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Winnipeg, February 15, 1982

Mr. K. Thompson  
Program **Development** Officer  
Tourism and Parks Division  
Dept. Economic Development and Tourism  
Government of the Northwest Territories  
YELLOWKNIFE, N.W. To  
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Dear Mr. Thompson,

We are pleased to submit the final report respecting Interpretation Services Policies and Guidelines for the Northwest Territories.

The report is written in the form and language of a definitive G.N.W.T. Policy Manual, to direct the establishment of a full range of interpretation services recommended for Territorial Parks and community-based programs.

An example interpretive program for Prelude Lake Territorial Park is included as a second part to this report. Presented as an Interpretive Concept Plan, it is an illustrative application of the policies and guidelines described in the Manual.

On behalf of this office and our professional associate, Dr. J. Butler, the project's Senior Policy Advisor, we wish to take this opportunity to acknowledge the assistance of yourself and other staff of the Division of Tourism and Parks during preparation of the report and to further say thanks to all those individuals who assisted in its execution.

We hope the information enclosed here may serve as the basis and guide for future interpretation development in the Northwest Territories,

Sincerely,

SUNDOG PRODUCTIONS LTD.

*J. Cartlidge*  
Ms. T. Cartlidge  
Project Director

**POLICIES AND GUIDELINES**

**FOR**

**INTERPRETATION SERVICES**

**NORTHWEST TERRITORIES**

**Prepared for  
Office of Tourism and Parks  
Dept. Economic Development and Tourism  
Government of the Northwest Territories**

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**February, 1982**

### **Note to the Reader**

**This report is written in the form and language of a definite Policies and Guidelines Manual, to direct the establishment of an interpretation program for the Territorial Parks/Tourism areas system being developed by the Government of the Northwest Territories. In this way, it provides a general context for the phased implementation strategy and pilot interpretive program which follow in the Report.**

**The text of the Policies and Guidelines sections of the Manual is written with specific reference to Territorial Parks/Tourism in the Northwest Territories, in keeping with the agreed terms of reference. However, the interpretation policies and guidelines were designed so as to allow extended application of the interpretation strategy outside Territorial Park boundaries, to other interpretation settings — native communities, wilderness areas — to complement the expanded interpretation program envisioned by G. N.W.T. for its natural, cultural and historical resources.**

## Executive Summary

The interpretation policy document for the Territorial Parks/Tourism system serves as a guide to developing Territorial Parks/Tourism interpretation services. As a Policy and Guidelines Manual, it serves as the initial phase in the development and implementation of policies and guidelines for interpretation planning and programming in Territorial Parks/Tourism areas. It serves as the basis for defining, directing and administering, the Territorial Parks/Tourism areas informational/interpretive strategy for residents and tourists. Eleven principal policy objectives are presented to provide overall guidance for the interpretation strategy. These concern such issues as orientation and information, awareness and understanding, formalized use patterns, educational opportunity, resource protection, training and personal development, administration and operation, planning and development, agency awareness, economic stimulus, and native traditions. Fifty-one program statements are associated with the policy objectives which address the specific conditions which must be satisfied to successfully accomplish each policy objective.

Sixty-eight distinct areas of related interpretation services are described in the context of policy application, with two hundred eighty-three related policy program statements detailed ranging from generalized to more specific levels of policy concern.

In acknowledgement of the G. N.W.T. goal of an expanded tourism industry, the Territorial Parks/Tourism areas interpretation program envisioned by the Policy forms an integral part of the larger G. N.W.T. strategy for tourism development in the Territories,

Following from the Policy and Guidelines, the objectives of the interpretation program address the dual concerns of Territorial economic development and resource conservation. The interpretation program is structured to provide economic stimulus at the local community level, while conserving the cultural integrity of northern communities.

By focussing on authentic interpretation, by community residents, of communities' lifestyle and activities, the program encourages the opportunity to utilize the traditional life-skills of the northern natives in transmitting the story of the resources and people of the Northwest Territories.

With emphasis on non-consumptive appreciative activities the interpretation program envisioned by the Policy statements will ensure preservation of the land and

wildlife as the economic mainstay of northern communities; and provide for a continued and diverse outdoor recreation base for projected tourist populations.

In essence, the program highlights the unique natural features and cultural resources that have been, and remarkably still are the heart of the cultural landscape of the Northwest Territories.

The interpretive policy document provides the policy framework and administrative strategy for directions outlined for tourism development prepared by Inntrec Group (Calgary) Ltd. ( 1980) for the G. N.W.T. Tourism Steering Committee and is complementary to proposed marketing strategies.

An underlying rationale for the development of interpretive policy is the tremendous potential for tourism and the diversity of the rich combination of natural and cultural resources. As stated by Inntrec,

“Despite the lack of development and the current difficulties with northern travel, visitors are already coming to view and participate. The uniqueness of the natural resources – tundra, icecaps, location, wild flowers, wildlife, etc., places the N.W.T. in a very competitive position in the international marketplace, The cultural resources, if developed properly, could be the greatest tourism resource for the Territories.”

(Inntrec Group Ltd., 1980, p. ii).

In stressing the diversified resource base in the Territories, the Inntrec Plan provides the logical progression for developing the wide-ranging interpretation program described in the framework of the Interpretive Policy.

In keeping with the stated G. N.W.T. Philosophy of Education (Dept. Education, 1978) the Territorial Parks interpretation strategy serves to reinforce the concept of multiculturalism adopted by the G. N.W.T. educational community.

“What we are trying to do in our schools is to establish a general sensitivity and understanding of the great strengths of the multicultural character of the Northwest Territories in particular, and of Canada in general. Through this process it is hoped that people will develop a strong sense of understanding and appreciation for those whose background and heritage is different from their own.”

A crucial role for interpretation in the N.W.T. is to provide the kind of informal learning environment that will encourage residents and visitors alike to appreciate, and learn from cultural groups and communities different from their own. This can be achieved by implementing the interpretation program envisioned by the Policy because the major areas of emphasis focus on the distinctive natural and cultural resources that comprise the multicultural fabric of the Territories.

Within this context, Territorial Parks can be considered only one component, of the resource base for interpretation. It is viewed as imperative to the successful completion of the stated policy objectives that the scope of the resource base is broadened to include scenic highways, general landscapes, the role of industry, and native communities as being of paramount importance to the overall story of the Territories.

The stated structure of programming services along with the provision of guidelines provided is consistent with these expanded directions.

A recommended strategy for interpretation planning is provided as a basis for orderly development and programming. The process identifies several distinctive levels of planning ranging from broad integration of themes in the format of a systems analysis through Concept Plans, Master Plans, Interpretive Units, and Site Specific Considerations, including the nine categories of information required for each individual site. The use of conceptual themes and subconcepts are presented, with example, as a preferable method to ensure a clear and accurate understanding of the message to be communicated and to serve as the basis for interpretive programming.

Environmental education is presented from the rationale that schools and special groups benefit from Territorial Parks in that park environments serve as ideal teaching laboratories for the development of positive attitudes and understandings of the natural environment. Guidelines for maximizing these opportunities are provided in the recommendation of preferred field trip patterns and the development of specialized study materials.

Policy framework is presented for the full range of interpretation and informational services that would be required for a successful educational and tourism

strategy. Personal services methods, such as the use of volunteers, community residents, seasonal and permanent staff are fully addressed, with a proposed administration and organizational structure suggested to ensure overall direction, coordination and acceptable standard of performance.

The strategy suggested by the associated policy statements also permits the tourist or resident to interface with Territorial resources in a self-pacing atmosphere through the provision of non-personal interpretive services such as interpretive trails, exhibits, signage, and publications. Provision of standards are provided for each, in addition to policies relevant to ensure that facilities and programs are accessible and available for all individuals on a non-discriminatory basis.



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**PART 1**

## 1. Introduction and Purpose of Policy Manual

The Territorial Parks system is presently composed of about thirty facilities, mostly campgrounds and day-use areas primarily located along with the N.W.T. highway systems.

Several large tourist, destination areas are now being planned, for the areas of Campbell Hills/Lake near Inuvik, the Blackstone River on the Liard Highway, at Pangnirtung on Baffin Island, and in the vicinity of Yellowknife. These areas will be the first examples in the N.W.T. of the larger, outdoor recreation-oriented park classes. For reference, designated classes of Territorial Parks are listed in the Territorial Parks/Tourism Ordinance (Appendix 1).

The G. N.W.T. lacks a co-ordinated or comprehensive set of policies for its existing Territorial Parks system. The policies described in this Manual will enable them to improve ad hoc G. N.W.T. programs, better meet the legitimate outdoor recreation needs of both N.W.T. visitors and residents, clarify future directions and program needs, and improve economic and social development opportunities.

Various planning studies are being initiated to provide policy and program direction for developing the optimum parks system for N.W.T. Rather than attempting to follow a southern-derived study framework, the G. N.W.T. has determined that a specific approach is required, designed in response to the current social, political and economic environments in the N.W.T.

Preservation of natural and cultural resources, and meeting outdoor recreation demands are often the two prime goals of the majority of park/recreation programs.

For the N. W. T., providing a broad range of social and economic benefits to N.W.T. residents when establishing and operating parks and outdoor recreation areas should be the prime goal.

The guiding policy of the total Territorial Parks program is to provide, in the future, a well-rounded system of all types and sizes of parks, comparable to most provincial park systems. At the moment the Government of the N.W.T. has no park interpretation program nor any of the precursors of a policy, legislation, budget or plan.

As part of the larger strategy for developing parks and outdoor recreation areas, the Government of the N.W.T. has identified the requirement for a clearly-defined policy

basis for developing a Territorial Parks/Tourism interpretation program and the requisite legislation.

The proposed interpretation policy represents a major initiative towards developing the scope of outdoor recreation, interpretation and preservation programs which can begin to make a significant contribution to the economic and social health of the N.W.T.

The interpretation policy recommended here is stated within the context of the Territorial Parks and Outdoor Recreation Strategy for Development (Tourism & Parks, 1980). In keeping with the terms of the strategy document,

1. Recommended interpretive policy guidelines will ensure that meaningful opportunities are provided for potentially affected N.W.T. residents and local communities to participate in all aspects of the decision-making associated with the design and implementation of proposed program initiatives.
2. Recommended policy guidelines will ensure that all economic and social benefits that can be associated with park and recreation area interpretation program developments can be realized by N.W.T. residents and neighboring communities.
3. Recommended policy guidelines will ensure that full consideration is given to other non-renewable (e.g. mining, oil and gas) and renewable (e.g. resource harvesting) resource land uses.
4. When completed, the interpretation program policy recommendations will assist in ensuring the preservation of significant Territorial natural and cultural resources, and will respond to visitor and resident outdoor recreation and interpretation needs.



## **2. The Setting for Interpretation in the N.W.T.**

### **2.1 Relationship of Parks and Tourism**

Territorial Parks provide both residents and visitors with opportunities for camping and picnicking, serving in the main as a cheap alternative to hotel/motel accommodations. The combined area of all of the Territorial Parks is no more than 11 square miles.

Traditionally, development of the tourism sector has been equated with establishing "wilderness" sports fishing lodges, building hotels and establishing roadside campgrounds. However, there is a large, virtually untapped market that would be prepared to travel to the Territories if they could be assured of having opportunities to participate in structured activities associated with observing and experiencing first-hand, the land and lifestyle of the traditional native communities.

It is the position of G. N.W.T. Tourism and Parks (Vaughan, 1981) that Territorial Parks programs could make a substantial contribution to the tourism industry by creating interesting opportunities that would attract that segment of the public that would be interested in learning about life and land in the Territories.

### **2.2 Rationale for Northwest Territories Interpretation Program**

The G.N.W.T. rationale for developing a Territorial Parks/Tourism areas interpretation program is stated as follows in the Territorial Parks Strategy (Tourism and Parks, 1980):

No G. N.W.T. parks offer natural or cultural interpretive (i.e., information and education) programs. Other agencies have demonstrated that interpretive programs can result in visitors developing an improved awareness of the natural landscape, the cultural heritage and lifestyle of the people who live on the land and the critical relationship of man to the natural environment.

People are interested in learning about their surroundings, through visiting and experiencing them first-hand. An improved understanding of the land and its

people, assists in developing respect for other lifestyles and reinforces the need for the wise use and careful treatment of our natural landscape. Possible G. N.W.T. park and outdoor recreation area interpretation program initiatives should be detailed.

A well-rounded interpretive program can go a long way toward the goal of higher quality public use of parks/tourism area since its specific purposes are to give essential facts about the park/tourism area, its program, and its facilities; to help the visitor understand, appreciate and enjoy not only nature, but the park/tourism area as a whole; to awaken public awareness of park purposes and policies and to develop a concern for preservation.

Interpretation is not the mere transfer of information to others, nor is it the mere cataloging of things to see and do in a park/tourism area. It strives to help the visitor feel more sensitive to the beauty, complexity and inter-relationships of the park/tourism area environment. Interpretation should fill the visitor with a greater sense of wonder and curiosity. It should leave the visitor with a desire to know more while having enhanced one's curiosity and intellectual satisfaction.

An interpretive program for Territorial Parks/Tourism areas should optimally use the special potential of each park/tourism area to serve the need of the visiting public. The degree to which a visitor enjoys and values an experience in the park/tourism area depends largely upon the individual's perception of that park/tourism area's resources. For this reason the interpretive strategy should be designed to enhance the visitor's perception of these resources and ultimately to influence the interactions between the visitor and the resources in a positive manner.

The quality of the interpretation experience can be enriched if the visitor is placed in direct contact with the park/tourism area resources, and if these resources are described or revealed relevant to the visitor's own experience. Interpretation of natural and cultural history can add greatly to the visitor's enjoyment and understanding of the areas they visit.

