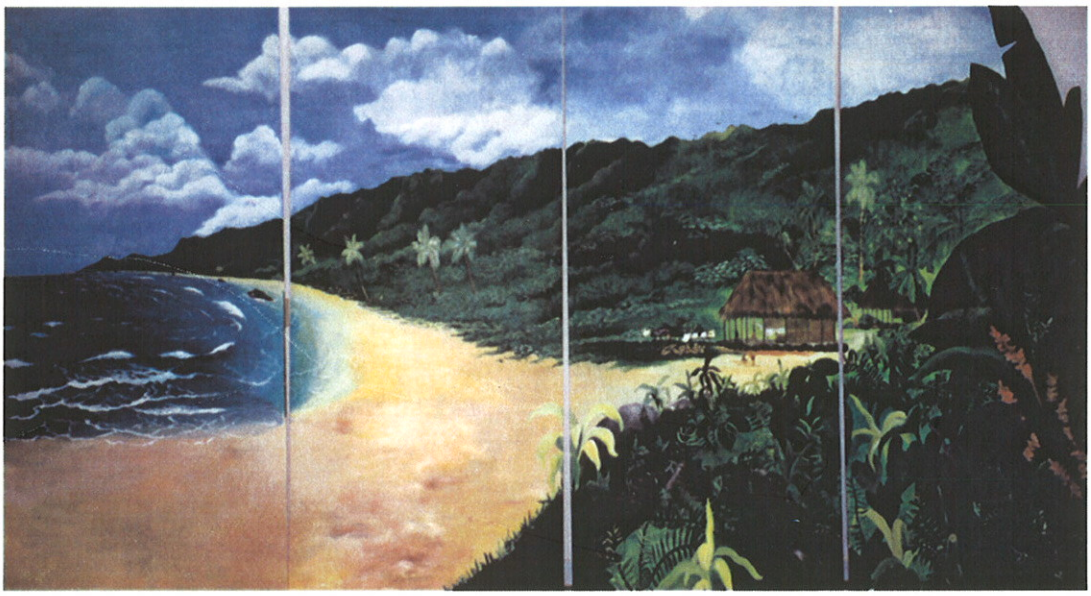
LONG-RANGE INTERPRETIVE PLAN

NATIONAL PARK OF AMERICAN SAMOA

AUGUST 2002



NATIONAL PARK SERVICE

LONG-RANGE INTERPRETIVE PLAN

NATIONAL PARK OF AMERICAN SAMOA

AUGUST 2002

prepared by

Department of the Interior
National Park Service

Harpers Ferry Center
Interpretive Planning

TABLE OF CONTENTS

INTRODUCTION 1
PLAN PURPOSE AND CONTEXT 3
PARK MISSION AND SIGNIFICANCE 4
INTERPRETIVE THEMES 6
VISITOR EXPERIENCE GOALS 12
VISITATION AND VISITOR USE 14
RECOMMENDATIONS 16
INFORMATION AND ORIENTATION 17
Off- Island 17
On- Island 18
TUTUILA 21
Visitor Education Center 21
Current Visitor Center 28
Roads adn Trails 28
Personal Services Interpretation 29
Outreach 30
Education Programs 31
OFU 34
Visitor Contact Station 34
Roads and Trails 35
Personal Services Interpretation 35
Outreach 36
Education Programs 36
TA'Ū 37
Visitor Contact Station 37
Roads and Trails 38
Personal Services Interpretation 38
Outreach 39
Education Programs 39
Historic Village 39

SPECIAL POPULATIONS 41
STAFFING AND TRAINING 42
PROGRAM SUPPORT RESOURCES 43
PRODUCTS 44
PRIORITIES 46
PLANNING TEAM AND CONSULTANTS 48
APPENDIX A: PROGRAMMATIC ACCESSIBILITY GUIDELINES FOR INTERPRETIVE MEDIA 49
APPENDIX B: WAYSIDE EXHIBIT PROPOSAL SUMMARY 63
APPENDIX C: VISITOR LEARNING CENTER DESIGN CONCEPT 64

INTRODUCTION

The National Park of American Samoa was authorized in 1988 by Public Law 100- 571. The park was established to:

> *"preserve and protect the tropical forest and archeological and cultural resources of American Samoa, and of associated reefs, to maintain the habitat of flying foxes, preserve the ecological balance of the Samoan tropical forest, and, consistent with the preservation of these resources, to provide for the enjoyment of the unique resources of the Samoan tropical forest by visitors from around the world."*

Congress (through House Report No. 100- 916, Sept. 13, 1988) gave additional direction to the National Park Service (NPS) regarding the management of the National Park of American Samoa:

> *"Traditional Samoan customs are to be maintained within the national park. Subsistence uses of park lands and waters are provided for. Agriculture, gathering, or fishing uses within the park are to be confined to native American Samoans and will be very limited to scope and location. They are to be carried out with traditional tools and methods. The National Park Service is expected to work with village leaders to clarify and reach agreement as to the rules which are to be imposed regarding these uses."*

The Samoan Islands are a part of Polynesia and have been populated for over 3,000 years. The Samoan archipelago includes the U.S. territory of American Samoa and the independent nation of Samoa (formerly Western Samoa). The islands are located 2,600 miles southwest of Hawaii and 1,800 miles northeast of New Zealand, between Fiji and Tahiti; Tonga is 550 miles southwest. The Samoan chain stretches east to west for more than 300 miles between 13° and 15° south latitude and lies just east of the international dateline.

American Samoa, the only U.S. territory south of the equator, consists of five rugged volcanic islands and two coral atolls. The land area is 76 square miles, and the population is approximately 60,000 with most people living on the island of Tutuila.

The National Park of American Samoa consists of three separate units on the islands of Tutuila, Ofu, and Ta'ū. The park includes 9,000 acres of wild, scenic paleotropical rainforest, coastal areas, and coral reef envi-

ronments. In addition, the park contains a wealth of important cultural resources that have strong connections to past and present Samoan people.

The park is unique in the National Park System in that all the land is owned by individual villages and leased to the National Park Service. The current 50-year lease represents an experiment between two very different land tenure philosophies–the English surveyed, deeded, written, recorded system and the South Seas matai communal land arrangement kept by oral tradition and custom.

PLAN PURPOSE AND CONTEXT

In October 1997, a General Management Plan (GMP) was completed for the park. This plan made a number of recommendations regarding future interpretive facilities and programs on each of the islands. To implement some of these recommendations, the park has formed a partnership with the Fagatele Bay National Marine Sanctuary (NMS) to build a visitor learning center and develop associated educational media and programs on the island of Tutuila. This new facility will allow the NPS and the NMS to focus their efforts on interpretive and educational programs to better address primary resources and themes. The park also desires to increase interpretive and educational programs and media within each unit and to strengthen understandings and relations with partnering agencies and villages, the citizens of American Samoa, and visitors to each of the park units.

Samoans have firmly held on to their culture despite more than 200 years of contact with the Western world. Fa'asamoa (the Samoan way, or culture) has been challenged in the 20th century by technologic change and the incredible rate with which change is occurring on the islands. One such change is a shift from a subsistence to a cash economy, resulting in less understanding and appreciation of the high value of natural resources in the traditional Samoan way of life. Many Samoans also show a lack of understanding of the significance and concept of a National Park on their islands. For these reasons, the recommendations in this plan are directed primarily to serving the Samoan people; however, many proposed actions also will benefit visitors from off- island.

This Long- Range Interpretive Plan (LRIP) will be a component of the park's Comprehensive Interpretive Plan (CIP) as directed by National Park Service Director's Orders- 6. This plan will provide long- term direction and focus for the interpretive program for the National Park of American Samoa. Together with the park- produced annual implementation plans and the interpretive database, it will form a comprehensive interpretive plan. The LRIP will describe the park's primary interpretive themes and visitor experiences, and recommend ways to facilitate those experiences through facility design, interpretive/informational media, personal services programs, and partnership endeavors.

PARK MISSION AND SIGNIFICANCE

PARK MISSION

The mission of the National Park of American Samoa is to preserve and protect the tropical forest and archeological and cultural resources of the islands and associated reefs. The park will maintain the habitat of flying foxes, preserve the ecological balance of the Samoan tropical forest, and, consistent with the preservation of these resources, provide for their enjoyment by the Samoan people and visitors from around the world.

SIGNIFICANCE OF THE RESOURCES

Geographically and biologically, American Samoa is at the mid- point of an extension of islands and archipelagos beginning in New Guinea, extending through the Solomons, Fiji, Tonga, and the nation of Samoa (formerly Western Samoa), and ending at French Polynesia. Beyond American Samoa, many terrestrial and marine species disappear. In this context, the National Park of American Samoa is not only significant, but unique in the U.S. National Park System because of its paleotropical (old world) ecosystem. Geographically, the Samoa's are at mid- point in the process of ecological filtering that begins in Southeast Asia.

The primary significance of the National Park of American Samoa is that it contains the only mixed species paleotropical rainforest under the jurisdiction of the United States' National Park Service. This National Park also is only one of three national parks containing rainforest environments.

The rainforests within the National Park of American Samoa are diverse, remain largely intact, and extend uninterrupted from sea level up to cloud forests on mountain summits. All are ecosystems with some forest trees pollinated and dispersed by two species of native flying foxes.

The National Park of American Samoa has miles of pristine and scenic coastline, a stretch of lovely white beach rimmed with coconut palms and, within its near- shore waters, coral reefs containing a multitude of marine resources.

The cultural resources of the National Park of American Samoa are of major significance. These resources have their origin in the continued existence and vitality of the ancient Polynesian culture that has charac-

terized the Samoan islands for over 3,000 years. The values and traditions of this culture are intertwined with the natural resources of the National Park. Even today, despite a lessening of understanding of the significance of rainforest resources, Samoans retain close ties to the rainforest, as evidenced by communal ownership of forested lands, the status which ownership gives to the family and the village, and the desire of Samoans to protect the integrity of the forest.

The National Park of American Samoa is the fiftieth such place in our nation to be so designated by the United States Congress. For more than three millennia, the people of these Polynesian islands have esteemed and cared for their lands. This esteem and care stem from the name they long ago gave to these islands...SAMOA. The word means "sacred earth." According to one ancient Samoan legend, sacred earth originated from the genesis of the earth and the human race. For Samoans, the creator of heaven and earth was Tagaloa, and the god of the earth was Salevao. Tagaloa's oldest son was Moa, who was born from the center of the earth. Just before Moa's birth, Salevao saw movement from the center (moa) of the earth, so Tagaloa gave the name Moa to the newborn baby. Following Moa's birth, Salevao made sacred (sa) the water, the earth, and everything that grew upon the earth. Hence the name. The National Park Service will ensure that this sacred earth, the National Park, is cared for in a manner consistent with fa'asamoa, the Samoan way.

