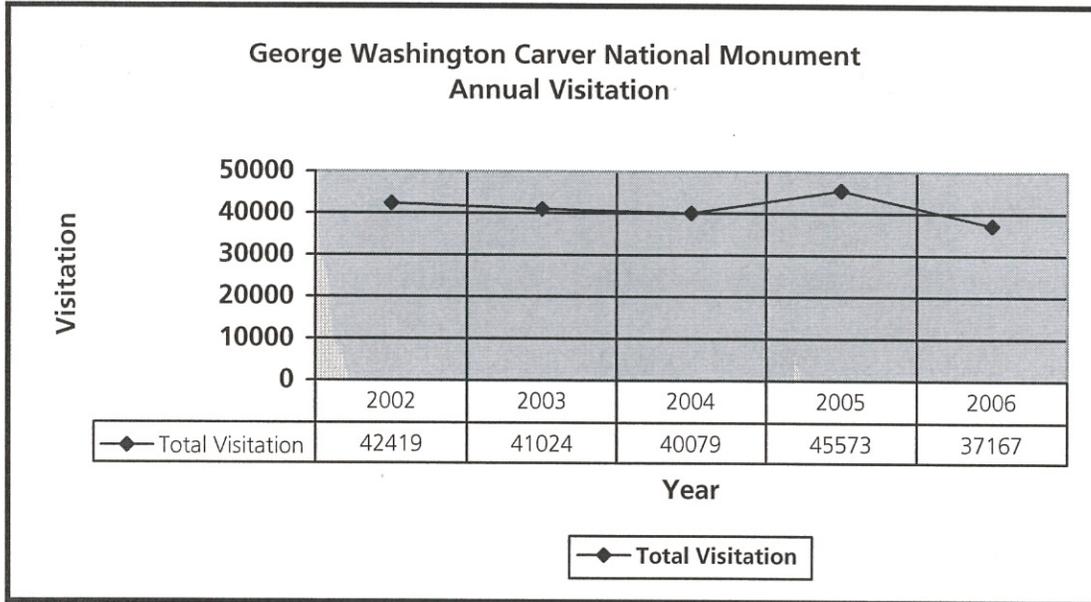
VISITOR EXPERIENCE GOALS

Visitors will have opportunities to:

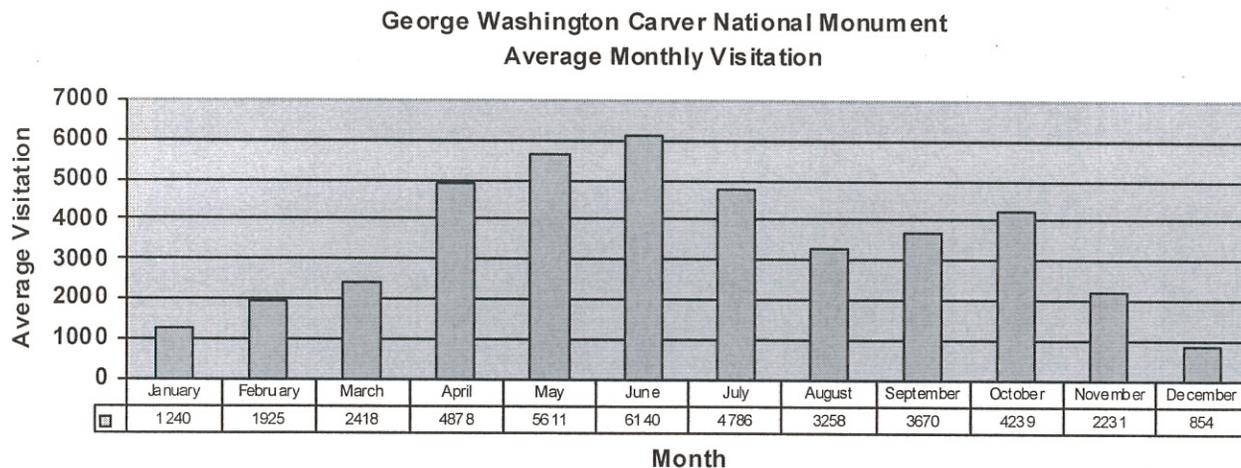
- a. Become knowledgeable about the history, facts, and observations surrounding the life of George Washington Carver.
- b. Grasp a deeper understanding of how the life and work of George Washington Carver impacts lives today.
- c. Connect with human suffering through the racial discrimination George Washington Carver experienced throughout his life.
- d. Embrace Carver's positive character traits and be inspired by his "I Can" philosophy which helped him to overcome countless obstacles.
- e. Be instilled with an understanding of Carver's deep faith in God and his desire to be of service to mankind, realizing Carver was a peaceful and humble man, exhibiting Christian principles and always crediting God for his abilities and successes.
- f. Understand that George Washington Carver believed education was the key to opportunity and success, and that he made it his life's work to educate and motivate his fellow man.
- g. Experience the Monument as a place of peace, reflection, and inspiration.
- h. Understand the Monument's significance and its primary interpretive themes.
- i. Experience the essence of the Monument and develop a sense of appreciation and responsibility that will result in actions to protect, support, and promote the Monument and NPS.
- j. Understand what it would have been like to have lived on the Carver farm as a young, orphaned, black child.

VISITATION AND VISITOR USE

The following chart shows the Monument's total annual visitation from 2002 through 2006. There have been only slight fluctuations in annual visitation in recent history. A noticeable decline in visitation was recorded in 2006, but this negative trend can be attributed to the limited facilities and services that were available at the Monument during the construction of the new Carver Visitor Center.



The following chart reflects the monthly visitation averages from 2002- 2006. Typically, the higher visitation in April, May, September, and October is a result of the increased visitation from educational groups during those months. The typical summer visitation pattern results in high visitation in June and July. The remaining months are typically slower due to undesirable weather conditions and reduced numbers of travelers and educational visits.



Visitor Survey Cards

An annual visitor survey is conducted in units of the National Park System to assist the NPS in complying with the Government Performance and Results Act (GPRA). The survey was developed to measure each park unit's performance related to GPRA Goals IIaI (visitor satisfaction) and IIbI (visitor understanding and appreciation). Visitor Survey Cards are distributed to visitors. Visitors then send their completed Visitor Survey Cards to the University of Idaho where the data is collected and compiled. The survey results reflect visitor satisfaction with the Monument's facilities, services, and recreational opportunities. The survey also measures visitor understanding and appreciation of the Monument's significance, a useful indicator of the success of the interpretive program. The data from this annual survey is expected to be accurate within +/- 6% with 95% confidence.

The following data represents the results of the visitor surveys conducted at the Monument from 2003- 2007:

Visitor Survey Data					
Category	Overall Ratings				
	2003	2004	2005	2006	2007
Visitor Satisfaction	98%	100%	100%	91%	100%
• Recreational Opportunities	93%	96%	96%	95%	99%
• Visitor Services	93%	94%	96%	93%	98%
• Facilities	97%	96%	98%	82%	98%
Visitor Understanding	94%	92%	98%	98%	96%

The following is a selection of visitor comments received during recent surveys:

- One of the best, if not the best we have visited.
- Our group was ages 7- 60 and each one found things to interest them.
- Wonderful walk!
- Top notch staff.
- Excellent use of tax money. Great educational facility.
- Very enjoyable, rich in offerings to visitors.
- The staff in the Discovery Center did a wonderful job with our 4 year old grandson!
- The park personnel were very helpful and truly wanted us to enjoy our stay.
- The tour was quite moving. Our guide was very informative. The park is beautiful.

The following is a selection of visitors' opinions on the significance of the monument:

- The dignity of man. Someone who overcame obstacles to achieve success and be an inspiration to others.
- Shows that education can take a person far – that and determination.
- Learn about our heritage and important people in our past.
- To inspire the best coming out of circumstances – what can be done through faith, dedication, and hard work.
- We benefit from Carver's work. Carver was discriminated against, yet he forgave. He sought to "go within" and communicate with the creator.

- George Washington Carver’s contribution to mankind through science, teaching, and his example as a person.
- It teaches visitors about an important person who is part of our national heritage.
- To learn about George Washington Carver – his life and contributions.
- To highlight the struggle of G.W. Carver and to emphasize his great accomplishments for mankind. Carver was truly a great man with a remarkable philosophy.

The current visitor surveys are somewhat limited in scope. In order to gain a better understanding of our primary audiences and to identify underserved audiences a more detailed survey of current visitors is needed. A study on visitor demographics and motivations would be a worthwhile endeavor.

Interpretive Case Study

In 2001, Indiana University, under the direction of Associate Professor Doug Knapp Ph.D., conducted an intensive study of five units of the National Park System to assess what are perceived to be the “Variables for Successful Interpretation.” George Washington Carver National Monument was one of the five sites selected for this study. The results of the study indicated that the guided tour was an important component of educational programs. This study is available in Appendix B.

ISSUES AND INFLUENCES

The Monument has several external and regional factors that influence its ability to accomplish its mission. The following new programs, outside impacts and partnerships are expected to affect anticipated visitation and school student attendance at programs:

George Washington Carver Memorial Highway:

Several roadways have been named in honor of George Washington Carver which connect the Monument entrance to Interstate 44. The George Washington Carver Memorial Highway encompasses adjoining stretches of Interstate 44 and Highway 71 which lead toward the Monument. This memorial highway joins Carver Prairie Drive, a portion of V Highway that extends from Highway 71 to Carver Road. Visitors traveling Interstate 44 can travel to the Monument entirely on roadways named in honor of Carver. Signs that mark this route are expected to increase the ease with which travelers can locate the Monument.

Highway 71:

Recently Highway 71, a major north- south transportation/travel corridor that passes within five miles of the park, has been improved to extend four- lane highway access from Kansas City to northwest Arkansas. Improvements to Highway 71 are expected to increase the volume of traffic along it and therefore increase visitation to the Monument.

Wildcat Glades Conservation and Audubon Center:

The Wildcat Glades Conservation and Audubon Center, located in Wildcat Park, Joplin, Missouri, is adjacent to some of the last remaining chert glades and the

biologically rich Shoal Creek. The Audubon Center is a partnership project of Audubon Missouri, the City of Joplin and the Missouri Department of Conservation. The local Missouri Department of Conservation offices are also located on site. Although this center will provide additional opportunities for nature programs, services and programs are fee- based. It is unclear how this new nature center will affect the Monument.

Neosho National Fish Hatchery:

The U.S. Fish and Wildlife Service operates the Neosho National Fish Hatchery in Neosho, Missouri, which is the oldest Federal fish hatchery in operation. In 2007 construction began on a new visitor center on the hatchery grounds. This facility will provide expanded opportunities for visitors to utilize the hatchery. It is unclear how this new visitor center will affect the Monument.

Tourism:

The Monument is a member of both the Neosho Area Chamber of Commerce and the Joplin Chamber of Commerce and works actively with these organizations to promote George Washington Carver and other area attractions. The Monument also works with the Joplin Convention and Visitors Bureau, Carthage Convention and Visitors Bureau, Southwest Missouri Regional Tourism Association, Newton County Tourism Development Steering Committee, and many other tourism organizations to promote Carver and the four- state region of Missouri, Kansas, Oklahoma, and Arkansas.

Adjacent Land Use Development:

The agrarian setting of Carver's boyhood represented a significant force in the shaping of his character and personality. Carver learned about crops and farming practices from Moses Carver. The agrarian setting of the monument, therefore, represents an important element in the public's understanding of both tangible and intangible influences on Carver's life. Lands surrounding the park are currently in an agrarian setting. Development of this land for commercial or residential uses could negatively impact the visitor experience. As the metropolitan area of Joplin, Missouri, continues to expand the Monument will face the increasing potential of residential or commercial development on adjacent lands. As such development approaches the park, it will threaten the agricultural setting of the site. While Newton County is zoned for agricultural use, this zoning does not limit other types of development. Since the county does not require a building permit for construction, development can occur without limit.

Population Base:

The population base within a 75- mile radius of George Washington Carver National Monument is increasing faster than the national average. According to the U.S. Census Bureau, the population in counties within a 75- mile radius of the park in 2001 was 1,388,704. On June 6, 2003, the Office of Management and Budget released a list of only 49 new Metropolitan Statistical Areas in the nation.

Within the list of 49 New Metropolitan Statistical Areas is the new Fayetteville-Springdale-Rogers Metropolitan Statistical Area, Arkansas-Missouri, which is located within the 75-mile radius of the Monument and linked to the Monument by the new four-lane Highway 71 project. With the creation of this new Metropolitan Statistical Area, the park is now within 75 miles of three Metropolitan Statistical Areas (the other two are the Joplin, MO MSA and the Springfield, MO MSA). Wal-Mart corporate offices are located within the new Fayetteville-Springdale-Rogers Metropolitan Statistical Area, which includes McDonald County, Missouri, directly south of the Monument. With the continued expansion of the Wal-Mart corporate activities in McDonald County and neighboring Arkansas counties more growth is anticipated.

Urban Population Centers:

George Washington Carver National Monument is within a four-hour drive of several major metropolitan areas including Tulsa, Oklahoma; Oklahoma City, Oklahoma; Little Rock, Arkansas; Kansas City, Missouri and Kansas City, Kansas; and St. Louis, Missouri.

National Park Foundation – African American Experience Fund:

With the passage of the Omnibus National Park Act of 1998, Congress amended the National Park Foundation (NPF) charter, instructing the NPF to promote "philanthropic programs of support at the individual park unit level."

Established in 2001, the mission of the African American Experience Fund (AAEF) is to connect Americans from all walks of life to the considerable contributions of African Americans throughout our country's history. This mission is accomplished by raising private funds to support educational, volunteer, and community engagement programs in national parks and historic sites that celebrate and tell the story of African American history and culture. The 19 National Parks and the National Underground Railroad Network to Freedom supported by AAEF are just a few of the special places in the National Park System that tell the stories of African Americans throughout the history of our country.

While budgets continue to decrease, the importance of effective partnerships becomes even more vital as the National Park Service continues to develop and maintain 21st century relevancy to our visitors while finding new ways to do more with less. The African American Experience Fund leadership is continually looking for new opportunities to research more innovative and productive means to provide additional program funding to the national parks. The AAEF has funded numerous projects for the park including traveling trunks, *Carver the Artist* curriculum, Art in the Park special event, and more.

Civic Organizations:

The monument is fortunate to have the interest of numerous civic organizations within the four-state region (Missouri, Oklahoma, Kansas, and Arkansas). These civic organizations and interest groups frequently request the Monument to

provide updates on programs and activities. The general consensus of these organizations is that the Monument is one of the “most under- utilized resources” in the local area. Several efforts are underway to increase public awareness of the Monument locally through these organizations.

WAYFINDING/ARRIVAL

George Washington Carver National Monument is located in southwest Missouri. The Monument is within a fifteen- minute drive of Joplin, Carthage, and Neosho, Missouri, and is easily accessible from two major highways; I- 44 to the north and 71 Highway to the west. The Monument has successfully worked with the Missouri Department of Transportation to develop and post directional signage to aid visitors in finding the Monument.

Visitors typically arrive at the Monument by vehicle from V Highway and Carver Road. V Highway is well maintained by the State of Missouri. Carver Road falls under the Diamond Road District in Newton County, Missouri. Immediately before the Monument entrance road is a dip and sharp rise in the road that obscures the upcoming intersection.

Visitors are greeted at the Monument's entrance by a traditional National Park Service entrance sign landscaped by a local Master Gardener Club. The Monument's entrance road was designed as a grand entrance to a memorial. After turning onto the entrance road there is a long drive down to the Carver Visitor Center. Along the drive the Master Gardener club has installed a flower garden where the road splits into a one-way loop around the parking area.

CARVER VISITOR CENTER

In 2007 the Monument completed a renovation of the 1960 visitor center to include a new expanded theater, improved museum exhibit area, interactive exhibit space, interactive classrooms, museum collection storage facility, sales area, library, space for future offices, and multi- purpose room that serves as a tornado shelter for visitors and employees. The new Carver Visitor Center encompasses more than 18,000 square feet and has three levels: lower, main, and upper.

The Carver Visitor Center and park grounds are open daily from 9 a.m. to 5 p.m. with the exception of Christmas, New Year's Day, and Thanksgiving Day.

Lobby:

Orientation services and basic visitor information are available at the information desk. Staff members and/or volunteers answer questions, conduct roves of the exhibit areas and classrooms, direct visitors to facilities, provide visitors with Monument brochures, announce films and programs using a public address system, and assist with sales in the Museum Store. The lobby entryway provides an inviting entrance into the facility. Seating is available for visitors at the west end of the lobby, near the doors leading to the Carver Trail. This provides a convenient staging area for guided tours.

The information desk is very spacious with plenty of room for a variety of interactions and views of several of the exhibit areas. A public address system is used to make

announcements throughout the facility. Controls for the theater audio visual equipment allow staff to start the film without having to leave the information desk.

History Classroom:

The History Classroom is located on the upper level and was designed to look like a simple classroom that might have been found in schools or colleges during Carver's lifetime. The static interpretive exhibits focus on slavery, civil rights, education, and an illustrated timeline. Educational programs and formal interpretive programs may be conducted in this room. When not in use by groups the room is available for visitors who would like to view the exhibits. Topics for programming include: slavery, civil rights, racial discrimination, Carver's quest for an education, and Carver's role as educator. Interpretive themes covered in exhibits include: A- 1, A- 2, D- 3

History Discovery Area:

This exhibit area is located on the upper level and contains interactive exhibits on historical and social issues related to Carver's life. Interpretive themes covered in exhibits include: A- 1, A- 2, B- 1, B- 2, D- 1, D- 2, D- 3

Exhibits include:

- **Lifetime of Letters:** This exhibit displays copies of George W. Carver's letters to or from people in his life who were inspirational/influential to him. In this area visitors are prompted to write letters of their own after reading letters to/from George Washington Carver. Visitor letters are displayed adjacent to the exhibit.
- **The Spoken Word:** This area provides a place for visitors to learn about George Washington Carver's skill as a captivating speaker and role in promoting interracial understanding. Visitors can record their own speeches and try to emulate Carver's manner.
- **Balcony:** The overlook allows visitors to view different sites at the park. Exhibits focus on the historic landscape and the establishment of the Monument.
- **Map:** Visitors can journey with George as they follow his travels through the years and across the country. Maps, for different age levels, highlight significant events in George Washington Carver's life.
- **For the Record:** This interactive station allows visitors to listen to radio interviews conducted with Carver, interview one another, and discuss issues that Carver may have faced.
- **Images of History:** Visitors are invited to explore this area by viewing and describing historic photographs and use magnetic words or phrases to evoke thoughts about events or controversial subjects during Carver's lifetime.
- **News in Black and White:** This exhibit provides portions of newspaper articles from Carver's lifetime that focus on aspects of his life and social situations during that time. Visitors can become newspaper editors using magnetized articles, ads, and headlines that can be arranged on a magnetic surface to create their own front page.
- **Question/Answer:** Visitors can write questions for park rangers and drop them in a slot at this station. Questions and answers are posted at this exhibit.

Science Discovery Area:

This exhibit area is located on the upper level and contains interactive exhibits related to Carver's scientific work, his interest in a variety of fields of science, and his love of nature. Interpretive themes covered in exhibits include: B- 1, C- 1, C- 2, D- 1, D- 2

Exhibits include:

- The Little Lab: This small lab provides Wentzscopes, a videoscope, and historic film footage to allow visitors to learn about some of Carver's favorite scientific interests: plant pathology, mycology, and bacteriology. Here, visitors will learn about George Washington Carver's work and closely examine the things that interested him.
- Jesup Agricultural Wagon: A reproduction of the Jesup Agricultural Wagon allows visitors to investigate the impact that George Washington Carver had on agriculture in the South. They can also create attractive and informative exhibits, just as Carver did during his exhibitions and farmer's conferences.
- Agriculture & Weather: This exhibit contains elements re- used from previous park exhibits to help visitors gain an understanding of how George Washington Carver influenced the farming community by teaching about weather, crop rotation, and agricultural practices.
- Natural Environment: As a child, George Washington Carver was influenced by his surroundings. Here visitors can learn more of the natural environment that influenced young Carver by viewing a diorama of Missouri animals, tree and mammal exhibits, and interactive computer games about ecosystems and environmental responsibility.
- Objects into Inspiration: At this station, visitors can gain an appreciation of George Washington Carver's creative side by viewing items he created from everyday objects.

Science Laboratory:

The Science Laboratory is located on the upper level and was designed to resemble Carver's laboratory at Tuskegee Institute. A window terrarium runs the length of the southern side of the room and is used to display plants that have a connection to Carver. Interpretive text explains the connection for each one. A small greenhouse adjoins the laboratory. This is an area that still needs to be equipped properly in order to cultivate plants. Static exhibits in the Science Laboratory examine Carver's work with Chemurgy and his belief that science and religion were seamlessly interconnected. An audio visual kiosk plays *Modern Marvels: George Washington Carver Tech*, a History Channel production on George Washington Carver that is approximately 50 minutes in length. Educational programs and formal interpretive programs may be conducted in this room. When not in use by groups the room is available for visitors who would like to view the exhibits. Topics for programming include: Chemurgy, Carver's work with legumes and soil rejuvenation, fields of science explored by Carver, and his belief in science and religion being connected. Interpretive themes covered in exhibits include: B- 2, D- 1, D- 2

Humanities Room:

The Humanities Room is in the lower level of the Carver Visitor Center and adjoins the Multipurpose Room. These two rooms serve as the tornado shelter. The Humanities Room can be isolated from the Multipurpose Room with a movable, accordion room divider. Exhibits in this room focus on Carver's passion for art and his many artistic talents. Educational programs and formal interpretive programs may be conducted in this room. When not in use by groups the room is available for visitors who would like to view the exhibits. Topics for programming include: annual Art and Essay contest and art exhibition, displays of Carver's artwork, Carver's passion for art, his many artistic interests, and the inspiration he received from the natural environment. Interpretive themes covered in exhibits include: C- 1, C- 2, C- 3

Multipurpose Room:

The Multipurpose Room is in the lower level of the Carver Visitor Center and adjoins the Humanities Room. These two rooms serve as the tornado shelter. The Multipurpose Room serves as a venue for large group gatherings, special events, and meetings. It is also the staging area for school groups on educational field trips. An accordion wall dividing it from the Humanities Room can be opened to create a large room for bigger gatherings and special events. Exhibits on recycling, Carver's philosophies on reuse, and NPS principles of conservation and environmental responsibility are located in this room. Interpretive themes covered in exhibits include: C- 1, D- 2

Museum:

The Museum is on the main level of the Carver Visitor Center. It dates back to the original visitor center construction in 1960. In 1997, the Monument completed several modifications to the museum and exhibits. During the recent exhibit development process for the Carver Visitor Center it was decided to maintain the formal museum environment for visitors who prefer this format over the interactive exhibits. The museum exhibits received minor rehabilitation including a new layout, text corrections, and graphic updates to match the schematic design used in the other exhibit areas. Interpretive themes covered in exhibits include: A- 1, A- 2, A- 3, B- 1, C- 2, C- 3, D- 1, D- 2, D- 3

Theater:

The Theater is on the main level and provides seating for approximately 55 visitors. Currently the design of the theater's operating system only allows direct operation of the *Man of Vision* film. This film can be easily started using controls at the information desk. Any additional audio visual programs must be loaded and started manually. This can be done by accessing the audio visual equipment that is located in the office of the Business Manager for the Association. Devices are available upon request for the hearing impaired.