The program should include a personalized approach. Interpretive naturalists and guides might guide nature walks or they might host and present lectures, campfire programs, canopy demonstrations, slide shows or organize nature-oriented activities for

special groups such as schools, senior citizens or handicapped people. The personalized approach is unlimited and exciting in its possibilities and can be most rewarding for the visitor.

The visitor is the primary reason for the interpretive program. They come to park/tourism areas for various reasons, but primarily for enjoyment. Researcher tells us visitors want informality and social interaction; therefore, interpretation should, along with its other functions, provide those opportunities. Interpretive efforts should also be varied to meet the diverse interests and age levels of the visitors.

There are several ways in which visitors and the Division of Tourism and Parks can benefit from an interpretive program. Among them are:

1. Interpretation contributes directly to the enrichment of visitor experiences.
2. Interpretation makes visitors aware of their place in the total environment and gives them a better understanding of the complexity of co-existing with the environment.
3. Interpretation broadens the visitor's horizons beyond the park/tourism area boundary, giving a greater understanding of the total natural resources picture.
4. Interpretation informs the public and an informed public may make wiser decisions on matters related to natural resources management.
5. Interpretation can reduce the unnecessary destruction of park/tourism property, resulting in lower maintenance and replacement costs.
6. Interpretation provides a means of moving people subtly from sensitive areas to sites that can better sustain heavy human impact, thus protecting the environment.
7. Interpretation is a way to improve the park agency's public image and establish public support for it.
8. Interpretation instills in visitor a sense of pride in their country or in the region's culture and heritage.
9. Interpretation assists in the successful promotion of parks where tourism is essential to the area's economy.
10. Interpretation can be effective in preserving a significant historic site or natural area by arousing public concern.
11. Interpretation can help visitors become more fully aware of the proper functions of a park/tourism area system, providing them with an adequate understanding of

the value of park/tourism areas to their heritage. Through such understanding there will be developed a well informed body of public opinion to give strong support to the long term objectives of the park/tourism areas system.

12. Interpretation serves to value existing landscapes features and cultural traditions for their intrinsic values, while often having the least impact on natural and cultural systems when compared to alternative "improvements".

"Wilderness is a resource that can be used by both public and private interests, in both a consuming and a non-consumptive way. A consuming use of the wilderness destroys or degrades it, and so decreases its value for other users. Industrial and commercial interests are almost invariably consumers; they do not use the wilderness itself, but some aspects of it. Non-consuming use is represented by the traditional pursuits of the native people, and by certain recreational activities."

(Judge Berger, Report of the Mackenzie Valley  
Pipeline Inquiry, 1977, Vol. 2, p. 30).

Non-consuming use of the renewable resource base in the N.W.T. is the key to a successful and effective interpretation program for the Territorial Park system. (Informal field interviews held during preparation of the Policy Manual (October 1981) with both native and white residents of the communities of Tuktoyaktuk, Inuvik and Ft. Providence revealed the main issues which should determine the direction for a Territorial Parks interpretive program and therefore provide the rationale for the proposed Interpretive Program Policy).

The rationale is complex and interwoven:

1. Native economic concerns in the N.W.T. are a) that their traditional economy is preserved, based on renewable-resource harvesting, mixed with local wage employment; and b) that new initiatives undertaken in the economy will support the traditional mixed-economy for native communities, and so ensure the availability of the natural resource base for their long-term use. This position finds support in the

**Berger Report on the Mackenzie Valley Pipeline Inquiry (1977).**

The proposed Territorial Parks interpretation program, by focusing on the subjects of natural and cultural heritage preservation, will at once a) support the concept of a mixed economy for natives by employing them to operate the various program components, and b) perform an advocacy role in the preservation of and moderate use of the renewable resource base.

2. Tourism is recognized as a fast-growing industry for the N.W.T. It has been determined by the G. N.W.T. that parks are primarily important for the promotional role they perform as a tourist attraction. Park visitation is to be encouraged as a means of drawing tourist dollars to the N.W.T.

The proposed interpretation program would serve to encourage park visitation by offering recreational activities and educational experiences that would allow the opportunity to learn about the natural and cultural resources of the park environs.

### 3. Statement of Philosophy for Interpretation in N.W.T.

#### 3.1 Philosophy of Interpretation

The Policy Manual for Territorial Parks/Tourism area Interpretation has been carefully formulated to enable the G. N.W.T. to develop a quality interpretive program which meets the particular needs of the G. N.W.T. in developing the tourism's potential of an interpretation program focusing on Territorial natural and cultural resources.<sup>1</sup>

The following statement of philosophy for interpretation in the N.W.T. sets out the objective of interpretation, the required personnel and their functions, and the policy considerations necessary to guide interpretive planning and visitor programs.

Interpretation by definition is "a communications process designed to reveal meanings and relationships of our cultural and natural heritage to the public through first-hand involvement with object, artifact, landscape, or site." (Definition of interpretation, as adopted by Interpretation Canada, 1976). The key elements of this definition form the philosophical foundation for interpretation in the Northwest Territories. Interpretation is indeed a communication process, and it is more. Although rooted in factual information, interpretation is more than just the transfer and conveyance of information to visitors.

Interpretation is a mechanism of focusing and sharpening visitor sensitivity, awareness, appreciation, and understanding of the Territory's rich natural and cultural heritage. Interpretation is regarded as being both provocative and relevant to the visitor, because it incorporates first-hand involvement with the real thing on the actual site. Thus, in addition to merely reading about something, visitors are provided an opportunity to experience it first-hand at the site of primary relevance.

It is the opportunity of "first-hand experience" with the "real thing" that provides the principal distinction between interpretation and education. For example, interpretive centers introduce, clarify, and direct the visitor to the actual resource outside, whereas a museum building generally functions as a destination in itself. A publication titled, "The

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<sup>1</sup>While stated within the context of the existing and proposed Territorial Parks system the policies and guidelines have been written for a broader application, extending outside Park boundaries to other significant resources, including scenic highways, wilderness areas and native communities.

**Birds of Campbell Hills Territorial Park – and where to find them” would clearly be interpretive; whereas, “The Population Dynamics and Reproduction of Spruce Grouse in Canada”, in itself, would not be considered interpretive.**

**Interpretation differs from information in that it attempts to reveal meanings and relationships and not merely convey factual information. Informational publications and signs are important components, however, to the overall visitor services program in parks.**

**Interpretation is approached as both a science and art. As a science it embraces proven learning principles and current understandings in disciplines such as psychology, sociology, communications and education. It strives for accuracy by demanding an in-depth knowledge of the disciplines it communicates to the public in such areas as geology, paleontology, anthropology, zoology and botany. It applies itself in a park setting requiring a familiarity with current trends and visitor motivations in outdoor recreation leisure settings. Interpretation is also concerned with effectiveness, through which current methodologies in evaluation are applied with modern technology advances to audio–visual techniques, exhibits, visitor centre designs, publications and various other personal and non–personal services.**

**Interpretation is approached as an art during the stage of its final interface with the audience. The process, procedures and rationale for selecting a given concept or methodology may have had its foundation in the sciences, but the effective communication and presentation of that chosen concept is regarded as an art.**

**Through the arts are embraced elements of dramatics, poise, music, improved visual and verbal communications. Complex relationships are often introduced in an entertaining fashion to general audiences in an evening program to be followed by more refined treatments of specific concepts once attention and interests has been aroused.**

**Because interpretation commences in meanings and relationships, it strives for holistic experience for visitors rather than the presentation of isolated facts. It seeks to weave a web encompassing an entire concept rather than just one or two aspects of a concept. Most importantly, interpretation reveals these meanings and relationships to visitors in new and refreshing ways. At no time are visitors subjected to pontification, for interpretation serves non-captive audiences in leisure settings,**

Hence," because of its informal nature, interpretation must be an interesting and enjoyable experience. Since audiences are seldom homogeneous in their composition, interpretation must be interesting and relevant to visitors of all ages and backgrounds, experience and personalities. This implies a commitment to provide a variety of interpretive programming strategies to reach audiences on a variety of levels. By adopting this philosophical approach to interpretation, Parks and Tourism has committed itself to a program of quality geared toward the needs and relevancies of the agency, the resource and the public they seek to serve.

And perhaps most importantly, the philosophical approach of interpretation will function best if full use is made of the tradition and experiences which are integral to the multicultural, multilingual society of the north. The level of cultural plurality is perhaps best recognized when we remember that the population of the north contains four major cultural groups; the Inuit; the Dene; the Metis; and the Euro-Canadian. However, within each of these, there are important sub-groups, each of which possesses its own unique linguistic and cultural characteristics. For example, there are Dogrib, Slavey, Loucheux, Hareskin and Chipewyan sub-groups of the Dene. There are also Netsilik, Igloodik, Aivilik and Inuvialuit sub-groups of the Inuit. In a like manner, one may sub-divide the Euro-Canadian population into British, French, Italian, Greek, Ukrainian, German, etc. In this setting any form of interpretation system must, of necessity, be multicultural in nature.

The philosophy of Territorial interpretation recognizes that there are valuable learning resources in the cultural diversity of the Northwest Territories. People and their experiences provide an accessible source of studies which are the essence of multiculturalism, with its balance of past and present reality,

Acceptance of the multicultural concept has clear implications for all philosophical approaches as well as for selection and treatment of specific topics. A vast range of undocumented experience, of individual and collective wisdom, of unused skills and folklore exist. It is within the philosophical basis for Territorial interpretation strategies that these levels and sources of experience can be recognized and valued as distinctive program assets requiring distinctive methods of approach,



#### **4. The Interpretive Resource Base**

A Travel Industry Strategy recently commissioned from Inntrec Group Ltd., (Calgary), by the G. N.W.T. provides a succinct assessment of the tourism resources in the Northwest Territories:

“The N.W.T. has many resources which offer tremendous potential for tourism. Little development has occurred and yet people are already coming to view and participate in them. The uniqueness of the natural resources – tundra, icecaps, location, wild flowers, wildlife, etc. places the N.W.T. in a very competitive position in the international market place. The cultural resource, if developed properly, could be the greatest tourism resource for the Territories.”

(Inntrec Group Ltd., 1980, p. ii)

The policy document for Territorial Parks/Tourism area Interpretation underlines the close association of the interpretive resource base with the tourism potential discussed by the Inntrec Group Ltd. report. The Interpretive Policy is intended to describe an interpretation strategy which will dovetail with the G. N.W.T. initiatives in tourism economic development.

The Interpretation Program, underwritten by the Policy and Guidelines Manual, would effectively support and complement the large-scale tourism development envisioned the G. N.W.T. by providing the thematic base for organizing tourism strategy. The program will serve to interweave the themes and storylines represented by the wide diversity of geography, flora, fauna and cultural groups across the Territories, into a series of interpretive experiences for visitors. The interpretive strategy will lend thematic continuity to overall presentation of a multi-dimensional resource base,

The key to interpretation strategy for the N.W.T. lies in the rich diversity of natural and cultural resources which reflect the interpretive messages. To incorporate all story components that together define the essence of the Territories, the resource base for interpretation approach must extend outside the Territorial Parks boundaries to include the cultural resources represented in the native communities, the wilderness of the tundra, forests, water courses and barren regions and those resources immediately traversed by the existing highway system. For example, in the western N. W. T., highway

travel constitutes a major portion of visitor experiences, and is viewed as a essential contact system in communicating to tourists the interpretive values of the Territories.

## **5. Policy Objectives for Interpretation in the Northwest Territories**

The goal of interpretation for the Northwest Territories is to provide residents and visitors with information and opportunities to expand their enjoyment and understanding of the regions, past and existing heritage resources, and to relate these experiences to modern life styles. Achieving this goal will result in better informed and understanding individuals who will capitalize on the educational and recreational opportunities available to them, have a deeper appreciation for their region's heritage and transfer acquired values and experiences into a broader context of sociological values, personal responsibilities and life styles.

Eleven major policy objectives are listed to provide overall guidance for the interpretive strategy. For each policy objective, program statements have been identified which describe the various conditions which must be satisfied to successfully accomplish each policy objective, Fifty-one such program statements are provided.

### **5.1 Policy Objectives**

#### **5.1.1 Orientation and Information**

Provide an orientation and information service to all visitors to the Territories' in such a manner as to minimize uncertainty and to maximize opportunity to a diverse range of users of varying levels of age, interest, physical capabilities and previous cultural exposure.

#### **5.1.2 Awareness and Understanding**

Enhance visitor awareness, appreciation, understanding and enjoyment through the improved availability of an applied range of personal and non-personal interpretive services.

### **5.1.3 Formalize Use Patterns**

Formalize use patterns and provide associated facilities in a positive and deliberate manner in order to improve visitor orientation, minimize impact on the living community, and natural environment, enhance visitor safety, minimize recreational conflicts and generally improve the method of visitor dispersal throughout parks in specific and the Territories in general.

### **5.1.4 Educational Opportunity**

Develop a meaningful environmental education experience for students and special populations, designed to develop in participants an appreciation of the dynamics of cultural and natural environments and a sense of pride and importance for the preservation of their northern heritage.

### **5.1.5 Resource Protection**

Assist the park management process by developing programs and facilities that will aid in minimizing depreciative behavior and enforcement problems.

### **5.1.6 Training and Personal Development**

Encourage and develop communication skills, and service opportunities through the provision of training and volunteer programs and employment opportunities.

### **5.1.7 Administration and Operation**

Ensure a co-ordinated Territorial wide strategy of interpretation and visitor services by providing direction and methodologies from a unified systems perspective and common standard of performance.

### **5.1.8 Planning and Development**

Provide interpretive direction and integration of interpretive concerns within the overall tourism and park master planning process and development program.