INTERPRETIVE THEMES

Primary interpretive themes are those ideas/concepts about the National Park of American Samoa that guide every facet of interpretive program development and delivery, and which are critical to everyone's understanding and appreciation of the park's importance. These themes, which are based on the park mission and resource significance, do not include everything that may be interpreted, but they do address those ideas that are critical to helping people connect the concepts with the resources and derive something meaningful from the experience. All interpretive and educational efforts (through both media and guided programs) should relate to one or more of the themes, and each theme should be addressed by some part of the overall interpretive program.

The following interpretive theme statements represent the most important concepts for visitors to understand about the National Park of American Samoa. The primary themes appear in bold and are followed by a list of topics or story elements that further define each theme.

1. **The mixed species paleotropical rainforest the National Park protects and preserves is of great importance to the Unites States and other countries, since tropical forests are declining worldwide and due to the immense biological, scientific, and medicinal value of plants found within the forests.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- The nature and composition of a paleotropical rainforest
- The amount of rainforest destroyed each day throughout the world
- The numerous threats to rainforests (including the impacts of global warming)
- The local, regional, and global value of rainforests
- The concept and the importance of biodiversity
- Native species and the individual threats to them
- The park's rare and endangered species
- The benign nature of the rainforest in that there are few species that pose a threat to humans
- The similarities and differences over time between rainforests of the past and those of today

- That most plants around the villages and developed areas are non-native
- Cultural uses of rainforest plants
- The zonation of different ecological systems on such small islands
- How biological zonation affected the way the islands were divided culturally (i.e., that each village received a portion of each zone)
- Past, present, and future medicinal uses of rainforest species
- The importance of native birds, bats, and other species to the functioning of the ecosystem
- Efforts to restore native species and control exotics

2. **Two species of native flying foxes play an important role in pollinating certain plants found within the Samoan rainforest.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- That these mammals are critical to the health of the rainforest and that the desire to protect them was a factor in the establishment of the National Park
- The bats' role in Samoan legend
- The various species of flying foxes
- Some of the research conducted on these animals
- How loss of habitat and hunting/exporting the bats for food has impacted the populations
- That these are the only native mammals on the islands
- The life cycle, characteristics, and habits of these animals (including the fact that they do not echolocate)
- The royal protection of the bats in Tonga
- The use of bat features in native tattoos
- Myths about bats
- The metaphor of bats in Samoan oratory, titles, etc.
- Changes in bat populations over time (including documented historic accounts)

3. **Fa'asamoa, simply defined as the traditional Samoan way of life, epitomizes the culture of Samoa, is intricately interwoven with the natural environment, and has played a role in preserving the rainforest and reefs in relatively unspoiled condition.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- Uses made of the natural and derived products from the land and sea
- How people lived on the islands without input from the outside
- How natural resources were managed based on an intricate understanding of the natural world and its processes
- The influence of seasonal changes
- The relation of native customs to the abundance of certain species (i.e., turtles)
- How present day Samoan life has changed with regard to the historic connections to natural resources (one example may be in the way the traditional gift- giving once relied more on natural resources)
- The National Park's role in helping to preserve and re- establish Samoan connections to the land and sea
- The importance of sustainability in living on an island
- The impacts of palagi on Samoan culture and lifeways
- The dynamic nature of Samoan culture that has changed and adapted to many internal and external elements

4. **The National Park of American Samoa allows for traditional subsistence and gathering uses, and identifies and protects Samoan archeological and historical resources.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- The cultural importance of the park's natural resources
- That the creation of the park allows for the practice of subsistence activities using traditional methods
- That much of the park land has been subjected to some form of human manipulation (as evidenced by the large number of archeological sites)
- That the archeological sites reveal much about the past, but still leave many unanswered questions

- That some of the archeological discoveries (i.e., pottery) show evidence of the presence or influence on non- Samoan cultures on the islands
- Factors that characterize traditional subsistence and gathering practices
- That historically some items (i.e., tools) made from resources in American Samoa are found all over the Pacific
- How natural objects were used to make navigational tools used to travel throughout the Pacific
- That the park contains many sites tied to Samoan legends

5. **Samoa's communal land ownership and the matai system have shaped this society for three thousand years, and now will help shape the relationship with the National Park.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- That the park is leased from the Samoan people
- The close relationship between the park and the villages as a result of the lease arrangement - a relationship that creates both opportunities and challenges
- The Samoan relationship with the land, family, and the hierarchical structure of the matai system
- That the village chiefs are servants of their people, caretakers of the land, and are responsible for regulating its use
- That the land and the water are the life of the people

6. **The coral reefs in the park represent good examples of an intact and healthy Indo- Pacific coral reef ecosystem in all of Samoa.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- The cultural ties of the Samoan people to the reefs for food and sustenance
- The rich diversity of coral species and fish associated with the reefs
- That the health of the land affects the health of the reefs
- That many threats to the reefs are human- caused (including the effects of global warming)

- That about ten percent of the world's coral reefs have been lost and almost all have received some adverse impact
- The high level of symbiotic relationships that exist on reefs
- The gathering of Palolo (a marine worm) by the Samoan people
- The Samoan knowledge of the various marine life cycles which has been part of their historic connections to the natural world
- The partnership between the National Park Service and the National Marine Sanctuary in protecting and interpreting the reefs and other aspects of the marine environment
- Benefits derived from a healthy coral reef (i.e., food, shore protection, spiritual values, recreation, medicines, etc.)
- The impacts of the Crown of Thorns (a starfish that eats coral) on the reefs

7. **The geographic location of the Samoan islands at the far end of a great chain of archipelagos has greatly influenced the development of the ecosystem of these islands.**

   [Note: This theme has been edited slightly from the version in the GMP.]

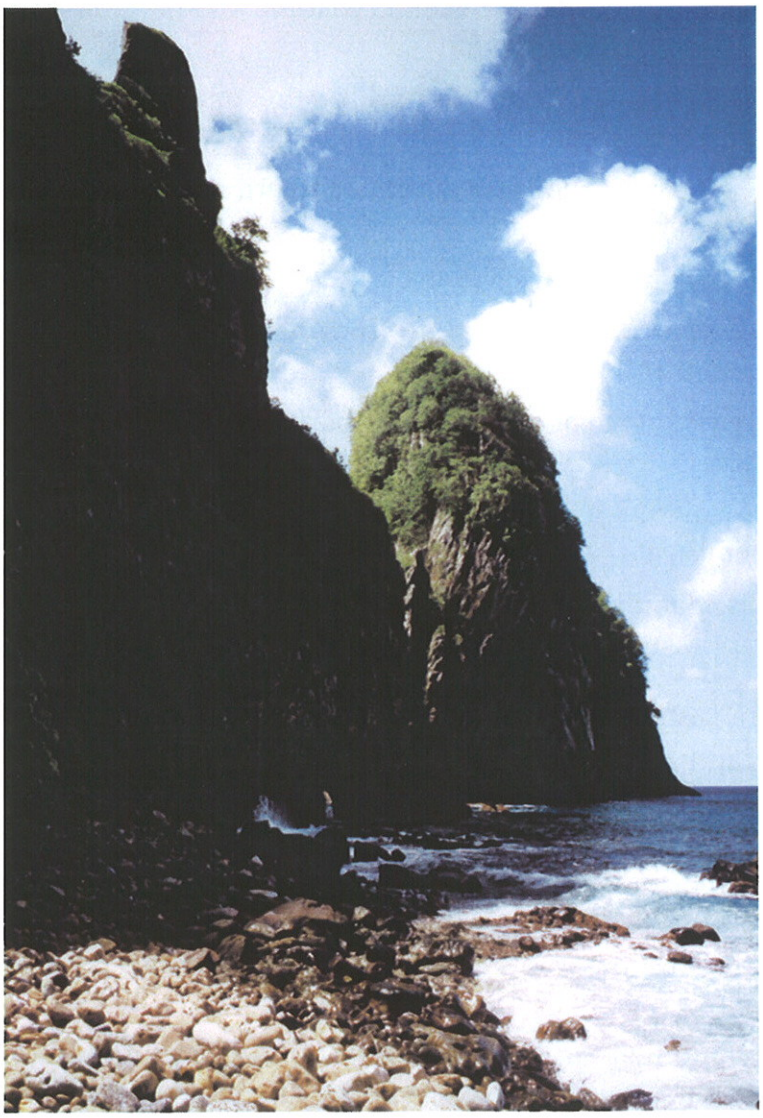
Interpretation of this theme will help visitors and residents to better understand and appreciate:

- That small remote islands can support only a finite variety and density of species
- That there are relatively few endemic species here (as compared to other areas like Hawaii)
- How people and other species got here
- The volcanic origin of the islands
- That a volcano is growing deep under the ocean east of Ta'ū
- The role of plate tectonics in the formation of the islands
- Adaptations of some species to these islands compared to different patterns of evolution in other places
- That Samoa is the eastern edge of the distribution of many species that came from Asia, and that species diversity increases closer to the Asian continent

8. **As the fiftieth designated National Park, the National Park of American Samoa is now an important part of the National Park System dedicated to the preservation and visitor enjoyment of the significant natural and cultural resources values of our Nation.**

Interpretation of this theme will help visitors and residents to better understand and appreciate:

- That the park represents a unique relationship with the Samoan people
- What a National Park is and what it does



VISITOR EXPERIENCE GOALS

Island residents and visitors to the National Park of American Samoa will have opportunities to:

- Experience solitude.
- View the scenery both on the land and under the water.
- Experience aspects of Samoan culture.
- Watch Samoan artisans and craftspeople.
- Easily discover where the National Park is located.
- Understand what the National Park designation means.
- Discover connections between fa'asaoma and national park philosophies, concepts, and tenets.
- Discover and appreciate the park's value as a laboratory for natural and cultural resource research.
- Engage in a variety of recreational activities such as hiking, snorkeling, picnicking, etc.
- See wildlife in natural habitats.
- Get accurate and up-to-date information about visiting the park both before and upon arrival.
- Find useful information about the park even if they are unable to visit in person.
- Get information about education programs related to park resources and themes, and values.
- Purchase Samoan crafts.
- Stay with a Samoan family.
- Sample Samoan food.
- See an archeological site.
- Have a safe visit.
- Learn about other theme-related programs and resources in American Samoa.
- Plan their visit based on different levels of interest, abilities, and time constraints.
- Understand that the National Park is leased from the Samoan people and that subsistence use practices are an integral part of the management philosophy.