Museum Store:

The George Washington Carver Birthplace District Association operates the Museum Store on the main level, separate from the exhibit areas and lobby. This new sales

facility provides a dedicated space for their sales operation as well as an office and storage area. The location of the sales area, near the entrance to the Carver Visitor Center, makes it very visible to visitors. The cash register for sales is located in the Museum Store and not at the information desk as it has been historically. The Association's Business Manager is a part-time employee and is available to assist visitors, replenish stock, and operate the cash register when available, but Monument staff and volunteers often have to handle these duties.

OUTREACH

The Monument produces and distributes various news releases on a regular basis to promote interpretive and educational programs and activities. Park rangers appear on local television and radio programs to promote upcoming events. They participate in many different community outreach and engagement activities. Park rangers attend a variety of community activities throughout the area to promote the Monument and the NPS. They also attend meetings of local civic organizations in order to build support and provide updates on projects and programs at the Monument.

In the late 1990s several orientation films were produced for the purpose of promoting the Monument and providing an introduction to the services and facilities available. The orientation films were available in several lengths, depending on the target audience and were useful tools for marketing. Since that time major changes to Monument facilities and programs have made those films obsolete.

WEBSITE

The Monument has a webpage found at www.nps.gov/gwca. The website was redesigned in 2006 using the standard NPS format that was implemented at that time. It contains a variety of information and links consistent with other NPS websites. However, the information on the Monument's website is very basic and somewhat limited. Most sections provide only a brief general overview of the park's programs, history, and resources. There is no information on the Carver Visitor Center expansion or exhibits, completed in 2007. Important park management plans that provide useful information to the public are not available. Past and present natural resource studies and inventories are not mentioned or available through links to other NPS programs, such as the Inventory and Monitoring Networks. There is much opportunity for expansion and improvement of the park's website.

INTERPRETIVE PUBLICATIONS

Monument Brochure:

The Monument's primary brochure was completed by Harpers Ferry Center in 2002 and provides visitors with an outstanding introduction to George Washington Carver and the Monument. It is available free-of-charge. The park brochure is distributed to

visitors at the Monument, mailed with information requests, included for distribution with the traveling trunks, and placed in brochure racks in local Convention and Visitors Bureaus and businesses.

Trail Guide:

The George Washington Carver Birthplace District Association produces and sells the Carver Trail Guide for fifty cents. The Carver Trail Guide is a pamphlet that presents information about each interpretive point along the ¼-mile Carver Trail. The Trail Guide is available for sale in the Museum Store.

Black History Sites Brochure:

A brochure on Black History Sites in the National Park Service was produced by the Monument in the mid-1990s and printed through the Government Printing Office. The brochure highlights National Park Service sites with African American themes, including George Washington Carver National Monument. Although not widely distributed the Black History Sites brochure is distributed to visitors at the Monument on request, included for distribution in the African American Traveling Trunk, and mailed out upon request.

Moses Carver Family Cemetery Booklet:

The George Washington Carver Birthplace District Association produces a booklet about the Moses Carver Family Cemetery. The bulletin was developed in the late-1980s, after several incidents of vandalism in the cemetery had broken or damaged most of the existing headstones. From 1989-1995 there were no headstones to mark the graves in the cemetery. The cemetery bulletin was developed to orient visitors to the cemetery and provide them with information on the graves. After the headstones were replaced with reproductions in 1995, the bulletin was no longer necessary for regular visitors and is reserved for special information requests on the cemetery.

Newsletter:

The Monument newsletter is entitled *The Trailblazer* and in the past was published semi-annually. The newsletter contains articles on park staff, VIPs, programs, events, and activities. Due to staffing changes and other priorities it has been several years since a park newsletter has been produced and distributed.

Calendar of Activities:

The Calendar of Activities includes information about all scheduled programs and special events taking place during each quarter of the calendar year. The quarters are January through March, April through June, July through September, and October through December. The Calendar of Activities is available at the Monument and is distributed through the Monument's mailing list, posted on the Monument's website, and submitted to a variety of local and regional publications and calendars.

Brochure Rack Card:

The Monument has planned, designed and produced a promotional rack card suitable for distribution in brochure racks at tourist information centers. The card includes such

essential information as hours of operation, location of the Monument, and available facilities and services.

Site Bulletins:

The Monument has developed a series of site bulletins to provide more in- depth information to visitors about various Monument themes and sub- themes. The following are site bulletins currently available:

- Carver on Faith
- Carver on Flowers
- Carver on Rocks and Minerals
- Carver and Insects
- Carver on Recycling
- Birds at the Park
- Reptiles and Amphibians at the Park
- Aquatic Life at the Park
- Carver Quotes on the Trail

AUDIO VISUAL

The Monument has two films available about George Washington Carver. The Monument's primary visitor film is *Man of Vision*. This film is 28 minutes long and was produced in 1984 by the Association. It covers the entire life of Carver with a strong emphasis on his faith and humanitarian work. This film is very inspirational and popular with many visitors. However, it fails to present an accurate portrayal of the human side of Carver and often leaves viewers with an impression that he was a saint. During months of heavier visitation this film is shown on a schedule in the theater. During the off-season it is shown on request.

The 12- minute film *Boyhood of Carver* is available upon request. This film is often shown to young visitors because of its shorter length. It is rather dated, having been produced in the 1970s. This film is primarily an account of Carver's childhood on the Carver farm and only briefly describes his work and achievements.

INTERPRETIVE PROGRAMS

Formal Programs:

The Monument offers a variety of formal Interpretive Programs in the form of guided tours, walks, talks, and demonstrations. Many of these are promoted in the quarterly Calendar of Activities and primarily conducted on weekends. The following is a list of some programs that are currently offered:

Guided Tour of Carver Trail:

The ranger- led guided tour of the Carver Trail interprets the boyhood and life of Carver. This tour takes approximately one hour and is offered daily to Monument visitors.

Who Was George Washington Carver?:

This presentation interprets George Washington Carver’s life through historic photographs and how it impacts our lives today. Insight will reveal how this “gentle genius” overcame so many obstacles to achieve greatness through service to mankind.

Carver’s Boys:

George Washington Carver was a teacher, friend, and mentor to many young men who faithfully carried on his work. Visitors learn of the treasured relationships Carver had with “his boys.”

Agricultural School on Wheels:

The Jesup Wagon was named after Morris K. Jesup and was more popularly known as the “agricultural school on wheels.” Visitors learn about Carver’s work to improve the lives of the southern farmers by taking his lessons to them. This educational outreach was a symbol of Carver’s influence and success as an educator.



Agricultural School on Wheels Program

History of the Carver Cemetery:

A walk to the pre- Civil War cemetery evokes curiosity about the lives of the early settlers on the Carver farm. Once inside the rock walls of the cemetery, the opportunity for visitors to seek an understanding lies in each stone, epitaph and engraving. Interesting history of the Carver Farm is included in this program.

Epitaphs and Engravings:

The mysteries of epitaphs and engravings can be deciphered at this presentation. Visitors are encouraged to search for clues about the lives of the early settlers by studying each epitaph and engraving. Reverence for life brings on a new meaning when learning of the struggles early settlers experienced with disease, violence, infant mortality, and premature death.



Carver Cemetery grave of Moses Carver

African American Trailblazers:

A highlight of African Americans and their contributions to our society is an interesting PowerPoint presentation, available to be shown at schools, churches, civic club meetings and libraries, and is particularly popular during Black History Month.

Candle Making:

Visitors learn the history of candle making and the necessity of candles on the Carver farm through costumed interpretation at the Carver House. George would have helped make candles out of the beeswax from Moses Carver's beehives.



Candle Making Program

Dutch Oven Cooking:

Through costumed interpretation, visitors are exposed to a common cooking practice of early settlers like Moses and Susan Carver. George learned to cook using these methods, and his cooking skills became valuable assets as he pursued an education.

Lye Soap Making:

Lye soap was made and used by the early settlers. This costumed demonstration enlightens visitors on the history of soap making and the various uses of lye soap then and now.

Natural Dyes:

George first became interested in art as a child on the Carver farm after seeing a painting for the first time. From that time forward he would use natural materials in imaginative ways to create artwork. Visitors learn about the use of natural materials to make paints and get to create their own piece of artwork.

A Man of Great Faith:

George Washington Carver had a deep Christian faith that guided his life and work. This program tells the story of the inspiration that Carver credits for his success. Carver's quotes and letters are used to guide this discussion.

Expressions of the Soul:

Carver had a passion for art and believed that his creations were expressions of his soul. This PowerPoint uses images of Carver's artwork to convey the sense of serenity and personal rejuvenation that he derived from his artistic expression.

Women in Carver's Life:

Throughout Carver's life many women mentored and guided him along his journey to get an education. These women, often maternal figures and spiritual mentors for Carver, encouraged him to succeed. This PowerPoint program uses photos and letters to introduce these important ladies.

Carver and Chemurgy:

George Washington Carver created an interesting array of by-products from such agricultural plants as peanuts, soybeans, cowpeas, and cotton. Dubbed the

“Father of American Chemurgy,” visitors will learn the “why” behind these creative synthetic products and how his work has impacted society.

A Mighty Vision:

George Washington Carver was seen as a “missionary” to the South during the early 20th century with his message of crop diversification and enriching the soil through protein- rich legumes. Visitors will gain an understanding of Carver’s “mighty vision” to improve the lives of the poor Southern farmers.

Slavery in the Southwest Missouri Region- Interpretive Talk:

This 10- 15 minute interpretive talk uses exhibits in the History Classroom as the backdrop for a discussion of slavery in Missouri and the effect it had on George Washington Carver’s life.

Interracial Understanding- Interpretive Talk:

This 10- 15 minute interpretive talk uses the interactive exhibits in the History Discovery Area for a discussion of Carver’s rise to fame and efforts for interracial understanding after his 1921 appearance before the House Ways and Means Committee.

Peanut Milk – Interpretive Talk:

This 10- 15 minute interpretive talk explains Carver’s work with peanuts and other soil- enriching legumes. Peanuts are made into peanut milk in a hands- on demonstration.

Junior Ranger Programs:

The Monument currently offers two Junior Ranger program opportunities.

Walk- in Junior Ranger:

The walk- in Junior Ranger program is available year- round to visitors. There are two activity booklets available for different age ranges. In the booklet, visitors use age- appropriate educational activities built around the life of Carver to explore and learn about the significance of the Monument and life of Carver. Answers to the activities are found by children in the Carver Visitor Center, the park film, and along the Carver Trail. The walk- in Junior Ranger program is regularly requested and would be even more popular with signs advertising the badge. Students receive a Junior Ranger badge and certificate for their achievement.

Summer Junior Ranger:

The Summer Junior Ranger program at the Monument consists of three 4- hour sessions during the summer,



Junior Ranger Program

usually on consecutive Saturdays. Fifteen to twenty students, ages 10- 12, spend these sessions exploring the following:

- The history of the National Park Service
- The history of George Washington Carver National Monument
- The life story of Carver
- Wildland and prescribed fire
- Archeology
- Historic preservation
- 1860- 1870s lifestyles on the Carver farm
- The natural environment and ecosystems of the Monument
- Stewardship
- And much more

During the final session students prepare a presentation or guided tour for their families, to demonstrate the skill and knowledge they have gained as a “Junior” park ranger. All participants in the summer program receive an award certificate, a commemorative T-shirt, and a Junior Ranger badge.

This program has proven quite successful. It fills up quickly and is requested by many area visitors who know about it. Parents usually rave about how much their children learned. In those who repeat the program annually (different sessions!), a real sense of stewardship has been observed by the park rangers. These students often want the program to last longer each day, want to be able to continue it into their teens, and want to volunteer at the Monument.

EDUCATION PROGRAMS

The life of George Washington Carver, the distinguished African American educator, scientist, researcher, humanitarian, and artist epitomizes the value he placed on education. His search for an education amidst racial discrimination and segregated schools resulted in a 20- year journey in Missouri, Kansas, and Iowa, where he completed Bachelor’s and Master’s Degrees in Agriculture at Iowa State College. Carver served as an educator and mentor at Tuskegee Institute for 47 years and became a role model for students across many generations. Some of Carver’s most important accomplishments involve his tireless efforts to educate farmers in the deep South about improved farming methods and self- sufficiency. As a famous Missourian, he is included in Missouri curriculum standards for public schools. His life story is also valuable in addressing specific national social studies standards and supports other curriculum strands at the national level.

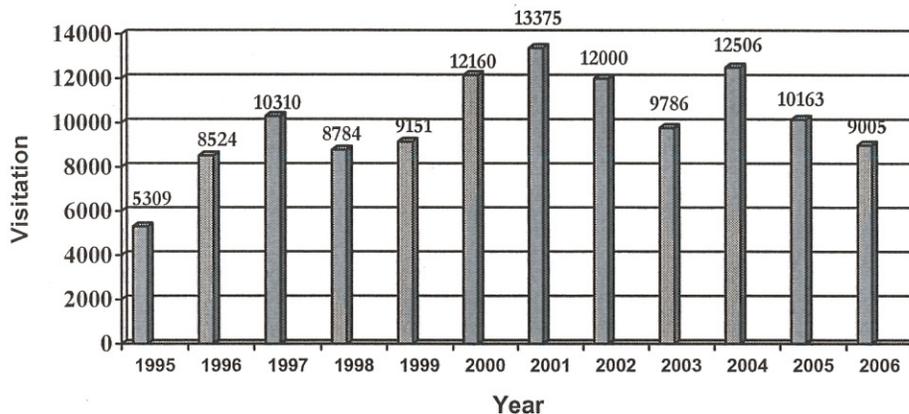
Educational programming is an important component of personal and non- personal services at the Monument and should complement interpretive planning by focusing on groups of visitors with specific curriculum objectives. It is critical to consider the needs of and impact to regular park visitors, and availability and workload of park staff when establishing educational program opportunities.

The park's Education Plan (Appendix C) is a management document guiding educational programming at the park. It details curriculum- based education programs, targeted audiences for each program, field trip seasons, group reservation and scheduling procedures, evaluation methods, statistics, educational partnerships, and future program goals. The Education Plan also details educational outreach including offsite programming, distance learning opportunities, and traveling trunks.

Begun in 2004, an exciting new thrust in the education offerings of GWCA is distance learning. With the goal of reaching thousands more students annually, many of whom may never be able to visit the park, George Washington Carver National Monument is working to provide place- based lessons via the Internet. The goal is to offer both history and science lessons through this outlet. The park also uses distance learning to connect visitors at the various national parks with the same technology. Weekend visitors and Summer Junior Rangers have successfully and enthusiastically utilized this venue.

Park education programs are designed to meet the curriculum objectives of the thousands of primary and secondary students from public, private, and homeschools who visit the park annually on organized, prescheduled field trips. Teachers, curriculum directors, principals, and superintendents recognize the value of place-based educational experiences and support field trips to George Washington Carver National Monument. While a self- guided visit is valuable, the park strives to meet the needs of these school groups by offering a variety of ranger- led educational programs. The opening of the expanded Carver Visitor Center in 2007 provided the opportunity to redefine how education programs are offered and the Education Plan will be updated to reflect these changes.

Annual Visitation by Education Groups



SPECIAL EVENTS AND EXHIBITS

Special events are great interpretive opportunities at the Monument. They provide visitors with the opportunity to form connections to Carver through activities and exhibits that are not available on a regular basis. Special events can also generate and maintain local community interest in making return visits to the Monument for these occasions. Activities and interpretive opportunities at special events should be carefully evaluated to ensure that they fit park interpretive themes and help visitors connect to the meaning of Carver. Staff should exercise caution against the tendency to combine too many different themes and unrelated activities, which could actually trivialize the nature of the event.

Three special events are held annually. These special events are large-scale interpretive efforts involving outside groups, interpreters from other parks, and volunteers. They were developed as a way to celebrate different aspects of Carver's life, as well as draw visitors to the Monument and build a bridge with the community.

Carver Day:

Carver Day is an annual celebration that began prior to the opening of the Monument. This event is an opportunity to celebrate and interpret the achievements and contributions of Carver and the founding of the Monument. The format of this celebration has changed over the years. The current Carver Day celebration is based on Primary Theme B (Carver's Spirituality) and Primary Theme D (Carver's Life Work and Achievements). Exhibits, demonstrations, and interpretive programs that support these themes are held throughout the day.

The annual Carver Day Celebration targets an African American audience. A bulk mailing is sent to African American churches from throughout the region, and African American church choirs and musical groups are invited to perform. Depending on weather, Carver Day attendance ranges from 700 to 1,200 visitors. An estimated 250- 300 hours of park staff time are required to prepare and present this event.

Prairie Day:

Prairie Day is annual event that began in the 1980s. This event helps to interpret the social, natural, and cultural environment of Carver's early years in southwest Missouri and the impact it had on his life. Prairie Day is based on Primary Theme A (Carver's Life Platform). Exhibits, demonstrations, living history, interpretive programs, and musical performances that support this theme are held throughout the day.

This event is scheduled in conjunction with the annual "Diamond Gem City Days" celebration in the local community of Diamond, Missouri. This provides an opportunity to attract more participation in each event and allows joint marketing of the events. Depending on weather, Prairie Day attendance ranges

from 800 to 1,200 visitors. An estimated 250- 300 hours of park staff time are required to prepare and present this event.

Art in the Park:

Art in the Park is an annual event that was initiated in 2007 with the support of the *Share the African American Experience* grant project of the National Park Foundation. This event supports Primary Theme C (Carver's Passion for Art). The objectives of the event include helping visitors learn about George Washington Carver's artistic endeavors, building the Volunteers- In- Parks program by adding an "artisans' cadre", and engaging visitors in an art form that is new to them. Local artisans exhibit artwork and present demonstrations throughout the day. Selected artists provide workshops for visitors, instructing with various media including pastels, natural dyes, and pencil. Copies of *Carver the Artist* 4th grade curriculum package are available. Winning entries from the annual Art & Essay contest, held in February and March, are on display during this event.

In addition, the event supports a volunteer cadre of artisans to provide art demonstrations for weekend programs and special events throughout the year, encourages local citizens to visit the park more than once a year, and encourages artists of the region to view the park as a venue to create their work. An estimated 150 hours of park staff time are required to prepare and present this event.

Special Exhibits:

Temporary and traveling exhibits with topics that enhance park interpretive themes are occasionally displayed at the Monument. The decision to develop or acquire temporary exhibits is based not only on ties to park interpretive themes, but also on available space, sufficient staff to support exhibit needs, and funding.

TRAILS AND WAYSIDE EXHIBITS

Carver Trail:

The Monument has a 3/4- mile trail that leads visitors through the Carver farm where George Washington Carver spent his childhood. Visitors enjoy a walk that encounters prairie, streams, woodlands, Carver's birthplace site, the Boy Carver Statue, Williams Pond, Carver house, Carver Family Cemetery, and Carver Bust. The Carver Trail contains benches and trash receptacles for visitor use. Several low stone waysides like those found on the Contemplative Trail are found on the Carver Trail and contain quotes by Carver.



Existing Wayside

Limited wayside exhibits are available along the Carver Trail.

The wayside exhibits that are available are not well placed and contain dated information. In October of 2002, the Monument and Harpers Ferry Center approved a

new wayside exhibit plan for the Monument. The intent of these new waysides is to tell a complete story of Carver’s life. They will provide visitors with interpretive connections from Carver’s footsteps as a child to his journey down the path toward his life’s work at Tuskegee Institute.

The plan calls for twelve (12) wayside exhibits for the Carver Trail. One is an upright trailhead, ten are low profile interpretive exhibits and one provides visitor safety information. Lack of funding has prevented the production of the waysides until 2007, when two of them were finalized for production. “Born Into Troubled Times” and “Carver Spring” will be installed in FY08. The following chart shows the location, subject, and purpose of proposed Monument waysides:

<u>Location</u>	<u>Subject</u>	<u>Purpose</u>
Beginning of Carver Trail	Carver Trail	Trail orientation, description and safety information
Birthplace site	Born into Troubled Times	To impart an understanding to visitors about the tumultuous times Carver was born and raised in
Boardwalk overlooking spring	Carver Spring	Carver’s childhood chores and play
Boy Carver Statue	The Plant Doctor and Carver’s Secret Garden	Carver’s curiosity and childhood years in the woods leading to a lifetime of work with plants and science
Carver Branch beyond metal bridge	From Pebbles to Paints	Carver’s realization and lifelong interest of art and his childhood rock collection and later years investigation of soils, pigments, and paintings
Main trail junction with pond loop trail	Spiritual Foundations for Life	Carver’s Christian conversion and deeply held spiritual beliefs that lead to his acclaim as a “scientist- saint” and world- class humanitarian
Williams Pond south rim	Williams Pond	To inform visitors that the spring- fed pond was not part of Carver’s childhood and to relay safety messages
Boardwalk overlook in woods	A Daily Devotional Walk	To discuss Carver’s lifelong custom of taking long daily walks as a part of his devotional regimen – a practice started as a child in these woods
Front Yard of 1881 Moses Carver House	Leaving Home for an Education	To relate Carver’s early years when he had to leave home to pursue an education and his eventual accomplishments at Iowa State College

Fence west of 1881 Moses Carver House	From Farm to Classroom	To link Carver's career as an agricultural educator and scientist and his attitude toward self- sufficiency, resource stewardship, and "I Can" attitude to his childhood farm
Edge of woods entering prairie	Prairie- Pasture- Prairie	To relate farming practices during Carver's childhood and the present- day prairie
Cemetery Entrance	Carver Cemetery	To link Carver's compassionate philosophy toward his last stages of life and to explain where Carver is buried. To explain the Carver Cemetery

Carver Historic Trail:

The Carver Historic Trail begins at the Monument and continues approximately 11 miles to Neosho, Missouri to the site of Andrew and Mariah Watkins's former home. This trail, which follows county roads, was designated a bicentennial project of the Missouri- Kansas Council of the Boys Scouts of America in 1976 to honor George Washington Carver. Brown signs mark the route followed by the Carver Historic Trail. A map and informational handout about the trail are available at the Carver Visitor Center.