#### **5.1.9 Agency Awareness**

Promote improved awareness of the Territorial Park system and its goals, policies and programs.

#### **5.1.10 Economic Stimulus**

Provide an economic stimulus at the regional and local community level as the result of expanded tourism potential and opportunity.

#### **5.1.11 Native Traditions**

Safeguard native traditions by the provision of native involvement in a manner compatible with traditional native economy conserving the cultural integrity of the individual and the community as a whole.

### **5.2 Policy Objectives and Associated Program Statements**

#### **Orientation and Information**

##### **Policy Objectives #1**

Provide an orientation and information service to all visitors to the Territories in such a manner as to minimize uncertainty and to maximize opportunity to a diverse range of users of varying levels of age, interest, physical capabilities and previous cultural exposure.

#### **Program Statements:**

##### **5.2.1**

Acquaint potential and actual visitors with the available interpretive and recreational opportunities provided through information brochures, personal services, and other appropriate forms of media.

**5.2.2**

Provide personnel, facilities, and information which will allow visitors to make an intelligent and reasoned choice for selecting opportunities which satisfy their interests.

**5.2.3**

Provide expanded options for understanding and appreciating the natural and cultural heritage of the Territories through the improved availability of information relevant to the immediate area and the extended region.

**5.2.4**

Facilitate as a central coordinating agency reservations and promotion of registered programming and tourism opportunities within and without of Territorial Park settings.

**Awareness and Understanding****Policy Objectives #2**

Enhance visitor awareness, appreciation, understanding and enjoyment through the improved availability of an applied range of personal and non-personal interpretive services.

**Program Statements:****5.2.5**

Utilize well-defined interpretive concepts and subconcepts to ensure coherent and effective coordination of the program message,

**5.2.6**

Improve the quality of personal service contacts with personnel, volunteers and community residents, thereby improving visitor satisfactions and providing a positive sense of public relations for the specific area, the Territories and Canada.

**5.2.7**

Prepare a self-guided, self pacing system which leisurely orients the visitor to the Territories's major interpretive themes and attractions.

**5.2.8**

Provide the visitor with a variety of interpretive opportunities, methods and techniques in order to develop the interpretive story.

**5.2.9**

Incorporate the results of existing and ongoing research efforts conducted in the region and area to ensure current and accurate message content.

**Formalized Use Patterns****Policy Objective #3**

Formalized use patterns provide associated facilities in a positive and deliberate manner in order to improve visitor orientation, minimize impacts on the living community and natural environment, enhance visitor safety, minimize recreational conflicts and generally improve the method of visitor dispersal throughout parks in specific and the Territories in general.

**Program Statements:****5.2.10**

Provide information that will allow the visitor to subjectively assess personal cultural and environmental consequences and recognize positive personal action to minimize impact.

**5.2.11**

Provide the visitor with interpretation that will enable them to recognize sensitive cultural settings, natural environments, organisms, and habitats, so that the visitor can avoid or minimize their personal degradation of these natural resources while recognizing such resources for their own inherent values.

**5.2.12**

Develop within the visitor environmentally positive attitudes and values to insure the continued conservation and preservation of our northern heritage.

**5.2.13**

Provide interpretive trails, tours and facilities that direct visitor patterns in preferred manners and locations.

**Educational Opportunity****Policy Objective #4**

Develop a meaningful environmental education experience for students and special populations, designed to develop in participants an appreciation of the dynamics of cultural and natural environments and a sense of pride and importance for the preservation of their northern heritage.

**Program Statements:****5.2.14**

Ensure protection of park resources in particular and the natural environment in general by targeting at future user populations improved patterns of appreciative utilization, understanding of potential impact on the environment and personal responsibilities toward concepts of environmental and cultural preservation,



**5.2.15**

Provide information that will allow subjective assessments of individual environmental consequences and recognize positive personal action.

**5.2.16**

Develop environmentally positive attitudes and values to ensure the continued conservation of natural habitats, wildlife, and cultural traditions.

**5.2.17**

The environmental education program should reach all sectors of the public through a diversity of interpretive and environmental education services delivered through personal and non-personal means.

**5.2.18**

Environmental education opportunities should be equally available on a non-discriminatory basis to educational groups and special populations.

**5.2.19**

Interpretive publications, facilities and media should guide and orient teachers and other educators to effectively use the resources of the parks for environmental education purposes.

**Resource Protection****Policy Objective #5**

Assist the park management process by developing programs and facilities that will aid in minimizing depreciative behavior and enforcement problems.

**Program Statements:**

**5.2.20**

Acquaint visitors with regulations, policies restrictions, and their rationale in order to create a better understanding of the rules of conduct which apply directly to the visitor and their personal behavior.

**5.2.21**

Use interpretive methods and techniques that will encourage and motivate visitors to display positive behavior while utilizing facilities and exploring the park environments.

**5.2.22**

Provide the visitor with the awareness that vandalism, off-road driving, wildlife harassment and cultural prejudice is a destructive and degrading force, not only to park property, natural and cultural environments, but also to the participating individual.

**5.2.23**

Minimize overall user impact, and disperse visitation through preferred contact with designated and selected locations.

**Training and Personal Development****Policy Objective #6**

Encourage and develop communication skills, and service opportunities through the provision of training and volunteer programs and employment opportunities.

**Program Statements****5.2.24**

Provide training in information and interpretation skills for employees, community residents and volunteers, permitting them to perform the duties of an agency representative and general tourism ambassador to an acceptable standard of performance and to provide the appropriate feedback to advance individual skills.

**5.2.25**

Utilize cooperating resource persons whenever possible to assist staff and residents to improve their familiarization with the region's natural and cultural resources and to improve their communication abilities.

**5.2.26**

Develop elevated standards of performance expectation, training, educational and advancement opportunities and an overall sense of pride in the concept and operation of Territorial Parks and tourism.

**Administration and Operation****Policy Objective #7**

Ensure a co-ordinated Territorial wide strategy of interpretation and visitor services by providing direction and methodologies from a unified systems perspective and common standards of performance.

**Program Statements:****5.2.27**

Develop an organizational frame work reflecting proper administrative procedures, accountability structure, channels of communication, and the organizational effectiveness necessary to satisfy all defined interpretive policy objectives.

**5.2.28**

Provide for the co-ordination of interpretive effort and concerns between the head office, regional offices cooperating associations, community agencies, and all informational and interpretive personnel.

**5.2.29**

**Assist regions, communities and parks by providing interpretive expertise, direction, and financial assistance.**

**5.2.30**

**Ensure on-going, meaningful programs of individual training and professional development.**

**5.2.31**

**Develop and implement improved methodologies toward the evaluation and improvement of programs and media.**

**5.2.32**

**Acquire current interpretive methods, ideas, developments and philosophies from on-going liaison with agencies and related professional organizations and communicate these to individuals concerned with interpretive presentation.**

**Planning and Development****Policy Objective #8**

**Provide interpretive direction and integration of interpretive concerns within the overall tourism and park master planning process and development program.**

**Program Statements:****5.2.33**

**Ensure the development and responsibility of all required levels of interpretive planning which includes interpretive systems analysis, interpretive concept plans; master plans; unit plans; program plans; and media designs**

**5.2.34**

Provide co-ordination and implementation of interpretive requirements into the overall budgetary program and master planning process.

**5.2.35**

Design interpretive facilities and select required interpretive media that will meet a range of individualized requirements and ensure a high standard of programming and agency image.

**5.2.36**

Evaluate the methods, strategies, and process used in interpretive planning, the products produced by this process, and the effectiveness of both the process and the products, in terms of their stated goals and objectives, on a continuing and periodic basis.

**Agency Awareness****Policy Objective #9**

Promote improved awareness of the Territorial Park system and its goals, policies and programs.

**Program Statements:****5.2.37**

Introduce the visitor to the system of park classification and opportunities in order that they may better understand the appropriate recreational options, and thereby minimize use conflicts of the visitor-resource interface.

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**5.2.38**

Provide the visitor with an increased awareness of the necessity for formalizing opportunities and applying a sense of structure and regulation as a method to maximize positive public experience, while minimizing resource deterioration.

**5.2.39**

Demonstrate the socio-economic advantages to Territorial residents of tourism over industrial alterations which may result in cultural and environmental degradation of the Territorial heritage.

**5.2.40**

Familiarize the resident and visitor alike with the principle values of Parks and Reserves, and the resulting benefits for both people and wildlife alike,

**5.2.41**

Demonstrate by example the Territories's philosophy and beliefs concerning wildlife, environmental preservation and the innate value and plurality of its native cultural heritage.

**Economic Stimulus****Policy Objective 10**

Provide an economic stimulus at the regional and local community level as the result of expanded tourism potential and opportunity.

**Program Statements:****5.2.42**

Encourage and support the contribution of native crafts and traditions as a living heritage resource.

**5.2.43**

Identify and communicate individual features of cultural and natural value that contribute to the interest of each individual resource while each serve as contributors to the collective heritage of the entire region in such a way to promote a positive tourism image.

**5.2.44**

Focus upon authentic resident presentation of traditional community lifestyle, activities and the landscape.

**5.2.45**

Plan tourism opportunities and accommodation requirements in a purposeful manner, in liaison with local communities and facilitating where required the native operation of tourist facilities and program opportunities.

**5.2.46**

Provide the necessary training, educational and personal development opportunity for native people to ensure them a role of leadership in an expanding tourism economy.

**Native Traditions****Policy Objective #11**

Safeguard native traditions by the provision of native involvement in a manner compatible with traditional native economy, conserving the cultural integrity of the individual and the community as a whole.

**Program Statements:****5.2.47**

Ensure a breadth and depth of the research base to result in sensitivity to native tradition, and imaginative communication consistent with the belief that facts are indeed stronger and more interesting than fiction.

**5.2.48**

Develop tourism focus upon the values of the natural landscape, the land and wildlife, that are the economic mainstay of northern communities as well as the primary attraction for projected tourism populations.

**5.2.49**

Provision of leadership and communication skills should combine with the utilization of traditional life–skills for northern natives transmitting the story of the resources and the people.

**5.2.50**

Provide, through the acquisition of interpretive leadership skills, new opportunities for residents to interface with a familiar environment in a manner which values the traditions, resources and customs which are rapidly eroding in modern life styles.

**5.2.51**

Encourage a new generation of native people who may still grow within the tutorage of their elders while preserving the values of their culture as spokesmen to a listening world.



## **6. Organizational and Administrative Framework for Interpretation in the Northwest Territories**

### **6.1 Introduction**

Projected tourism increases into the Territories will require not only a significantly expanded Parks and Tourism agency but as well a significantly expanded staff of varied interpretive specialties. These specializations are perceived as a natural evolution of the interpretive function in parks agencies and are consistent with precedents of organizational structure elsewhere in North America. They are, however, somewhat unique in their application as dictated by distinctive limitations imposed by the dispersed geography of the Territories as well as other considerations outlined in this document.

The organization of the varied interpretation functions, henceforth in its organizational structure referred to in this document as the Interpretation Branch, is furthermore required to satisfy the full range of the objectives put forward. The Branch is described in its full operation, as proposed, and as might appear at the final stage of phased implementation. While it initially might appear excessive in comparison with existing park structure it must be remembered that:

- a. The structure is designed to satisfy a highly realistic future projection.
- b. The Territorial Government, including Parks and Tourism will certainly expand along with it.
- c. The structure proposed is comparable to the existing interpretation structure of any Parks Canada Regional Office or the provincial structure for most adjacent provinces, save Saskatchewan or Yukon.
- d. All things begin in steps "as demand and resources permit. The various programs identified (signs, publications, training, planning, etc.) are all presently needed. As permanent interpretive staff join the system wider and more generalized applications will be required, with specializations proving to be an inevitable trend with increased work loads and additional staff.

## 6.2 Role of the Interpretation Branch

The Interpretation Branch spans the total Parks and Tourism System with direct responsibility for the development of policies, directives and guidelines for the interpretation of park and tourism resources and their use for environmental education. Furthermore, the branch participates significantly in formulation and developmental aspects of tourism in addition to advising on major interpretive and public relations issues affecting parks and tourism,

The Branch is charged to direct the planning and delivery of a coordinated informational/interpretive program which ensures awareness and appreciation of park and Territorial resources by the public and ensures good management and wise use of the Territories's diverse cultural and natural heritage as satisfied through fulfillment of the stated Policy Objectives.

Projected results and policy decisions arising from the Interpretation Branch have a major effect on the formulation of policies and directives related to public image development, conservation and wise utilization of natural resources in the Territorial Parks system and those resources managed cooperatively between G. N.W.T. and the Federal Government. Authoritative advice and recommendations are required on a number of interpretation and public relations issues affecting parks/tourism areas. Ramifications of wrong decisions and recommendations could result in a negative public image of the agency and inappropriate expenditure of public funds and manpower. Decisions related to Interpretation and Public Information will be made with substantial independence and basically only items of policy and priority are referred to more senior levels in the agency.

## 6.3 Scope of the Interpretation Branch

The Interpretation Branch would contain four (4) distinct groups directed by a Head of Interpretation. The duties of the Head of Interpretation are described in Section 6.7.1. Groups would consist of:

### **6.3.1 Interpretation Planning Group**

The Interpretation Planning Group is responsible for the preparation and development of a variety of interpretive planning documents which set the stage for interpretation and the application of interpretive services throughout the Territories. The group is also responsible for the identification of interpretive priorities from an interpretive systems and master planning point of view to ensure an integrated and coordinated approach to interpretation; development of terms of reference for all interpretation-related contracts and subsequent coordination and supervision of all interpretation related contracts and consultants; and the maintenance of a systematic and organized planning approach. The group works in close cooperation with all other planners and agencies in Yellowknife and participates in all levels of planning undertaken by parks. Planners will be assigned designated sites in geographic areas of responsibilities; however, will normally remain located in Yellowknife.