- Understand the various threats to park resources.
- View and access the park via the tramway.
- Learn something about each of the primary interpretive themes.

VISITATION AND VISITOR USE

The park has only recently begun reporting visitation data to the Socio-Economic Services Division of the NPS in Denver. The following information regarding park visits and use patterns is derived from the 1997 General Management Plan and from conversations with park staff.

It is estimated that the park receives about 6,000 visits per year and that over 80 percent of visitors are island residents.

The most common visitor activities include sightseeing along the scenic roads in the park, observing flying foxes and birds, hiking on the trail to Mt. Alava, walking on Ofu beach, and snorkeling.

Park staff members have developed programs for school groups who visit the Tutuila unit. These programs have been very popular and other groups have shown an interest in participating.

Travelers to American Samoa come mainly by commercial aircraft and a few by private boat. Most come to visit relatives or on business. Tourists have accounted for only about one- fifth of the total number of visitors over the past several years. The average length of stay is about four days.

In 1993, less than 5,000 tourists came to American Samoa. This number is considerably less than the 35,000 visits recorded in 1974. Reasons attributed to the decline include a decline in air service (now just two flights per week from Honolulu), deterioration of the Rainmaker Hotel, competition from other regional attractions, population growth, environmental degradation, inadequate tourism management, and lack of funds.

Cruise ship visits bring from 5,000 to 10,000 additional tourists to Tutuila each year; however, these visitors rarely stay longer than eight hours. Most cruises originate in Australia and New Zealand, although an occasional cruise ship calls on Pago Pago. On shore, most passengers engage in set activities that currently do not include visiting the park.

Most tourists who visit the park only experience the Tutuila unit. A small number visit Ofu, but almost no tourists go to Ta'ū. Commercial lodging accommodations can be found on Tutuila and Ofu, but all three islands offer home- stay experiences for tourists. There are no statistics on the success of the home- stay program.

A 1994 report by the Governor's Tourism Task Force cited the development of the National Park of American Samoa as the "greatest opportunity" for achieving an increase in tourism. This report also notes that the park "will serve as a draw for eco- tourist and mainstream tourist alike." To date, the increase in tourism has been minimal. However, the South Pacific region (Fiji, Tahiti, Cook Islands, Vanuatu, Papua New Guinea, and the nation of Samoa) has seen significant growth in tourism. It is anticipated that as knowledge of the park spreads, a gradual growth in tourism will occur in American Samoa.

The United States has been the country of origin for the largest number of tourists to American Samoa. New Zealand is next, followed by Australia and Western Europe. Germany and the United Kingdom account for more than half of the European tourists.

RECOMMENDATIONS

The following recommendations address the interpretive media and programs for the National Park of American Samoa. Each recommendation is designed to further define, support, and communicate the park's mission, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that park visitors are well prepared and informed, and that meaningful connections will be formed between the visitors and the tangible and intangible resources.

The discussion of program and media proposals identifies the purpose, special considerations, and sometimes suggests ideas about their presentation. It is important to remember that these are only suggestions, and should not limit the essential creativity during the media or program planning and design processes. On the other hand, the proposals are specific enough to provide guidance and define the parameters in which these creative energies can flow. In addition to the recommendations below, media and program developers need to continually ensure that the primary interpretive themes and visitor experience goals are being addressed.

Since the Samoan people comprise the largest segment of park visitors, now and for the foreseeable future, interpretive media (both printed and audio) will be provided in both English and Samoan languages.

The continuation of existing partnerships and the establishment of new ones will be a key to the success of this long- range interpretive plan for the National Park of American Samoa. There are many opportunities for sharing skills, resources, media, and programs. As stated earlier, the American Samoa experience is one of community, culture, and environment. The boundaries often are obscure. Partnerships, both formal and informal, offer ways to ensure that the overall visitor and islander experience goals are met and that all aspects of the primary interpretive stories are presented.

INFORMATION AND ORIENTATION

To be useful, the right information and orientation must be provided at the right times and in the right locations. For example, telling tourists what they should bring to American Samoa at the airport, or itemizing at the trailhead what people should take when hiking a trail, is giving good information, but at the wrong time and in the wrong location.

Getting information and orientation materials to visitors and prospective visitors will be approached from an off- island and on- island perspective and address both tourists and Samoan residents. Some of these items also are discussed in the park's General Management Plan.

Off- Island

Information for potential visitors to the National Park of American Samoa will continue to be provided in traditional ways by responding to telephone, mail, and email requests. Responses to written requests by U.S. mail and email will continue to be tailored to individuals. The park, however, will continue to have standard packets and responses available to answer more common requests. All printed materials will contain appropriate phone numbers and addresses (including email addresses). In addition, all printed materials should be reviewed on a regular basis to ensure that the information is accurate, appropriate, and current.

The park will continue to maintain its website, which contains a wealth of general trip planning, resource, and theme- related materials, as well as links to related sites. Staff will continue to work on improving the site and incorporating additional topics as appropriate. For example, as the education program develops and grows, curriculum materials would be posted on the website. This will not only benefit on- island educators, but it also potentially will serve audiences around the world, many of which may never be able to visit the park.

The website can become a very important pre- visit tool, but continuous updates are essential. Links with other American Samoan tourism sites are critical. Ongoing efforts should be explored to not only evaluate and revise existing links, but also to work in partnership with others to provide exciting, useful, consistent, and accurate information. Strengthening connections with other local and regional agencies and institutions also will help people make more informed decisions, stimulate more in- depth appreciation of park resources, and enhance the overall visitor experience.

On a regional scale (and the South Pacific is a large region), the park and other partners will work collectively to provide park information in tourism offices, chambers of commerce, visitor/information centers, agency offices, and at major attractions and lodging facilities. Potential partners could explore the enhancement of existing literature, function as a clearinghouse for regional information, and/or develop new consolidated publications.

Sometimes publishers of national and international tourism literature seek updates of their information. To the extent possible, the park needs to ensure that printed and electronic tourism literature promoting the park is accurate, adequate, appropriate, and current.

Efforts to market the National Park of American Samoa should focus on its special resources, but also emphasize the unique opportunities to interact with elements of past and present Samoan culture. As stated earlier, visiting the National Park of American Samoa is integral with the overall American Samoa experience. Potential visitors and tourism promoters need to realize that this experience is much different from the all-too-typical tropical resort, and offers visitors real insights to fa'asamoa.

In addition to working with others to evaluate and develop general tourism materials, the park and park partners will explore the potential of developing informational materials for the cruise ship visitors. In some cases, cruise ships have their own publishing capabilities, so only electronic text and graphics would need to be provided. This material could then be published in shipboard newsletters and included in passenger information packets. Cruise ships that frequent American Samoa also could be supplied with copies of the park video. The program could be shown over ship television or in a theater setting.

On-Island

The parkwide wayside exhibit proposal (a separate media plan produced separately but in conjunction with this document) recommends that orientation wayside exhibits be placed at the Pago Pago, Ofu, and Ta'ū airports. These wayside exhibits will describe the significance of the respective unit, introduce what there is to see and do, and provide safety and resource protection information. Each exhibit also will explain what a National Park is, and that this park is part of the National Park System. A list of all the proposed wayside exhibits can be found in Appendix B.

Adequate directional signing is an issue for visitors from off- island. The park staff and other tourism- related and agency partners need to work together to develop a directional signing system that will help tourists better navigate the roads on Tutuila. Although entry signs are in place at major park access points, better signing to direct people to these points is needed. This would benefit tourists and residents who do not know where the park is located.

The parkwide wayside exhibit proposal also recommends orientation wayside exhibits at the current and proposed trailheads/access points. These exhibits will provide information about hiking specific trails, including the major resources that can be seen. Each exhibit also will describe the significance of the park unit as a whole.

The visitor education center will be the main point of contact for park visitors and residents. This facility will be open year- round and will contain a staffed information desk supplemented by other informational, orientation, and educational media. More specific descriptions of the media proposals for the visitor education center are provided in the next section of this plan.

Outreach activities to better inform the Samoan people of the National Park will be a critical component of the park's information, orientation, and educational programs. The park will continue to meet regularly with village leaders on multiple topics, but each opportunity can be used to highlight the concept of National Parks and show how many elements of Samoan culture coincide with park values and management philosophies. In addition to official meetings, efforts will be made to meet with villagers to present interpretive programs on park themes and other National Park sites (including showing NPS videos).

Another outreach effort could include developing spots for local television. The park might explore developing new spots, or perhaps dovetailing with existing programs, such as the weekly "Search for Knowledge" series in cooperation with the Samoan and Pacific Studies Department of American Samoa Community College.

While the park would continue to seek coverage of special events and research activities, the local newspaper is yet another avenue for marketing the park and National Park/Samoan culture connections. Another venue might involve creating posters with captivating messages. These could be developed through something like an art competition in area schools (including the community college).

Special events, dedication ceremonies, festivals, and other activities offer still more opportunities to get the word out, and increase public knowledge and understanding of the many links between fa'asamoa and the National Park of American Samoa. Additional proposals can be found in subsequent sections of this plan.

The following recommendations apply specifically to the park unit on Tutuila; however, some may have implications for other units as well.

Visitor Education Center

The National Park of American Samoa and the Fagatele Bay National Marine Sanctuary are working in partnership to develop a visitor learning center at Utulei Beach or elsewhere on Tutuila. Both agencies share the goal of protecting sensitive resources, and both are faced with similar management issues such as habitat loss, increasing pressure for use of natural resources, climate change, etc. Both agencies also share a desire to relate these resources to the rich traditions and culture of past and present Samoa. Media and programs developed for this facility will serve both visitors and residents.

A separate document entitled: *Visitor Learning Center, National Park of American Samoa/Fagatele Bay National Marine Sanctuary...A Design Concept* has been prepared and should be consulted in conjunction with the recommendations in this long- range interpretive plan. The proposed structure is estimated at 6,700 square feet, and the initial architectural program and concept drawings are shown in Appendix C. The location also offers good visibility from the main road, convenient parking, access to the water, and commanding views of Pago Pago Harbor and the National Park.