Contemplative Trail:

The ¼- mile Contemplative Trail was created around the Williams Pond that provides an excellent opportunity for some visitors to leave the main walkway to experience a more serene environment. Carefully placed stone benches provide the opportunity to sit and reflect while enjoying the quiet setting. Stones with quotes by Carver are placed periodically along the path to allow for peaceful contemplation.

CULTURAL LANDSCAPE

The Monument is the birthplace and childhood home of George Washington Carver. Discussion has taken place over the last several years about the landscape of the Monument and how to manage it. There has been discussion of trying to maintain a portion of the land in a manner that would suggest an agrarian environment similar to that of Carver's childhood farm. The current Monument General Management Plan calls for managing the Monument entirely as natural prairie and development zones. The Monument's status as a National Historic Landmark was based upon the Monument's previous management strategy of maintaining an agrarian setting. A balance of natural prairie and agrarian setting has been considered. Several meetings have taken place and planning documents have been developed to discuss this topic. Those documents are listed in the Bibliography.

COOPERATING ASSOCIATION

In the early 1940s, the George Washington Carver Birthplace Memorial Associates (Associates), a non- profit lobbying group comprised of civic leaders from St. Louis and

elsewhere, formed with Carver's blessing to promote the establishment of the Monument. In 1953, the District Carver Association, comprised of state legislators, mayors and representatives from ten local communities, was established. The District Carver Association's primary focus was the coordination of an annual Carver Day celebration held each year at the park in mid- July.

In 1962, the Associates and District Carver Association merged to form the George Washington Carver Birthplace District Association (Association). The Association incorporated in 1963 and received designation as a non- profit association by the Internal Revenue Service in 1964. Since that time, the Association has operated educational sales at the Monument, using proceeds from sales to support park programs and support the mission of the NPS at the Monument. A Sales Product Review Guideline helps ensure all products meet the mission and purpose for which the Monument was established (Appendix D).

PARTNERSHIPS

The National Park Service recognizes the countless benefits and valuable assistance provided to the National Park System as the result of partnership development and collaboration with entities that share the Service's commitment to protecting park resources and values and providing for their enjoyment.

George Washington Carver National Monument has partnerships with a variety of organizations and entities. These partnerships have been established to enhance interpretive and educational programming, improve the capacity of the Monument to protect its cultural and natural resources, and to increase outreach and marketing efforts. A history of recent partnerships is available in Appendix E.

Partnerships for the purposes of furthering the missions of the National Park Service and George Washington Carver National Monument should be sought with willing and able organizations, individuals, and agencies with compatible purposes. These include such entities as historical societies, museums, colleges and universities, school districts, tourism commissions, conservation groups, health organizations, libraries, and others.

VOLUNTEERS-IN-PARKS (VIP) PROGRAM

The mission of the Volunteers- In- Parks program at George Washington Carver National Monument is to recruit volunteers from all walks of life and provide them the opportunity to support the park in performance of its duty to enable all visitors to experience the legacy of George Washington Carver. The program will provide volunteers with training and experience to enrich their job performance, foster stewardship of park resources, and recognize the value of all volunteers in the VIP program.

The VIP program is vital to enhance operations at the Monument. A well- managed VIP program will support the superintendent's goals to improve GPRA performance, meet management objectives, develop NPS constituency, connect the park to the community, extend ability of staff to get priority work done - for better use of taxpayer dollars, and more. Each division may benefit from the VIP program. The administration division may utilize VIPs as clerks to answer telephones, type, shred, and for other designated duties. The maintenance division may utilize VIPs as maintenance assistants to provide lawn mowing, building cleaning, and trail repairs. The interpretation division needs VIPs to serve as visitor greeters, education program presenters, trail guides, interpretive program presenters, and more. Placing volunteers in these jobs is an effective method of supporting park management goals and supplementing staff time. Job Descriptions must be provided for each VIP, as outlined in Director's Order #7: *Volunteers In Parks*.

A VIP Program Manager should be designated to oversee all aspects of the program: working with staff on needs analysis, recruiting VIPs via a wide variety of media and community contacts in order to fill identified needs, training and designating a supervisor for each VIP, providing each VIP with a Job Description to clarify expectations of both the park and the VIP, working with the administrative officer to oversee the VIP budget as annual funds are received from the regional office, creating/providing a volunteer handbook, maintaining secure files with appropriate forms for each VIP, ensuring volunteer hours are logged daily, providing uniforms & uniform policy and name bars, providing personal- appropriate- timely recognition, ensuring each VIP's performance is overseen by a supervisor and that VIPs are satisfied with their assignments, and communicating regularly with park staff concerning the VIP program. The VIP Program Manager will maintain an ongoing relationship with individual volunteers to seek their feedback on program improvements and to convey current information about the program. In addition, the VIP Program Manager will compile the program annual report.

STAFFING

In fiscal year 2006 the Monument's permanent interpretive staff consisted of:

Position Title	Status	Grade	FTE
Chief Ranger	Permanent	GS- II	I
Park Ranger	Permanent	GS- 09	I
Park Ranger	Permanent	GS- 09	I
Park Ranger	Permanent	GS- 09	I
Park Guide	Permanent	GS- 05	I

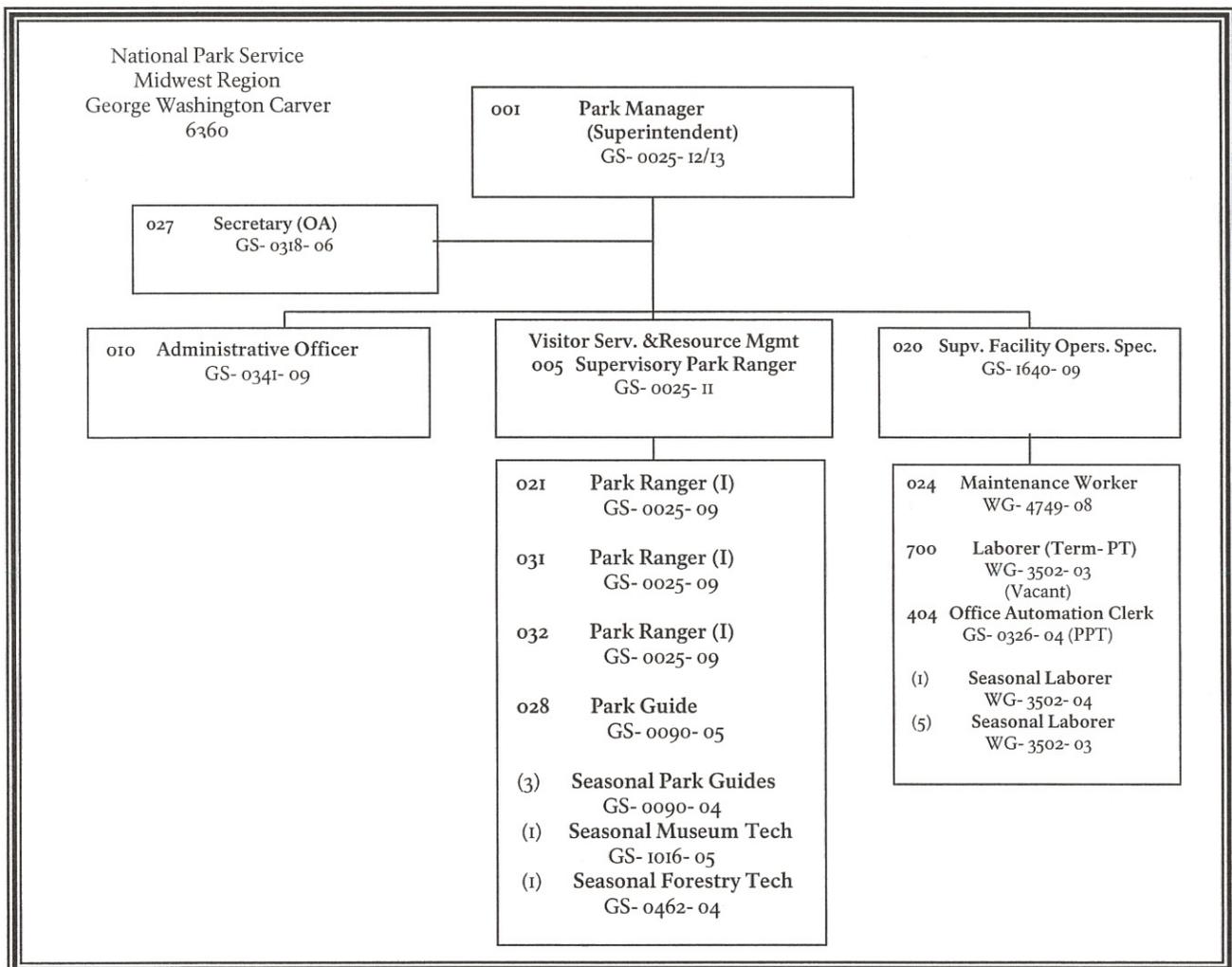
The Monument's permanent staff was supplemented by approximately 1.3 FTE of seasonal staff and over 4500 hours of volunteer service by over 287 volunteers. The duties of the interpretive staff at the Monument were distributed in the following manner:

Duties

FTE

Visitor Center Operations	1.0
Informal Interpretation	0.4
Formal Interpretation	0.5
Demonstrations and Performing Arts	0.3
Junior Ranger Programs	0.2
Special Events	0.3
Education Programs	2.1
Non- personal Services	0.4
Community Programs	0.4
Loan Materials	0.1
Park Web Site	0.2
TOTAL FTE for VS&RM Division	5.9

The following organizational chart reflects the current Monument organizational structure:



CARVER LIBRARY AND COLLECTION

Carver Library:

The Carver Library is available for research by NPS staff and the general public. There are a large number of books and reports relating to George Washington Carver and African American history. The Carver Library contains primary and secondary sources of manuscripts and books, videotapes, slides, photographs, magazines, NPS publications, newsletters, and a variety of other research aids. The library facilities are located on the lower level of the Carver Visitor Center. Currently, care and maintenance of the Monument's library is managed as a collateral duty by a park ranger.

Carver Museum Collection:

The Monument's enabling legislation mandates the NPS to maintain a museum "for relics and records pertaining to George Washington Carver, and for other articles of national and patriotic interest." In accordance with this mandate, the Monument houses over 3000 items in these categories: archeology, history, archives, biology, and geology. Some museum collection items are currently being used in exhibits and others are available for temporary loans, temporary displays, research, and for interpretive programs. The Collection Management Plan was completed in 2005. The Monument's collection storage area is located in the lower level of the Carver Visitor Center. The collection is only available for research by appointment. Currently, care and maintenance of the museum collection is managed as a collateral duty by a park ranger.

DESIRED FUTURE CONDITIONS

WAYFINDING/ARRIVAL

Signage to the Monument has improved in recent years with the naming of several local roadways in honor of Carver. The most common visitor complaint about wayfinding is that signage provides no indication of the distance from the main highways to the Monument. The Monument should work with the Missouri Department of Transportation to include distances or approximate drive times to the Monument.

CARVER VISITOR CENTER

The new Carver Visitor Center will likely pose challenges and at the same time present new opportunities for how we handle visitor services. The greatly increased size of exhibit and classroom space requires that more roving interpretation and observation occur. A large portion of the Carver Visitor Center is not visible from the front desk and the new interactive exhibits sometimes require assistance or monitoring. When Association staff or volunteers are not available to operate the Museum Store, staff and volunteers from the front desk must be available to provide assistance.

Roving can also provide an opportunity to monitor visitor trends and gather visitor opinions in relation to exhibits and programs. Staff can record information such as maintenance or repair issues, time spent by visitors, how well an exhibit engages visitor interest, traffic flow, and functionality. Brief visitor surveys can be conducted to obtain specific information. Visitor feedback can be used to make improvements to existing exhibits and programs, and will guide development of new ones.

Lobby:

Currently temporary signs are used to announce interpretive programs, tours, and other important information. Permanent display boards should be developed that incorporate NPS identity and provide flexibility to update program schedules and other important information on a regular basis. This includes operating hours, trail length and surface, closures, weather conditions, etc. The front desk surface includes a plexiglass-covered inset area for displaying a map or information. This area could be utilized for a trail map, a local area map, or possibly as a way to display site bulletins or unigrid brochures from other national park areas that are available upon request. Better signage is needed to indicate locations of restrooms.

History Classroom:

The History Classroom was designed primarily to provide a backdrop for a range of programs on education, from Carver's pursuit for an education to his years as an educator at Tuskegee Institute. Because these topics span several decades the design of the room does not reflect a specific time period or setting, and benches and tables were chosen as the furnishings for the room. The benches and tables that were designed are rather short, being appropriately sized for younger children but uncomfortable and awkward for anyone else. Alternative seating that will comfortably accommodate larger visitors should be obtained.

The History Classroom is an appropriate venue for a variety of interpretive and educational programs. When not being used for programming, it is open as an exhibit area. It is also equipped with an overhead projector and computer that can be utilized to provide a PowerPoint program. A PowerPoint program should be developed that expands on the interpretive exhibits. Possible themes include the African American struggle for education and civil rights, slavery, and the Carver's life set in the context of the times.

History Discovery Area:

The funding designated for exhibit planning and design during the construction of the Carver Visitor Center was limited and not proportionate to the size of the exhibit areas and exhibit needs. As a result many of the interactive elements desired by staff were not possible. The History Discovery Area has excellent content on Carver and social issues during his life. However, the lack of engaging interactive components in many of the exhibits results in this area being under- utilized. When given the choice of exploring exhibits in the History Discovery Area or Science Discovery Area, many visitors gravitate toward the latter where there are more interactives to choose from.

The interpretive staff has generated ideas for incorporating more interactive exhibits into the History Discovery Area. They include:

- **Lifetime of Letters:** Add computer or electronic kiosk with digital collection of Carver's papers from the Tuskegee University collection so that visitors can browse the entire collection of letters, articles, newspaper clippings, and notes. Consider connecting selected letters with responses, i.e. Lucy Cherry Crisp to GWC, then his response to her. Add at least one writing desk that looks like the one in Carver's apartment/office. "Write a letter to G. W. Carver" or responses to the existing writing prompts should be encouraged here. Letters should be prominently displayed by providing a self- directed area. Letters in the existing exhibit are too small and are placed at "stooping level", so visitors are not reading them. These selected letters should be reprinted in an enlarged format in a manner that allows visitors to sit down to read them. Several chairs should be available at the writing desk. In addition, the park should consider adding a computer for visitors to type and save their letters to Carver or responses to the existing writing prompts.
- **Map:** Incorporate electronic elements into the maps including lights and sounds that will draw attention to Carver's travels and experiences. Currently, the maps are not at eye level for many school group visitors. The revised maps should be more accessible.
- **News in Black and White:** Current magnetic format results in magnetic articles sticking together in a large block from which it is hard to separate individual articles. A computerized version of this activity could use digital images of historic articles and photos, provide an opportunity for writing articles and headlines, and print the finished product.

- Images of History: Add a computer or electronic kiosk of compelling photographs from Carver's lifetime. Activities can prompt visitors to explore a variety of topics through the images.
- Slavery exhibit: An exhibit on slavery should be developed. Missouri Slave Narratives can be used to provide an understanding of slavery in Missouri.

Science Discovery Area:

Casual observation of visitor activity in the Science Discovery Area has led to some recommendations for improvements:

- The Little Lab: Upgrade drawer contents, including the rock classification, leaf matching, and track matching activities. Add an activity about cross pollination.
- Jesup Agricultural Wagon: Provide activities for the Exhibition Station that are more engaging and effective. Allow visitors to outfit the Jesup Wagon and "take it to the people".
- Agriculture & Weather: Develop interactive components for the agriculture lessons in the drawers. Reset ABC doors and weather manipulatives to a more "user friendly" setup. Currently, the doors are too low and are dark. Weather charts are not easily accessible.
- Natural Environment: Replace lights in the tree exhibit to a low wattage system, to avoid burns. Add missing bird specimens, to match the audio clips in the diorama. Utilize a smaller PC for the computer near the diorama and replace *One Small Square* with software compatible with Windows XP.
- Objects into Inspiration: Develop a hands-on activity that will provide visitors with an opportunity to turn common materials into new creations.

Science Laboratory:

The Science Laboratory is the venue for a variety of interpretive and educational programs. Details about the education programs conducted in this area can be found in the Monument's Education Plan. When not being used for programming, it is open to the general public. Recommendations for this area include:

- Equip the greenhouse so that it can be used to propagate plants for the terrarium and demonstration gardens.
- Collaborate with Iowa State University to develop an exhibit about Carver's herbarium collection.
- Explore other options for Modern Marvels film: Edit to provide options for viewing shorter segments rather than the entire 50 minute presentation, or show entire film in the theater, or move the current display to another location where viewing entire program is more reasonable.
- Reprint static exhibits to reduce the amount of text on each panel.
- Add overhead projector to eliminate use of several posters during programming.

Humanities Room:

The Humanities Room is intended to be the venue for exhibits and programs relating to Carver's passion for and talents in the arts. Display cases should be installed that will

make it possible to have rotating exhibits of a variety of artwork, including pieces of Carver's artwork borrowed from Tuskegee Institute National Historic Site.

Multipurpose Room:

When school groups are being staged in this area prior to the start of their education programs it would be helpful to have an activity to focus their attention. Interpretive staff would like to develop an interesting and interactive PowerPoint presentation on National Park Service trivia.

Museum:

Although the museum exhibits received graphic updates during exhibit development for the Carver Visitor Center, funds were not available to complete all the desired modifications. These include:

- Replace original display cases with new display cases that provide for better protection and preservation of artifacts.
- Incorporate rotating exhibits and artifact displays, utilizing the display case currently occupied by the exhibit entitled "Role Model for Achievement".
- Modify Personal Perspectives audio-visual exhibit to include oral history interviews that were completed for the Association in 2005 by researcher Peter Burchard.

Theater:

- Create SOP for use of assisted listening devices.
- Promote the use of assisted listening devices to the public.

Museum Store:

- Association should strive to staff the museum store daily, for the convenience of visitors and to ease stress on limited staff numbers.
- Install a telephone at the cash register desk.

OUTREACH

No communications plan or outreach strategy is in place to promote Monument opportunities. For the purposes of this plan and the Monument, outreach is defined as strategic communication that influences the perceptions, attitudes, expectations, and actions of a targeted audience, with the goal of establishing understanding of the significance of the Monument and need to preserve it for future generations. Effective outreach is vital to the mission of the National Park Service and Monument. Only with public support will the Service succeed in its mission and efforts to protect and conserve the nation's most valued treasures – including George Washington Carver National Monument.

The Monument should develop a new orientation/marketing film to promote the Carver Visitor Center, program opportunities, and the significance and meaning of the Carver story. This film should have the dual purpose of marketing and reaching underserved audiences to connect them to the Monument. This film can be used by park staff

for off- site presentations or distributed as appropriate. The Monument should also encourage area hotels, local access cable television channels, the Joplin Airport, the Joplin and Carthage Visitors and Convention Bureaus, the Missouri Welcome Center, and area chambers of commerce to use this film. Where available, hotels could use the film on the visitor information channel on their television systems.

In order to increase the profile of the Monument in local communities the staff should consider pursuing additional promotional opportunities with various local television and radio outlets, and developing articles for magazines, newspapers, and other publications.

WEBSITE

The park website was updated in 2006 in accordance with standards for NPS websites across the nation. Some enhancements could be made to the website to make it more useful. These include:

- Link to information on the Monument's museum collection, as well as digital images of some of the items housed in the collection
- Virtual tour
- Historic photographs
- Links to other NPS sites with African American history themes
- Researcher links and information
- Links to other important sites related to Carver (ISU, TU, TUIN)
- Create links to local chambers of commerce for lodging and meal information
- Posting major Monument management plans on- line for access by a broader range of the public
- Posting natural and cultural resource studies conducted at the Monument on- line for access by a broader range of the public
- Online reservation request system for traveling trunks and education programs

INTERPRETIVE PUBLICATIONS

Monument Brochure:

The Monument's unigrid brochure is regularly reprinted. During the next reprinting, these modifications are suggested:

- Larger map of trail
- Map of Carver Visitor Center layout with descriptions of the exhibit areas
- Correct the number of current national park sites
- Change photo credit to "P.H. Polk"
- Replace photo of Williams' Pond with a photo more relevant to George Washington Carver
- Replace photo of former Discovery Center facility with photo of new Carver Visitor Center and/or exhibits

- Change terminology that refers to Carver as a “symbol of interracial harmony”

Trail Guide:

As the Wayside Exhibit Plan is implemented the content of the Trail Guide should be modified so that it complements the wayside exhibits.

Newsletter:

The Trailblazer needs to be revived and produced semi- annually in order to promote programs and activities in the new Carver Visitor Center.

Brochure Rack Card:

The Monument needs to have the Brochure Rack Card professionally printed and made available for distribution by local tourism groups and visitor information centers. Park will seek design assistance from the Midwest Regional Office.

Site Bulletins:

A site bulletin on Carver’s artwork should be developed, as we get many requests about his paintings.

AUDIO VISUAL

A new park film should be produced. *Man of Vision* does not present a completely accurate picture of Carver and actually perpetuates several myths about him. *Boyhood of Carver* is rather dated, is not very high quality, and does not present a complete story. Monument staff should initiate planning for a new film (or films), taking into account the following considerations:

- *Identify primary audience for the film.* Will the film be for the general population? Is there a need for the film to serve the general public as well as school groups and younger visitors? If so, consideration must be given to whether or not one film could actually accomplish this or if two films are needed. If two films are necessary, they will likely require different formats, identify different interpretive themes, and be different lengths.
- *Identify a format for the film.* In doing so, consider that there are several possibilities, including that it could be used to create emotional connections to meanings of the park OR could be presented as a chronology OR could provide an impressionistic approach to presenting Carver’s life in the time period OR could look at the positives and negatives of Carver the man.
- *Identify specific interpretive themes to be addressed with the film.* In order to do this, staff could consider several things, including: Is a particular theme currently underrepresented in Visitor Experiences? What are the best ways to humanize the man? What are the most important aspects of his life or personality to be portrayed?
- *Utilize Harper’s Ferry Center.* They offer a free service for estimating the cost of a film project which can be used to prepare funding proposals.