The Planning Group would be primarily responsible for the satisfaction of Policy Objectives Five and Eight with input into others according to the Policies and Guidelines outlined in Chapters 7, 8, 16, and 17. A Planning Group leader directs the activities of the group through the application of duties described in Section 6.7.2.

### **6.4 Support Services Group**

This group provides associated support needs to other groups in the Branch and contains, a) a design component; b) a publications component; and c) an audio-visual component. The group works most closely with and complies to the Policy and Guidelines procedures outlined in Chapters 9, 10, 11, 12, 13, 14, 15 and 18.

### **6.5 Informational Services**

Staffed with the Supervisor of Informational Services and assistants, this group satisfies the training, selection, coordination and administration for the Territorial Information Services Program, and assumes immediate responsibility for the Policies and Standards as described in Chapter 23.

## 6.6 Interpretive Programming Group

This is a largely decentralized program group with staff located in a regionalized capacity known as Interpretive Specialists. Major parks may contain Chief Park Naturalists, or Interpretive Naturalists. The interpretive programming group functions most extensively during the summers season with an influx of seasonal interpretive staff. The operation, accountability and guidelines for Interpretive Programming staff are described in Chapters 18, 19, 20, 21, 22, 24 and Section 6.5. The Interpretive Programming Group is coordinated by the Interpretive Program Coordinator through the application of duties described in Section 6.7.3.

## 6.7 Senior Interpretive Positions

Review of the three senior positions of the Interpretation Branch are useful in describing the operation of the Branch itself.

### 6.7.1 Head of the Interpretation Branch

A senior management and supervisory position directly responsible for the Interpretation Branch and significantly contributing to the quality of overall Park Planning and Operations.

#### Duties:

1. Directs, supervises, and administers the activities of the Interpretation Branch by:
  - policy direction to staff by interpreting governmental policy, agency goals and objectives related to Parks Planning and Operations.
  - initiating and establishing branch programming priorities and ensuring their phasing within the overall agency programs.
  - Ensuring staff effectiveness and development by formulating and developing strategies and programs to maximize team effectiveness,
  - reviewing and recommending all interpretive, environmental education and park interpretive and educational programming plans prepared for Parks.
  - controlling, planning and preparing the short and long-term branch budget,
2. Directs the design, development and implementation of:

- a. an educational/interpretive planning program for all Parks and Tourism providing definitive plans for the delivery of educational/interpretive park programs for the public.
  - b. an educational/interpretive naturalist program delivery system for the effective presentation of educational/interpretive park programs for the public.
  - c. an elaborate series of interpretive facilities within the Park system, consisting of but not restricted to Visitor Centres, amphitheaters trails and roadside displays.
  - d. an educational system within parks and tourism to promote the benefits and park capabilities of educational/interpretive programs, by:
    - formulating policies, guidelines, procedures and standards related to educational/interpretive programs planning, delivery programs and related facilities,
    - developing assessment programs to investigate existing and potential educational/interpretive planning and delivery programs and systems.
    - initiating and implementing pilot programs to evaluate and test new techniques or approaches related to educational/interpretive planning and delivery.
    - developing and maintaining professional liaison, a thorough knowledge of cultural and natural history and familiarity with current technical aspects of educational/interpretive planning and delivery.
3. Directs the development of a Territorial stance on educational/interpretation information by:
- determining the Territorial position on interpretation and informational needs.
  - initiating and formulating change in policy when requested by senior officials.
  - directing the review and appraisal of educational/interpretive plans and programs produced by consultants and community groups.
  - making appropriate contacts and keeping informed on governmental and public concerns and programs in the educational/interpretive field.
  - representing the Territorial Government in active participation and agency

representation in Provincial, National and International organizations and their related developments and trends.

4. Participates in the formulation of agency policies, objectives and programming decisions by:
  - developing the financial forecasts and long-term strategies plans to meet projected tourism and interpretive needs and demands of the agency.
  - undertaking special reviews of existing park programs in order to improve their efficiency and effectiveness.
5. Represents the agency and the Territories on inter- and intra-governmental committees, at conferences and performs public relation functions and lectures as required.
6. Performs other related duties as required, such as drafting correspondence on key issues in areas of competence, undertaking special managerial projects as assigned, participating in meetings and committee work and acting on behalf of the Director in his absence, upon request.

#### 6.7.2 Group Leader Interpretive Planning

This is an advanced professional, supervisory and administrative position involving interpretive and educational planning for park lands throughout the Territories.

##### Duties:

1. Directly supervises, co-ordinates and administers the activities of Interpretive Planning Group by:
  - a. assigning workloads, establishing priorities and setting deadlines.
  - b. detailing guidelines, procedures and methodologies to be used by the Group.
  - c. setting standards and reviewing the quality of recommendations produced in interpretive planning documents.
  - d. communicating and interpreting senior level policy decisions to subordinates.
  - e. developing and conducting in-service staff development seminars.
  - f. evaluating performances, coaching by constructive criticism or example and disciplining subordinates, if required.

2. Participates in agency and Branch meetings, identifies interpretive and educational concerns, and directs input into the Master and General Management Planning process.
3. Develops terms of reference and oversees the conduct and quality control of all contracts related to interpretive planning.
4. Assists in preparing Branch budget by preparing budget estimates and staff requirements for the Group.
5. Participates in the formulation of Branch policy and guidelines in conjunction with other Group Leaders and the Branch Head.

#### 6.7.3 Interpretive Program Coordinator

This is an advanced professional, supervisory and administrative position which involves the implementation of park interpretive plans and direct responsibilities for park interpretive programs in Territorial Parks/Tourism.

##### Duties:

1. Directly supervises, co-ordinates and administers the Regional Interpretive Specialists and field Interpretive Programme throughout the Northwest Territories by:
  - a. assigning workloads, establishing priorities and setting deadlines.
  - b. detailing guidelines and procedures and developing new and creative methodologies to be used in park interpretive programs.
  - c. reviewing quality and content of work produced by interpretive field staff.
  - d. communicating and interpreting policies and procedures to subordinates.
  - e. recruiting and aiding in the selection of permanent and seasonal interpreters, and volunteers.
  - f. developing and conducting in-service training and development seminars for regional, park interpretive staff, and community residents.
  - g. disseminating to interpretive personnel resource materials, audio-visual equipment and other aids required for the presentation and improvement of interpretive programs.

- h. developing and implementing evaluation methods and standards to gauge effectiveness of interpretive programs.
  - i. developing certification and in-service training programs for native interpreters; identifying their functional relationships with other interpreters and co-ordinating their utilization in the presentation of interpretive programs.
  - j. evaluating performance, coaching by constructive criticism or example and disciplining subordinates, if required.
2. At the administrative level, liaises with regional government staff and the Federal Government and co-ordinates the implementation of interpretive displays, trails, visitor centres and other interpretive facilities.
  3. Assists in preparing Branch's budget by preparing budget estimates and staff requirements for field interpretive program.
  4. Participates in the formulation of Branch policy and guidelines in conjunction with other Group leaders and the Branch Head.
  5. Performs public relations functions as required.

#### **6.8 Role of the interpretive Field Programme**

The Interpretive Field Program is responsible for establishing, implementing and monitoring effective interpretation throughout Territorial Parks/Tourism. The program is decentralized and based in the field. In Yellowknife, staff consists of a Field Programme Coordinator and in the regions, a Regional Interpretive Specialist, Chief Park Naturalists and Park Interpreters, both permanent and seasonal. Seasonal Interpreters also include community residents, volunteers and contract interpreters. In the region, responsibility and accountability for the program remains with the Interpretation Branch.

Parks Interpretive Specialists are the major link between Interpretation Section and the Regional Offices. Under directions from Yellowknife they synthesize into Parks Operation, those elements that make successful field interpretive programs.

These are professional working positions involving all aspects of interpretation including interpretive planning implementation, programming, supervising, evaluating and co-ordinating all regional interpretive functions.



The Specialists serve as regional advisors on all matters concerning visitor services and assist the Information Services Co-ordinator in the implementation of informational programs and the training and evaluation of personnel involved in the programs, all within the respective regions.

Interpretive Specialists often have a full-time assistant and several seasonal Interpreters to carry out their goals. During the heavy visitor use season, most of the day-to-day interpretive work is conducted by seasonal interpreters whether they be volunteers or members of native communities. In the off season, much of the interpretation is handled by a smaller slate of staff, and there becomes a stronger emphasis on planning, writing, fabrication, program development, research, training programs, extension activities and environmental education programs.

Interpretive Specialists liaise with many people to effectively carry out their duties. In-house, as already stated, they are the link between Yellowknife Regional Offices, and outlying communities. At the parks, however, they are not only the link, but in many cases the only contact a visitor has with the Interpretation Branch,

## **7. Interpretive Planning**

### **7.1 Discussion**

The Interpretive Plan serves as a basis for orderly programming and development so that as its parts are accomplished, each contributes to the end result. It serves as a guide to all future interpreters, planners, designers and community residents so that their efforts are channeled toward common objectives.

Research is a prerequisite to any planning. Research, as used here, means simply the gathering and evaluation of information. The who, what, where, when, how and why are the basic elements which establish the interpretive strategy. Further knowledge of the natural and cultural history of the area is essential to the determination of the final story to be presented. The visitors themselves must be considered: who they are, where they come from, how long they stay, when they come and how many there are. All of these things need to be known before the best methods of presentation can be selected and the type and size of facilities determined. Many of these considerations will be addressed in planning phases beyond the scope of this document.

### **7.2 The Interpretation Planning Process**

Several distinctive levels of interpretive planning are recognized within the planning process. Ranging from more generalized to site specific, these may be summarized in the categories as follows.

### **7.3 Interpretation Systems Analysis**

This plan outlines and described broad thematic and functional relationships among and between parks. The systems analysis strives to avoid inappropriate or unnecessary duplication of themes and interpretive effort by focusing park stories upon topics for each area and applying this into the planning framework. Further, the interpretive systems plan seeks complimentary, inter-related storylines within and between individual units within the park system, as well as with administrative units outside the park system for example in existing national parks. The interpretive systems

analysis also acts as a guideline for thematic development and integration within specific regions and parks, and facilitates inter-agency cooperation. The interpretive systems analysis becomes a base line for all master and program planning.

One aspect of the systems analysis is the proper integration of interpretation themes which are often expressed in outline form to be expanded upon in later planning stages. This framework attempts to determine what is most significant about each of the parks or sites in a systems perspective; what should be emphasized in any interpretive effort; and what species or stories would be featured at a park. As a result the cultural and natural heritage of the Territories will appear to a traveller as an inter-related story with a minimum of duplication. These themes would also be reviewed by anyone developing an interpretive sign, exhibit, program, talk, brochure, calendar, press release, or tourist guide.

#### 7.4 Thematic Systems Analysis Framework Example

An example of a thematic framework is presented from Butler ( 1980). An interpretation strategy for the national parks and reserves of Kenya. Outlines of two parks are presented from an integration of thirty-two.

**Example A****Aberdares National Park****Principle interpretive topics**

- a. High mountain range vegetation communities with extensive mountain moorlands over 10,000 feet.
- b. Existence of unique tropical mountain vegetation types (e.g., giant groundsels and giant lobelias).
- c. Rain source principally from monsoons.
- d. Animal communities show strong tendencies towards melanism (e.g., black leopard and black serval cat).

**Featured wildlife species:**

- a. Rhino – behavior and life history aspects.
- b. Bongo
- c. Giant forest hog

 **Amboseli National Park****Principle interpretive topics:**

- a. Influence of Mt. Kilimanjaro volcanics on the Amboseli Basin, presently and during its formation.
- b. The importance of permanent swamps in an area of low rainfall.
- c. High concentration of wildlife that comprises a highly diversified community.
- d. Seasonal dispersal of wildlife population.
- e. The cycle of large-scale habitat changes.

**Featured wildlife species:**

- a. Elephants – behavioral aspects due to visibility and ease of access,
- b. Rhino – the problem of drastically decreased populations.

### 7.5 Interpretive Concept Plan

An interpretive concept plan identifies and outlines the interpretive potential for specific areas, parks, or sites. It surveys the interpretive potential of the natural and cultural resources in a park by assessing through field and literature review, the principal interpretive concepts most appropriate for a designated area, highlighting prime resource features which may affect the direction of development plans. This plan also provides a summary of the overall natural and cultural resource and provides recommendations toward the scope and potential interpretive nodes which may be utilized from a preliminary and overview perspective. In essence the interpretive concept plan provides a basic framework for a parks interpretive master plan.

### 7.6 Interpretive Master Plan

An interpretive master plan is a comprehensive planning document that provides overall direction for the construction, operation, and administration of park interpretive programs and facilities. The interpretive master plan is developed as an integral component of the overall park master plan in concert with all other parties involved in the master planning process.

An interpretive concept plan typically precedes the interpretive master plan, however, in those parks where the resources have been well documented through long-term familiarity, the interpretive planning process may begin with the interpretive master plan. In small parks or those with limited interpretive potential, the interpretive concept plan and master plan are often combined into a single document.

### 7.7 Interpretation Units

The interpretive master plan uses the interpretive concept plan as its base, and often identifies Interpretive Units, which are identifiable land units that have either interpretive management and/or thematic similarities within a given park. An interpretive unit is typically composed of several interpretive nodes or sites. Units, because of their thematic similarity are often planned or programmed with a distinct identity. Such units are normally presented visually in the planning process as thematic or management outlines

on a map of the park in question.