Approach

The approach to the visitor education center should convey the feeling of entering a special place–a place where natural and cultural resources and themes interact–a place that evokes an aura of the past while sitting firmly in the present. The main building and the outdoor interpretive demonstration areas should attract visitors, but be screened from the noise and congestion of the main road. For the most part, these are architectural challenges, but they are essential to the overall visitor experience.

From the parking lot, visitors will easily find the main entrance. Signs near the entrance will announce the operating hours, and any current or up- coming activities.

Landscaping should honor the historic character of the Utulei Beach site, but it also could incorporate a number of ethnobotanical plantings. Small "identifier" wayside signs (or perhaps a self- guiding brochure) could name the plants and interpret their cultural uses. Interpretation also might incorporate native Samoan quotes on how the plants were used, and graphics could illustrate both the plant and the product made from it.

Lobby

As stated in the **information/orientation** section, the facility will contain a staffed information desk. The desk will be equipped with a telephone, storage for various handouts, and a cash register for handling cooperating association sales. The desk also will have sufficient counter space for unfolding maps and giving directions. While one employee/volunteer may be adequate for staffing the desk most of the time, the design should be able to accommodate two people during busy periods.

Various free publications could be displayed under glass at the information desk, or in a changeable wall- mounted frame. Text would indicate that copies of any items are available on request. This will serve to show visitors what literature is available, but deter the tendency to gather items indiscriminately just because it is there.

A small permanent exhibit in the lobby area will identify the general missions of the National Park of American Samoa, the Fagetele Bay National Marine Sanctuary, and their parent agencies. This exhibit also should illustrate that both are part of a larger system of National Parks and marine sanctuaries throughout the United States and its territories.

Another small exhibit will orient visitors visually and geographically to the National Park and marine sanctuary units. It should show American Samoa in the larger context of the South Pacific, but also delineate the boundaries of the units on the islands. In addition to the maps, captivating photos and illustrations might highlight the resources of each unit.

A changeable display to highlight current and up- coming activities and programs will be prominent in the lobby or outside the main entrance. This display may include a dispenser for specific announcements and/or the official park and sanctuary folders. The exhibit should focus on activities/demonstrations at the center, but may also include theme-related events sponsored by others. If this display is developed at the building entrance, it also might include the hours of operation and other information useful for after- hours visitors.

Interpretive Exhibits

The key interpretive exhibit concept will emphasize the many natural and cultural connections between the land and the sea. Visitors will learn the characteristics of the different environments, experience how the natural systems are linked, and discover some of the many Samoan cultural connections with these resources. For example, people may learn of the Samoan tradition that when a certain tree is in bloom, it is time to gather sea urchins.

The exhibit will be designed as an "experience" that, in addition to text and graphics, may incorporate a variety of media, including audiovisual elements, objects in cases, tangible objects, and other interactive displays. Specific elements might include a changeable component to provide current information on various research projects, etc. Care should be taken in developing changeable exhibits, as they can often be ineffective in attracting attention or holding visitor interest. However, the basic structure of such exhibits can be professionally designed so that staff can easily change topics through computer- generated text and graphics.

A live cam could be considered to monitor nesting birds or flying foxes; however, these can be expensive to maintain and there must be something exciting to watch. Audio or video recordings of different village chiefs (in both English and Samoan) could relate some of the traditional legends and stories illustrating cultural connections with the land and sea. Other recordings might highlight specific villages and describe examples of good judgement and wise decisions in helping to protect resources. Again, caution is needed to avoid contaminating the space with too much sound, especially since the room will be used by school groups, where teachers will want to discuss certain topics with their students.

Since children (many in school groups) will constitute a large segment of the visitation to the center, a variety of low- and high- tech displays should be considered. People of all age groups tend to learn more when they can physically and mentally interact with what is being presented, but high- tech devices do not necessarily correlate with greater learning. For example, interactive computer terminals usually can be operated by only one person; everyone else can only watch or wait their turn. Computer stations and their special programs also can be expensive and require regular maintenance. A larger number of low- tech alternatives often can be developed for less cost and engage more learners at the same time.

Design of this main exhibit complex will need to consider that visiting school groups will likely use the displays as part of the overall education experience. Consequently, area educators should be consulted during the planning and design phases to ensure that the exhibit will correlate with curriculum guidelines. Designers may want to field test some exhibit ideas with area school children. The design also should allow enough space around the displays for groups to gather.

The most important messages to be communicated through this exhibit complex are:

- What national parks and national marine sanctuaries are and why they are here.
- The close connections between national park and marine sanctuary values and management practices and those of fa'asamoa.
- The importance of understanding and dealing with the environmental and cultural issues facing American Samoa and other islands throughout the world.
- To motivate people to visit the National Park units and the national marine sanctuary.

Classrooms

Two 300- sq. ft. meeting rooms are proposed in the visitor education center. Each room will accommodate about 20 people; however, an acoustical divider will allow the space to be opened into one large room. The main functions of these spaces will be to organize visiting groups prior to going out into the resources, and to conduct follow- up activities upon returning. Enlarging these meeting rooms (perhaps even doubling their size) is desirable. This could be accomplished by retaining some of the proposed office space at Pago Plaza or elsewhere.

From the specific curriculum- based activities developed for the education program (see later section), a materials and equipment list will be generated. Some of the materials will be taken into the field, other materials will be used mainly in the classrooms. Storage areas for these materials will need to be incorporated into the classroom design.

While some fixed furnishings may be needed, the classrooms primarily will utilize moveable folding tables and chairs. This will allow for multiple room configurations, and a variety of functions. In addition to school group activities, the classrooms will be used for evening programs, researcher presentations, meetings, special talks and demonstrations, and for showing the new audiovisual program.

For audiovisual program use, each classroom will require space for equipment storage. It also would be ideal to have a separate AV booth to reduce equipment noise and provide safe storage. When a classroom is not being used for other activities, the space can be used for showing a new park video to the general public.

Use of the classrooms for showing audiovisual programs will require good acoustical design. Outside light also will need to be well screened to ensure the best picture quality. Building designers should consult the Harpers Ferry Center for advice on AV equipment and other design specifications.

Audiovisual Programs

A new audiovisual program (probably in video format) will be produced for the National Park of American Samoa. Although the program will be shown in the visitor education center (see previous section), its primary purpose will be for outreach and marketing.

The focus of the program will be similar to that of the interpretive exhibits in the center, which are to:

- Explain what national parks and national marine sanctuaries are and why they were established in American Samoa.
- Illustrate the close connections between national park and marine sanctuary values and management practices and those of fa'asamoa.
- Stress the importance of understanding and dealing with the environmental and cultural issues facing American Samoa and other islands throughout the world.
- Motivate people to visit the National Park units and the national marine sanctuary.

In addition to showing the AV program in the visitor education center, copies of the program will be taken or loaned to villages, churches, schools, the community college, and other groups, organizations, and government agencies. Copies also can be offered for sale. As mentioned earlier, the program could be offered to various cruise ship lines that visit American Samoa, or even to the airlines that serve the islands.

Other marketing efforts could encourage use of the program on the local and regional television stations. Additional copies also could be provided to local inns, hotels, and other service providers.

Interpretive Demonstrations

The new visitor education center will be the site of a variety of interpretive activities and cultural demonstrations. Depending on the nature of the program, weather conditions, and size of the audience, these activities could occur in one of the classrooms, on the building's veranda, or in a new fale adjacent to the center.

Construction of the fale itself could be a large-scale cultural demonstration. Using skilled Samoan craftsmen, the fale would contain traditional artwork, similar to the fale at the Sauma Ridge Overlook. This, and other demonstrations, could be videotaped for posterity, but also for use in other education and interpretive programs.

The selection or solicitation of demonstrators should be based on criteria of quality, appropriateness, and on their relation to the primary interpretive themes. Whenever possible, demonstrators should reinforce linkages between natural and cultural resources. The schedule of demonstrations should be well advertised throughout the islands for both residents and tourists.

Publications

A portion of the visitor education center will be designed as a publication sales outlet. The design of this space at least should involve consultation with a professional bookstore designer. Distance and funding may prohibit hiring such a designer full-time, but since sales area design represents a specialized discipline, some consultation should be obtained.

The selection of all sales items should be based on accuracy, appropriateness, and quality. Other selection criteria include audience (i.e., age group), cost range, and relation to interpretive themes and visitor experience goals. Most NPS cooperating associations have a tool called a "Scope of Sales" form that can be used to evaluate all publications against these criteria. This tool also can be used to identify publication gaps, and to develop a publications program.

A few specific publication recommendations made during the planning workshop include:

- *Natural History Guide to American Samoa*, edited by Peter Craig (currently in manuscript)
- *Birds of Samoa*, by Muse (1982)

- Ethnobotanical book(s)
- Self- guiding auto tour recording
- Self- guiding walking tour publications

In the area of free publications, the official park folder should be updated periodically, particularly as new facilities are developed. Single topic brochures developed by the park (such as the Snorkeling at Ofu handout) should be designed in the NPS site bulletin format. This design gives a uniform/"family" look to these publications, and copies can be made on a regular copy machine. As stated earlier, these brochures can be displayed under glass at the information desk, or in a changeable wall- mounted frame. Text would indicate that copies of any items are available on request. This will serve to show visitors what literature is available, but deter the tendency to gather items indiscriminately just because it is there.

Alternative Scenarios

If the Utulei Beach site should become unavailable, or if it becomes infeasible to construct a new building, a few alternative options are proposed. Development of any of these alternatives, however, will require additional planning efforts beyond that possible in a long- range interpretive plan.

The following options were discussed:

- Seek an existing building that meets the necessary criteria for the visitor education center.
- Remain at Pago Plaza and seek additional space there.

In either case, the new audiovisual program would remain the same.

It is difficult to transfer exhibits or exhibit design from one structure to another. Most permanent exhibits are designed to fit a particular space and something almost always is lost when they are moved to a new location. Therefore, it is advised that the center's location be established before commencing exhibit planning and design.

However, once the location has been decided, the Harpers Ferry Center should be consulted for advice and/or assistance. It is important that the media planning and design process work in collaboration with the design of the building.

Current Visitor Center

At the onset of this long- range interpretive planning effort, a number of improvements already were being made to the exhibits in the current park visitor center. These improvements will likely continue until it becomes evident that the new visitor education center is a reality.