INTERPRETIVE PROGRAMS

Personal services should be developed to address subject matter that is complicated or controversial, or has a need for interpretive dialog. There are a number of resources and topics presented in the new Carver Visitor Center exhibits that have not previously been addressed through interpretive services. However, it is important to guard against doing a program of what is already on the wall. Instead, exhibits could be used as a springboard to develop deeper meanings. Programming can be developed in a range of formats and conducted in a variety of venues.

In the past, interpretive programming at the Monument has tended to be dominated by programs on natural history or demonstrations of cultural activities. Controversial and complicated themes were not often the focus of programs. Recently, emphasis of programming has started to shift as the staff has looked critically at programs in relation to interpretive themes.

The following topics, and related themes, have the potential for development:

- Racial and social turmoil of Carver's youth (Themes A- 1 and A- 2)
- Overcoming racial discrimination (Theme A- 2)
- Carver's role in promoting interracial understanding (Theme D- 3)
- Controversy over Carver's Christian faith (Theme B- 2)
- Complex circumstances resulting in establishment of Monument (Theme D- 3)
- Carver's ability to conform to an audience or social situation (Theme D- 3)

In order to continue to develop interpretive skills and meet NPS standards for interpretation, interpreters should be encouraged to participate in the Interpretive Development Program and submit products for certification. This should become a priority for permanent and seasonal interpreters as it will aid in developing a more consistent approach to interpretive programming.

EDUCATION PROGRAMS

With the opening of the new Carver Visitor Center the structure of educational programming has been modified to reflect the change in facilities, to establish a standardized schedule, and set limits on capacity. Currently, the first season of educational programming is underway. Once the season concludes, and the successes and failures of program design are evaluated, additional modifications should be made. Consideration should be given to including shorter educational program options. These modifications will be incorporated into the Education Plan.

SPECIAL EVENTS AND EXHIBITS

In addition to the three special events that are currently held at the Monument, there have been a number of others conducted in the past. These events have been

discontinued for a variety of reasons. Development of new special events should be considered if they can be supported by park themes and current staffing levels.

Activities and interpretive programs at special events should be carefully evaluated to ensure that they fit park interpretive themes and help visitors connect to the meaning of Carver. Staff should continue to exercise caution against the tendency to combine too many different themes and unrelated activities, which could actually trivialize the nature of the event. In addition, the staff should consider an alternative name for Prairie Day, as the name does not accurately reflect the true purpose of the event.

The Monument should consider special traveling exhibits as a way to enhance and provide variety to programming. A number of organizations offer traveling exhibits that would fit very well with park themes. Because these are usually funded by private organizations, consideration must be made in regard to the cost associated with the exhibit, as well as the amount of staff support and space required.

Special exhibits or guest speakers would provide opportunities to address some complex issues that warrant the expertise of a subject matter expert. Guest speakers could be invited as part of a lecture series or history symposium held at the Monument. There are a number of complex topics that lend themselves to this format, including:

- Slavery and complexities that still affect race relations today (Theme A- 1)
- Racism within the African American community (Theme D- 3)
- Opposing viewpoints in African American community (Theme D- 3)

TRAILS AND WAYSIDE EXHIBITS

The Monument should consider adding a nature trail that extends from the vicinity of the Williams Pond to the northwest corner of the Monument. This area of the Monument is not currently being used and offers an excellent opportunity for a nature trail. This trail should be a narrow, backcountry style trail that has a minimum impact on the natural setting. The trail should be designed to take visitors through various ecosystems that existed on the farm during George's childhood. Programs should be designed to encourage visitors to explore the wonder of nature as George once did on the farm and to learn about their natural surroundings while traversing the nature trail. This additional length of trail also serves to encourage use of the park for recreation and physical fitness, two recent initiatives supported by NPS leadership. It will also provide an opportunity to promote NPS preservation and conservation. Signage and wayside exhibits should be kept to a minimum in this area. Careful consideration should be made when planning this trail, especially the increased maintenance needs, the potential for invasive species, additional area for park staff to patrol, and fulfilling proper compliance policies and procedures.

Carver Trail:

A new directional sign should be placed at the head of the Carver Trail to indicate the start of the trail. The new trail route as a result of the Carver Visitor Center

construction causes some confusion about which direction visitors should proceed down the trail. Priority should be placed on completing the implementation of the Wayside Exhibit Plan. This project has been stalled for several years. Currently only two waysides are being produced. The Monument should seek assistance from the Midwest Regional Office and Harper's Ferry Center to complete the installation of these waysides. Installation of the remainder of the wayside exhibits will shift the interpretive focus on the trail to include Carver's entire life and career rather than just his childhood years.

CULTURAL LANDSCAPE

The Monument is the birthplace and childhood home of George Washington Carver. The Monument should consider identifying an area of the park to be maintained as an agrarian environment similar to that of Carver's childhood farm. The current General Management Plan calls for managing the Monument entirely as natural prairie and development zones. The Monument's status as a National Historic Landmark was based upon the Monument's previous management strategy of maintaining an agrarian setting. A balance of natural prairie and agrarian setting has been proposed as a treatment for the landscape. Discussions related to this management option have been held over the last couple of years and resulted in the *Natural and Cultural Resources Management Strategic Plan*, completed in 2006, for the purpose of proposing an amendment to the current GMP.

COOPERATING ASSOCIATION

The Association needs to develop a Scope of Sales statement and should consider revising the current sales list format to improve product descriptions. The Association has also worked to develop a website, although the site has never been completely functional. The website should be updated and improved so that it accomplishes all functions desired by the Association. The Monument should continue to work with the Association to support park programs and events. The Monument should strive to implement the recommendations provided as a result of the recent review of the cooperating association by NPS officials from the Midwest Regional Office and WASO.

PARTNERSHIPS

Some of the most important opportunities that the Monument has for establishing partnerships have not been actively pursued. Relationships should be strengthened with other sites that have important connections to Carver. These include Tuskegee University, Tuskegee Institute National Historic Site, and Iowa State University. These entities continue to be under-utilized as opportunities for partnerships. Interpretive services could be enhanced by collaborating more closely with them. Research efforts and sharing of resources would be easier to coordinate. The Monument should seek to establish stronger relationships and more regular communication with these partners.

The Monument should work to partner more closely with the local U. S. Fish and Wildlife Service at the Neosho Fish Hatchery, especially to promote careers in resource management fields to regional high schools and colleges/universities.

VOLUNTEERS-IN-PARKS (VIP) PROGRAM

The VIP program has been an important component in the success of the Monument's interpretive and education programs. VIP contributions have proven to be vital to the operation of the new Carver Visitor Center and the value of those contributions undoubtedly will continue to grow as facility operations and programming are further defined. The increased size of the new facility and diverse exhibit and programming opportunities have resulted in a need for additional VIPs to rove the building, greet visitors, deliver programs, provide maintenance, and assist with the Museum Store. The VIP coordinator has done an excellent job in managing the VIP program to provide support in these areas. The Monument should continue to recruit for VIPs to address these increased demands and should consider providing additional staff to support the VIP program. Standard Operating Procedures should be developed for the VIP program.

STAFFING

The current organizational chart for the Monument recommends a permanent interpretive staff of three GS- 9 Park Rangers and one GS- 5 Park Guide. Discussions by management in the last several years have proposed eliminating one of the GS- 9 Park Ranger positions. Currently the heavy workload of the division is distributed primarily among the GS- 9 Park Ranger positions, with the GS- 5 Park Guide position being vacant. The Monument underwent an Operations Evaluation in May 2007 and will be participating in a Core Operations exercise in November 2007. The results of these two reviews need to be analyzed to determine what functions are vital to our mission and the staffing structure that will be needed to maintain them.

CARVER LIBRARY AND COLLECTION

Carver Library:

The library collection has recently been relocated to the Carver Library in the lower level of the Carver Visitor Center. As the collection is organized, items should be reviewed to ensure they are important to be maintained as part of the library collection. A Scope of Collection should be developed to provide guidance about what types of materials should be included in the library collection and provide timeframes for maintaining periodicals.

Carver Museum Collection:

The museum collection contains many valuable papers and artifacts relating to the life of George Washington Carver. There is a large collection of letters and papers that are routinely used for research or exhibits. In order to preserve these documents while

making them more easily accessible they should be scanned and made available in digital format. High resolution digital photographs should be taken of all objects in the collections, for both documentation purposes and use as interpretive resources. Artifacts should be used on a more regular basis in rotating exhibits, provided they can be properly preserved and protected. Aging exhibit cases in the museum do not provide adequate protection for artifacts and should be replaced. Exhibit cases are also needed for rotating exhibits of artifacts and artwork.

IMPLEMENTATION PLAN

The following implementation plan summarizes actions proposed in this plan and establishes the fiscal year when projects will be initiated. Large-scale projects might actually take more than one fiscal year to accomplish.

Implementation of all aspects of this plan will depend on being able to organize projects into steps that can be accomplished with incremental funding or existing staff. Monument management will prioritize and select from recommended projects and strategies annually and update the Monument's Five-Year Strategic Plan based on funding and staffing availability.

Project funding estimates are not included in this plan since estimates can easily become outdated during the 7-10 year life of the document. Monument staff can develop accurate estimates when requested to fund projects. Estimates for projects that may be completed by Harpers Ferry Center (audiovisual, publication, and wayside exhibit advanced planning, design, production and equipment costs) can be obtained from HFC Manager Office.

Project	LRIP Page	Initiation Year	Status
History Classroom PowerPoint		FY07	Included with PAC project (FY07 initiation)
Lobby signage incorporating NPS identity, program and facility descriptions, and schedules		FY08	
HDA – Lifetime of Letters exhibit improved		FY08	
SDA – Objects Into Inspiration exhibit activity developed		FY08	
Science Laboratory – Greenhouse equipped to be more functional		FY08	
Multipurpose Room – NPS PowerPoint		FY08	
Museum – Replace exhibit cases		FY08	
SOP for assisted listening devices		FY08	
Produce rack card with MWR assistance		FY08	
Education Plan updates		FY08	
Production of wayside exhibits for Carver Trail		FY08	
VIP program SOP		FY08	
Special speaker or exhibit : Opposing Viewpoints in the African American Community		FY09	
Conduct visitor surveys on demographics, exhibits, and programs		FY09	
History Classroom seating		FY09	
HDA – Slavery exhibit developed		FY09	
SDA – Jesup Agricultural Wagon exhibit activities developed		FY09	

Science Laboratory – overhead projector installed		FY09	
Humanities Room – exhibit/artifact cases		FY09	
Museum – Replace Role Model for Achievement exhibit with rotating exhibits		FY09	
Website improvements		FY09	
Park brochure edited		FY09	
Newsletter produced		FY09	
Interpretive program: Turbulent Era of Carver’s Youth		FY09	
Interpretive Development Program implementation		FY09	
Installation of introductory wayside/sign for Carver Trail		FY09	
Partnership development with ISU, TI, TUIN		FY09	
Special speaker or exhibit: Race Relations within the African American Community		FY10	
HDA - Map exhibit improved		FY10	
SDA – Agriculture & Weather exhibit improved		FY10	
Museum – Modify Personal Perspectives exhibit to include Peter Burchard’s interviews		FY10	
Trail Guide edited		FY10	
Site bulletin on Carver’s artwork		FY10	
Interpretive program: Interracial Cooperation		FY10	
Partnership with USFWS		FY10	
Carver Library Scope of Collection		FY10	
Special speaker or exhibit: Slavery’s Impact on Race Relations		FY11	
Work with MoDOT to improve directional signs		FY11	
HDA – News in Black and White exhibit improved		FY11	
SDA – Natural Environment exhibit improved		FY11	
Science Laboratory – Herbarium exhibit developed		FY11	
Science Laboratory – Modern Marvels film edited		FY11	
Monument orientation film		FY11	
Photographing museum collection items		FY11	
HDA – Images of History exhibit improved		FY12	
SDA – The Little Lab exhibit improved		FY12	
New park film		FY12	
Nature trail loop		FY12	
Scanning historic documents		FY12	

CLOSING REMARKS

This Long- Range Interpretive Plan outlines George Washington Carver National Monument's goals for the Division of Interpretation and Education and presents recommendations that will keep the Monument meaningful, relevant, and valued to our visitors. This LRIP serves as the guiding document for new staff members within the interpretation division. This plan is a "living document" – it will be reviewed annually and adjusted to respond to changing Monument issues, visitor expectations, and funding opportunities. Full implementation of this plan will allow the Monument to become a national leader in education and interpretation and will provide our diverse and sophisticated public with the high level of interpretive services they deserve.

Staff should work to ensure every visitor has the opportunity to be emotionally tied to the Monument's compelling story, clearly understands their personal and community relationship to the significance of the Monument, and are encouraged to further explore the impact of George Washington Carver and his legacy on their own life. Visitors should also realize the importance of the mission of the National Park Service and be inspired to become a part of the stewardship of our national treasures.

PLANNING TEAM

George Washington Carver National Monument

Reginald M. Tiller	Superintendent, GWCA
Scott J. Bentley	Former Superintendent, GWCA
William N. Jackson	Retired Superintendent, GWCA
Lana K. Henry	Supervisory Park Ranger, GWCA
Tammy Benson	Former Supervisory Park Ranger, GWCA
Dena Matteson	Park Ranger, GWCA
Curtis Gregory	Park Ranger, GWCA
Diane Eilenstein	Park Ranger, GWCA
Ellen Cox	Former Park Ranger, GWCA
Michael Rhymer	Former Park Ranger, GWCA
Lisa Curtis	Former Park Ranger, GWCA
Demetrius Lambert	Former Park Ranger, GWCA
Sherrie Smith	Former Seasonal Forestry Technician, GWCA
Sue Reiss	Facility Manager, GWCA

National Park Service

Tom Richter	Chief of Interpretation and Education, MWRO
Jeff Kroke	Former Historian, OZAR
Mike Beasley	Former Fire Management Officer, OZAR
Martha Ruhe	Landscape Architect, OZAR
Galen Ewing	Park Ranger, FOSC
Julie Stumpf	Vegetation Management Specialist, MWRO
Steve Cinnamon	Chief of Natural Resource Stewardship & Science, MWRO
Sherda Williams	Superintendent, Nicodemus NHS
Kim Sikoryak	Interpretive Specialist, IMRO
Richard Kohen	Interpretive Specialist, IMRO

Park Partners and Consultants

Larry James	Historian, Newton County Historical Society
Linda James	Historian, Newton County Historical Society
Charles Nodler	Archivist, Missouri Southern State University
David Cunningham	Historical Consultant
Larry Cebula, Ph.D.	Assistant Professor of History, Missouri Southern State University
Kay Hively	Local Historian
Gary Kremer, Ph.D.	Executive Director, State Historical Society of Missouri
Deborah Q. Lewis	Curator, Department of Botany, Iowa State University
Cynthia Wilson	Archivist, Tuskegee University
Paxton Williams	Executive Director, Carver Birthplace Association
Pauline Charles	Business Manager, Carver Birthplace Association

BIBLIOGRAPHY of RELATED DOCUMENTS

RESEARCH REFERENCES

Archeological Investigations at George Washington Carver NM, Robert W. Neuman, Archeologist, 1958 (Library)

Archeological Investigations at George Washington Carver NM, Robert T. Bray and Garrison G. Ervan, Archeologists, 1976 (Library)

The Carver Myth, Barry Mackintosh, 1974 (Library)

The Early Life of George Washington Carver, Robert P. Fuller and Merrill J. Mattes, 1957 (Library)

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Geophysical and Shovel Test Associated with the Expansion of GWCA, Ann Bauermeister and William J. Hunt, Jr., Archeologists, 2004 (Library)

Geophysical Survey in Carver Family Cemetery, George Washington Carver NM, Robert K. Nickel, Archeologist, 2000 (Library)

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Historic Resource Study and Administrative History, Anna Coxe Toogood, 1973 (Library)

Historic Structure Report, Moses Carver Late Period Dwelling, Midwest Regional Office, National Park Service, 1963 (Library)

Historic Structure Report, Part II, Moses Carver Late Period Dwelling, Orville Carroll, 1966 (Library)

An Intensive Archeological Survey of George Washington Carver NM, David Benn, Archeologist, 1982 (Library)

A Magnetic Survey of Portions of the George Washington Carver NM, John W. Weymouth, Archeologist, 1976 (Library)

Moses Carver and His Family, Robert P. Fuller, 1955 (Library)

Report of Archeological Investigations at George Washington Carver NM, Paul L. Beaubien, Archeologist, 1953 (Library)

The Scientific Contributions of George Washington Carver, William R. Carroll and Merle E. Muhrer, 1962 (Library)

A Study of African American Culture in Southwest Missouri in Relation to the George Washington Carver NM, Lori Peterson, 1995 (Library)

CURRENT NPS MANAGEMENT POLICES

Director's Order 2, Park Planning

Director's Order 6, Interpretation and Education

Director's Order 7, Volunteers- In- Parks

Director's Order 20, Agreements

Director's Order 24, Museum Collections Management

Director's Order 28, Cultural Resources Management

Director's Order 32, Cooperating Associations

Director's Order 52C, Park Signs

Director's Order 77, Natural Resources Management

NPS Management Policies 2006, Sections 1.10 and 7.6, Partnerships

CURRENT PLANNING DOCUMENTS FOR GEORGE WASHINGTON CARVER NATIONAL MONUMENT

Master Plan, 1966

Interpretive Prospectus, 1979

Statement for Management, 1994

General Management Plan, 1997

An Integrated Management Plan (Cultural Landscape Plan), 1998

Resource Management Plan, 1999

Scope of Collection Statement, 2002

Wayside Exhibit Plan, 2002

Fire Management Plan, 2004

Collection Management Plan, 2005

Safety Plan, 2006

Emergency Operations Plan, 2006

Natural and Cultural Resources Management Strategic Plan, 2006

This section of the Long- Range Interpretive Plan contains support materials identified throughout this plan.

Appendix	
A	Tangibles and Intangibles
B	Interpretive Case Study
C	Education Plan
D	Association Sales Product Review Guidelines
E	Partnership History

Appendix A provides possible tangible resources, intangible meanings, and program topics that could be used in the development of interpretive programs and media at the Monument. This is by no means a complete listing, but is intended to provide suggestions and guidance for future development.

Primary Theme A: Carver’s Life Platform

Born into slavery on a southwest Missouri farm amidst the tumultuous times surrounding the Civil War, George Washington Carver experienced racism, segregation, and other hardships; yet demonstrated an “I Can” attitude throughout his life.

Sub- theme A- 1:

Orphaned as a young slave child and challenged by health ailments, George overcame many hardships.

Suggested Topic(s):

“An Orphan Boy”
“Blacks in the Civil War”

“Slavery and the Civil War”
“Black Exodus”

“Slavery in SW Missouri and the Region”

Tangible Resources		
Birthplace site	Quotes	Civil War Battle Map
Mary’s Bill of Sale	Missouri Laws	Oral Histories
Carver’s Letters	Photos of John Bentley	Carver’s Autobiographies
Census records	Photos of Moses Carver	Carver Family Cemetery and local cemeteries where slaves are buried
Lincoln School Sketch	Photos of Jim and his gravesite	Gun/Ammo
Birthplace site	Photos of George	Civil War Battle Map
Birthplace Cabin Sketch		
Intangible Concepts		
Hatred	Slavery	Pain
Sadness	Trauma	Hope
Loneliness	Fear	Discrimination
Perseverance	Suffering	
Determination	War	

Sub- theme A- 2:

George experienced racial discrimination, yet succeeded in his quest for an education, developing an “I Can” attitude that carried him throughout his life.

Suggested Topic(s):

“Quest for an Education”
“Racial Discrimination in Carver’s Life”

“Women in Carver’s Life”
“Carver and the Civil Rights Trail”

“Carver Mentors”
“Carver Education”

Tangible Resources		
Personal Correspondence	Lincoln School Sketch	Quotes
Oral Histories	Photos: Steven Slane, Stephen Frost	Carver Bust and "Equipment" Poem
Ft. Scott Newspaper Article on lynching	Grade Reports	
Highland College Proclamation	Schooling at Ft. Scott	
Intangible Concepts		
Disappointment	Determination	Hope
Fear	Success	
Anger	Injustice	
Perseverance	Discrimination	

Sub- theme A- 3:

The cultural environment that George experienced during his formative years provided him skills that proved to be invaluable throughout his life.

Suggested Topic(s):

"1860s- 70s Lifestyles"

"History of the Carver Family Cemetery"

"Carver and Textiles"

"Reminiscent History of the Ozark Region"

"Historical Agriculture"

"Epitaphs and Engravings"

"Cultural Landscapes"

Tangible Resources		
Carver House	Land Deeds	William Williams Home Site and Springhouse Foundation
Carver Family Cemetery	Church Register	Mary's Spinning Wheel
Personal Correspondence	Quotes	Marion Township Plat Map
Oral History	Spring Site	Wallpaper Displays
Watkins Family Bible	Photos	Historic Base Map
Watkins Furnishings	Ash Hopper	Oral History about Drama that the Carvers Attended
Mariah Watkins Dress	Moses Carver's Violin	"Ode to the Gourd" Poem
Pottery	Needlework	
Autobiographies	Paintings	
Photo of Carver in Play	1882 Historical Atlas of Newton County	
Intangible Concepts		
Love	Resourcefulness	
Family	Hard work	
Education	Gratification	
Enjoyment	Self- sufficiency	

Primary Theme B – Carver’s Spirituality

George Washington Carver possessed deep Christian beliefs, combining his faith in God with science and crediting Divine revelation for his creative abilities.

Sub- theme B-1

Carver’s deep Christian faith guided every aspect of his life and work.

Suggested Topic(s):

“Carver’s Mentors”

“To Be of the Greatest Good”

“Libby”

Tangible Resources		
Correspondence and Photos of the Listons	Correspondence and Photos of the Seymours	Correspondence and Photos of the Milhollands
Artifacts and Photos of the Watkins	Oral History on Flora Abbott	Libby Story
Personal Correspondence	Bible Study Classes	Eight Cardinal Virtues Letter
Bible	Quotes	
Intangible Concepts		
Faith	Inspiration	Love
Purpose	Spirituality	Compassion
Service	Devotion	

Sub- theme B- 2:

Carver viewed science and religion as seamlessly interconnected tools to discern truth, and credited God as the source of his creative genius.