### 7.8 Interpretive Conceptual Themes

The initial step in development of an interpretive plan is to identify interpretive conceptual themes, sometimes called storylines, for the park as a reflection of the area's interpretive resources as revealed through a comprehensive resource analysis. Interpretive conceptual themes are broad conceptual statements concerning the area's physical, natural and cultural environments. The formalized themes form a co-ordinated thematic network both within the park and between other parks, and derive from a review of the systems analysis. This co-ordination allows the park to be utilized to its greatest interpretive potential while eliminating undue thematic overlap in the system. The use of thematic statements over mere topic outlines are preferable to insure a clear understanding of the message to be communicated. These conceptual themes are the basis for the interpretive effort within the park

### 7.9 Interpretive Sub-concepts

Each interpretive conceptual theme is divided into sub-concepts, sometimes called sub-themes. The interpretive theme sub-concepts are facets of each theme. When the theme's sub-concepts are taken as a whole, they build a conceptual picture of the themes.

The visitor receives the sub-concepts or parts of the sub-concepts during the various available interpretive experiences in the park.

Formalization of the sub-concepts begins by close examination of a theme and isolating all of that theme's parts. The sub-concepts can be perceived as the separate building blocks that in their sum produce a conceptual image. The sub-concepts build an understanding of the theme. An example of the development and relationship of conceptual's themes and sub-concepts is illustrated from Butler ( 1980). An interpretive plan for Amboseli National Park, Kenya. These are developed from the framework of the system analysis with the examples presented as a continuation of example A.

## **Example B: Interpretive Conceptual Themes**

### **Interpretive Conceptual Themes**

The interpretive conceptual themes for Amboseli National Park form a coordinated and comprehensive interpretive framework for the park. Six principle themes are identified, which collectively clarify the intended program emphasis.

#### **Conceptual Theme I**

The Amboseli Basin environment has been strongly influenced by late Pleistocene volcanics.

#### **Conceptual Theme II**

Mt. Kilimanjaro is a dominant influence on the Amboseli Park environment, affecting its topography, drainage system, soils and plant distribution.

#### **Conceptual Theme III**

Amboseli is an example of a high diveristy community which, in an ecological sense, reflects a high degree of specialization.

#### **Conceptual Theme IV**

Amboseli wildlife populations undergo annual seasonal dispersal and are highly dependent on the surrounding area of Ilkisongo Maasailand.

#### **Conceptual Theme V**

Large scale habitat changes have occurred in Amboseli over the last three decades which are representatives of a larger ongoing cycle of climate and vegetational fluctuations.

#### **Conceptual Theme VI**

The role of man in the Amboseli ecosystem has exerted a significant influence on the wildlife and vegetation.

Eighty-six preliminary sub-concepts were developed in support of the six conceptual themes. Example C demonstrates the applications of those sub-concepts applied to Conceptual Theme IV.

**Example C****Interpretive Subconcepts****Conceptual Theme VII**

**Amboseli wildlife populations undergo annual seasonal dispersal and are highly dependent on the surrounding area of Ilkisongo Maasailand.**

- 38. Most of the wildlife species using the basin do so in the dry season only and are dependent upon the permanent water in the swamps.**
- 39. The distribution of water is the most important determinant of biomass in Amboseli, governing both the seasonal movements and the extent of the dry season range.**
- 40. During the rainy season most of the wildlife populations disperse into the surrounding area of Ilkisongo Maasailand and return to the basin following the rains.**
- 41. Wild herbivores principally disperse to the north and northeast to the Emotoroki and El Mau Plains.**
- 42. Elephants leave the basin along well-defined trails, dispersing over a wider area to Selengei and the Namanga River area.**
- 43. Some wildlife species show no evidence of seasonal emigration from the basin. Such species include buffalo, rhino, Thomson's gazelle, Grant's gazelle and impala.**
- 44. During dispersal, zebra range wider than wildbeast and are more tolerant of bush areas, while the latter remain in open plains or mbugas, avoiding denser bush areas.**
- 45. During the rainy season local concentrations of plains game are found associated with areas of green flush and most frequently in open grasslands or mbugas.**
- 46. Extensive flooding of the basin may act as a dispersal stimulus for some wildlife, but the major reason for such dispersal may be due to nutritional factors.**
- 47. The protein level of grasses is approximately 15% higher in the dispersa areas than in the basin,**
- 48. A higher standing crop exists in dispersal areas as grasses have not been depleted to the extent of the dry season ecosystem,**
- 49. The saline alkaline grasses of the basin may contain a higher fiber content than those of the wet season range.**
- 50. Most wildlife species show a changing distribution in relation to habitat throughout**



the dry season.

51. Dry season forage availability within foraging distance of the basin swamps is the ultimate limiting factor of wildlife in Amboseli.

52. The movement of wildlife through the dry season, with the exception of oryx and eland is progressively from the northern bushlands, through the grasslands, woodlands - and eventually into the swamps.

#### 7.10 Territorial Themes and Sub-themes

Baker (1973) provided an initial foundation for the development of conceptual themes and sub-concepts for historic resources in the Territories.

Two major themes were noted, namely A. – Pre-history, and B. – History. Two sub-themes were recognized in the former, including Indian and Eskimo Cultures. Nine sub-themes were identified under the major theme History including Search for the Northwest Passage, Fur Trade Era, Missionary Era, Whaling Era, Exploration of Mineral Resources, Evolution of Northern Transport, Frontier Government and Evolution of Settlements (includes R. C. M.P.), Recent Indian Culture, and finally Recent Eskimo Culture.

The following schemata is fairly comprehensive in terms of themes, but less complete in terms of clarification of the concept being communicated or additional dimensions, beyond History (i.e., climate, geography, flora and fauna). The schemata does provide an indication to the diversity of interpretive resources in the Territories and the complexity of conceptual development, integration and communication.

## 7.11 Schemata of Historic Themes and Sub-Themes

### Theme I - Geographic Exploration:

Determining the extent and configuration of the land and water mass - enlarging the bounds of spatial knowledge - breaking the bounds of geographic knowledge.

#### Sub-Theme - Search for a Commercial North West Passage 1567-1748:

Phase 1 - Probing the Eastern Entrance to the Arctic.

Phase 2 – Penetrating Hudson Bay.

#### Sub-Theme - Fur Trade Era 1747-1883:

Phase 1 – Hudson Bay Company Early Era.

Phase 2- Hudson Bay and North West Company Rivalry.

Phase 3- Hudson Bay Company Post 1821 Union.

#### Sub-Theme - British Admiralty Expeditions:

Phase 1 - Approach by Sea.

Phase 2- Franklin Expedition and Subsequent Searches.

#### Sub-Theme – American and Norwegian Interest

Phase 1 – American Explorers.

Phase 2 - Norwegian Explorers.

#### Sub-Theme – Canadian Sovereignty and Scientific Expeditions:

Phase 1 – Overland Exploration.

Phase 2- Exploration by Sea.

**Theme II - The Fur Trade Era**

**Sub-Theme - Independent Traders – XY and North West Co. penetration of the Mackenzie Valley.**

**Sub-Theme - Hudson's Bay Company essentially after 1821:**

**Theme III - The Whaling Era****Theme IV – The Missionary Era**

**Sub-Theme - The Anglican Church**

**Sub-Theme – The Roman Catholic Church**

**Sub-Theme - Other Denominations**

**Theme V – Scientific Resource Exploration:**

**Sub-Theme – The Geological Survey of Canada.**

**Sub-Theme - The Mapping and Geographic Survey.**

**Sub-Theme - Botanical Investigations.**

**Sub-Theme – Biological Investigations.**

**Theme VI – Modern Economic and Industrial Development**

**Sub-Theme – Transportation**

**Sub-Theme – Mining**

**There are numerous sub-themes here of which only two have been identified.**

**Theme VII - Frontier Government and Settlement Evolution:**

**Sub-Theme – Law and Order; R. C.M.P.**

**Sub-Theme - Government; Education**

#### **Theme VIII – Recent Indigenous Cultural Evolution**

**Sub-Theme – Indian Cultures**

**Sub-Theme - Eskimo Cultures**

The foregoing outlines should not be considered as absolute or unalterable. Other groups obviously can be formulated. On the other hand, it does provide a fairly complete outline that lends itself to expansion by phase and topic.

#### **7.12 Identification of Interpretive Sites**

Once the two primary planning steps of identifying and formalizing the interpretive conceptual themes and their sub-concepts has been completed, the third step is to identify appropriate interpretive sites. The interpretive sites are the specific locations where the sub-concepts will be interpreted and presented to the visitor,

The interpretive programming for the parks must consider the site appropriateness and level of presentation sophistication for each sub-concept.

The master plan assigns sub-concepts to specific interpretive sites in the park, thus reducing unnecessary overlap in the total interpretive effort of these sub-concepts.

Determination of which sub-concepts will be used at which site begins as a subjective judgement of the master planning team. Selected sites may be utilized to build a total conceptual understanding of one theme, while other sites create partial conceptual insights. Important sub-concepts would probably be presented at more than one site in order to emphasize, clarify or build a more complete understanding of the concepts. The planned overlap of sub-concepts should include different methods of presentation such as brochures, signs-in-place and personal services programming,

While the conceptual plan has identified a recommended framework for conceptual and sub-conceptual emphasis as a reflection of the area's resource interpretive potential, the remaining steps of the planning process would occur during the

master planning phase as a continuation of the concept plan. The master plan is a site specific refinement of the conceptual framework which proceeds with the approach, policies, objectives and guidelines identified within the concept plan. The following procedure for applying the concepts, approaches and objectives, as identified, to site specific locations during the master planning phase would be utilized.

#### 7.13 Assignment of Sub-concepts

After identifying the interpretive sites and facilities, appropriate interpretive sub-concepts must be assigned to the sites. Since this assignment is subjective, evaluation of the effectiveness of these value judgments must be built into the interpretive program. If visitors do not develop an awareness, insight, and/or understanding of the sub-concepts presented at a site, the evaluation procedures should indicate that a change of presentation or sub-concepts should take place.

A written sub-concept is normally in a language appropriate to another professional. When applied to a site and utilized with a specific mode of communication (i.e., sign, brochure, evening program) the language of that subconcept assumes a more communicative expression. Example D in the conclusion of the Kenya/Amboseli examples provided demonstrates the actual application of Conceptual Theme IV, subconcepts 38 and 40 as it appeared on an actual interpretive sign at the site designated to communicate that message.

#### 7.14 Example D

**Sign Text. Site Application of Conceptual Themes and Subthemes**

##### **Wildlife: The Seasonal Pulse**

Wildlife populations of Amboseli fluctuate throughout the year because of seasonal migrations. During the rainy season, many species move north to the improved grazing around the Emotoroki Plains, In the dry season they return to the dependable forage in the permanent swamps of the park. Amboseli is most noted for this concentration of wildlife in the park during the dry

season.

### **7.15 Standardization of Interpretive Site Planning**

The following format is intended to standardize interpretive planning for each designated interpretive site within the park. Each site-specific application has nine major areas of consideration site name; location; interpretive mode; site description; interpretive conceptual themes; interpretive objectives; story highlights; site facilities, specifications, costs; planning comments.

Following are explanations of each of the nine sections of an interpretive site plan:

#### **7.15.1**

**Site Name:** The nomenclature that will be used to identify the interpretive site in brochures, programs and maps (i.e., Wood Bison Overlook).

#### **7.15.2**

**Location:** The physical location of the interpretive site within the park. This is a short, one sentence explanation to ensure a clear understanding of the location and extent of the site.

#### **7.15.3**

**Interpretive Mode:** The general interpretive techniques and methods that will be used to present the site's interpretive program objectives. This section should be directed toward the interpretive program to assist in the actual development of the interpretive message.

#### **7.15.4**

**Site Description:** A general explanation of the site's physical attributes and constraints.

#### 7.15.5

**Interpretive Conceptual Theme:** The conceptual themes and their sub-concepts that have been identified as appropriate for the specific interpretive site and that will be presented to the visitor at that site.

#### 7.15.6

**Interpretive Objectives:** This section is sub-divided into two parts: site objectives and program objectives.

- a. **Site objectives:** These are objective statements designating what the physical site will provide and for whom these things will be provided.
- b. **Program objectives:** These are objective statements keyed to specific interpretive conceptual themes by sub-concepts. Program objectives would contain the level of presentation sophistication, who will receive the message, what site specific information will be given to explain the sub-concept, and, in some cases, what mode will be utilized to present the sub-concept. An example of a program objective is: Assist the general visitor ( 1 ) to obtain an awareness (2) of the location and extent of gold mining as it occurred along the river valley during the period of 1880-1900 (3) by utilizing a sighting tube and sign-in-place (4) Number one designates who will receive the message. Number two indicates the level of presentation sophistication; awareness, an introduction to a concept, a first taste of the information. Number three tells “what site specific information will be presented. The number four designates what interpretive mode will be utilized.

The program objectives guide the interpretive program during the actual formation of the message. The level of presentation sophistication indicated by the program objectives should be followed by the program since the master planner may have assigned the same sub-concept on a different presentation level at another site. The master plan attempts a holistic approach to the interpretive effort while a program planner is generally working with only a single site or a single concept.

The last program objective for each site should be an evaluation objective. The evaluation objective would designate the evaluation techniques that will be employed to make certain that the visitor is receiving the sub-concepts, and the objective itself is written in such a manner that it is measurable.

#### 7.15.7

**Story Highlights:** This section would contain a brief one or two paragraph description of the storyline for the site. Reference may be made to appropriate sections of an historical resource manual or concept plan.

#### 7.15.8

**Site Facilities, Specifications, Costs:** This section would be a comprehensive list of structures, apparatus and facilities, plus general specifications and costs. A site map is usually included at the end of this section that indicates the general position and layout of facilities at the site.