Upgrading the exhibits can be accomplished through a variety of funding sources, including cyclic programs. Most of the sources have funding ceilings, so it may be prudent to make improvements in phases, perhaps one exhibit case at a time.

The interpretive themes and visitor experience goals should be primary sources to consult when making any media improvements. It is critical in modern exhibit planning models to first develop the goals and messages, then decide what objects, graphics, interactive elements, etc. to use.

Also refer to the previous discussion of alternative scenarios for the visitor education center.

Roads and Trails

Wayside exhibits along roads through portions of the National Park are identified and described in the wayside exhibit proposal (see Appendix B).

The park currently has one trail that leads from Fagasa Pass to the summit of Mt. Alava. The trailhead and points of interest along the route also are interpreted through wayside exhibits. Likewise, wayside exhibits for a new accessible trail from the Sauma Ridge overlook and the reestablishment of the Old Vatia Trail are covered in the wayside exhibit proposal.

In the **Publications** section of this plan it was proposed that printed and/or audio self- guiding tours be developed. People could rent or purchase the recordings (either in cassette or CD format) and play it in their vehicle. It also may be desirable to rent the playback equipment for people without players in their cars. Compact disc format has the advantage of allowing users to tailor their tour to suit individual interests. Rental equipment, however, must be properly managed, maintained, and stored.

Self- guiding tours would be developed in partnership with the cooperating association and village officials. The resulting publication or audio recording could include Samoan stories, legends, or music associated with specific sites. People might also be invited to visit with a village chief and learn certain stories in the traditional oral manner, or perhaps to talk with local residents about tropical gardening. Two of the primary goals of these self- guiding experiences are to bring people into contact with the natural and cultural resources of Tutuila, and to demonstrate the strong connections between them.

Personal Services Interpretation

Personal services interpretation consists of a variety of programs such as guided walks, hikes, talks, demonstrations, living history, and other activities led by people. These types of programs should be considered as an integral part of the overall interpretive program, and each activity should relate directly to one or more of the primary interpretive themes and to the visitor experience goals.

The interpreters can be any combination of park/sanctuary employees, volunteers, and partners. Such programs have the unparalleled advantage of being inspiring, versatile, alive, and tailored to the needs of individuals or groups. Interpreters, whether behind an information desk, leading a tour, or conducting a demonstration, often are the best of all interactive tools in enabling people to experience, understand, and appreciate the significance of resources and cultures.

In spite of their advantages, however, personal services interpretive programs have some limitations. They often are restricted in number and usually reach only small percentages of total park visitors. Quality and accuracy of content and delivery must be maintained with regular audits and continual training.

With the addition of interpretive positions to the park staff, the potential will exist to greatly increase the number and variety of personal services interpretive programs. As with the education program (discussed in a subsequent section) the personal services program should start small and grow slowly. The success, as with many other recommendations in this plan, will be dependent on enhancing partnerships with individuals, groups, village leaders, other agencies, the community college, and others.

A well- organized and ongoing training program is vital in ensuring high quality and consistency in all interpretive efforts. All park and sanctuary

employees, volunteers, cooperating association staff, along with park partners and other interested individuals and groups should be invited and highly encouraged to participate in relevant training. Training programs should focus on the accuracy and completeness of interpretive content, and on the communication skills necessary for preparing and presenting high quality programs and activities. (See also the **Staffing and Training** section.)

Outreach

Many of the recommendations in other sections of this plan can become elements of an active outreach program as well. Some of the main elements include:

- Continuing to meet with village chiefs on a regular basis to discuss a variety of topics, but continuing to stress the purpose and values of the National Park, the National Park System, and the many connections with Samoan culture.
- Developing on- and off- site education programs with educators that tie directly into established curricula.
- Creating an "enviro- van" or something similar to go into the villages. Temporary exhibits (perhaps supplemented with local school projects) would be developed that could be set up in local fales. This decorated vehicle could spend 2- 3 days in a village, and the interpreter would give or coordinate a variety of programs, talks, demonstrations, walks, and possible activities that would get participants into the water.
- Use of the local radio and television stations to help develop and broadcast a variety of programs related to park themes. One possibility would be to highlight a person, group, or village that has done something exceptional to help preserve park resources and to show strong connections between park values and fa'asamoa.
- Working in partnership with the community college and others to expand the collection and transcription of oral histories and cultural demonstrations. Studio quality interviews could be recorded (audio and/or video) and possibly used later in special programs, AV productions, and exhibits.
- Continue to work with the villages to carry out a variety of resource management monitoring and research projects.

Education Programs

Many of the people involved in this long- range interpretive planning effort stressed the importance of education programs as a major key in communicating the primary interpretive themes and in creating the tangible and intangible links between park resources and values and fa'asamoa. Current efforts by park resource management staff are to be commended and their continued involvement is critical. However, with the creation of an interpretive and education staff (see **Staffing** section), along with the new visitor education center and enhanced partnerships, the growth potential of the education program is tremendous.

Some potential objectives for the park's education program include:

- Provide teachers and other educators with the knowledge, skills, and confidence to use the park as an outdoor classroom, facilitating opportunities for direct personal experiences with park resources, which results in increased awareness, understanding, and stewardship for this and other resources by youth and educators alike.
- Provide professional development opportunities for educators in order to facilitate the above.
- Develop a park curriculum and education program that is aligned with and meets local, territorial, and national education standards and which addresses each of the park's primary interpretive themes.
- Build partnerships with other educational entities.
- Provide on- and off- site educational programs for multiple age groups and subject areas.
- Incorporate educational strategies from other agencies, National Park sites, and institutions.
- Develop a park education facility.

The proposed visitor education center will accomplish the last of the above objectives, but the development of curriculum- based activities will form the core of the education program. These activities (which will include learning/behavioral objectives, lesson plans, etc.) will be produced in partnership with area educators, who are most knowledgeable of school curricula and teacher workload requirements. Other agencies, such as the national marine sanctuary, department of education, community college, along with various private non- profit organizations, etc., have educational programs, materials, and expertise and should be enlisted as partners.

To be successful, the park education program will require a full-time education coordinator (see **Staffing** section). This person will be responsible for organizing and bringing together all the involved parties to produce the park/sanctuary education plan. Once established, the coordinator will be responsible for managing the on- and off- site components of the program. Other major responsibilities of the education coordinator in concert with partners include:

- Encouraging school field trips to the park.
- Planning, organizing, and conducting teacher workshops.
- Helping to resolve transportation issues for bringing school groups to the park.
- Providing on- and off- site resource materials to educators in an efficient, cost- effective manner.
- Scheduling use of the classrooms at the visitor education center

Initial actions will require reaching out to the villages and establishing contacts with educators, forming the necessary partnerships, and developing the overall education plan. Through an assessment of needs and curriculum requirements, a resource guide to the park and the individual education activities will be developed, including advice for planning a field trip.

Incentives to attend teacher workshops will be explored. It may be possible to schedule workshops as an alternative activity on in-service teacher workdays. Teachers could be told that by attending they will receive free curriculum guides and other lesson planning materials. Workshops also could be developed so teachers would receive academic credit from the community college. These workshops will prepare teachers for bringing their students to the park, introduce them to park resources, and enable them to conduct many activities on their own, without heavy involvement from park staff. The latter goal will allow park employees to work with a larger number of groups.

As stated earlier, accomplishing all this will require a partnership effort. This not only includes partners from other agencies and institutions, but also the involvement of park staff from other operating divisions. For example, programs could be developed where school children would work with park resource management staff on native species re- vegetation projects. The children would help with the initial planting and would provide regular care for the plants. Students would gain a greater understanding and appreciation of the National Park, its values, management practices, and they also would learn how this type of activity

connects with basic tenets of fa'asamoa. In addition, word of the projects would spread to other villages and perhaps stimulate additional interest in the education program.

Once developed, elements of the education program will be available on the park website. Some of the materials could be downloaded directly by anyone. Other items might be offered for sale through the cooperating association. These materials will have the advantage of reaching worldwide audiences. It may motivate some people to visit Samoa some day, but it also will make connections with many who may never have the opportunity to come to the islands. The park also will look for opportunities to share distance learning program data with other theme- related NPS sites, marine sanctuaries, and cultural audiences.

In the long term, and as tourism to American Samoa increases, the education program could be expanded to include adults. Perhaps operated and managed by a partnership group, adult education programs could address a multitude of theme- related topics that could grow into a popular institute program.

Finally, some statements and observations made by the participants in this planning process addressed both general and specific elements of a park education program. Some of these statements are summarized below:

- Traveling trunks should be developed that could be loaned to schools. These would contain individual activities, lesson plans, objects, and other materials for use in schools. The trunks can be used independently or in conjunction with a field trip to the park. The activities, as with all education programs, would relate directly to park themes and to specific curriculum goals.
- Utilize crafts people, story telling, oratory, music, etc., in on- and off-site education activities.
- Coordinate new education programs with other existing programs that focus on similar themes.
- Develop programs/activities that show how Samoan culture is very sensitive to environmental conservation. Examples may include knowing when to harvest certain species, where to build a house, or why hunting certain animals is tightly controlled.
- Create activities that offer visible and tangible connections with resources and Samoan customs.
- Whenever possible, use Samoan resources as examples. For instance, when teaching about calculating elevation, use the example of climbing a mountain rather than riding an elevator or escalator.

Many of the recommendations proposed in the Tutuila section of this plan (specifically some of those related to roads and trails, personal services, outreach, and education) are applicable for the park unit on Ofu. An informational wayside exhibit at the airport and interpretive waysides at beach access points are discussed in the parkwide wayside exhibit proposal (see Appendix B).

To aid with visitor circulation, the village of Ofu will be encouraged to explore the development of a bicycle rental operation. Likewise, better marketing strategies for the home- stay program also will be explored.

Visitor Contact Station

A staffed visitor contact station is proposed in an existing structure on the island of Ofu. One possibility is to lease one of the end rooms of the Vaoto Lodge. The facility will serve island visitors, residents, and as an office for the park ranger.

When the facility is open, people will be able to ask questions or discuss matters directly with the person on duty. A supply of official park folders, site bulletins, and perhaps some reference materials (i.e., field guides) will be available. A few simple exhibits, possibly including a touch table, also would be provided.