Suggested Topic(s):

“God’s Little Workshop”
“Isaiah Heard a Voice”

“Talking with Flowers”

“Science & Religion”

Tangible Resources		
Glenn Clark audio tapes	Austin Curtis Personal Interview	
Photos – YMCA, others	Speeches where they came away knowing more about prayer than science	
Personal Correspondence	Quotes	
New York Times Article	Carver Letters	Carver’s response to the New York Times Article
Intangible Concepts		
Faith	Inspiration	
Frustration	Resiliency	Perseverance
Embarrassment	Determination	Strength
Creativity	Hope	
Humbleness	Love	

Primary Theme C – Carver’s Passion for Art

George Washington Carver possessed the soul of an artist, expressing himself artistically through his work, gaining personal rejuvenation through artistic pursuits, and encouraging others to incorporate beauty into their lives.

Sub- theme C – 1:

George was resourceful and creative in his artistic endeavors - gaining inspiration from the natural environment and deriving a sense of serenity and personal rejuvenation from his creations.

Suggested Topic(s):

“The Plant Doctor”
 “Park Ecosystems”
 “Plant Diseases”

“Walk in the Woods”
 “The Fifth Essence”
 “Natural Dyes”

“Talking to a Flower”
 “Mushrooms”
 “Nature Journaling”

Tangible Resources		
Quotes	Specimens from Museum	Photos – GWC flower in lapel
ISU Archives and Photos (Henry C. Wallace – nature hikes)	ISU Herbarium of Carver	Boy Carver Statue
Personal Correspondence	Oral Histories	Landscape
Natural Environment at Park	Mounted Grass Specimens	
Intangible Concepts		
Curiosity	Care	Enjoyment
Solitude	Nature	Quietude
Resourcefulness	Creativity	Inspiration
Love of Nature	Contemplation	Perseverance

Sub- theme C – 2:

George inspired and encouraged others to pursue their own artistic explorations and incorporate beauty into their daily lives.

Suggested Topic(s):

“Art Education”
 “Carver the Artist”

“Carver Art Workshop”

“Art Exhibition”

Tangible Resources		
Photos of Simpson College	Sketching	Watercolor
Etta Budd	Oils	Brushes
The Yucca	Art Palette	Clay
Personal Correspondence(Dana		

Johnson, Talladega Lady)		
Intangible Concepts		
Education	Self- satisfaction	Beauty
Inspiration	Creativity	
Enjoyment	Self- Discipline	
Fulfillment	Generosity, unselfish giving	

Sub- theme C – 3:

Carver’s expression of himself artistically in everything that he did was evident in his work, his hobbies, and his appreciation of the fine arts.

Suggested Topic(s):

“Art Education”

“Carver Art Workshop”

“Art Exhibition”

Tangible Resources		
Poem “Ode to the Gourd”	Quotes	Ness County Newspapers
Moses Carver’s Violin	Equipment Poem	
Picture of Carver in a school play	ISU Archives for Voice Lessons and Piano Lessons	Oral Histories at Locust Grove Forbes H. Brown
Intangible Concepts		
Education	Social Interaction	Enjoyment
Inspiration	Self- confidence	Perseverance
Enjoyment	Self- satisfaction	Disappointment
Creativity	Fulfillment	
Self- discipline	Contemplation	

Primary Theme D – Carver’s Life Work and Achievements

George Washington Carver’s life of service led him to become a renowned scientist, educator, humanitarian, and example of interracial cooperation.

Sub- theme D – 1:

Carver’s contributions in a variety of scientific fields led him to receive recognition for numerous accomplishments in science and agriculture.

Suggested Topic(s):

- | | | |
|---|---|---|
| “Agriculture: Ministry to Mankind” | “Gospel of Tuskegee” | “George W. Carver: With Honors” |
| “African American Trailblazers” | “Famous Friends: G. W. Carver, Henry Ford...” | “Congressional and Legislative History” |
| “Carver Day” | “Carver Science Fair” | “Carver Agriculture Fair” |
| “Carver’s Patents” | “Carver’s Amaryllis Collection” | “Father of American Chemurgy” |
| “Dr. Carver and Plant Pathology” | “Being Kind to the Soil” | “Carver and Agriculture” |
| “Carver and Horticulture” | “Carver and Plant Genetics” | “Carver and Nutrition” |
| “Carver and Bacteriology” | “Carver and Mycology” | “Carver and Ecology” |
| “Carver’s Work to Fight the Effects of Polio” | “Carver’s Letters” | |
| “Carver’s I Can Attitude” | | |
| “Eight Cardinal Virtues” | “Who Was George W. Carver” | |

Tangible Resources		
Correspondence	Roosevelt Medal	Carver's Bulletins
Photos	Carver Coins	ISU Botany Papers by Carver: "Plants as Modified by Man", "Best Bulbs for Amateurs", "Grafting and Cross-breeding Plum Trees"
1942 Selma "Equipment Poem"	Personal Correspondence	
Bronze Bust at Tuskegee	Pres. Truman's Proclamation of Carver Day	By- products Lists
Oral Histories	Honorary Doctorates from Selma University and Simpson College	American Inventors Society Member
Quotes	Spingarn Medal	
Ways and Means Committee 1921	Submarine	Carver's Patents
Belgian Congo	Photos with FDR and H. Ford	1943 Enabling Legislation P.L 148
Correspondence with Ghandi, King of Sweden, Prince of Wales, Joseph Stalin	Highland College Honorary Degree	ISU Dr. Pammel's letter in Ames Iowa Tribune
Stamps	USDA Collaborator	Schools Named for Him
Carver Day Established on January 5	1953 Bronze Plaque on Rock	
Carver Foundation	NASA Research	
Intangible Concepts		
Honor	Hard Work	Curiosity
Pride	Happiness	Service
Success	Education	Dedication
Recognition	Perseverance	
Appreciation	Sacrifice	
Knowledge	Patience	

Sub- theme D – 2:

As an educator and research scientist George Washington Carver led a life of service, carrying out his vision for an economically- rejuvenated South by promoting self- sufficiency and conservation.

Suggested Topic(s):

"Gospel of Tuskegee"
"Carver the Recycler"

"Nature's Garden for Victory"
"Food Preservation"

"Waste Not, Want Not"
"The Jesup Wagon"

Tangible Resources		
Carver's Bulletins	First Lab of Junk Material	Personal Correspondence
Items from Natural Fibers	Jesup Wagon	Clays for Color Washes
Carver Penol Company	Agricultural Fairs	Cotton Hybrids
Carver Products Company	Agricultural Short Courses	Organic Fertilizers
Food Preservation/Dehydration	By- Products List	

Collection of Herbarium Specimens	Patents	
Agricultural Techniques	Photos	
Intangible Concepts to be Understood		
Perseverance	Care	
Vision	Love	
Progress	Hate	
Dedication		

Sub- theme D -3:

As Carver’s scientific efforts received attention, his growing fame during an era of racial violence provided him increased access to whites and the opportunity to cross racial boundaries in an effort to promote interracial understanding.

Suggested Topic(s):

“ Carver & the YMCA ”

“A Look at Diversity Through Dr. Carver’s Eyes”

“Carver’s Boys”

Tangible Resources		
The Congressional Record	Photos	Ft. Scott Newspaper Article
Personal Correspondence	Quotes	Lincoln School Sketch
Oral Histories	YMCA Speeches (Work with the Commission)	
Intangible Concepts		
Patience	Injustice	
Peace	Fear	

Variables for Successful Interpretation

Analysis of Interpretive Programs At Selected National Park Service Units

Executive Summary

The purpose of this multiple case study was to attempt to answer three important questions through investigating five National Parks:

What are *perceived variables* to successful interpretation?

What are *current approaches* taken to achieve successful interpretation?

What *are* variables of an interpretive program that aid in its success?

The case study sites were decided on the basis of representation of a variety of park unit characteristics. The units included a major western site (Yellowstone), a major eastern site (Great Smoky Mountains), a mid-range park (Shenandoah), an urban unit (Cuyahoga), and a historical park (George Washington Carver). The rationale for the variance in unit missions / audience was to increase the validity of any cross consistencies in successful interpretive variables. Data sources included semi-structured interviews with key interpretive personal, participant observation of interpretive programs conducted at each site, and longitudinal assessment of a formal school program at each site.

Interview Results: *What We Want...*

A total of 35 in-depth interviews of interpreters were conducted from the five park units. All interviews were tape-recorded and later transcribed word for word for subsequent analysis. The data were then coded to reflect the major themes and recoded into sub themes to reflect specific content (Strauss, 1990). Over 200 coded variables associated with successful (or not) interpretation revealed four general types of variables that would help achieve successful interpretation in their national park units. Two of these general areas were consistently cited throughout the five case studies. An interpretive program must relate to the visitor and it must attempt to achieve its goals through nontraditional techniques. Two other variables less emphasized in the interview data, but none the less prevalent, were the attainment of foundational program needs and community outreach. These variables along with sub variables associated with each category are outlined below:

Relating to the Visitor

- Connection to the visitor
- “Reading” the audience
- Connection to the resource

Non Traditional Techniques

- Avoid didactic techniques
- Promote interactive / active approaches
- Promote critical thinking skills
- Offer a variety of interpretive techniques

Attainment of Foundational Program Needs

- Skills of the interpreter
- Structure of the program
- Connection to Park mission

Community Outreach

- Promote relations with gateway communities
- Improve formal school program delivery

Program Observations: *What We Do....*

Approximately twenty one public interpretive experiences from the five National Parks were observed and analyzed by the researcher. Interpretive venues observed included campground campfire programs, interpretive walks, visitor center programs, site oriented programs and visitor center front desk interface. An analysis of interpretive techniques yielded 67 observations / experiences / techniques. Only two observations / techniques showed great consistency with the interpretation observed. In at least half of the experiences the researcher noted that the interpreter displayed positive people skills (such as speaking ability, personable behavior etc.). The majority of interpreters was comfortable with dealing with people and showed confidence in their program delivery / visitor interface. A second observation / technique that was evident in almost half of the programs observed was that the primary technique for delivery of information was a talk / lecture format. This strategy was utilized for both evening programs (campfire / nature center offerings) and for standard walks / hikes. Due to the variance of programs, the small sample size, and single observer role, other observations / techniques recorded cannot be noted as significant.

The observations reveal an important discrepancy between the conducted programs and the variables desired to achieve successful interpretation. Although an overwhelming number of interpreters believe lecture strategies are detrimental to program objectives, the majority of observed programs utilized a didactic format. More importantly, the researcher observed *no aggressive strategy to relate the message of the experience to the visitor*. In analyzing these programs rarely did the interpreter attempt to associate information to the visitors' own perspective. This is in contradiction to the interview results which placed relating to the visitor as a top priority.

Longitudinal Analysis of Formal School Programs: *What Works...*

Included with each of the case studies is a qualitative analysis of a unit's formal educational program. This interpreter-guided program represents a curriculum-based experience that was presented the week of the case study and was observed by the researcher. A random sample of students who participated in these park programs were interviewed at least 12 months following the treatment to analyze knowledge, attitude, and behavioral changes stemming from the park site program. Data from these interviews were analyzed through a qualitative analysis. A general theory regarding the impact of the NPS curriculum-based program was then constructed.

Analysis of four of the formal school programs (Cuyahoga was not able to be evaluated due to procedural technicalities) has yielded significant information that will be helpful in future interpretive planning at both the case study sites as well as other National Parks. Below are key findings from the Parks:

GREAT SMOKY MOUNTAIN NATIONAL PARK

The analysis of the interview responses yielded over 50 topics / experiences / observations that the students recalled. Many of these topics represented general recall of the program. One activity relating to insect infestation of the Fraser Fir was very successful in relaying specific park objectives. Below is a quote representative of the recall of this interpretive experience:

Some of us were like this Woolly Delphid [actual name Woolly Adelgid] and some of us were trees and so the trees got their straws and the Woolly Delphids got thumbtacks...so the tree people couldn't suck as good and then we poked a whole bunch of holes in the straw and it didn't work at all, so anyways, they talked about what the woolly delphid was really doing.

YELLOWSTONE NATIONAL PARK

Analysis of the week- long residential program Expedition Yellowstone yielded 20 general concepts that were associated with the program and recalled by the students one year following the program. This data was related to park information, games, activities, and novel experiences gained from the week at the park. Many of the students were able to retain specific information that was associated with park objectives. Below is a sample response from this analysis:

The Geyser in Steamboat only has a big eruption about every 50 years and one of the rangers got to see it a half hour after erupted...we learned that you're not supposed to put anything in the geyser cause it could harm the pattern of the geyser...and they made us test and see if some of the soil was acidic or not.

GEORGE WASHINGTON CARVER NATIONAL MONUMENT

The results of an analysis of a half day school program brought out several concepts / topics related to Carver's life and achievements. The program included an interpretive walk on the Carver trail, a classroom presentation, and a visit to the science center. Three trail sites and one hands- on activity were retained by the majority of the students. In particular, the Carver homestead was vividly recalled:

I remember there was like a big wooden fence around the house and inside the house it was really crowded and there wasn't much space. I think there was an upstairs room - I wasn't sure cause there was a door that was locked.

SHENANDOAH NATIONAL PARK

Interviews from students who participated in the Loft Mountain interpretative hike yielded general information about the program's primary topic - geology. Although much of their recall was non- specific, one particular interpretive

activity (a rock identification challenge) was recalled vividly by a majority of the students. The description below is representative of the detail remembered by this game one year following the program:

They divided us into groups with 3 or 4 people in each group and they gave us each a rock and a little bit of time to look at it. We discussed it as a group and then at the end everybody had to stand up and say what they thought it was. And she explained to us whether we were right or wrong and why each rock was what it was and how old it was and how it was formed.

The findings of these long term studies suggest three general observations:

- Participants of an interpretive program *can and do* retain a variety of information long after the park visit.
- Each park has particular “icons” or “portals” that help accomplish park objectives.
- Generally, the more active the experience the better chance for long term recollection.

Variables for Successful Interpretation

Analysis of Interpretive Programs At Selected National Park Service Units

Phase II Research Report: George Washington Carver National Monument

Introduction

The purpose of this multiple case study was to attempt to answer three important questions through investigating five National Parks:

What are *perceived variables* to successful interpretation?

What are *current approaches* taken to achieve successful interpretation?

What *are* variables of an interpretive program that aid in its success?

The following report is a summary of data associated with the third question of the multiple case study; what are variables of an interpretive program that can aid in its success? A qualitative analysis was conducted on a formal educational program from George Washington Carver National Monument (GWC). This interpreter-guided program represents a curriculum-based experience that was presented the week of the case study site visit (Fall 2001) and was observed by the researcher. A random sample of students who participated in this park program was interviewed at least 12 months following the treatment to analyze knowledge, attitude, and behavioral changes stemming from the park site program.

The half-day school program included an interpretive walk on the Carver History Trail and activities conducted at the on-site classroom, science discovery laboratory and museum/visitor center. The guided walk and indoor activities examined several aspects of Carver's life including his struggle and success in overcoming the obstacles of slavery, poverty, and poor health and the significant contributions he made to the fields of science and agriculture. The students began with a 45-minute interpretive walk outdoors and visited three trail sites including a talking statue of Carver, the Carver house, and the family cemetery. They were then given time to examine the displays in the museum section of the visitors center and were given access to the gift shop. The classroom portion of the program featured rangers informing students about the properties of soybean products and then they participated in an interactive game. Volunteers read aloud descriptions of various items that were also on display and had to guess whether each one was industrial or edible. The students were then split into two groups, each one alternating between the last two components of the program. One group explored the discovery center with its exhibits, microscopes, and computer terminals. Meanwhile, the other group learned how to make peanut milk and then participated in a hands-on learning activity making peanut milk.

Study Methodology

Ten student participants who attended a half day school program at George Washington Carver National Monument took part in one- year post program telephone interviews conducted by two researchers at Indiana University. Open- ended questions probed participants for their recollection of the park program. The transcribed interviews were then processed through two levels of coding, open and axial.

In open coding, sentences were fractured into words and short phrases describing everything from natural features and activities to information, concepts, and impressions. A single researcher dissected each Carver participant interview into discrete units of words and phrases using a constant comparative method to yield a single list of data for each respondent.

During axial coding a second researcher reassembled the data and analyzed for patterns. Words such as house, statue, soybean, slavery, and peanut milk were stated several times by participants. By themselves, these words provided little meaning since the other words embedded in the sentence had been discarded. By reexamining the sentence structure on both sides of the dissected words and phrases, several general categories emerged.

For example, the word ‘peanut’ by itself tells researchers very little when it is removed from the context of the participant’s response. However, when analyzed as, *It was fun and interesting how, how he made peanut milk and he made it where someone could actually, they’re lives were being saved*, the data became identified with the emotion category. When word usage implied action such as, *Well they had some peanuts and we crunched them up*, it was placed in the action verb category. Phrases referring to aspects of setting, topographic features, or spatial relations such as, *We went over a bridge with a spring running under it*, were placed in the geographic category. Phrases associated with a form of communication, learning materials such as crayons and pictures, and use of the word ‘learning,’ were placed in the learning associated category; *They um, we talked about beans, he made some kind of beans and we got a crayon and it was like made out of some that he made*. Descriptive words without additional references were placed in their own category of nouns; *It was yellow (cabin)*. When the word or phrase included biological/ecological concepts such as nutrition, crop failure, drought, or temperature, such as, *There was only a little bit of flowers because they all died because it was cold*, it was placed in the ecological topic category. Words spoken with association to human impacts such as ‘natural resources’ and ‘soil depletion’ were placed in the environmental topic category; *He was good using the natural resources that he had*. Ecological and environmental topics were combined into the same category because they were used interchangeably, were more complex than other statements, and contained conceptual

content. A seventh category of ‘other’ was dropped from the axial coding process after its’ initial inclusion for lack of representative data.

Interview Results

In the first phase of axial coding researchers organized individual interview data into six thematic categories. During the second phase of axial coding, all of the interview categorical sets of data were combined into the tables enclosed herein. Six thematic categories are based on the general method by which program content was revealed or recalled. The emergent categories are:

- A. Emotions
- B. Action verbs
- C. Geographic/setting descriptors
- D. Learning associated
- E. Nouns
- F. Ecological and environmental

Emotion Category

The emotion category featured responses that answered emotion associated questions such as: what did you enjoy the most? What did you dislike? Or were responses that contained emotion associated adjectives or adverbs. Fifteen initial word/phrase topics were collapsed into the following eight topics (Table 1). In the third column, ‘responses’ represents the number of different participants said the word or phrase at least once. In the fourth column, frequency (*f*) represents the total number of times the word or phrase was said by all participants. When topics receive the same number of responses, they are ranked by the frequency of multiple citations by one or more participants.

Table 1

Category A- Emotions (n=10)

Rank	Word or Phrase	Responses (<i>f</i>)	
1	<u>Enjoy</u> specifics: Garden & spring, house, pond animals, plants & flowers, grave stone	5	16
2	<u>Positive</u> emotion associated with learning/activities: He did great things, fun- interesting, soybean oil- bear attraction, making peanut butter, he loved animals, I had experiences	4	10
3	Dislike the cold	4	4
4	<u>Empathy</u> towards GWC knowledge: Sick, not fun life, family dead, lonely- bored, feel like we knew him- his life	3	5
5	Dislike the long walk	3	5
6	<u>Enjoy trip in general:</u>	3	4

	Would go back again, fun, exciting, talk about at school next day		
7	<u>Topics with two responses each:</u> Dislike peanut milk, hatred- hanging- discrimination wrong, dislike cemetery	2	12
8	<u>Topics with one response each:</u> Warning- don't step in (lake) water, dislike bus ride, rather go elsewhere	1	3

Two emotion topics were cited by five different participants each. **Enjoyment of specifics** is a topic achieved by collapsing a few distinct subtopics. This grouping received the highest total frequency and featured comments regarding specific flora, fauna, structures, and water resources at the site, *I thought it (secret garden) was pretty cool because it still had some plants in it unless they planted them.* Carver's house also received mention, *I liked his house the most. Because we got to see where he lived. It was like I was living with him.* When asked what they enjoyed the most about the day, another response combined emotion, action, and setting, *I like going to the lake 'cause you could look in there and see all the fishes and look at the turtles that were by the water and look at the water.*

Positive association with learning/activities was the second emotion topic cited by five different participants. Words and phrases with learning associations were combined with positive affect. When asked for the main thing that stood out, one respondent said, *That he did great things over his lifetime.* Another participant linked positive emotion with learning. After identifying walking around the trail as the most enjoyable part of the day, the same respondent when asked 'why?' answered, *Because there was like these experiences to me, I learned more about George.* Yet another participant stated that their favorite part of the day was, *Making that peanut butter milk.* When asked 'why?' the same respondent answered, *Because it was cold out and we got to be inside and I got to talk to my friends.*

Dislike the cold was cited by four respondents. When asked, 'what did you not like?' one respondent said, *That it was cold.* All four citations followed this representation.

Three emotion topics garnered three responses each. **Empathy towards GWC knowledge** was expressed by statements that reflected emotional knowledge regarding aspects of Carver's life history and work, *He um, like his whole life he was mostly sick and he never did get to have very much fun 'cause he was always working.* Another participant said, *He wasn't really happy as he was when he was a little kid 'cause most of his family was dead and he didn't really have anyone to live with. He was bored all the time.*

Dislike the long walk received the same amount of total frequency for three citations. A representative citation is a response to the question, 'what did you enjoy the least?' *The walking.* The other two respondents also mentioned long walks more than once during their respective interviews.

Enjoy the trip in general was the third emotion topic to be recalled by three participants. When asked whether they would rather go on another trip to GWC and learn more or would rather go someplace else, one respondent answered, *I'd rather go back there*. When asked 'why?' the same respondent said, *Because it was real fun and exciting and I learned more things that I didn't know and plus, we didn't get to learn everything because we ran out of time*.

Emotion topics with two responses each include: dislike for peanut milk; hatred, hanging, and discrimination are wrong; and dislike for the cemetery. Emotion topics garnering one response each were: warnings not to step in the lake, dislike for the bus ride, and would rather go on a trip somewhere else.

In the emotion category, participants recalled enjoyment of specific living and non-living things followed by positive affect for learning and activities, dislike for the cold, emotional knowledge of GWC, dislike for long walks, and enjoyment of the trip in general. Lower frequency citations included comments regarding a dislike for peanut milk, negative association with hatred, hanging, and discrimination, dislike for the cemetery, a warning, dislike for the bus ride, and a preference to go somewhere else.