#### 7.15.9

**Planning Comments:** This section would contain additional concerns and recommendations for the interpretive site that are not included in the preceding sections.

The interpretive site analysis is the most important part of the total interpretive master plan. It ensures that the implementation is correct and co-ordinated within the total framework of the interpretive effort. During the implementation phase of the park, the collected site analysis forms are a dynamic representation of the interpretive direction for the area.



## **7.16 SystemsAnalysis**

### **7.16.1**

The thrust of all interpretive plans and programs shall be influenced and guided by direction set in the interpretive systems analysis.

### **7.16.2**

The interpretive systems analysis will be periodically reviewed and revised and any revisions will require signature approval of the Head of Interpretation.

### **7.16.3**

The Systems Plan will be reviewed annually at the beginning of each fiscal year and modifications, if any, incorporated into the plan.

### **7.16.4**

The interpretive planning team will be formed and function concurrently with the park master planning team.

### **7.16.5**

The interpretive planning team may invite other persons to sit on the team in an advisory capacity. In such cases separations of responsibility and level of involvement will be clarified early in the process.

## **7.17 Planning Priorities**

### **7.17.1**

Interpretive plans will be prepared in phase with planning priorities identified for the agency.

**7.17.2**

Interpretive planning priorities and changes thereafter shall be established at least annually and signature approval by the Head of Interpretation and appropriate senior management official.

**7.17.3**

Interpretive planning shall be accomplished on a project priority basis and in response to agency priorities.

**7.18 Planning Procedures****7.18.1**

Interpretation planning is a part of an overall park/tourism area planning process whereby direction for interpretive functions is performed from a full Territorial perspective. This includes interpretive planning, program planning, design, implementations and evaluations.

**7.18.2**

Endorsement of Interpretive Planning documents including Systems, Prospectus, Concept, Master and Programming Plans or Facsimiles requires the signature of the Head of Interpretation.

**7.18.3**

Any existing facility used for interpretation shall be reviewed for its continued use in this capacity during the interpretive concept and master planning process.

**7.18.4**

Interpretive Program plans will be developed in concert with interpretive master plans.

**7.18.5**

Interpretive concept plans must contain the following and embody the planning approach introduction; interpretation policy, goals and objectives; visitor and resource analysis; interpretive resource inventory; indication of interpretive potential; projected scope of interpretive development; recommendations; bibliography and visuals.

**7.18.6**

Interpretive master plans must contain the following: introduction; interpretation policy, goals and objectives; specific site locations, description, accessibility and significance; detail theme and story development forms; framework for program and facility designs; cost estimates; implementation and phasing for development; manpower requirements; evaluation strategies; and, bibliography.

**7.18.7**

Planning and program planning shall reflect the special requirements associated with the upcoming occurrence of unique commemorative events,

**7.18.8**

The official interpretive planning document for Systems, Concept and Master Plans will be the current approved copy on file in the Yellowknife office.

**7.18.9**

Planning documents shall be reproduced and distributed in accordance with established distribution policies and procedures. Sufficient stock of interpretive plans, designs, and maps shall be maintained, The original copies of all interpretive planning documents shall remain in the Yellowknife office.

**7.18.10**

A master list of all recipients of interpretive planning documents produced shall be maintained. A copy of this list shall be included in the master document file.

**7.18.11**

A central library of all interpretive planning documents and materials produced shall be maintained in Yellowknife.

**7.18.12**

Documentary research materials and information synthesized during the interpretive planning process shall be retained on file for use in developing interpretive programs/services.

**7.18.13**

Interpretive plans will periodically be reviewed and updated as necessary.

**7.18.14**

Revisions to interpretive planning documents are to have signature approval of the Head of Interpretation.

**7.18.15**

An inventory of available artifacts, historic objects and sites, memorabilia, and their locations will be developed from information gained during the planning process.

**7.18.16**

Development of any interpretive facility, interpretive publication or "slide-tape" audio-visual program must receive signature endorsement from the Head of Interpretation.

**7.18.17**

Interpretive planning shall be responsible for developing the evaluation criteria for all interpretive facilities, methods, media, and programs, for their stated objectives.

**7.18.18**

Interpretation planning will interact with National and other Territorial agencies, as necessary, for the expediency of planning and programming in a manner consistent to the policies and practices of the agencies concerned and to ensure an on-going spirit of cooperation, exchange and communication.

**7.18.19**

Historical resources affected by proposed developments will be identified early in the planning stage to allow sufficient time for impact review, evaluation and possible field work.

**7.18.20**

Tourism and Parks may periodically require an assessment or evaluation of historical resources or sites within specified parks for preliminary resource management plans and conceptual interpretive programs.

**7.18.21**

Major development projects that may require the preparation of a historical “resources impact assessment will generally include

- a. **Linear Disturbances:** highways, roads, parking lots, electrical transmission lines, oil, gas and water pipelines.
- b. **Extractive Disturbances:** coal mining, oil sands mining, sand and gravel mining, quarrying and land filling.
- c. **Impoundment Disturbances:** dams, reservoirs, tailing ponds, stream or river diversions and sewage lagoons.
- d. **Intensive Land Use Disturbances:** industrial, residential, commercial, recreational, agricultural sitings and land reclamation work.

## **7.19 Planning Contracts**

### **7.19.1**

All contracts pertaining to interpretation will be endorsed by signature of the Head of Interpretation in addition to appropriate signatures of senior management representatives.

### **7.19.2**

All contract proposals relevant to park based or traveling interpretive programs, presentations or performances will be reviewed by Interpretive Planning for compliance with planning direction set out in concept, master and systems plans.

### **7.19.3**

All interpretive plans accomplished through contractual basis will follow the pre-established format

## 8. Environmental Education

### 8.1 Discussion

Environmental education will be identified and administered as an important and essential component to the over-all interpretive effort. Such programs will be developed principally for schools, and special groups. Personal services will include teacher group leader training, and conducted events led by volunteers and park staff. Non-personal services will include pre- and post-trip resource kits, brochure information on self-guided field studies, exhibits developed specifically for children, and slide-tape programs and films to be shown in the classroom prior to park arrival.

The rationale for the environmental education program component in Territorial parks is clarified in the understanding that the park environment encompasses in a natural state all of the external and internal stimuli that effect us each day of our lives. How we interpret and react to these stimuli is as varied as the stimuli themselves. One of the major goals of environmental education is to form positive reactions and attitudes towards the environment, and parks serve as ideal teaching laboratories toward the establishment of these values.

It will be important to assist each individual to obtain an understanding of the environment, its related problems and the interrelationship between the community, the 'surroundings' land and the park environment. In its broadest perspective environmental education is aimed at producing Territorial residents who are knowledgeable concerning the total environment and its associated problems, aware and skilled in how to become involved in helping solve these problems, and motivated to work toward their solution. The Territorial park environmental education component cannot and should not accomplish, in itself, all aspects of this sequence, but should concentrate on providing an awareness, appreciation and understanding of the immediate environment through the opportunity afforded for direct first-hand observations and personal involvement with the faunal and floral resources of the park system.

Any educational approach applied through the park system should be consistent with the present philosophical basis and rationale for education programs and curriculum development in the Northwest Territories as outlined in Philosophy of Education in the

### Northwest Territories, ( 1978).

Of special concern in environmental education programs are leaders, writers, or planners who possess little understanding of the cultures of most of the students they will be teaching, or the people with whom they will be working in the northern communities. Inevitably, even through the best intentions, they often design their teaching strategies on the basis of their own cultural backgrounds. Elements of the culture of their students are often viewed as constituting problems to be overcome, rather than being valuable and integral parts of those students. If they are to work within a true concept of multiculturalism, they must become aware of the various elements of the new cultural group, and develop an understanding and appreciation of these differences.

The environmental education program must reflect a general sensitivity and understanding of the great strengths of the multicultural character of the Northwest Territories.

#### 8.1.1 School Field Trips

The teacher will normally be the principal guide for a field trip to a Territorial park, although on some occasions park staff may be available for their purpose. It is the teachers' responsibility to make appropriate plans to ensure pleasurable and meaningful learning experiences for each student. The park should be seen as a facilitator of this planning, clarifying the options and alternatives; recommending an appropriate sequence of activities; identifying the interpretive storylines; and at times providing personnel to assist in student programming.

One of the primary values of a field trip is to enhance classroom activities and broaden students' perspectives. It is, therefore, important that the park experiences be developed as an extension of the classroom.

Teachers will be encouraged to make a reservation for their trip as far in advance as possible. Park personnel will need to know the anticipated time of arrival, the length of stay, the number of students visiting and any special assistance that may be required. A form for this purpose will be mailed to the teacher on their initial inquiry.

Teachers will need to notify other teachers of a student's absence from their classes; buses will need to be arranged; and approvals will be required from both the



school principal and the parents or guardians of the children.

#### **8.1.2 Field Trip Planning Booklet and Study Kit**

A publication termed the “Territorial Parks Field Trip Planning Guide”, will be distributed to potential visiting groups for the purpose of facilitating their trip planning and ensuring a successful field trip experience. The booklet will contain

- a. A brief orientation to the park to be visited
- b. Lists and illustrations of common plants and animals
- c. Logistical considerations and recommendations
- d. A checklist of all planning items
- e. Sample permission forms
- f. Highway directions
- g. Park map
- h. A suggested agenda
- i. A description of a generalized trip and mention of more specialized or advanced topics which may be chosen (The listing of advanced topics would be an ever-expanding one, each developed by specialists and each containing its own teacher manual or in some instances individualized student workbooks. Such advanced topics could include, Plant Taxonomy and Field Identification, Field Ornithology, Invertebrate Zoology, Winter Ecology, etc.)
- j. Evaluation forms
- k. Pre- and post-trip activities
- l. Description of the study kit
- m. Listings of recommended films, film strips and readings for use in pre-trip orientation or post-trip follow-up

#### **8.1.3 Study Kit**

The study kit is a supplement to the planning booklet and would be developed to facilitate the pre-trip experience. Study kits are a collection of objects, photographs, reading materials and suggested pre-trip activities that facilitate classroom learning for the purpose of contributing to a successful park field trip. Such kits are sometimes

contained in suitcase kits, lightweighing trunks, or boxes. The Kodak slide projector carrying case is a handy compact container that easily holds a tray of slides in addition to assorted materials that could be made available to the school systems at a central distribution point. Convenience and practicality are considered when the choice of distribution method is selected. The material in the kit becomes both an exhibit and an activity package for the students and is used in the classroom one to two weeks prior to the park visit. The following describes a generalized study kit. It should be remembered that many teachers and groups will select a specific theme (e.g., wildflowers, insects) and such kits can also be developed along highly specific topics. The park concept/master plan or the thematic integration developed in the systems analysis will provide appropriate direction for the themes of study kits.

Study kits for a specified park could include the following:

A tray of 80 slides showing

1. Orientation, facilities, trails and likely sites the students will visit (15 slides)
2. Photos of students properly using the facilities and participating in activities are recommended in the teacher's guide (10 slides)
3. Selected habitats, flora and fauna (55 slides)

The first twenty-five slides serve as preliminary orientation for both the teacher and students. An accompanying cassette tape, solely for the teacher, introduces the park, the recommended procedure, the use of the recommended activities for the various platforms and teaching nodes, and also discusses possible problems which may occur. An important objective of this section is to reduce the teacher's feelings of uncertainty and lack of confidence which are commonly associated with a first visit. As the suggested method of interpretation is communicated, the teacher realizes that it is not necessary to know the name of every plant or animal in order to conduct a meaningful field trip. Even suggested questions are provided for those who wish to use them.

The remaining fifty-five slides of the flora and fauna, accompanied with a written script, are intended to build a sense of anticipation for experiences or species that are likely to be encountered.

Further items contained in the study kits could include:

1. Fold-out maps or illustrations — i.e., waterfowl flyways, wildlife of the North,

Canadian Wildlife Service posters.

2. Selected reference materials: books on life of the boreal forest, bird guides, flower guides, checklists of the park flora and fauna.
3. Mounts and props these are an array of objects distributed for handling, touching, comparing and general display. Such as, Tasco rubber tracks, displays of seeds you will probably collect in your socks, animal signs, scats and wood cuttings. The possibilities are endless. It is amazing, however, how much that can be provided in a study kit. In the words of Emerson, "we must learn to seek the miraculous in the common."
4. Cassette tapes for 1 ) the teacher's orientation and 2) sounds of the park, common bird songs, voices of wood frogs. This begins to train the student for a multi-sensory learning experience.
5. Suggested pre-trip activities that are conducted on the school grounds.

#### 8.1.4 Pre-trip Activities

Pre-trip activities are learning assignments which are conducted at schools prior to the students' visiting the park but are presented on such selected concepts as intended to provide a preliminary foundation for concepts encountered during the park field trip.

The rationale for the pre-trip activities is founded on the belief that the concepts previously cited as well as the basic principles concerning the workings of the environment in general and the park in particular can be taught in backyards, vacant lots or the school ground and are ideal for introducing these concepts. The field trip should ideally be seen as a reinforcement of and expansion upon the concepts introduced on the school grounds and in the classroom.

The field trip is an opportunity for learning. The constraints in maximizing that learning are largely a) availability of time, b) degree of stimulation contained in the field trip environment, c) willingness to learn and interest of the student, and d) the preparedness of the student (with which new information is compared, evaluated and interpreted).

The park field trip is most successful when it does what field trips do best -- present an opportunity for first-hand discovery, observation and direct multi-sensory

contact To maximize its success, the field trip relies on a) some previous exposure to the concepts presented, b) the guidance of the teacher, c) an environment conducive to learning, and d) a post-trip discussion for the purpose of synthesizing, organizing and reflecting upon the bombardment of stimuli which normally accompanies a field trip.