Much of the time, however, the park employee may by out performing other duties. These duties may include greeting arriving planes, assisting with the construction or maintenance of fales, picking up trash, patrolling the beach/reef, or giving interpretive and education programs. At these times, some of the exhibits and handouts would be made available outside the building. Consequently, the exhibits (probably consisting primarily of text/graphic panels) and brochure dispensers will need to be made of materials that can tolerate outdoor conditions, and not be blown away on windy days. Some of these portable exhibit panels also may be used as interpretive props for special programs for tourists or villagers.

In addition to the official park folder, other brochures, probably in a site bulletin format, would discuss snorkeling and aquatic safety issues, the history of Ofu, local customs, flying foxes, bird life, and things to see and do on the island. Some of these brochures, especially ones that convey safety messages, also could be made available at the airport and at local lodging accommodations.

At least one exhibit panel will illustrate a cross- section and the extent of the Ofu reef, and display and interpret underwater scenes of the reef environment. Besides learning about some of the key life forms, the exhibit would explain the fragile nature of reefs and the natural and human threats to them. In addition to this exhibit, it is proposed that an underwater video program be produced on the life of the coral reef. This program could be shown on a television monitor in the visitor contact station, at island lodging accommodations, and in the visitor education center on Tutuila. For the long term, when particularly interesting research projects are being conducted, it may be desirable to utilize a live- cam to broadcast directly through the local TV station on Tutuila.

Other displays might interpret the flying foxes, birdlife, the geology of the Mauna Islands, and/or other theme- related topics. In most all cases, these exhibits also will emphasize tangible and intangible connections between the natural world and aspects of Samoan culture.

If desirable, a small number of theme- related sales publications could be provided through the visitor contact station. This service, even if intermittent, would be valuable to residents and tourists alike.

Roads and Trails

Consult the wayside exhibit proposal and Appendix B for waysides at the airport and at primary beach access points. In addition, a map of the island will help visitors find their way around. The map should be developed in a site bulletin format and using NPS Messaging Project standards. It should be available at the visitor education center in Tutuila, and at the visitor contact station and overnight lodging accommodations on Ofu.

Personal Services Interpretation

By stationing a park ranger on Ofu, it will be possible to offer a limited number of personal services interpretive programs. While some programs would likely be offered to off- island visitors, other programs could be developed for villagers. In addition to addressing specific interpretive themes, these programs could inform people of current park research projects, and continue to show connections between National Park values and management practices and Samoan culture.

Some of the programs for visitors could utilize the skills of local residents in demonstrating traditional Samoan art, crafts, and customs. This not only will benefit visitors, but also will give the residents a greater role

in interpreting their culture and showing links to the National Park. In all cases, park staff should work in partnership with the villages in determining the nature and scope of these cultural programs.

Outreach

Many of the recommendations in other sections of this plan can become elements of an active outreach program as well. Some of the main elements include:

- Continuing to meet with village chiefs on a regular basis to discuss a variety of topics, but continuing to stress the purpose and values of the National Park, the National Park System, and the many connections with Samoan culture.
- Developing on- and off- site education programs with educators that tie directly into established curricula.
- Creating temporary exhibits (perhaps supplemented with local school projects) that could be set up in the villages. This could be supplemented by a variety of programs, talks, demonstrations, walks, and possible activities that would get participants into the water.
- Use of the local television station to help develop and broadcast a variety of programs related to park themes. One possibility would be to highlight a person, group, or village that has done something exceptional to help preserve park resources and to show strong connections between park values and fa'asamoa.
- Working in partnership with the community college and others to expand the collection and transcription of oral histories and cultural demonstrations. Studio quality interviews could be recorded (audio and/or video) and possibly used later in special programs, AV productions, and exhibits.
- Continue to work with the villages to carry out a variety of resource management monitoring and research projects.

Education Programs

Many aspects of the education program recommendations for Tutuila will apply to Ofu as well. It may be necessary for the education coordinator to travel to Ofu to help with teacher training and in the development of specific theme- related activities. The on- island park ranger also could assist with some aspects of the program.

Many of the recommendations proposed in the **Tutuila** section of this plan (specifically some of those related to roads and trails, personal services, outreach, and education) are applicable for the park unit on Ta'ū. Informational wayside exhibits at the airport and main trailhead and interpretive waysides along park trails are discussed in the parkwide wayside exhibit proposal (see Appendix B).

Since so few tourists come to Ta'ū, most of the interpretive program here will focus on island residents. However, tourism to the island will continue to be encouraged, and literature will inform people of the island's cultural and natural resources, the home- stay program, special arrangements needed, and other aspects of the overall visitor experience.

Visitor Contact Station

As on Ofu, a staffed visitor contact station is proposed in an existing structure on the island of Ta'ū. The facility will serve island visitors, residents, and as an office for the park ranger.

When the facility is open, people will be able to ask questions or discuss matters directly with the person on duty. A supply of official park folders, site bulletins, and perhaps some reference materials (i.e., field guides) will be available. A few simple exhibits, possibly including a touch table, also would be provided.

Much of the time, however, the park employee may by out performing other duties. These duties may include greeting arriving planes, assisting with the construction or maintenance of fales, picking up trash, patrolling park trails, or giving interpretive and education programs. At these times, some of the exhibits and handouts would be made available outside the building. Consequently, the exhibits (probably consisting primarily of text/graphic panels) and brochure dispensers will need to be made of materials that can tolerate outdoor conditions, and not be blown away on windy days. Some of these portable exhibit panels also may be used as interpretive props for special programs for tourists or villagers.

In addition to the official park folder, other brochures, probably in a site bulletin format, would discuss safety issues, the history of Ta'ū, local customs, flying foxes, bird life, and things to see and do on the island.

Some of these brochures, especially ones that convey safety messages, also could be made available at the airport and at home- stay lodging accommodations.

The displays might interpret the flying foxes, birdlife, the significance of the Saua site, the geology of the Manua Islands, and/or other theme-related topics. In most all cases, these exhibits also will emphasize tangible and intangible connections between the natural world and aspects of Samoan culture. To save on cost, some of the exhibits could be duplicates of those proposed for Ofu. In addition, the underwater video program proposed for Ofu and Tutuila could be shown on a television monitor in the visitor contact station. For the long term, when particularly interesting research projects are being conducted, it may be desirable to utilize a live- cam to broadcast directly through the local TV station on Tutuila.

Roads and Trails

Consult the wayside exhibit proposal and Appendix B for waysides at the airport, trailheads, and at key sites. In addition a map of the island will help visitors find their way around. The map should be developed in a site bulletin format and using NPS Messaging Project standards. It should be available at the visitor education center in Tutuila, and at the visitor contact station and home- stay lodging accommodations on Ta'ū.

Personal Services Interpretation

By stationing a park ranger on Ta'ū, it will be possible to offer a limited number of personal services interpretive programs. Local residents also would be encouraged to develop a guide service to take visitors on park trails. The park would assist in training local guides in interpretive skills, resource knowledge, etc. (See the **Staffing and Training** section.)

While most programs would likely be offered to off- island visitors, many programs will be developed for villagers. In addition to addressing specific interpretive themes, these programs could inform people of current park research projects, and continue to show connections between National Park values and management practices and Samoan culture.

Some of the programs for visitors could utilize the skills of local residents in demonstrating traditional Samoan art, crafts, and customs. This not only will benefit visitors, but also will give the residents a greater role in interpreting their culture and showing links to the National Park. In all cases, park staff should work in partnership with the villages in determining the nature and scope of these cultural programs.

Outreach

Many of the recommendations in other sections of this plan can become elements of an active outreach program as well. Some of the main elements include:

- Continuing to meet with village chiefs on a regular basis to discuss a variety of topics, but continuing to stress the purpose and values of the National Park, the National Park System, and the many connections with Samoan culture.
- Developing on- and off- site education programs with educators that tie directly into established curricula.
- Creating temporary exhibits (perhaps supplemented with local school projects) that could be set up in the villages. This could be supplemented by a variety of programs, talks, demonstrations, walks, and other activities.
- Use of the local television station to help develop and broadcast a variety of programs related to park themes. One possibility would be to highlight a person, group, or village that has done something exceptional to help preserve park resources and to show strong connections between park values and fa'asamoa.
- Working in partnership with the community college and others to expand the collection and transcription of oral histories and cultural demonstrations. Studio quality interviews could be recorded (audio and/or video) and possibly used later in special programs, AV productions, and exhibits.
- Continue to work with the villages to carry out a variety of resource management monitoring and research projects.

Education Programs

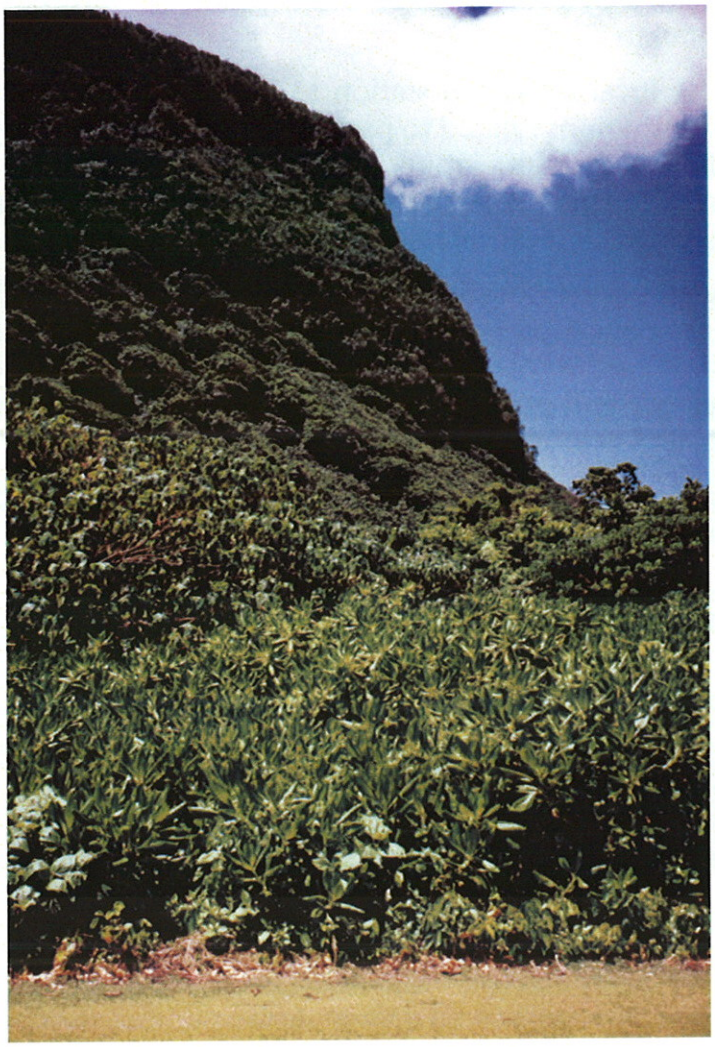
Many aspects of the education program recommendations for Tutuila and Ofu will apply to Ta'ū as well. It may be necessary for the education coordinator to travel to Ta'ū to help with teacher training and in the development of specific theme- related activities. The on- island park ranger also could assist with some aspects of the program.