Action Verb Category

Action verb is the second category of topic responses. Participants described their recollection of the park program using action verbs ending in "ing" (talking, crushing [peanuts] listening, sitting) and implied action using other words (did, went, watched, looked, see, press, showed us) for example. Even though certain topics within the action verb category involve learning, the emphasis on active engagement embedded in the transcription was used to differentiate these responses from Category D- Learning Associated responses. A total of fifteen initial topics were combined into the following eleven topic headings (Table 2) and ranked according to number of participant responses in descending order of total frequency.

Table 2

Category B-Action Verbs

Rank	Word or Phrase	Responses (f)	
1	<u>Walk/went on- into:</u> Gardens, across field, by house, pond/lake, graveyard, trail to statue, trailers, bldgs, road, etc.	10	38
2	<u>Talked/talking:</u> House, cotton fields, secret garden, soybeans, statue, lake, hanging people, soy products, milk, etc.	7	16
3	<u>Crushed up (peanut- soymilk activity):</u> Soybeans, peanuts, stirred up, mixed, tried it (milk)	7	13
4	<u>House associated:</u> Sit in, pushing buttons, listening, seen, talked about, went to see	6	17

5	<u>See/looked:</u> Turtle, gardening, statue, tree, graveyard, lake, (microscope), stuffed animals- birds & snakes	6	I3
6	<u>Watch/saw:</u> video or movie	5	8
7	<u>Showed us:</u> Desks in school, pond/p.b., tools, 2 nd house [rich description]/trees, s.	4	I2
8	<u>Press buttons:</u> stuffed animals (museum), statue, computer simulation	4	4
9	<u>Made:</u> soybean crayons, stuff from soy/peanut butter., soy milk	3	4
10	<u>Write:</u> a letter/made an essay & diagram, picture- laboratory	2	3
II	<u>Topics with one response each:</u> Stop & read (interp signs), listening- to statue, visited- locations, feed ducks, counting turtles, bought map, got fake money, ate lunch	I	II

Walk and went on/into is the most frequently cited action verb topic, expressed by all ten participants. The students recalled going places linked by the action of locomotion such as, *We like, we went, we like walked around and stuff. We went into the trees and like, around that house and stuff and there was these graves and all.* Another response uses walking with other action verbs to describe program memory and learning, *We went on like the trails that went through, we went through like a wheat field that uh his parents were, they were slaves and they were uh, working there for their owner.*

Two action verb topics garnered seven responses each. The **talked and talking** topic frames the action of speech in an active tense to describe the park programming, *They talked about um the stairs, how you can pull them down so you can go upstairs.* The same participant uses active speech in their dialog with other action verbs, *I remember talking about the cotton fields. How that, how he always dug rows before he planted it and he was the only one that picked it sometimes, whenever his family was like sick.* Another response indicates speech as the method employed by both teacher and ranger educating about the same subject, *My teacher and the ranger were telling us about a tree that they have there that they used to hang, hung people.*

Crushed up is the second topic cited by seven respondents and describes the popular activity of simulating Carver's experimentation with making both soybean and peanut milk, *Yeah, we crushed up soybeans and made milk and we got to drink it if we wanted some.* Another participant relates details of the science laboratory exercise:

Yeah, we, you had these, you crunched up peanuts. You didn't take anything off of them, cut, you crunched 'em up. You put them in hot milk and, stirred it up and it was ready, but you had to let it sit for a little while.

Two action topics garnered six responses each. First, associations with Carver's house include participant recall of its' general appearance, *We went outside to this place where his house was and um, it was really little, it was a room, it was like a box.* Another participant uses verbs to describe walking, seeing, and impressions of what life must have been like for the home's inhabitants:

Okay, so we went to GWC NM and like we walked around and saw his house and stuff. And it was small, like really tiny and a ton of people had to live in

that tiny house...there wasn't room for all of them, but like, they like had to all live there because they didn't have any money.

See and looked is the second topic cited by six participants and is associated with other aspects of the park. Instead of listing or describing the subject matter, the students revealed various aspects of the landscape with association to visual sensation, *And we seen a turtle*. Another participant noted seeing gardens, a statue of Carver eating a banana, and an interpretive display, *Um, we got to see like a tree with drawers in it and you pulled out the drawers and it showed like butterflies and like a whole bunch of animals and uh walnuts and stuff, like black walnuts*.

In a similar fashion, active visual perception was revealed in the **watch and saw movie/video** topic cited by five participants. Some participants recalled seeing the movie, *I think we watched a video*. Instead of merely referring to the content, the act of watching was embedded in another participant's description, *Um, we sat and we watched the movie earlier, and watched it to the very end, and it told us about how he grew up, and how he applied his knowledge*.

Two action verb topics garnered four responses each. First, **showed us** represents knowledge and impressions visually presented by program staff, *They showed us a pond and we like, we walked around it and there was frogs still in it*. In the museum, another participant recalls visual instruction, *Uh, he showed us what like tools they used to work and all, and they used to work and what they dressed in and what they cooked on*.

Press buttons is the second action verb topic cited by four participants. A handful of interpretive displays in the park gained mention for their active engagement of the visitor, *We got to press these buttons in a center room where stuffed wolves were and birds and you got to hear them chirp and they moved and stuff*. Another participant described the statue of Carver that featured a button-activated audio program and also an animal identification program, *We looked on the computer and it had like, um, like an animal scene set up and you pushed the buttons and the animal, you had to find what animal made the sound*.

Cited by three participants, **made** is the action verb topic that represents students' recollection of making different items including soybean crayons, peanut milk, and soy milk, *Um yeah, we made soybean crayons*. **Write** is the action verb topic cited by two respondents and represents one participant's recollection of writing a letter and another's of writing an essay and a diagram about the laboratory.

Topics with one response each include reading interpretive signs, listening to the statue audio program, visiting locations, feeding ducks, counting turtles, buying a map, getting play money, and eating lunch.

In the **action verbs** category, participants most frequently cited phrases depicting locomotion, communication, movement, and visual perception in association with

program knowledge and impressions. Walked/went to sites was cited by every participant, followed by talked/talking about the program, crushed up (peanut/soy milk activity), associations with two houses, seeing/looked at flora, fauna, structures, and water; and watch/saw the park movie. Lower frequency citations also included (staff) showed us, press buttons (interpretive displays), made (items), writing, and various single responses.

Geographic / Setting Descriptor Category

Geographic/setting descriptor is the third category of participant responses. Words and phrases recount topographic features, natural sites, buildings and structures, and other aspects of setting. A total of fourteen individual word/phrase topics were collapsed into the following table of eight context- associated topic headings (see Table 3).

Table 3

Category C- Geographic Descriptors

Rank	Word or Phrase	Responses (f)	
1	<u>Statue:</u> In front of gift shop, benches around, where George spoke, way back in woods, 2 nd statue, boy on big rock	6	11
2	<u>House:</u> Go in, cabin, Moses' house, not whole, wood fence, outhouse, 2 nd h.	5	14
3	<u>Field(s):</u> Cotton field, path, wheat, led to graveyard, corn, where war was	4	10
4	<u>Pond/lake:</u> Waterfall, siphon off, clear water, stopped at, big pond	4	9
5	<u>Spring:</u> In fall, bridge over it, pretty flowers, bridge by water	3	6
6	<u>Trail:</u> To house- river- graveyard- benches in circle, forest- woods path	3	5
7	<u>Topics with two responses each:</u> Science trailer, graveyard, museum, gift shop, park, bathroom	2	20
8	<u>Topics with one response each:</u> River, from Missouri, garden, bus, tree, cold outside, well	1	10

Statue is the most frequently cited geographic topic garnering six responses from different participants. One student began their description of the park with this monument to the park's namesake, *First when we got off the bus we all gathered around his head, George Washington Carver's, and it was like a statue head and he started talking and it sounded weird.* Another participant remarked about a journey that begun with interpretive signs and led to the second of two statues:

We stopped at every thingy that had letters on it, then we talked, we um, he said the boy with the bird, the boy naked with the bird- the statue back there, and he read the thingy and then we went on.

House is the second most frequently cited geographic topic. The responses described the buildings with associations to the context or setting in which the program was taking place, *We got to go in his house, but we didn't get to go upstairs because they said the stairs were really old. And he built the fences.* Another participant gave a different perspective; *We went to see a cabin. Like where he lived and where his parents lived. It had like a wagon there and like a little restroom on the side of the house. And the cabin was really small.*

Two geographic topics garnered four responses each. First, **fields** represent participants' recollection of a few different types of agricultural plots of land around the park. One participant identified going to the cotton field and then added, *You couldn't step in the middle because it would break all the stems and stuff down.* Another participant recalled the presence of open space, *And then we went to this field of big enormous grass and that led us to the graveyard.* Yet another participant made three references to fields, twice naming the feature as a cornfield and finally adding, *And then we got on a bus and went to like this field where the war was.*

The second setting- associated topic garnering four responses is **pond and lake**. Two standing bodies of water on park property were cited by participants as an aspect of the park setting. After naming the pond and identifying drainpipes associated with the pond, the same respondent added this description:

It was kind of a waterfall that went right straight through and went into the spring a little bit and it had a little vent on it so it would siphon all the other stuff out like the birds and stuff. So it would be clear like the spring water.

Another participant mentioned the lake, *We walked around and looked at this lake and it was where he used to have to get water for the house.*

Two geographic/setting topics garnered three responses each. First, the **spring** as a separate aquatic site was cited with emotional regard, *It was, it had a bridge over it and we walked on it and it smelt pretty.* When asked 'why?' the same participant responded, *Because the flowers that grew around it and because the water was fresh.* Two other participants made reference to the bridge including, *And there was a bridge by the water, it was like over the water.*

Trail is the second setting topic that received three citations. As the corridor connecting park sites, a number of responses described locations in terms of the trail. After identifying the trail, one participant added this description, *Lead to his house, a river, and a graveyard and benches in a circle with a statue.* Another student said, *Well, at the end of the trail there was the graveyard,* and yet another said, *And then we went to like the forest or the woods that had a little path and then we stopped at another statue...the one where they talked about him with like agriculture and berries.*

Topics receiving two responses each include: science trailer, the graveyard, museum, gift shop, park (in general), and bathroom. Topics receiving one response each are: the river, from Missouri, garden, bus, tree, cold outside, and the well.

In the geographic/setting descriptor category, participants most frequently cited the statue(s) followed by the Carver houses/cabin, fields, pond/lake, spring, and trail. Lower frequency citations include mention of the science trailer, graveyard, museum, store, park, restroom, and various individual sites/items.

Learning Association Category

The learning association category represents program information, knowledge gained, and learning/education activity devoid of strong emotional content or non- educational action verbs. Forms of communication such as ‘told,’ ‘said,’ and ‘showed,’ participant references to materials such as pictures, diagrams, and drawings, the use of media such as movie/video, and use of the word ‘learning’ were used to organize data into the learning associated category. Fourteen initial topics were combined into the following nine topic headings. Topics are ranked in descending order and those receiving the same number of responses have been ranked according to total frequency (*f*) (Table 4).

Table 4

Category D- Learning Associated

Rank	Word or Phrase	Responses (<i>f</i>)	
1	<p style="text-align: center;"><u>GWC Shared Themes/Topics:</u></p> <ol style="list-style-type: none"> 1. Boyhood- sick, separated from family, no med, berries- mash & paint 2. Family- parents & siblings removed, Moses, parents died 3. Slavery/Discrimination- black, all white school, hangings, race, long time ago skin color mattered, different, inequities, parents were slaves, no rights, speech to persuade, separated 4. Chores- hard life, no \$, where got water, laundry, do dishes 5. Schooling- watched kids thru window, Booker T. Wash. gave \$, big deal going to college, shared sci & ag, professor, experiments 6. Graveyard- family (m & d) buried there, tombstone 	10	115
2	<p style="text-align: center;"><u>Soybeans:</u></p> <p>Products from, crayons, rice, put in order & compare (activity), eat food w/, how much in cereal, minerals, oil- bears attract, good for you</p>	8	39
3	<p style="text-align: center;"><u>Peanut Milk:</u></p> <p>Healed people- sick babies, I tried it, crushed- milk, activity, mix</p>	7	24
4	<p style="text-align: center;"><u>Science & Agriculture:</u></p> <p>Had own lab, plant doctor- experiments, read books- wrote poems, good scientist, creations, helped farmers, unusual things, cement-</p>	6	26

	rubber		
5	<u>Statue:</u> Big monument, push- tells about life- house, talked about his interests	6	12
6	<u>House:</u> Built fence around, chimney, how long to build from brick, picture of how it looked, crowded inside, family hides, no \$- tiny, whole family	6	11
7	<u>Secret garden:</u> Medicine, put sick plant in ground- give back in week, secret- forest, planted seeds for flowers, grew s., learned about	5	9
8	<u>Topics with two responses each:</u> Ranger & ranger talk, cotton field	2	10
9	<u>Topics with one response each:</u> Video, eating, GWC grew flowers, language test, project- report	1	12

GWC shared themes/topics is the most frequently cited learning associated topic having been recalled by every one of the ten participants. The six numbered subtopics each received such numerous citations that they have been combined into the first-ranked topic heading.

(1) Carver's upbringing and boyhood life as depicted in the park slideshow is addressed:

Yeah, just how he was black so he couldn't go to school, but then he ended up going anyway. They talked about how he wasn't treated very well and how sometimes the people were mean to him 'cause he was a different color and his parents were dead.

(2) Participants recalled young George being separated from his nuclear family, *And whenever his mother was getting taken away and they were taking him to these other people because he was too young and weak.*

(3) The students recalled aspects of slavery from the program:

He wrote a speech that persuaded people to believe that uh, to persuade people that being slaves isn't the best thing in the world and to tell them that if you were a slave, would you like being treated like they did?

(4) Respondents commented about George's boyhood chores, *It was the well where they got the water. And that was his chore to do. He always brought that in and they had a pail that he used to use.*

(5) Participants made statements about discrimination in public school, *Um, he sat behind a schoolhouse and he watched the other children through the windows, to read. When asked 'why didn't he go inside?' the same participant answered, Because the school didn't allow blacks.*

(6) The participants also referred to the graveyard as the memorial location of members of the family, *It was like his mom and dad that were in there and like, maybe him too, I don't remember.*

Soybeans is the second most frequently cited learning associated topic receiving eight citations. The participants made references to products and processes demonstrated in activities and in programs. One participant said the main thing learned from the field trip was, *Um, how to make soybean crayons*, and another said, *They said soybeans are good source of like minerals*. Yet another spoke about other uses of soybean pioneered by Carver, *Yeah, um it was, GWC grew soybeans in that garden and he used them in his experiments. They talked about that, and that soybean oil and how it smelled like French fries to the bears.*

Peanut milk is another product students encountered during the program and this learning associated topic garnered seven citations. Participants spoke about the activity specifically using the word 'learning,' *Um like, I learned how to make peanut milk, I learned about his garden- don't remember a whole lot about that though*. When asked, 'why do you think you went to that park?' another student responded, *'Cause we were doing a paper on GWC and uh, I guess the teacher wanted us to learn more about him instead of like, the movies and the stuff on the internet*. Then the same person gave Carver credit for originating the product, *Because we wouldn't have peanut butter and jelly sandwiches without him. He invented peanut butter.*

Three learning associated topics garnered six responses each and are ranked in descending order of total frequency. First, the **science and agriculture** topic features participant recall of program knowledge and impressions regarding Carver's academic life. In a representative citation, one participant gave a general summary, *Just that he lived in that cabin and all, and went to school and college. He did some scientist thing or something*. Another participant was more specific, *That he had his own lab, yeah. And, um, he always worked on seeing what was wrong with the plants there*. Yet another participant related knowledge about Carver's education background:

GWC- he was really into science and agriculture and he was all making all these different experiments and he got a note from Booker T. Washington at this one school and he was able to go teach there. He used to help farmers with their farming and all that...that's all.

The **statue** is the second learning associated topic to garner six citations in addition to being the most frequently cited geographic topic. One participant explained the basics of the interpretive display, *We got to push the buttons and it tells you about his life*. Another participant gave a representative citation in saying, *He [tape message voice] told us about, like about his life and his sickness and what kind of house he lived in.*

The **house** is the third learning associated topic garnering responses from six different participants. Citations devoid of action and associations to setting included recall of the ranger talk about the house, *She was talking about the um chimney in the house. She said how long it takes to build them out of bricks*. Another participant explains their

understanding associated with the structure and the source of instruction, *We watched a video, we went like through the whole thing. We went through the whole movie and it showed his bed...and then how his house really look, they had like a picture about how his house looked.* Yet another participant recalls information presented by the ranger, *He talked about the house and how it was all small, but the whole family had to live there.*

The secret garden is the topic representing learning associations cited by five respondents. One respondent noted the importance of the garden as a favorite location for painting, *I remember them talking about the secret forest or something. That's where he went to uh, like go do his paintings, and he had a secret garden there...and uh, that's where he did paintings and all that.* Another respondent focused on Carver's interest in flowers, *And with the garden, he [ranger] said he was obsessed with flowers.* When the same respondent was asked for clarification, they added, *He just liked them [flowers].* Yet another participant revealed different knowledge of the site:

And he- that was his medicine garden they called it. He was the, he was the um plant doctor. Because every time a plant would get sick or something, like drop over, he would fix and go put it in his secret garden for like a week or so and then give it back to the other people and it would be better.

Topics cited by two different participants are: ranger/ranger talk and cotton field. Topics cited by one participant include: video/movie/slideshow, eating, teacher, language test, project/report, and computer activity.

In the learning associated category, participants most frequently cited six shared topics in a context that indicated associations to learning or education including: Carver's boyhood, family, slavery/discrimination, chores, schooling, and graveyard. Additional topics receiving frequent mention are soybeans, peanut milk, science and agriculture, house, and the secret garden. Low frequency citations include ranger/ranger talk, cotton field, and several individual responses.

Noun Category

The noun category represents pieces of information regarding aspects of the program made without significant reference to emotion, action, geographical context, acquired learning, or ecological/environmental subjects. Eleven initial topics were collapsed into five headings appearing in Table 5 below.

Table 5

Category E- Nouns

Rank	Word or Phrase	Responses (f)	
I	<u>House:</u> Plate mom kept, fireplace, stairway, woodpile, yellow, windows busted out, old fence, squares, restroom on side, wagon, torn down, war- hide, kitchen- like in olden days, stove, no back- front door,	10	46

	small, blue, trunks- rug, one room, ground was dirt, upstairs locked		
2	<u>Graveyard:</u> GWC (prompt- who is there?), closed, very small, where mom- dad- grandma- grandpa buried, cemetery, tombstones	5	6
3	<u>Soybeans:</u> Products- fruit loops, oatmeal, malt, milk, oil is diff from what we have- not black, products- s. oil, crayons, rice, all kinds of diff s.	4	7
4	<u>Topics with two responses each:</u> Pond, statue, rangers	2	II
5	<u>Topics with one response each:</u> Trailers, store, cotton fields, plants in garden, tree	I	7

House as a noun topic was cited by every participant in the study. Ten respondents described features of each of the two structures in the park:

And it had a little basement door that you popped up to go down. Uh, not a basement but an upstairs one that it brings down the steps and then, when he, there was a rocking chair there that he used to sit in, and where they had the woodpile, and that's all.

Another participant's response included the color of wood, layout, and the relative age of the furniture, *It was blue, had two stories and one fireplace and, and it had front door, a back door, and it had a kitchen, and it had some old trunks in it, and an old rug.*

The **graveyard** noun topic received five citations by different respondents. One participant used the word 'tombstone,' while others noted the small size of the graveyard. Another participant gave the following description:

Um, I guess that's where his mom and dad are buried, I think it was...they had like, they had lots of concrete graves and they had like their names written in it and there was spaces between it that you could walk through.

Soybeans is the noun topic cited by four respondents. A representative citation by one participant includes the following list of contemporary products made with soybeans, *Fruit loops, uh, oatmeal, malt oatmeal, uh, milk, and uh, I can't remember anything else that was made out of soybeans.* Another participant gave a detailed response about soybean oil as presented by the ranger:

Uh yeah, it was very different from the oil we have; it was yellow, light yellow. It wasn't black like our oil is...and how it, how the ranger said that they have it in their cars and they go to Yellowstone Park and the bears try to get in the pipes 'cause it smells like French fries.

Topics cited by two different participants each include: the pond, the statue(s), and rangers. Topics cited by one participant each are: trailers, store, cotton fields, plants in the garden, and the tree.

In the nouns category, words and short phrases without association to other categories were placed into a category of their own. Features of the house and its' contents received the highest frequency of citation followed by the graveyard and soybeans.

Lower frequency topics included the pond, statues, and rangers. Several additional items/aspects garnered single responses.

Ecological and Environmental Category

The ecological and environmental category represents participant responses containing conceptual content in addition to descriptions of features, action, geography, and learning associations. Participant responses associated with ecology include the concept of nutrition and the plant growth limiting factors of temperature and moisture. Environmental responses incorporated aspects of human actions and impacts into descriptions of the program including the concepts of natural resources and soil nutrient/moisture depletion. Since participants combined ecological and environmental concepts, the topics are not separately labeled in Table 6 below.

Table 6

Category F- Ecological/Environmental

Rank	Word or Phrase	Responses (f)	
1	<p><u>Soybeans:</u></p> <ul style="list-style-type: none"> ▪ Not real fattening, in lots of foods, good for you; it helps people get strong so they don't die real early ▪ (GWC) told them to plant soybeans every other year so you could always have rich soil & it won't ever dry out 	2	3
2	<p><u>Cotton:</u></p> <p>They couldn't grow any more cotton b/c the ground was too dry</p>	1	1
3	<p><u>GWC:</u></p> <p>Was good at using the natural resources he had</p>	1	1
4	<p><u>Agriculture:</u></p> <p>There was only a little bit of flowers b/c they all died b/c it was cold</p>	1	1

Soybeans was the most frequently cited ecological/environmental topic, referred to by two different participants. The first citation concerns the biological concept of nutrition and was a follow-up to the respondent's statement that soybeans was the main thing learned; *Because it helps people get strong so they don't die early and stuff*. Another participant spoke about soybeans in the context of crop rotation and soil depletion:

Well the South was really, well GWC is from the South and he, and they stopped at a cotton field. They couldn't grow any more cotton because the ground was too dry, but he [Carver] told them to plant soybeans every other year so you could always have rich soil... and it won't ever dry out.