It is further noted that children are often overwhelmed by field trips in the context of sensory learning over-stimulation. Learning does take place, but the old adage of “too much, too soon” often prevents students from obtaining the full potential of a park field trip experience. Through the use of pre-trip activities, an essential step in building an awareness and knowledge base is made. Thus, a more complete understanding of the park field trip site can be obtained.

Children are conditioned to associate the classroom with study and the outdoors with play. A teacher’s first field trip teaching experience with children may prove discouraging, as the absence of classroom structures may produce minor discipline problems. Children who perceive the park visit principally as a play experience will further inhibit their receptiveness to the defined learning concepts. Repeated use of the outdoors as a teaching medium will serve to overcome the view of the outdoors as only a playground.

It is appropriate to suggest pre-trip activities for the school grounds that are designed to introduce the principle concepts developed for the Park.

#### 8.1.5 Post-trip Activities

The park learning-experience should not end when the field trip terminates. Often at this point student interest and receptivity to the concepts have finally peaked. It is appropriate to suggest activities and study topics which prove to be a continuation of the first-hand observations made during the field trip. Students should be encouraged to share information, stories and pictures collected. Concepts will be re-enforced and expanded in the process.

### 8.1.6 Summary of the Field Trip Experience

The environmental education field trip experience and approach in Territorial Parks comprises three phases,

1. **Pre-trip preparation** This largely takes the form of
  - a. classroom lesson plans
  - b. outdoor learning activities, and
  - c. exposure to the study kit

The pre-trip preparation is designed to

- a. build anticipation
  - b. provide a preliminary orientation as an effort to overcome uncertainty and, therefore, facilitate approach behavior,
  - c. introduce the defined concepts, and
  - d. introduce the concept of the outdoors as a learning environment
2. **Field trip participation** This is the only phase actually conducted at the park. The emphasis of this phase is placed upon first-hand observation, discovery and direct multi-sensory environmental contact.

The potential of phase two as a learning opportunity is directly related to

- a. participation in pre-trip exposure,
  - b. degree of stimuli experienced through the field trip environment,
  - c. interest of the student,
  - d. method of involvement, participation and general presentation style of the material,
  - e. guidance and attitude of the teacher or leader,
  - f. degree of student preparedness.
3. **Post-trip continuation:** During this phase, students having benefited from the field trip experience are able to
    - a. consolidate and synthesize a multiplicity of perceived stimuli,
    - b. pursue or read further on items or observations,
    - c. discuss and expand upon introduced concepts,
    - d. participate in positive environmental reflections,

- e. engage in projects and presentations that require some degree of first-hand experience with the park environment.

## **8.2 Policies**

### **8.2.1**

Environmental education forms a major and integral component of Territorial Parks interpretation by providing for schools and special user groups, individualized attentions and approaches more suitably applied to schools and student audiences.

### **8.2.2**

Territorial Parks are viewed as outdoor laboratories offering sites of facility placement in natural or cultural settings suitable for the field teaching of concepts which initiate in the classroom environment.

### **8.2.3**

Leaders or organized groups such as school classes or scouts will normally conduct their own self-guided environmental education events in the parks; in these cases, Parks staff will when appropriate assist group leaders through training, orientation, support services, and the provision to teachers of printed materials and orientation kits designed to facilitate their teaching experience.

### **8.2.4**

Environmental education programs will be free from consumptive or excessively impacting activities such as cutting, collecting, or otherwise harming or destroying any component of the natural environment.

### **8.3 Guidelines**

#### **8.3.1**

Parks with significant environmental education group use will utilize a reservation system for those groups in advance. The procedures and personnel involved will differ at each park, but the establishment and use of such a system will be standard throughout the parks system.

#### **8.3.2**

To encourage meaningful, self-guided utilization of the parks by education groups, the parks staff will conduct environmental education training sessions for teachers and group leaders. Such training will include an introduction to teaching techniques, as well as an orientation to park resources and management policies.

#### **8.3.3**

Each park, with major environmental education use, will have at least one staff person with special training or experience in environmental education, and who is designated as the “environmental education officer” for the park,

#### **8.3.4**

Programs which involve participation in activities such as canoeing, cross country skiing, snowshoeing or other activities requiring outdoor recreational skills should be preceded by a period of instruction and skill development design to bring everyone to a basic level of proficiency and understanding. These periods of instruction are provided as a means of facilitating the actual environmental education experience, and should not normally be designed or conducted as programs in themselves.

**8.3.5**

Regularly scheduled environmental education training workshops will be conducted for appropriate parks staff, interpretive staff and volunteers.

**8.3.6**

Printed materials and resource kits will be developed to guide teachers and group leaders in their use of park resources for environmental education purposes.

**8.3.7**

Audio–visual programs on environmental education will be developed for use in teacher training, staff training, and pre-trip group orientation. These programs can serve either as a general orientation to environmental education experiences or as topic–specific “lessons” to supplement a visit.

**8.3.8**

Environmental education publications will be produced to serve a wide variety of needs at different parks. These publications will include: pre-trip or follow–up activities to extend the park experience; teacher training materials; theme or topic–specific units; activity manuals for use at a park site; kits or “Learning Activity Packages”; and background information on park resources.

**8.3.9**

Environmental education kits will be developed for parks with intensive environmental education use. These kits can include: environmental education publications; artifacts or other objects useful to understanding the parks; slide trays and cassette tape. These kits will be available for use by groups planning to visit a park as an introduction to its resources. They can also be used for off site study experience for those groups unable to get to a park due to distance, lack of funds, or restricting handicaps.



**8.3.10**

Interpreters, volunteers or other Park staff may visit school groups or community groups whenever possible to reinforce messages delivered in the park, with personal delivery programs, audio–visuals, or dissemination of printed materials.

**8.3.11**

Environmental education programs in the park will relate to and be consistent with overall park interpretive themes.

**8.3.12**

Park personnel concerned with environmental education will work closely with school teachers and appropriate educational institutions, associations and agencies in developing environmental education program guidelines and materials for the parks. This cooperative effort will provide an ongoing basis for responsive and effective environmental education programming in the parks. Whenever possible, leaders from these environmental education user groups will assist in park environmental education program development and implementation.

**8.3.13**

Territorial Parks will advocate the “discovery” approach in environmental education, which involves direct participation in the out–of–doors during the learning process, as well as maximum use of sensory and affective exploration of the environment.

**8.3.14**

Indoor and supplementary approaches to environmental education, such as museum displays, kits, printed materials, or audio–visual materials, will be designed to encourage and direct sensory awareness and hands-on experiences in the outdoors.

**8.3.15**

Environmental education programs will at all time be designed so as to minimize management problems by the proper scheduling of groups to avoid excessive or otherwise detrimental environmental impact, and by directing environmental education groups to those areas of the park best able to withstand the associated impact.

**8.3.16**

Any environmental education programs which involve primitive camping will be arranged in advance with park staff. Group camping will not be permitted in ecologically sensitive areas in the parks.

**8.3.17**

Training in environmental education philosophies and methodologies will normally form an integral part of general training workshops for seasonal or permanent interpretive staff.

**8.3.18**

Interpreters with environmental education background and orientation will be selected and placed in parks with key environmental education functions whenever possible, when environmental education functions are identified as a primary user.

**8.3.19**

During the first five years of school, most environmental activities will be directed toward a development of environmental awareness. The middle years will normally be focused on the formation of knowledge which facilitates an understanding of environmental processes and dynamics. Toward the end of elementary school, environmental problems will be introduced as a factor which influences ecological processes.

## 9. Interpretive Trails

### 9.1 Discussion

Interpretive trails will be one of the major forms of non-personal interpretive services offered to park visitors, and thus special attention should be directed to their planning and design,

Interpretive trails are self-guided trails, utilizing a variety of approaches, such as interpretive signs, leaflets or other methods to convey a story or concept to the visitor about the area and its inhabitants. According to Sharpe (1976), "The self-guided trail, in natural and human history interpretation, is a device which places visitors, usually in family-sized groups, in direct contact with the park or forest resources. A self-guided trail, in contrast to a conducted tour, means that the visitors are on their own; there is no one to guide them through the trail experience. The self-guided trail is a meandering footpath along which the visitor's attention is drawn to interesting or unusual features which might otherwise be overlooked or not fully appreciated. Although the interpretive device used with self-guided trails has traditionally been a printed message, either in booklet form or on fixed signs, some self-guided trails are being successfully interpreted by means of audio devices".

For the planning and use of a self-guided trail, there are several advantages and disadvantages which should be considered. There may be no substitute for the friendly tutelage of the conducted tour, but personnel for such tours are often limited. The self-guided trail releases interpretive personnel for other duties, including conducted activities in more appropriate areas. Thus, the interpretive trail becomes a reasonable alternative to the conducted tour.

Visitors may use the interpretive trail at their own convenience. There are no schedules or places to be at a certain time. This is particularly desirable for those visitors who may find it difficult to time their visits according to scheduled events. Once there, visitors can walk the trail at their own pace. This is advantageous to those with very young children, those who wish to devote time to photography or those escorting handicapped visitors, as well as those who simply prefer a leisurely pace and the company of their own thoughts.

The self-guided trail provides interpretation in out-of-the-way areas and highway day use sites where it is impractical to station personnel, thus, the self-guided trail serves to spread the interpretive program to remote areas.

Whereas guided activities function only when personnel are available, the self-guided trail functions during several seasons of the year. A visitor arriving at off-seasons, such as spring or fall or during emergencies, still finds some interpretation available.

Interpretive trails move large numbers of people over a trail in small groups. In the conducted walk, on the other hand, large groups of people are led over a trail week after week, and there is sure to be some detrimental site impact. Large groups cannot hear a tour guide without bunching up and overflowing the trail onto surrounding vegetation.

Visitors with younger children sometimes feel the conducted walk is geared too high for children's interest level. On the self-guided trail parents can interpret the written words along the trail and answer questions children may have.

The interpretive trail is a simple means of admitting people to and channeling their movements through a sensitive area with a minimum of site alteration or development.

Interpretation also assists in winning public support. Once established, the self-guided trail is a quick, inexpensive way to interest and educate the public in the special values of a natural or cultural feature. Inexpensive devices such as the self-guided trail may help gain support for more ambitious programs.

Three major types of self-guided trail strategies are identified. These are the leaflet and marker trail, the sign-in-place trail and the audio interpretive trail. Each of these three interpretive trail types would be used in various ways.

1. The Leaflet and Marker Trail uses a printed leaflet which is carried by the visitor. Stops along the trail are marked by numbered posts or lettered markers which are keyed to the numbered/lettered text in the leaflet. A programd teachers' manual also corresponds to the numbered posts in this way for the use in environmental education activities.

**Rationale:**

Because there is only a simple marker on the trail at each station, there is less likelihood of vandalism, and the marker is less obtrusive to the atmosphere of

the natural or historic environment. If a marker is removed, the information in the booklet is still available to the visitor. An attractive, factual and well-organized booklet has a souvenir value and serves as a follow-up reference guide after the visitor returns home. When a guided tour is conducted along the same trail, the leader and visitors can ignore numbers easier than signs; therefore, there is less interference and distraction from a route with markers if it must also be used for conducted walks. This method of trail also affords the innovative option of using additional booklets for special thematic topics other than the general tour booklet

2. The Sign-In-Place Trail takes the form of fixed signs instead of using a leaflet with text corresponding to numbered posts along the trail.

**Rationale:**

When well done, interpretive signs are impressive and give the definite trail route a high quality appearance. As a result, the visitor may respond more to the importance of the trail and its purpose. Should a change in the message be necessary, only that station needs to be altered. The same correction may not be so easily made in a leaflet. These work well on trails where visitors retrace the trail route or places of exceedingly heavy use where leaflets rapidly disappear.

3. The Audio Trail. The audio trail is an increasingly popular methodology in interpretation.

**Rationale:** With this method, an individual may carry an audio device such as a cassette player which is activated upon reaching each station. The cassette player is a substitute for a printed leaflet. The message is virtually the same as that contained in the leaflet, but this device could be used by the blind or visually impaired. An alternative to the cassette player which would also be utilized is the push button message repeater.

A further audio device recommended for use along scenic highway drives is the use of short range radio transmitters keyed to the car radio and located at strategic highway locations.

## **9.2 Trails**

### **9.3 Policies**

#### **9.3.1**

Self-guided trails (interpretive trails) will be considered a major interpretive programming/services mode for conducting non-personal interpretive services in Territorial Parks. Interpretive trails are those trails which utilize interpretive signs-in-place, or use of interpretive brochures with numbered posts which convey a message or concept to the trail user and are self-guided in nature.

#### **9.3.2**

The guidelines for planning and design of self-guided trails will be set forth in the "Interpretive Trails Manual" and shall be followed for all interpretive trail planning in Territorial Parks/Tourism.

#### **9.3.3**

All self-guided trails will have a definite theme associated with them. This theme should directly relate to the main park interpretive theme identified in the parks interpretive concept/master plan or by the interpretive systems plan.

#### **9.3.4**

The signature of the Chief of Interpretation and Education will be required for final approval of all text's/designs for interpretive signs or brochures for self-guided trails.

## **9.4 Guidelines**

### **9.4.1**

All self-guided trails will have a Trail Head Sign which identifies:

- a . Name of the Trail
- b. Time it takes to walk the trail and the distance of the trail
- c. A brief interpretive introduction to the trail
- d. A general orientation to the trail system such as an outline of the trail layout.
- e. A leaflet distribution box if interpretive brochures are being utilized.

### **9.4.2**

Planning of self-guided trails will be the responsibility of the interpretive planner assigned to the appropriate region. Initial trail planning will be undertaken in close association with local community associations and with the additional assistance of regional or local personnel.