Historic Village

The planning team considered a long- term option of developing a historic Samoan village on Ta'ū. The main idea is to use traditional building techniques to construct and maintain a typical Samoan village of the

past. Such a project would retain and pass on many traditional skills and allow Samoans and tourists to experience aspects of early life on the islands.

Tackling this ambitious project will require considerable research, archeological investigations, along with numerous partnerships, funding sources, etc. Site selection also will require additional study, as will maintenance, marketing, scheduling, and interpretive/education programming. For these reasons it is proposed that the feasibility of the historic village concept continue to be explored, and that no decision be made until more facts are available.



SPECIAL POPULATIONS

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

Public Law 90-480, the Architectural Barriers Act, and the Americans with Disabilities Act of 1990 establish standards for physical access. All newly constructed facilities, as a matter of course, will be designed for accessibility for physically disabled visitors and employees.

Other regulations, laws, and standards include Section 504 of the Rehabilitation Act of 1973, Director's Orders No. 42, and Accessibility for Visitors with Disabilities in National Park Service Programs, Facilities, and Services.

All new interpretive media will conform to National Park Service, June 1999 Programmatic Accessibility Guidelines for Interpretive Media (see Appendix A).

STAFFING AND TRAINING

The park currently has no positions dedicated primarily to resource interpretation and education. To fully implement the recommendations in this long-range interpretive plan, the following additions to the park staff are essential:

- Chief of Interpretation
- District Interpreter - Tutuila
- District Interpretive Ranger - Ofu
- District Interpretive Ranger - Ta'ū
- Park Aid, Interpretation - Tutuila

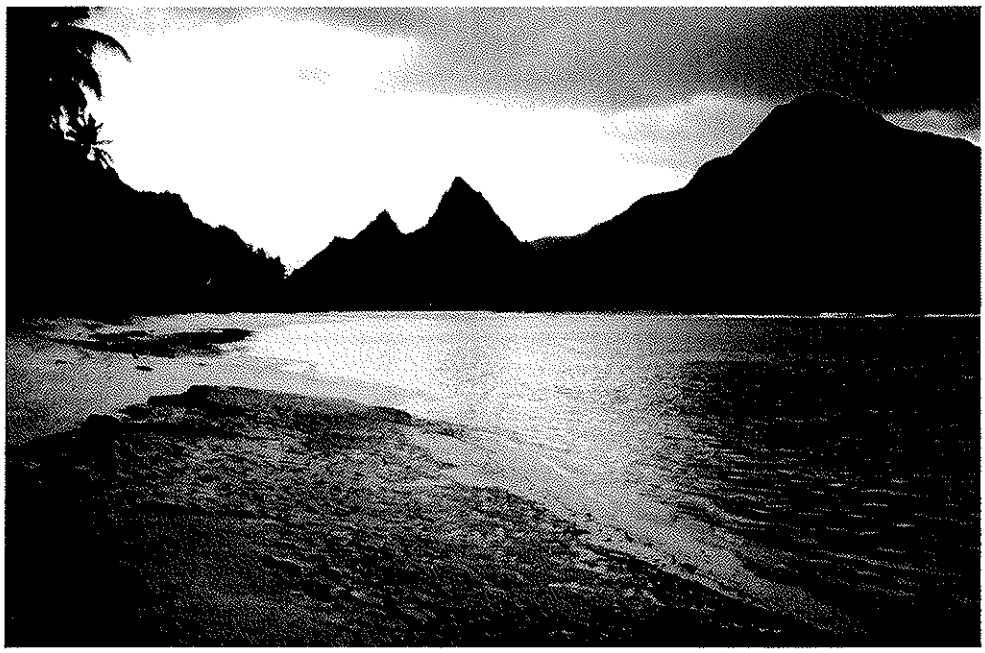
Training in interpretive skills and basic knowledge of the resources needs to be an ongoing activity for park interpreters and others who deal with park visitors and education programs. In addition, all need to keep abreast of current research, technologies, programs, and activities as they relate to park resources, visitor use, interpretive media, education, etc. By working across operational division lines and with the many park partners, effective and efficient ways to alert and involve everyone to new or ongoing projects and innovations can be explored.

The park and other partners also will continue to explore opportunities to offer interpretive skills and resource training to all who engage in interpretation, education, and information/orientation activities. Training could be offered through scheduled courses, workshops, etc. Potential trainees could include area educators, volunteers, interagency staff, tour guides, demonstrators, and others engaged in visitor services.

PROGRAM SUPPORT RESOURCES

Adequate space for various interpretive and education program support functions sometimes is overlooked in building design and from determinations of space requirements. The following is a checklist of these support needs:

- Office(s) for interpretive/education/cooperating association staff and volunteers
- Staff restroom
- Audiovisual equipment storage
- Projection room/booth
- Storage for tables and/or moveable seating in classrooms
- Storage for interpretation and education program props and materials
- Storage for free and sales publications
- Meeting/training room
- Workroom (i.e., for program preparation, and for storing and laying out changeable displays
- Break/lunch room
- Park library



PRODUCTS

The following is a summary listing of new interpretive/educational media and programs, and/or facilities recommended for the National Park of American Samoa. For facilities like the visitor education center on Tutuila or the visitor contact stations on Ofu and Ta'ū, the list does not include such things as site selection and planning, mechanical systems, security devises, restrooms, offices, storage areas, work rooms, parking areas, etc. These items, plus general furnishings (e.g., information desk, seating, tables, sales displays) should be in Denver Service Center, Regional Office, cooperating association, or contractor planning, design, and construction specifications.

Also consult the **Staffing** section for personnel needs. The following are organized by site or by major program area:

Parkwide or Multi- Site

Enhance/expand park website and improve internal/external links.

Implement wayside exhibit proposal.

Assist in development of unified directional signing system.

Develop curriculum- based education program.

Expand personal services, interpretive programs, and special events (including cultural demonstrations).

Develop training opportunities for staff and other area service providers.

Revise official park folder (ongoing) and produce Samoan language version.

Create partnerships to help consolidate, edit, monitor, evaluate, and market park information.

Develop informational products/packages for use on visiting cruise ships.

Expand outreach programs to villages (consider use of "enviro- van").

Expand media coverage of park activities, events, research projects, etc.

Produce new AV program on the park.

Produce new AV program on underwater life on Ofu Reef.

Produce new site bulletins on a variety of interpretive themes, safety issues, and information/orientation topics.

Assist in continuation of oral history programs.

Develop audio tour of park sites.

Develop self- guiding walking tour publications.

Visitor Education Center

Construct new facility.

Build new fale.

Develop interpretive, information/orientation exhibits for the center (some with interactive and/or AV components).

Establish cooperating association and sales area in the center.

Conduct "Scope of Sales" study, and establish publications program.

Landscape facilities with ethnobotanical plantings.

Ofu

Establish visitor contact station.

Develop exhibits for the visitor contact station.

Ta'ū

Establish visitor contact station.

Develop exhibits for the visitor contact station.

Develop island guide service for park trails.

Research feasibility of creating a traditional Samoan village.

PRIORITIES

Implementation of the recommendations in this long- range interpretive plan will be phased over the next 7- 10 years, and some items will require additional planning and design efforts. Other actions can be implemented immediately, within existing funding and staffing levels.

Changes in staff, funding, and other unforeseen circumstances can alter priorities, especially when they are long- range or contain a lot of specific detail. Consequently, the following list shows only general phasing priorities. Specific descriptions/components of each item can be found in the narrative sections of this and related documents. The following list will serve as a guide in developing the annual work program components of the Comprehensive Interpretive Plan.

The implementation priorities are:

Short Term (1- 3 years)

Develop new introductory audiovisual program ($128,000 ethnographic video money approved through fee demo program for 2004; PMIS 49027).

Conduct publications survey and develop park publications plan.

Continue to enhance park website and add cultural resource materials.

Improve directional signing to villages of Fagasa and Afono/Vatia.

Develop short interpretive loop trail at Amalou Valley pullout (lower Sauma Ridge).

Develop oral history program.

Develop cultural demonstration programs.

Increase ability to interpret and outreach with the use of volunteers.

Medium Term (4- 6 years)

Develop parkwide wayside exhibits ($184,000 funding approved through fee demo program for 2004; PMIS # 83906).

Develop permanent/changeable information/orientation exhibits at NPS Visitor Center ($400,000 funding approved through fee demo program for 2005; PMIS # 5350).

Acquire/lease space for new visitor center/education facility.

Acquire funding for visitor services staffing including interpreters (OFS regional priority # 85 as of 2002).

Improve park boundary delineation through signs and landscape features.

Long Term (7-10 years)

Develop collaborative self-guiding interpretive tour plan (may include audio component).

Develop integrated and expanded education program(s).

PLANNING TEAM AND CONSULTANTS

National Park of American Samoa

Chuck Cranfield, Superintendent
Epifania Suafoa, Archeologist
Peter Craig, Ecologist
Tavita Togia, Terrestrial Biologist
Stassia Samuels, Terrestrial Ecologist

Fagatele Bay National Marine Sanctuary

Nancy Daschbach, Manager

Park Partners and Consultants

Meghan Otonaru, Education Specialist, ASG Department of Commerce
Malalega Tuiolosega, Outreach Coordinator, ASG Environmental Protection Agency
Lui Tuitele, Department of Education
Adeline Pritchard Jones, Artist, Samoan Bark Cloth
Lewis Wolman, Manager, 'Good Works'
Mike Misa, Extension Forestry Coordinator, American Samoa Community College Forestry Program
Pona T. Ala, Public Affairs Specialist, Natural Resources Conservation Service (USDA)
Lauti Simona, Director, ASG Administrative Services
Brownie Tuisosopo, Chairman, Dept. of Samoan & Pacific Studies, American Samoa Community College

Pacific West Regional Office, National Park Service

Lynne Nakata, Interpretive Specialist
Gary Barbano, Park Planner, Pacific Island Support Office

Harpers Ferry Center

Polly Nordstrand, Exhibit Planner
Terry Lindsay, Wayside Exhibit Planner
Paul Lee, Interpretive Planner

APPENDIX A

Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Task Force

Contents

Statement of Purpose
Audiovisual Programs
Exhibits
Historic Furnishings
Publications
Wayside Exhibits

STATEMENT OF PURPOSE

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

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

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

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

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

NPS Special Directive 83- 3, Accessibility for Disabled Persons

Audiovisual Programs

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

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

Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.