Three ecological/environmental topics garnered one response each. First, a participant mentioned the ground being too dry to grow any more cotton. Second, another participant remarked that flowers had died because it was too cold. This citation was featured in the introduction as a sample of a biological/ecological statement. Third, a different participant made the distinction between manmade and natural resources in a

citation that answered the question, ‘what did you learn during the day?’ *Uh, we learned that he was a good artist, I think, and he was good using the natural resources he had...like other stuff, and I learned that he was a good man.*

In the ecological and environmental category, participants made statements using concepts from the biological and environmental sciences. They combined these concepts with specific program knowledge and impressions. Participants most frequently cited the soybean as a healthy food source and as a rehabilitating rotation crop. Cotton, also included in the soybean crop citation, was mentioned by itself by one participant, as were the individual topics of flowers dying because of cold temperatures and Carver utilizing natural resources, respectively.

Conclusion

Analysis of the half- day school program at George Washington Carver NM conducted one year later in open- ended telephone interviews yielded ten students’ memories of program knowledge and impressions. The transcribed interviews were processed through open and axial coding. The method by which data was recalled by the students is organized into the following emergent categories: (1) emotion, (2) action verbs, (3) geographic/setting descriptors, (4) learning associations, (5) nouns, and (6) ecological and environmental.

Participants recalled aspects of the program with words and phrases demonstrating positive and negative emotion or answered emotion- based questions with emotional language. They said they enjoyed specific sites and expressed positive emotion associated with learning. Participants disliked the cold, enjoyed the trip in general, expressed empathetic knowledge of GWC, and disliked the long walk, racial discrimination, peanut milk, and the cemetery.

Aspects of the program were also revealed in language using action verbs. The use of words ending in “ing” and more passive forms such as ‘went,’ ‘talked,’ and ‘looked,’ represent participant knowledge and impressions. The most frequently cited word or phrase was walk/went followed by talked/talking, Carver house- associated verbs, see/looked, watch/saw, showed us, press buttons, write and made (various items).

A third category of distinctive language forming participant responses was the use of setting and geography. Recollections framed with specific and general references to the context of setting included statues, the Carver houses, pond/lake, fields, spring, and trail. Several other sites were also mentioned in low quantities.

Participants responded with learning associated accounts of the program revealed in forms of communication (ranger said, showed us), the use of materials such as pictures and diagrams, the use of media (movie/video), and specific mention of the word ‘learning.’ Recollection of knowledge and impressions devoid of association to previous categories was also placed in this data group. The shared topics of boyhood, family, slavery/discrimination, chores, schooling, and graveyard were most frequently cited.

Also receiving significant mention were soybeans, peanut milk, the Carver houses, science and agriculture, garden, and ranger talk.

Nouns were placed in their own category and represent descriptive words. Participants described the house and furnishings, graveyard, soybeans, pond, statue, and rangers.

Finally, participants made statements containing concepts from ecology (biological sciences) and the environmental sciences (human impact/influence) in combination with program content. The most conceptually complex phrases are represented in this category including human nutrition, rehabilitating crop rotation, plant limiting factors (nutrients/moisture), and natural resource utilization.

In summary, the analysis of responses and their frequencies resulted in several important patterns that were retained one year after the George Washington Carver school program. All participants of this study recalled a variety of actions that took place during the half day field trip. These memories varied from walking by the pond on the nature trail to crushing up soybeans to make milk. A second important pattern was an overwhelming amount of themes / topics related to Carver and his life that were retained and shared through the interviews. Although some of this information is related to school preparation for their field trip, much of the ideas were ones that the park offered as outcomes for the program. The responses and frequencies from the study were rich with ideas such as Carver's difficult life and his ability to overcome these challenges. Finally, another consistent finding was the students' strong memories of the Carver house. All of the respondents offered some description of the historic structure from the fireplace to the small upstairs door that was locked.

National Park Service
United States Department of the Interior



George Washington Carver National Monument

EDUCATION PLAN

FY2007 - FY2011



“The thoughtful educator realizes that a very large part of the child’s education must be gotten outside of the four walls designated as class room. He also understands that the most effective and lasting education is the one that makes the pupil handle, discuss and familiarize himself with the real things about him...”

G.W.Carver
“A Few Hints to Southern Farmers”
Southern Workman, September 1899

Purpose

The purpose of the Education Plan of George Washington Carver National Monument is to create a management document specifically for the educational outreach of the park.

Goal

The goal of this document is to) 1. review the development of the park's educational outreach programs) 2. examine current educational programs, and) 3. outline park goals for future educational services.

Introduction

Housed in the Visitor Services and Resource Management division, education services are distinct from interpretation, yet are tied to the park's interpretive themes. The Long- Range Interpretive Plan (LRIP) and the Education Plan are tied together. Education has recently come into sharper focus for the National Park Service, with increased interest and emphasis on educational programming. *Rethinking the National Parks for the 21st Century*, the report from the 2001 National Park Service Advisory Board, includes the statement that the NPS should:

“Embrace its mission, as educator, to become a more significant part of America's educational system by providing formal and informal programs for students and learners of all ages inside and outside park boundaries.”

In addition, the National Education Council met in May 2004 under sanction of the Director, the first time ever. The meeting focused on achieving the vision for education in the NPS as articulated by the National Leadership Council's “Renewing Our Education Mission.” Current trends point to the increased involvement of the National Park Service in the educational community, through partnerships and focused programming.

George Washington Carver National Monument is progressive when it comes to defining park/education partnerships. Curriculum defined is the set of specific educational objectives of an organized group. Through vision and creativity, a variety of successful education programs have been developed to serve public schools, homeschools, scouts, and other curriculum- based groups. While the park primarily serves Missouri students, its location in the far southwestern corner of the state also enables it to serve students from Arkansas, Oklahoma, and Kansas. National education standards and Missouri Show- Me Standards are applied to all programs.

A study of the life of George Washington Carver is an integral component of Missouri public school curriculum, especially in the 2nd - 6th grades, when students begin to study westward expansion, the Civil War & slavery, African American history, and in Missouri: famous Missourians. George Washington Carver is an excellent role model for students. His life story exhibits positive character traits such as patience, kindness, perseverance, and self- esteem. Educators know the education programs offered by

George Washington Carver National Monument are valuable additions to their curriculum.

The park serves a variety of visitors, each with their own curriculum needs. These visitors include traditional visitors and families, public schools, homeschools, scouts, and other organized groups. Regional school districts are often subject to uncertain budgets and decreased funding for field trips. Many schools have limited funds allocated for field trips. George Washington Carver National Monument reaches students through a variety of education programs including onsite field trips, homeschool days, offsite presentations, traveling trunks, Junior Ranger programs, character education, distance learning, and other curriculum- based materials. At times, bussing scholarships are granted through the Carver Birthplace District Association (CBA).

The Visitor Services and Resource Management division strives to achieve and maintain a balanced program of interpretation and education under the umbrella of the park's Long- Range Interpretive Plan. The expansion of the park's educational outreach and the demand for its educational products creates the need for an Education Plan - a document designed to guide the progress and future efforts of the educational programming at George Washington Carver National Monument.

The park's educational programs will:

- provide outstanding, curriculum- based education programs that are based on park interpretive themes and enrich student learning objectives
- address multiple intelligences and a variety of learning styles to reach all learners
- provide the opportunity for all visitors, whether on- site or distant, to participate in and learn from park education programs
- balance interactive, hands- on activities with traditional, didactic techniques
- foster curiosity and the desire to learn more
- strengthen George Washington Carver National Monument as a valuable educational partner
- produce an increase in student group visitation by 5% in FY07 and 5% each of the following 4 years

Development of Park Educational Outreach Programming

Established in 1943, George Washington Carver National Monument has been educating the public for over 60 years about the life of America's most prominent, African American scientist. The opening of the park saw limited facilities and staff. Guided tours of the nature trail were provided. The Visitor Center was constructed in 1960 with a self-guided museum and eventually, two park videos. The 1980s saw the Summer Junior Ranger program initiated and the Junior Ranger checklist was made available for family groups. Visitation numbers from education groups began a steady increase.

The 1990s were times of tremendous growth in the education services of the park. An Education Specialist position was temporarily created. A group reservation database was designed. Art & Essay, Partnership for Environment Education, Adopt-A-School, the African American Traveling Trunk, and offsites were implemented. In 1997, the Visitor Services and Resource Management division at GWCA expanded its services to include on-site, curriculum-based programming to meet the needs of area teachers and students and to professionalize park education programs. Two education programs "Carver Education" and "19th Century Lifestyles" were implemented and included pre-site and post-site activities. Educators also had the option of borrowing a park video, in advance of the visit. The Carver Discovery Center, an interactive science and history center was soon added.

The two curriculum-based programs were designed to be completed in a four-hour visit and included a ranger-led tour of the museum and trail (with dress-up clothes, toys, and laundry stations at the 1881 Moses Carver House for 19th Century Lifestyles), a visit to the Carver Discovery Center, time in the sales area, and picnic time. Later, Pioneer Days and an Art Workshop were added.

Since 2000, existing education programs were refined and others programs were created. Classroom components were added to the two curriculum-based programs. A Carver Science Classroom was added to "Carver Education" and included a variety of hands-on exhibits and lively activities to study Dr. Carver's work with crop rotation and soil conservation as it relates to improving the lives of farm families. A One-Room School classroom was added to "19th Century Lifestyles" and included student costuming, slates and slate pencils, McGuffey's Spellers, and other activities to explore educational experiences for both black and white students in 19th century southwest Missouri. The Carver Discovery Center was remodeled into the Carver Science Discovery Center, to focus on George Washington Carver's fields of science. Field Trip Packets were created for the two curriculum-based programs. In response to a nearly overwhelming demand for the education programs, and to avoid over-scheduling, the daily group schedule was streamlined with a "block" rotation schedule and group schedule templates, facilitating better time management for the ranger staff.

The Traveling Trunk program expanded to include a George Washington Carver trunk, a Tuskegee Airmen trunk, and a database was created to organize and maintain the large

volume of reservations. The Free Video Loan Library was organized more efficiently with a clearer numbering system and reservation book. Many more weekend interpretive/educational programs were created. Offsites expanded to include library summer reading programs, summer schools, adult groups, and more. The park website was updated to advertise the educational programs.

Two curriculum-based programs, complete with Field Trip Packets, were created and added to the “menu” of teacher options. “Carver, the Plant Doctor”, for kindergarten-first grades, includes a nature notebook for logging observations on the trail, and a classroom component where students create a plant pressing to take home. “Carver, the Artist”, for second- third grades, includes a sketchbook for use along the trail, and natural dyes in the classroom component.

The Summer Junior Rangers program was continued and the schedule improved to serve more students and to provide more in- depth study of park topics. The walk- in Junior Ranger checklist was eliminated and Junior Ranger booklets were implemented, written for two different age spans. A One Day Junior Ranger program was begun to serve children during the summer months. Homeschools, summer schools, and scout groups that use the park to fulfill badge requirements are among those who utilize these days.

Education partnerships with Missouri Southern State University (MSSU) and with Southwest Center for Educational Excellence (SCEE) were formed. The partnership with SCEE resulted in the awarding of grants to improve education in southwest Missouri, through the George Washington Carver Math and Science Project. This Rural Systemic Initiative provided teacher training and implemented curriculum materials designed to improve math and science scores in ten regional schools identified as poverty districts. Two park rangers from GWCA participated in training as inquiry-based science modules were adopted and implemented by SCEE. The training included inquiry- based pedagogy along with proper use of the science modules. The park rangers assisted with teacher training workshops and other professional development. In conjunction with the George Washington Carver Math and Science Project, park staff produced the innovative *Discovering Science in Your National Parks – A Companion Series for Science and Technology for Children* (STC), to apply science in the classroom with science in the national parks. In answer to the popularity of George Washington Carver as a role model of an African American scientist, a Missourian, and a man who overcame many obstacles on his way to a successful life, the character education product *Discovering George Washington Carver – A Man of Character* was produced. This curriculum is built around George Washington Carver’s thank you letter entitled “Eight Cardinal Virtues”, outlining how each of his students could reach the “*full height of your possibilities.*”

Begun in 2004, an exciting new thrust in the education offerings of GWCA is distance learning. With the goal of reaching thousands more students annually, many of whom may never be able to visit the park, George Washington Carver National Monument is working with educational partner K- Nection in conjunction with Nebraska Public

Schools' Education Service Units, to provide place- based lessons via the Internet. The goal is to offer both history and science lessons through this outlet. One of the target audiences is alternative school students, who benefit from this lesson format and from the life of George Washington Carver. The park also uses distance learning to connect visitors at the various national parks with the same technology. Weekend visitors and Summer Junior Rangers have successfully and enthusiastically utilized this venue.

The educational outreach continues to grow at GWCA. Among the products that have been created: an education "menu of options" flyer, Education Packets with teacher materials, website links, a Museum Scavenger Hunt for two different age spans, and a Carver Science Discovery Center Scavenger Hunt. Following is a more detailed description of current personal and non- personal educational services.

Examination of Current Education Programming

Personal Educational Services

- Curriculum- Based, On- Site Programs
- Curriculum- Based, Offsite Programs
- Adopt- A- School: McKinley Elementary, Joplin, MO
- Junior Rangers:
 - Summer Junior Rangers (ages 10- 12 years)
 - One- Day Junior Rangers – one day Junior Rangers (ages 6- 16)
- Art and Essay Contest
- Teacher Workshops:
 - George Washington Carver Math & Science Project Partnership
 - Discovering Science in Your National Parks – A Companion Series for Science and Technology for Children*
 - Discovering George Washington Carver – A Man of Character*
- Scouting Programs
- PEEP
- Homeschool Days

Descriptions of Current Education Programming

Curriculum- Based, On- Site Programs

Currently, the park offers five curriculum- based education programs. These programs serve an average of 12,000 students annually, who travel up to 3 hours round- trip to visit the park. Students typically travel from within a 90 mile radius of the park, encompassing southeastern Kansas, northeastern Oklahoma, northwestern Arkansas, and southwestern Missouri. Schools from Kansas City and Tulsa frequently visit the park and occasionally, schools from St. Louis make the trip to the park. Components of the three - four hour programs may include a guided tour of the museum and trail, a directed program in the Carver Science Discovery Center, activities in the Carver Classroom, and programs at the 1881 Carver House. All curriculum- based programs include Field Trip Packets with pre- visit and post- visit activities. Standard Operating Procedures (SOPs) are provided for each program to all staff members. Curriculum- based, one- site education program titles are:

- Carver’s “I Can” Education (grades K- 12)
- Carver, the Plant Doctor (grades K- 1)
- Carver, the Artist (grades 2- 3)
- 19th Century Lifestyles (grades 4- 6)
- Pioneer Days (grades 4- 6)

Curriculum- Based, Offsite Programs

Park rangers take education programs to students all over the region with offsite programming. One of the most requested programs is an abbreviated 19th Century Lifestyles for summer reading programs. The month of February sees a rise in the demand for offsite programming such as “African American Trailblazers” and “Who Was George Washington Carver?” Park staff members typically travel within 70 miles of the park.

Adopt- A- School

Through the Business Education Alliance of the Joplin Chamber of Commerce, GWCA participates in specialized programming for McKinley Elementary in Joplin, MO. Goals of the program include educating students on the National Park Service and George Washington Carver, introducing National Park Service careers to students, and supporting park field trips. Rangers regularly visit the school to present programs, allowing park rangers to become mentoring figures in the school.

Junior Rangers

The Junior Ranger program has expanded into three distinct programs: walk- in Junior Rangers (see non- personal services), Summer Junior Rangers, and the new One- Day Junior Rangers program. The popular Summer Junior Ranger program, which consists of extended programming on summer Saturdays, is in its fourteenth year. Students explore the founding of the park, the life of George Washington Carver, the National Park Service and its mission, 19th century living, and targeted sciences relating to the Carver farm, such as aquatic life, birding, agriculture, and ecology. The One- Day Junior Rangers program is designed to allow area students who are regular visitors to the park to participate in a variety of programs while earning their Junior Ranger badge.

Art and Essay Contest

Regional fourth graders may participate in the annual Art and Essay Contest. The contest, in its fourteenth year, is based on a theme inspired by Carver's quotes. Students create artwork and/or an essay that addresses the theme. Judges are education students at Missouri Southern State University, community leaders, and teachers.

Teacher Workshops

In partnership with Southwest Center for Educational Excellence (SCEE), park rangers present workshops to regional teachers. The George Washington Carver Math & Science Project includes workshop topics focusing on pedagogy for science modules, the companion curriculum *Discovering Science in Your National Parks – A Companion Series for Science and Technology for Children*, and the park's character education curriculum *Discovering George Washington Carver- A Man of Character*.

Scouting Programs

Currently, the park serves hundreds of Boy Scouts and Girl Scouts annually. Many of the Girl Scouts earn the Heritage badge each summer and programs are designed for all scout groups upon request.

PEEP

PEEP, Partnership for Environmental Education Programs, is an alliance of local conservation agencies that provide environmental education programs to area students. Student groups rotate through a variety of activity stations where they learn the importance of different ecosystems, the environment, local plants, mammals, aquatic life and geology. The PEEP is offered approximately 5 times annually and students may earn a patch.

Homeschool Days

Beginning in 2003 the park began an outreach effort to local homeschool educators through "Homeschool Education Days". These days have been well- attended and evaluation forms are helping to refine program offerings. Homeschools are also targeted for One- Day Junior Rangers and Pioneer Days.

Non- Personal Educational Services

- Education Programs "Menu of Options"
- Traveling Trunk Program:
 - George Washington Carver Traveling Trunk (grades 2- 6)
 - African American Traveling Trunk (grades 3- 6)
 - Tuskegee Airmen Traveling Trunk (grades 4- 7)
- Free Video Loan Library Flyer
- Education Packet
- Field Trip Packets for all curriculum- based programs
- Website Links
- Walk- In Junior Ranger Program
- Museum Scavenger Hunt

- *Discovering Science in Your National Parks – a Companion Series for Science and Technology for Children*
- *Discovering George Washington Carver – A Man of Character*
- Missouri History Day Contest - Region 6
- Black History Binders
- Scholarships for Field Trips (partnering with CBA)

Descriptions of Non- Personal Educational Services

Education Programs “Menu of Options”

A flyer describing education program offerings at GWCA is distributed via Education Packets, the park website, teacher workshops, brochure racks, etc.

Traveling Trunk program

The Traveling Trunk program has grown to include three titles and seven trunks. The park currently has four copies of the George Washington Carver Traveling Trunk, one copy of the Tuskegee Airmen Traveling Trunk, and 2 copies of the African American Traveling Trunk. Carver Birthplace District Association funds the creation and maintenance of all traveling trunks and the park pays for shipping to the borrowers. Borrowers pay all return shipping costs. Due to its size and weight, the decision was made to eliminate shipment of the African American Traveling Trunk. It is now available to local borrowers willing to use their own vehicles to transport the trunk.

Free Video Loan Library Flyer

Man of Vision, the Kaw Valley version of the life of George Washington Carver, the *Boyhood of Carver*, *The Peanut Man*, along with titles on the National Park Service and on African American heritage are available for free loan to any visitor. Borrowers pay for all return shipping fees.

Education Packet

The Education Packet consists of park information and logistical information, the Fourth Grade Curriculum, an 8 x 10 photo of Carver, the Education Programs “Menu of Options”, Show- Me Agriculture, USDA Activity Book, and other park information. This packet is geared for educators.

Field Trip Packets for all curriculum- based programs

Each curriculum- based program is outlined in a Field Trip Packet designed for each program, which is mailed to each teacher prior to the park visit. Pre- site and post- site activity suggestions, along with logistical site visit information, ensure a high quality educational experience.

Website Links

The park’s website serves as the primary point of contact for thousands of visitors annually. Ranger activities, education programs and accompanying field trip packets, the Education Packet, the fourth grade curriculum, *Discovering Science in Your National Parks – A Companion Series for Science and Technology for Children*, the character education booklets *Discovering George Washington Carver – A Man of Character*, distance learning, and traveling trunks are showcased on the website.

Walk- In Junior Ranger Program

The walk- in Junior Ranger program, designed for a typical family visit, consists of a small activity booklet for approximately ages 5- 8 or 9- 12. The activities are completed

on the trail, in the Visitor Center, or in the Discovery Center. Completed books earn the student a Junior Ranger badge and a Park Ranger- signed certificate.

Museum Scavenger Hunt

A museum scavenger hunt, in two versions for different age spans, is available at the Visitor Center front desk. The activity is available upon request, for family groups and organized groups.

Discovering Science in Your National Parks – a Companion Series for Science and Technology for Children

For elementary grades, these curriculum- enriching booklets consist of thirteen titles that correspond to selected Carolina Biological science modules by the same title. The goal is to help students apply the science concepts they learn in the classroom to real-world experiences. Each book features five lessons on one national park that best connects the science topic discussed in the science module. For example: *Rocks and Minerals*- City of Rocks National Park and Reserve, *Properties of Matter*- Hawaii Volcanoes National Park, and more. Three lessons build knowledge of the featured park, one lesson on stewardship issues facing that national park, and one lesson on science careers in the national parks.

Discovering George Washington Carver – A Man of Character

Anchored on Dr. Carver’s letter “Eight Cardinal Virtues”, the character education curriculum consists of lessons geared to three different grade levels: 2nd, 4th, and 6th. Each book contains five lessons promoting positive character development through individual and group activities.

FY06 – Goals Accomplished

- Discovery Center Expansion Exhibits - 90 % Done: Design, Content, Prototyping; Awaiting fabrication & installation.
- Distance Learning - Implemented via Sunday “Virtual Visits Open House” to on- site visitors during National Park Week April, and with Summer Junior Rangers sessions, June and July
- *Discovering George Washington Carver – A Man of Character* online - Done July
- *Discovering Science in Your National Parks* online - Done July
- Field Trip Packets online - Done July
- Education Packet online - Done July
- Summer Junior Rangers successfully run in two sessions - Done June & July
- Efficiently manage Group Reservation Calendar - Park guide trained to begin handling reservation calls, June
- Education Programs Evaluation Forms - attended Education Program Evaluation training May; will refine evaluation methods
- Educator Contact List - begun spring
- New *Carver - the Artist* program designed - attended AAEF workshop March
- Conduct successful Fall, Spring, and early summer field trip seasons - served a total of 8,235 students during FY06 field trip seasons.

Outline of Goals for Future Educational Services (prioritized)

FY07 Goals

- Discovery Center Expansion – Program formatting & scheduling options outlined
 - Guided Activities - as components of education programs
 - Self- Guided Activities (Scavenger Hunt, Self- Guided Teacher Kit, etc.)
- *Carver – the Artist* program completed
- *Struggle for Education* program completed
- Traveling Trunk Reservation System Online form initiated
- Group Reservations online form initiated
- National Curriculum Standards applied to all education programs
- Self- Guided Trail Teacher Kit
- No Child Left Behind Implementation – Teacher to Teacher Workshop planning initiated
- VIP Education Group Leader Corps formed
- Distance Learning reaching average of 100 participants monthly
- Summer Junior Rangers 3 year curriculum outline written
- Summer Junior Rangers successfully run in two sessions
- Walk- in Junior Ranger program aligned with WASO goals; patch added
- Teacher Workshop Presentations at Southwest Center for Educational Excellence & onsite
- Strengthen or increase partnerships to reach underserved student audiences
- Pioneer Day Traveling Trunks created
- Discovering Science in Your National Parks Web Links
- Conduct successful field trip seasons
- Efficiently manage Group Reservation Calendar
- Evaluation of education programs ongoing
- Educator contact list building
- Visitation by curriculum- based student groups increased by 5%

Descriptions

FY07 Goals

Discovery Center Expansion – Program Formatting & scheduling options outlined
Develop outline of programs to be offered in each area. List guided and self- guided tools. Include a station for self- directed science experiments.

GUIDED ACTIVITIES – as components of education programs

- Offer current curriculum- based programs in new facilities:
 - “I Can” to use Museum, History Discovery Area, Science Discovery Area, Science Focus Area, Trail, Gift Shop
 - “Plant Doctor” to use Trail, Science Focus Area, Gift Shop
 - “Carver the Artist” to use Humanitarian Focus Area, Trail, History Discovery Area, Gift Shop, Science Focus Area
 - “19th Century Lifestyles” to use History Focus Area, History Discovery Area, Trail, Gift Shop, Carver House
 - “George Washington Carver and Interracial Harmony” to use Museum, Trail, Humanitarian Focus Area, Gift Shop
 - “Pioneer Days” will use Trail and Humanitarian Focus Area

- Create a minimum of 4 mini- lessons for the Science Focus Area.
- Create a minimum of 2 mini- lessons for the History Focus Area.
- Create a minimum of 2 mini- lessons for the Humanitarian Focus Area.
- Create on- going program for greenhouse; partner with 4- H, Master Gardeners, or local FFA to maintain greenhouse
- Create mini- lessons for observation deck:
 - Tallgrass Prairies
 - Archeology – map overly with known sites within view

SELF- GUIDED

- Create teacher and student booklets for self- guided areas:
 - History Discovery Area
 - Science Focus Area
 - Scavenger Hunts

Carver – the Artist program completed

In March 2006, the park received \$10,000 from the AAEF of the NPF to produce the *Carver – the Artist* program. This was a result of a grant application to the Share the African American Experience grant. The park must produce three components with this program: a unit plan for classroom teachers, an Art & Essay event, and an Art in the Park event.

Struggle for Education program completed

As outlined in PMIS, this education program will be conducted in the History Focus Area and outline George Washington Carver’s educational pursuit. Three lessons will be produced, one for each of three grade spans.

Traveling Trunk Reservation System Online form initiated

Following FODO's format, the park will experiment with the online request form. This will allow park staff to respond in a timely manner to all requests and should save staff from spending so much time on the telephone talking to potential borrowers.

Group Reservations online form initiated

Following FODO's format, the park will experiment with the online request form. This will allow park staff to respond in a timely manner to all requests and should save staff from spending so much time on the telephone talking to group leaders.

National Curriculum Standards applied to all education products

Using national standards for social studies, science, and language arts, all education products will be clearly coded. This will enable educators from across the nation to align the products with their state standards.

Self- Guided Trail Teacher Kit

A package should to be created to assist educators who are unable to receive a ranger- led program or who choose to be self- guided. This should consist of a small, pre- site trunk of materials such as a poster, Carver video, audio tape, lesson plans, and trip logistics. On the day of the park visit, the teacher would receive a backpack with numbered props to enhance the trail stops. This could also include an audio tour to play for the class.

No Child Left Behind Implementation – Teacher to Teacher Workshop initiated

Following DAAV's leadership, secure a US Department of Education workshop for GWCA.

VIP Education Group Leader Corps formed

Develop a select group of VIPs to assist with educational programming. These highly trained VIPs will be responsible for training all new VIPs and seasonal park rangers who will conduct education programs. Create a unique patch for this group. Actively recruit from retired educators, MSTA, etc.

Distance Learning reaching average of 100 participants monthly

Beginning in the spring of 2004, the park was included in a grant- based program for Nebraska public schools through K- Nection. The park is currently utilizing the technology to reach students in Nebraska with the story of George Washington Carver. In addition, several other national park sites are connected and are routinely called upon for "virtual visits". A new partnership with Drury University – St. Robert began in the spring of 2006 and will target nine schools in central Missouri. Suggested discussion topics include:

Moses and Susan Carver, Mary their slave girl, Missouri during the Civil War, bushwhackers, George Washington Carver's birth into slavery, his

childhood, his pursuit of education amidst segregation and racism, his life's work and the fame, Carver as a symbol of interracial cooperation, establishment George Washington Carver National Monument, and other related topics

Advance packets will be created to mail or download from the park website a few weeks before the lesson.

Summer Junior Rangers 3- year curriculum

Using existing curriculum, create a 3- year, revolving program. The program will never be duplicated during the three years a Junior Ranger may participate. This method will be more efficient of park staff time and keep the program focused on park themes.

Summer Junior Rangers successfully run in two sessions

Using the new curriculum, conduct 2 or more sessions during the summer.

Walk- in Junior Ranger program aligned with WASO goals; patch added

Using the new Junior Ranger Program Kit, follow WASO recommendations to upgrade park's program and add an optional patch.

Teacher Workshop Presentations – at SCEE & onsite

In addition to the Teacher to Teacher workshop, likely a one- time event, work with Southwest Center for Educational Excellence to secure social studies, and science workshops onsite, as well as curriculum principals' meetings. In addition, provide an optional workshop for teachers planning to bring students to the park on field trips. This workshop will provide professional development credit.

Strengthen or increase partnerships to reach underserved student audiences

Possible schools are Hamilton MS and Carver MS – Tulsa; Riverview Gardens – St. Louis, Westview and other ORSI schools in SW MO; Melcher Elementary in KC, MO. A new partnership with Drury University – St. Robert will reach nine schools in central Missouri.

Pioneer Day Traveling Trunks created

Due to several regional schools requesting ranger- led programs at their own Pioneer Day –type of programs (candles, wool- spinning, lye soap & laundry), a Traveling Trunk should be developed to meet this need. The trunk would have information on the Moses & Susan Carver era of settlement in SW MO, along with information and props on daily activities, such as those listed above. Autumn is a busy time, with the park receiving an increased number of school groups, preventing staff from conducting the requested offsites.

Discovering Science in Your National Parks Web Links

Make final edits and update all on website.

Conduct successful field trip seasons

Ensure that 97% of teachers are happy with the education programming they request and receive.

Efficiently manage Group Reservation Calendar

Ensure that VSRM staff are efficiently used by planning field trip schedules according to schedule templates and staff availability.

Evaluation of education programs ongoing

Continue routine sampling of targeted programs.

Educator contact list building

Develop a list of email addresses for educators who have been actively involved with park programs (field trips, Traveling Trunks, workshops, etc.) in the past two years.

Visitation by curriculum- based student groups increased by 5%

With the new Carver Discovery Center, trained and friendly interpretive staff and VIPs, and outstanding educational programs and products, the park should easily reach this goal.

FYo8 Goals

- No Child Left Behind Implementation – Teacher to Teacher Workshop held
- Distance Learning reaching increased numbers
- Traveling Trunk Additions (grades 6- 12) – GWC lessons for higher grade levels
 - “Civil Rights Movement”: geared for grades 6- 12, this trunk will encompass Dr. Carver’s struggles with racism and Civil Rights issues, the modern Civil Rights Movement of the 1960s, and application to today’s students.
 - “Slavery and the Civil War in Southwest Missouri”: this trunk will focus on life on the Carver farm and surrounding region before and during the Civil War.
 - “African American History” as told by the NPS will be the focus of this trunk, a smaller, more focused version of the existing African American Traveling Trunk.
- African American History Resources created:
 - Develop a list of resources useful for educators during Black History month, February. Answer: “How can George Washington Carver National Monument enrich my African American curriculum?” Distribute on website and via educator contact list.
- Civil Rights Traveling Trunk, Site Bulletins
- Scout Programming outlined
 - The park staff should consult with local scout leaders to build a revolving, annual or biennial schedule of curriculum for boy scouts and girl scouts to meet badge requirements for all levels. Ideally, the park should offer a minimum of three badge sessions annually.
- 4- H Programming outlined
 - The park staff should consult with local 4- H leadership to build a revolving, annual or biennial schedule of curriculum for 4- H participants of all ages.
- Art in the Park program conducted for school groups
- Audio Tour for Museum / Museum Education program developed
- GPS Walk initiated
- Rehab all Traveling Trunks
- Adopt- A- School SOP written
 - Develop an annual plan of park involvement for each school. Pursue partnership with Westside Elementary.
- Homeschool Days Curriculum written
 - Develop a 5- year curriculum for homeschool days built on feedback from homeschool educators.
- Diversity Partnerships
- Teacher Survey
 - Poll a selected group of educators who regularly use park facilities and programs. What park programs work best and what programs/tools would they like to see added to park offerings?
- Conduct successful field trip seasons
- Efficiently manage Group Reservation Calendar
- Evaluation of education programs ongoing
- Educator contact list building
- Summer Junior Rangers successfully run in two sessions
- Visitation by curriculum- based student groups increased by 5%

FY09 Goals

- Age- appropriate video developed for school groups
- Distance Learning reaching increased numbers
- DARE
Upon filling the protection ranger position, reinstate the Drug Abuse Resistance Education program for local schools. This program not only encourages a drug- free youth, it allows the park ranger to be a role model for middle school students and builds respect for George Washington Carver National Monument.
- Curriculum – Based Program Development – need additional ones?
Develop a new program geared for 6th- 8th grades, “George Washington Carver: Cooperative Weather Observer.”
- Conduct successful field trip seasons
- Efficiently manage Group Reservation Calendar
- Evaluation of education programs ongoing
- Educator contact list building
- Summer Junior Rangers successfully run in two sessions
- Visitation by curriculum- based student groups increased by 5%

FY10 Goals

- Webgame- online scavenger hunt for a Junior Ranger badge
Create a game, scavenger hunt, or other activity for the website. This will allow student visitors from across the world to learn more about George Washington Carver and about George Washington Carver National Monument.
- Virtual Tour for Website
Created a moving video of the trail sites and Visitor Center, and place on the park website.
- Distance Learning reaching increased numbers
- Audio Walking Tour for Trail
Create an audio tour guide for a self- guided walk on the trail; headphones to be checked out by visitors
- Create an audio assistant for a self- guided visit to the museum.
- Conduct successful field trip seasons
- Efficiently manage Group Reservation Calendar
- Evaluation of education programs ongoing
- Educator contact list building
- Summer Junior Rangers successfully run in two sessions
- Visitation by curriculum- based student groups increased by 5%

FY11 Goals

- Distance Learning reaching increased numbers
- Conduct successful field trip seasons
- Efficiently manage Group Reservation Calendar
- Evaluation of education programs ongoing
- Educator contact list building
- Summer Junior Rangers successfully run in two sessions
- Visitation by curriculum- based student groups increased by 5%

Appendix D SALES PRODUCT REVIEW GUIDELINES

George Washington Carver Birthplace District Association

Sales Product Review Guidelines

The Association exists to encourage the scientific, educational, historical and interpretive activities of the National Park Service (NPS) at George Washington Carver National Monument (Monument). To aid in accomplishing its purpose, the Association operates a sales area within the Monument. All items sold within the Association's store must meet the mission and purpose of the NPS, Monument and/or the Association must have an identifiable interpretive value or educational message. If determined necessary for the comfort and convenience of visitors, and concessionaires are not presently providing such services, the Association may be allowed to sell visitor convenience items under a Commercial Use Authorization. All sales items for sale by the Association must meet the criteria established in this guideline and be approved by the Monument Superintendent.

Product Review Procedures:

Items being considered for sale in the Association Store:

- 1) Will be given to the Association Business Manager.
- 2) The Business Manager will check with Monument staff to see if anyone is familiar with the item being reviewed.
- 3) The Business Manager will ask a staff member to check books and videos for accuracy and relevancy and to complete an evaluation form.
- 4) If a review item is a product other than a book or video, the Business Manager will ask a CBA member or VIP to review the item and complete an evaluation form.
- 5) Any products that pass the accuracy and relevancy tests will be forwarded to the Chief of Interpretation for approval.
- 6) If the Chief of Interpretation approves an item, it will then be forwarded to the Superintendent, along with all evaluation forms, for his approval.
- 7) After approval by the Superintendent, the Business Manager will purchase a small quantity of the new items to test market them. If the items sell well, they will be listed on the web- site and added to the Monument's approved sales list.
- 8) If any item does not sell sufficient copies during a six- month trial period, the Business Manager may remove the item from the sales list.

Approved Product Sales Categories:

The Superintendent has approved the following six Product Sales Categories:

- 1) The life, accomplishments and legacy of George Washington Carver.
- 2) Period- relevant information or items that enhances visitor understanding of the historical, cultural and social influences that shaped George Washington Carver's life.

- 3) African American History commemorated in National Parks.
- 4) A seamless network of Parks & Historic Places found in the Four State Region.
- 5) Educational materials that advance or support Monument interpretive and educational programs.
- 6) Visitor convenience items (through the Association concessions contract).

Products that lack an apparent interpretive/educational value, but otherwise meet the criteria for sale, will have interpretive statement developed and provided with the sale of the item.

RECENT PARTNERSHIPS

George Washington Carver National Monuments has had many partnerships with area organizations. The Monument established these partnerships to enhance interpretive and educational programming, improve the capacity of the Monument to protect its cultural and natural resources, and to increase outreach and marketing efforts.

The following narratives describe some of the Monument's recent partnership relationships:

Southwest Center for Educational Excellence:

The Southwest Center for Educational Excellence consortium is comprised of over 40 school districts in southwest Missouri (approximately 60,000 students), plus Missouri Southern State University and Crowder College. Joining the park's educational thrust in 1996, the Southwest Center for Educational Excellence (SCEE) and the park have worked in collaboration to see a variety of achievements to- date. A number of partnership grants have been received, the park's place- based curriculum programs have become a part of the recommended curriculum for membership districts, a comprehensive K- 12 reform initiative has been named after Carver, educators from the SCEE and the park have formed a team of trainers to provide professional development, and more. The park has partnered in the following educational initiatives:

- George Washington Carver Math & Science Project reform initiative. SCEE received a \$3.5 million grant from the National Science Foundation for 2002-2006 entitled the "Ozark Rural Systemic Initiative" as a part of this initiative. The grant supported implementation of science and math reform for 10 socio- economically disadvantaged (poverty) school districts. Character education curriculum entitled "George Washington Carver: Man of Character" and a companion series to the Science & Technology for Children and Science and Technology Concepts for Middle School curriculum entitled "Discovering Science in Your National Parks" was developed.
- Professional development LASER team (Leadership and Assistance for Science Education Reform).
- U.S. Department of Education/National History Day "Ozarks and the Nation" grant in the amount of \$1.2 million (2002- 2004).
- America's Treasures grants including Ozarks and the Nation and Great American Lives (2003- 2006).

Missouri Southern State University (MSSU):

The park has enjoyed a long- standing partnership with MSSU, dating back several decades. At one point MSSU provided student interns for the park from as far away as Great Britain. Both students and faculty have worked on numerous

projects/research/surveys for the park. Currently, the School of Education co-sponsors the park's annual 4th grade art and essay contest (with more than 500 entries each year), serves in an advisory capacity for the park's educational programming, and works with pre-service teachers to create traveling trunks which are added to the park's traveling trunk inventory and utilized across the nation. Both the History and Social Science Department and the Biology Department provides student interns for the park; the Psychology Department works in partnership to provide public use (teacher) surveys for the park, and the MSSU Library staff provide technical guidance in library management and archive preservation. In addition, park staff participates as judges in the Region VI National History Day competition sponsored by MSSU each year.

Missouri State University (MSU):

Working in partnership with Dr. Lyndon Irwin and Barbara Irwin, experienced educators and educational materials developers from MSU, the Winter 2000 issue of *Show Me Agriculture* featured George Washington Carver – Agricultural Researcher. This educational publication is utilized throughout the state, as well as the park's education programs. MSU and park staff worked cooperatively to provide an annual Agriculture in the Classroom professional development workshop at the park for educators from throughout the state. MSU has recently worked with the Monument to provide high-quality interns from the archeology/anthropology department.

Southeast Kansas Service Education Center (Greenbush):

Comprised of school districts in Southeast Kansas, the consortium offers the opportunity to partner with the park to provide distance learning opportunities for the (approximately 50,000) students they serve. Distance learning technology is in place within the majority of their districts at this time.

Crowder College:

Crowder College offers their expertise in the field of alternative energy and sustainable design, agricultural science, and other areas. The park has an established relationship with the institution, which is also a member of the Southwest Center for Educational Excellence and the Partnership for Environmental Education Programs.

Smithsonian – The National Academies – National Science Resources Center (NSRC):

As the developers of the Science and Technology for Children (STC) and Science and Technology Concepts for Middle School (STC/MS) curriculum that has been adopted by the George Washington Carver Math & Science Project, NSRC has partnered with the park/SCEE/ORSI/OSU to provide NSRC-sanctioned Leadership and Assistance for Science Education Reform (LASER) professional development, and provide technical assistance for the development of interactive inquiry-based exhibits for the Discovery Center - - linked to national education standards and STC & STC/MS modules. The park developed STC & STC/MS

companion curriculum entitled “Discovering Science In Your National Parks” and “George Washington Carver: Man of Character” character education curriculum.

Association of Science Materials Centers (ASMC):

ASMC supports those responsible for the delivery of science and other instructional materials to elementary and secondary schools through a network of expertise. This network has been valuable to the George Washington Carver Math & Science reform initiative. The Carver Birthplace Association and SCEE are members of ASMC.

Oklahoma State University (OSU) Center for Science Literacy:

The OSU Center for Science Literacy is a leader in science education reform efforts for K- 16. The George Washington Carver Math & Science Project adopted the center’s Professional Development Institute model, which includes extensive professional development for the LASER team (comprised of park rangers and SCEE consortia teachers/administrators). The center served in a mentoring capacity for our local initiative.

Ozark Christian College (OCC):

OCC has partnered with the park in providing graphic arts design and production, library management support, as well as other areas.

Partnership for Environmental Education Programs (PEEP):

Comprised of officials with the Missouri Department of Natural Resources – State Parks, Missouri Department of Conservation, U.S. Fish and Wildlife Service, National Resources Conservation Service, Missouri Southern State University, and park staff, PEEP provides curriculum- based environmental education programs to 4th – 6th grade students throughout a 6- county region.

Master Gardeners:

This group of master gardeners from Newton and Jasper Counties has embraced the park’s vision to create a Carver ambiance throughout the park with native flowers and plants. They have established a variety of flower beds and plantings along the Carver Trail, and provide routine care. They offer their knowledge and skills at special events and programs.

Associated Recyclers of the Midwest (ARM):

This non- profit group provides a link to a network of recycling organizations. The Carver Birthplace Association holds membership with ARM.

Newton County 4- H:

Since 1990, the Monument has worked with the Newton County 4- H in a Partnership in Prairie Preservation. Originally designed as a cost- share program in prairie restoration, the partnership now involves prairie maintenance assistance and education, interpretation, and consultation assistance.

Diamond Improvement Group (DIG):

DIG is a group of citizens from the local community of Diamond that sponsor activities in Diamond and occasionally assist with park activities. For the last several years, DIG has held their annual Diamond Gem City Celebration in conjunction with the park's Prairie Days in September. DIG helps to provide publicity for the park during this joint celebration. This partnership could be expanded to provide more involvement by DIG in other park events.

Adopt- A- School Program:

The Monument works in educational partnership with McKinley Elementary School and West Central Elementary School, both located in Joplin, and with the Diamond Schools. The Monument provides special programs and events for these schools when possible. In the past there has been a more formal relationship with all these schools, with specific annual events and programs occurring at the Monument and park staff participating in events at the schools.

Education Advisory Committee (EAC):

The EAC is a group of educators from the surrounding area that have joined to assist the park staff with the development of curriculum- based programs and exhibits. They also provide input on the development of the Carver Visitor Center and exhibits. Monument staff continues to work with the EAC to develop a large selection of new programs.

Southwest Missouri Arts Council (SMAC):

SMAC is a group that works to promote the arts in Southwest Missouri. The Monument supports their activities through assistance with planning. SMAC publishes a quarterly calendar of events that includes the Monument's programs and activities. Carver's own love for art makes this partnership an excellent opportunity to promote the Monument.

Association for Cooperative Tourism (ACT):

The purpose of the ACT is to promote tourism in the tri- state area including Kansas, Oklahoma, and Missouri. The Monument staff work cooperatively with ACT to promote the Monument as well as attractions in the surrounding area.

Southwest Missouri Regional Tourism Association (SMRTA):

Joplin Convention and Visitors Bureau, Carthage Convention and Visitors Bureau, Webb City Chamber, Neosho Chamber, Barton County Chamber, Precious Moments, Monett Chamber, the Monument and other organizations concerned with tourism development in Southwest Missouri have joined to create the SMRTA. The SMRTA members work cooperatively to market and promote area attractions. The group has developed several group tourism marketing publications through grants and has installed three Traveler Information Stations along major area highways.

Ozark Trails Council of the Boy Scouts of America:

Troops work at the Monument on projects such as fall walnut collection, special event assistance, and maintenance and signage of the Carver Historic Trail. The Monument is able to provide an opportunity for the scouts to work on Eagle Scout Projects and programs for the scouts to earn scout merit badges. Multiple independent Boy Scout troops operate in the 4- state region of southwest Missouri, serving thousands of boys. Park staff works to provide programming for scout groups, depending on curriculum needs. Park interpretive themes help meet requirements for several badges for both Boy Scouts and Girl Scouts. The Monument hopes to continue working with these groups to create a patch program requiring immersion in park resources.

Girl Scout Council of the Ozarks:

Girl Scout Council of the Ozarks, headquartered in Joplin, MO, serves 10 counties in two states and two Girl Scout camps are located within 15 miles of the park. Thousands of girls are served by this organization. Park staff works to provide programming for scout groups, depending on curriculum needs. Park interpretive themes help meet requirements for several badges for both Boy Scouts and Girl Scouts. The Monument hopes to continue working with these groups to create a patch program requiring immersion in park resources.