3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

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

Guidelines Affecting Visitors with Mobility Impairments

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

1. Height/position of labels: Body copy on vertical exhibit walls should be placed at between 36" and 60" from the floor.

2. Artifact Cases:

   a. Maximum height of floor of artifact case display area shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.

   b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.

3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".

4. Railings/barriers: Railings around any horizontal model or exhibit element shall have a maximum height of 36" from the floor.

5. Information desks: Information desks and sales counters shall

include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:

a. Height from the floor to the top: 28 to 34 inches. (ADAAG 4.32.4)

b. Minimum knee clearance space: 27" high, 30" wide and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide and 24" deep is recommended.

c. Width of top surface of section: at least 36 inches. Additional space must be provided for any equipment such as a cash register.

d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.

6. Circulation Space:

a. Passageways through exhibits shall be at least 36" wide.

b. If an exhibit passageway reaches a dead- end, an area 60" by 78" should be provided at the end for turning around.

c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from walls with their leading edges at or below 27" above the floor can protrude any amount.

d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)

e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)

f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must have at least 80" from the floor to the bottom edge of the sign. (ADAAG 4.4.2)

7. Floors:

a. Floors and ramps shall be stable, level, firm and slip- resistant.

b. Changes in level between 1/4" and 1/2" shall be beveled with a slope no greater than 1:2. Changes in level greater than 1/2" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)

c. Carpet in exhibit areas shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.

8. Seating - Interactive Stations/Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig.45)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geological specimens, cultural history items, etc.).

2. Typography - Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:

   a. Type size - No type in the exhibit shall be smaller than 24 point.

   b. Typeface - The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatino, Century, Helvetica and Universe.

   c. Styles, Spacing - Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.

   d. Line Length - Limit the line length for body copy to no more than 45 to 50 characters per line.

   e. Amount of Text - Each unit of body copy should have a maximum of 45- 60 words.

   f. Margins - Flush left, ragged right margins are easiest to read.

3. Color:

   a. Type/Background Contrast - Percentage of contrast between the type and the background should be a minimum of 70% .

   b. Red/Green - Do not use red on green or green on red as the type/background color combination.

   c. Do not place body copy on top of graphic images that impair readability.

4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface and color combinations for

labels in that exhibit.

5. Exhibit Lighting:

   a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.

   b. Harsh reflections and glare should be avoided.

   c. The lighting system shall be flexible enough to allow adjustments on- site.

   d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.

6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs, which designate permanent rooms and spaces, shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs, which provide direction to or information about functional spaces of the building, shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, **the word "Handicapped" shall not be used** beneath the symbol. Instead, use the word "Accessible".

Guidelines Affecting Visitors with Hearing Impairments

1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.

3. Graphic elements shall be used to communicate non- verbally.
4. The exhibits shall be a multi- sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

Historic Furnishings

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

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

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

Guidelines Affecting Visitors with Mobility Impairments

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

in areas which present difficulty for visitors with physical impairments.

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting the Visitors with Learning Impairments

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

Publications

A variety of publications are offered to visitors, ranging from park folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to visitors with disabilities, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in the park. A template for this site bulletin will be on the Division of Publications website for

parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum and follow the large- print criteria below.

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:

   a. Text

      (1) Size: the largest type size appropriate for the format.

      (preferred main body of text should be 10pt)

      (2) Leading should be at least 20% greater than the font size used.

      (3) Proportional letterspacing

      (4) Main body of text set in caps and lower case.

      (5) Margins are flush left and ragged right

      (6) Little or no hyphenation is used at ends of lines.

      (7) Ink coverage is dense

      (8) Underlining does not connect with the letters being underlined.

      (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)

      (10) Photographs have a wide range of gray scale variation.

      (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 pt type.

      (12) No extreme extended or compressed typefaces are used for main text.

      (13) Reversal type should be minimum of 11 point medium or bold sans- serif type.

   b. The paper:

      (1) Surface preferred is a matte finish. Dull- coated stock is acceptable.

      (2) Has sufficient weight to avoid "show- through" on pages

printed on both sides.

2. Large- print version publications:

   a. Text

      (1) Size: minimum16 point type.

      (2) Leading is 16 on 20pt.

      (3) Proportional letterspacing

      (4) Main body of text set in caps and lower case.

      (5) Margins are flush left and ragged right.

      (6) Little or no hyphenation is used at ends of lines.

      (7) Ink coverage is dense.

      (8) Underlining does not connect with the letters being underlined.

      (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)

      (10) Photographs have a wide range of gray scale variation.

      (11) Line drawings or floor plans are clear and bold, with limited detail and minimum14 pt type.

      (12) No extreme extended or compressed typefaces are used for main text.

      (13) Sans- serif or simple- serif typeface

      (14) No oblique or italic typefaces

      (15) Maximum of 50 characters (average) per line.

      (16) No type is printed over other designs.

      (17) Document has a flexible binding, preferably one that allows the publication to lie flat.

      (18) Gutter margins are a minimum of 22mm; outside margin smaller but not less than 13mm.

   b. Paper:

      (1) Surface is off- white or natural with matte finish.

      (2) Has sufficient weight to avoid "show- through" on pages printed on both sides.

3. Maps:

   a. The less clutter the map, the more visitors that can use it.

   b. The ultimate is one map that is large- print and tactile.

c. Raised line/tactile maps are something that could be developed in future, using our present digital files and a thermaform machine. Lines are distinguished by lineweight, color and height. Areas are distinguished by color, height, and texture.

d. The digital maps are on an accessible web site.

e. Same paper guides as above.

f. Contrast of typeface background is high. (70% contrast is recommended)

g. Proportional letterspacing

h. Labels set in caps and lower case

i. Map notes are flush left and ragged right.

j. Little or no hyphenation is used as ends of lines.

k. No extreme extended or compressed typefaces are used for main text.

l. Sans- serif or simple- serif typeface.

4. The text contained in the park folder should also be available on audiocassette, CD and accessible web site. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
5. The official park publication is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list any special services available to these visitors.
2. Publications:

   a. Use language that appropriately describes persons with disabilities.

   b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.

   c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.

   d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where

needed.

e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

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

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

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

While waysides are valuable on- site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Visitors with Mobility Impairments

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

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

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

APPENDIX B

Wayside Exhibit Proposal Summary

This proposal is a separate document. Only the summary list of exhibits is included here for reference.

Proposed Wayside Exhibits

Num.	Subject	Location	Base
1	Park Orientation	Tutuila, Pago Pago Airport	Upright
2	Tutuila Unit Orientation	Tutuila, Pago Pago Airport	Upright
3	The National Park System	Tutuila, Pago Pago Airport	Upright
4	Mount Alava Trail	Tutuila, Mt. Alava Trailhead	Upright
5	Tutuila Unit Orientation	Tutuila, Mt. Alava Trailhead	Upright
6	Rainforest reforestation	Tutuila, Along Mt. Alava Trail	Low Profile
7	Preserving Samoa	Tutuila, Mt. Alava Summit	Low Profile
8	Volcanic Origin	Tutuila, Mt. Alava Summit	Low Profile
9	Samoan Legends	Tutuila, Mt. Alava Summit	Low Profile
10	Old Vatia Trail	Tutuila, Mt. Alava Summit	Upright
11	Rainforests & flying foxes	Tutuila, Sauma Ridge Overlook	Low Profile
12	Pola Island & Polauta Ridge	Tutuila, Sauma Ridge Overlook	Low Profile
13	Sauma Ridge Trail	Tutuila, Near Sauma Ridge Overlook	Upright
14	Old Vatia Trail	Tutuila, Trailhead in Vatia	Upright
15	Pola Island	Tutuila, Parking lot and Trailhead	Upright
16	Park Orientation	Ofu, Airport	Upright
17	Ofu Unit Orientation	Ofu, Airport	Upright
18	The National Park System	Ofu, Airport	Upright
19	Ofu Coral Reef	Ofu, Beach access	Low Profile
20	Park Orientation	Ta'ū, Airport	Upright
21	Ta'ū Unit Orientation	Ta'ū, Airport	Upright
22	The National Park System	Ta'ū, Airport	Upright
23	Tufu Point Trail	Ta'ū, Trailhead	Upright
24	Subsistence Plantations	Ta'ū, Along Tufu Point Trail	LowProfile
25	Lowland rainforest	Ta'ū, Along Tufu Point Trail	Low Profile

APPENDIX C

Visitor Learning Center Concept Design

This is a separate document. Only the concept drawings are included here for reference.

Architectural Program	
2,700 sq. ft.	**Interpretation/Education**
1,200 sq. ft.	**Entry and Lobby** • Information desk • Sales and display area • Interpretive area (static & interactive exhibits)

600 sq. ft.	**Environmental Education**
	• 2 classrooms (capacity – 20ea.)
	  • Moveable seating
	  • Acoustical accordion walls
	• Storage (AV and publications)

900 sq. ft.	**Interpretive veranda**
350 sq. ft.	**Rest Rooms**
2,500 sq. ft.	**Offices**
560 sq. ft. 120 sq. ft. 100 sq. ft. 300 sq. ft. 40 sq. ft.	**NPS** • Superintendent • Chief of Interpretation • AO & (2) staff • Storage
750 sq. ft. 120 sq. ft. 200 sq. ft. 300 sq. ft. 90 sq. ft. 40 sq. ft.	**National Marine Sanctuary** • Manager • Education & deputy research coordinators • AO & (2) staff • Dive locker/unisex shower
1,200 sq. ft. 600 sq. ft. 300 sq. ft. 80 sq. ft. 300 sq. ft.	**Combined NMS & NPS Offices** • 3 interpreters & 3 education coordinators • Visiting researchers work area • Copy center • Conference room
100 sq. ft.	**Mechanical/Electrical**
900 sq. ft.	**Circulation**