### **9.4.3**

Self-guiding trails will be planned with accessibility considerations for handicapped visitors.

### **9.4.4**

Self-guiding trails will be located, whenever possible, near campgrounds, picnic areas or other major use areas to facilitate easy access to them by the park visitors.

### **9.4.5**

All trails will be inspected and maintained regularly by parks personnel. Regular associated maintenance work will include clearing trail of downed timber and interfering brush; clearing trail of all debris; upkeep of drainage system, bridges and corduroy; repairing washouts; upkeep and replacement of trail markers and signs or interpretive brochures utilized for trail use; relocating and constructing new sections of trail when needed; replacement of unsafe bridges, culverts and corduroy; litter pick-up and garbage

disposal.

#### 9.4.6

Trail design and construction will be such as to minimize environmental damage/impact of the area as well as enhance visitor perceptions of the site environment.

#### 9.4.7

The sale of self-guided trail leaflets for the purpose of cost recovery shall be permitted when deemed appropriate by the Chief of Interpretation and Education.



## 10. interpretation Signage

### 10.1 Discussion

Interpretation signs have a number of advantages over other media. They can be relatively inexpensive, Frequently, interpretive signs can be designed, built and installed by “in-house” personnel. While this is often cheaper than buying or contracting “professionally” designed signs, these signs must be of professional quality.

The operation and maintenance costs of signs are usually quite low provided the signs are well designed and constructed. Signs are also self-pacing. That is, readers can travel at their own speed and read only what they are interested in. Thus, people in a hurry can check the headline, sub-headings or illustration to see if they are interested in reading further. If they decide not to read the complete text, they have at least received an outline of the message content. An audio station message or a live interpreter’s talk cannot be skimmed this way. Conversely, if the interested readers miss a word or thought, they can reread a sentence or paragraph without interrupting a talk or listening through an entire message to hear it again. The self-pacing feature of signs is also helpful to teachers and parents, as they can explain things to their children without disrupting a talk or missing part of a taped message.

Signs are in place at all times. Hence, they provide interpretation before and after normal working hours, on weekends, and whenever emergencies create heavy demands on staff. This feature is of real value to the visitor passing through at such times. Finally, the sign itself provides the photographer with information about his or her pictures and may serve as a caption or title for the visitor’s own slide programs.

## **10.2 Interpretation Signs**

### **10.3 Policies**

#### **10.3.1**

**All park facilities will be identified with adequate and proper signage.**

#### **10.3.2**

**Coordinating the appropriate input for sign development shall be the responsibility of the interpretive planner for the appropriate region working in cooperation with local community organizations, local and regional agency representatives.**

#### **10.3.3**

**Interpretive signs will be designed and written in consort with the recommendations made for Interpretive signs in each park's interpretive concept/master plan.**

#### **10.3.4**

**Interpretive signs should be designed/written in consort with the Interpretive theme identified for each park, as outlined in the Interpretive Systems Plan.**

### **10.4 Guidelines**

#### **10.4.1**

**The identification of interpretive signage requirements, content, design, and construction specifications shall be the responsibility of the Interpretation and Education Section working in close consort with other groups and agency personnel as required,**

**10.4.2**

Development of signs shall be in harmony and be consistent with the Signs Manual.

**10.4.3**

Signs conveying rules, regulations, restrictions, and other park management messages shall be worded in a positive approach emphasizing what the public may do and where restrictions are necessary, the signs should briefly explain the nature and rationale of the restriction.

**10.4.4**

All signs shall be attractive in appearance and be appropriately placed to best enhance its content and function.

**10.4.5**

Signs shall be placed as to be complimentary on the landscape and not obtrusive.

**10.4.6**

The wording, fabrication, and placement of all the signs and labels for interpretation must have signature approval of the Chief of Interpretation and Education prior to sign fabrication.

**10.4.7**

All signs shall be periodically checked for vandalism, weathering, and other forms of modifying agents such as animals, and be maintained or replaced as required or deemed appropriate.

**10.4.8**

Any sign conveying misleading or inaccurate information shall be removed or replaced. There must be absolutely no question that subject material is correct and conforms exactly to truth and fact.

**10.4.9**

Sign location should not present a traffic hazard or be a deterrent to traffic flow.

**10.4.10**

The park environment should guide the designer in considerations of form, materials, scale and treatment.

**10.4.11**

Native materials should be considered where their use will contribute to the theme of the area.

**10.4.12**

The design should consist of simple elements that present the interpretation message in a straight forward manner.

**10.4.13**

Initial cost, seasonality, durability, permanence, likelihood of vandalism and future maintenance should all be considered in design.

**10.4.14**

Interpretive messages presented in a signage format must be short yet informative (rarely exceeding fifty words in a single block),

**10.4.15**

The sign must capture the visitor's attention, hold their interest, provide them with an understanding of the subject, and in some cases evoke a behavioral response. The key features will be brevity, clarity, simplicity and appeal,

**10.4.16**

Signage messages will be developed for a variety of users, of various educational and cultural backgrounds.

**10.4.17**

In association with park signage, pictures, illustrations, and line drawings will be utilized whenever possible to attract attention and assist in clarifying the message.

**10.4.18**

Bilingual texts (English and local native language) may be utilized on interpretive signs where cultural influences warrant. Signage developed in cooperation with the Federal Government should conform with bilingual policies of the Federal Government with respect to the incorporation, however, in this case, the local native language will be utilized in a third text.

## 11. Exhibits

### 11.1 Discussion

An exhibit is a device which publicly displays texts, photographs and objects. It puts a story together in an ordered and sequential fashion. The principle use of exhibits would occur in visitor centres and roadside displays. Visitors would explore the exhibit as a normal part of their visit, Exhibits in visitor centres must be versatile so they can frequently be changed, over the years and with the season. Panels with dry-mounted photographs, rear-lighted transparencies and back-lit self-activated projector exhibits are all highly suitable to these situations since they are readily adapted for changing seasonal themes.

Throughout the exhibit, objects should be available to touch or handle whenever possible. Audio phone pick ups familiarize visitors with natural sounds (loons, wolf howls) to prepare them for a multi-sensory experience. Other exhibits could focus upon the dynamics of the park food chain, floral and faunal highlights, etc.

### 11.2 Exhibits

### 11.3 Policies

#### 11.3.1

Exhibits for unique, unusual, rare, or interesting objects, artifacts, or events will be developed and installed where and when appropriate.

#### 11.3.2

The availability of brochures on private enterprises may be permitted when deemed appropriate as a visitor service, Posters, exhibits, displays or any other communication media which are not in keeping with the interpretive displays are deemed inappropriate for public display in visitor centres or Park informational displays.

## **11.4 Guidelines**

### **11.4.1**

**Exhibits, whenever possible or feasible, will incorporate actual objects.**

### **11.4.2**

**Exhibits shall be periodically inspected for vandalism, weathering, and for any other form of deterioration and be maintained or replaced as required or deemed appropriate.**

### **11.4.3**

**Objects, artifacts, or renderings which contribute to or are consistent with designated themes shall be exhibited.**

### **11.4.4**

**A variety of exhibit types are deemed appropriate for interpretation and include: flatwork, participatory modules, dioramas, objects, artifacts, changeable design, living, reconstructions, and models.**

### **11.4.5**

**Exhibits can be displayed: in visitor centers, along trails, road side pull-offs, or in any location deemed appropriately consistent with interpretive themes and guidelines.**

### **11.4.6**

**Exhibits will be periodically reviewed for content and design and updated appropriately.**

**11.4.7**

The development of the interpretive exhibit concepts, storylines, designs and exhibit sequence should be derived from the designated concepts and subconcepts developed for the park through the interpretive planning process.

**11.4.8**

Only objects, artifacts or renderings which contributing to or are consistent with the designated park themes or concepts should be considered appropriate for use within the park or visitor centre.

**11.4.9**

Potential on-site exhibits located in other portions of the park or system should be developed as satellite themes in concert with exhibits areas in visitor centres or tourist centres.

(Refer to Chapter 12 of Historical Resources for guidelines pertaining to exhibits in conjunction with specimens and artifacts collected in Territorial parks, beliefs of people with various cultural backgrounds, exhibitions of human burials and sacred objects, depictions of sacred rituals, display of photographs of a sacred nature to indigenous people, human skeletal and mummified remains).



## **12. Historical Resource Interpretation**

### **12.1 Discussion**

Historical resources constitute one of the most valued, but fragile, non-renewable assets of the Territories. Many sites have been destroyed and damaged by natural and human activities; and many more are endangered. While resources of significance to the history of the Territories survive, many physical remnants of history exist only as archaeological, palaeontological, prehistoric or historical site. These sites exist on or near the surface and are extremely susceptible to damage or destruction through land development associated with resource extraction, recreation, transportation and general development, Tourism and Parks has the responsibility of ensuring that the loss of historical resources and values is minimized as a result of development activities and, to maximize the retention of important historical resource areas, specimens and information for the benefit of park visitors and society as a whole are preserved and communicated through interpretive program and facilities.

### **12.2 Historical Resources**

### **12.3 Policies**

#### **12.3.1**

Historic structures may be restored for interpretive purposes when restoration of the structure can be satisfactorily documented by obtaining information on original design and materials or fabrics used.

#### **12.3.2**

Where specimens and artifacts are collected in a Territorial park as a result of investigation under an archaeological permit or otherwise and where such material is required for interpretive programs or displays, it shall normally be returned to Tourism and Parks provided adequate provision is made for the ongoing care and security of the

material, and provided the material is not of major scientific significance as an item of ongoing reference. In such case as the latter an accurate replica may be utilized in its place for interpretive purposes.

#### **12.4 Guidelines**

##### **12.4.1**

The viewpoints and beliefs of people with various cultural backgrounds must be considered before deciding to exhibit or discuss for interpretive purposes human burials and sacred objects; to display photographs of such objects or of sacred rituals; or to describe beliefs, customs, or mythologies.

##### **12.4.2**

Skeletal and mummified remains would not normally be displayed in exhibits, audiovisual programs, or publications intended for the general public.

##### **12.4.3**

Photographs or actual ethnic objects of a sacred nature to indigenous people should not be displayed without acceptable clearance from the appropriate representatives of that culture.

##### **12.4.4**

Conducted interpretive activities in native sacred areas within parks will be allowed where that are significantly contributes to the understanding of the culture, providing acceptable clearance is obtained from the appropriate representative of that culture.

**12.4.5**

The selection of sites and events for historical interpretation within Territorial Parks will be developed only after close coordination and cooperative discussions with appropriate agencies, associations and communities.

**12.4.6**

Historical and archaeological research in Territorial parks will be controlled by the issuance of Parks Research and Collection Permits. The issuance of permits involves the setting of dates by which certain basic scientific information on the archaeology and palaeontology of the project area must be submitted, in addition to other specified conditions of the permit.

**12.4.7**

Preservation and maintenance projects intended to conserve original structures for interpretive purposes should utilize compatible replacement materials for deteriorated fabrics and duplicate original construction or fabrication techniques.

**12.4.8**

Interiors of historic structures may be remodeled if in continuous use for housing, offices, or interpretation and educational programs All efforts should be made to preserve the original interior design and floor plans.

**12.4.9**

Alterations of historic structures to accommodate visitation or to upgrade unsafe conditions, such as structure foundations, ceilings and utility systems are acceptable provided that all efforts are made to utilize original or compatible materials.

**12.4.10**

Certain historical structures in Territorial Parks may not warrant preservation or restoration because of minimal local significance or interpretive value and excessive costs. These sites will be recorded, photographed and allowed to naturally deteriorate. The sites will be converted to natural conditions once the structures have completely deteriorated. Where structures present a hazard to visitor safety, they may be dismantled after other preventive procedures are found to be unfeasible.

**12.4.11**

Hazardous elements will be removed from the sites to ensure visitors safety and to avoid an attractive nuisance, Hazards associated with historical structures will be communicated to park visitors.

**12.4.12**

Structures to be removed from natural areas and relocated to new sites for preservation and interpretive purposes should be restored in settings compatible to the original environmental whenever possible.

**12.4.13**

Historic structures specified for preservation, restoration and interpretive purposes will not be adapted for public or handicapped use if provisions for access or visitor safety require significant alterations that would compromise the visual and structural integrity of the structure. Buildings specified for exterior or interior preservation and restoration must meet safety and visitor use requirements through interior modifications, Otherwise the site will be closed to the public and recorded or maintained for off-site interpretive programs.

## 13. Visitor Centres

### 13.1 Discussion

Park visitors require increasingly greater amount of information to assist them in the planning and enjoyment of their park experience. There is a recognized need for a place common to all visitors, whether campers or day users where they can gather, where they will be receptive to messages, and where they can enjoy themselves in the process of taking in valuable park information.

The visitor centre is essentially a communication facility. It is also a place where visitors congregate. It facilitates effective park staff communication with visitors; it permits visitors to talk effectively with each other. Through a variety of personal and technical media, visitors are “briefed” on the park, its regulations, its values, its opportunities for the visitor, its special features, its role in the park system, and how they can best enjoy and understand the dynamics of the park. It also serves as a depository for park information, sufficient to serve all levels of visitor requirements and park staff needs. It provides formal and informal meeting areas for visitors and often community people.

Most park visitors will not have an opportunity, for a wide variety or reasons, to explore all available options; less accessible areas of the park where many of its important values are maintained; or to see all the wildlife species contained there. The visitor centre role increases in significance as virtually the only opportunity users will have to experience some of the park’s important opportunities, or to derive an awareness of events in history which may be no longer evident.

To achieve the functions described, the visitor centre will require a wide variety of facility components. The layout and coordination of the components will be designed to permit the smooth and logical flow of visitors through the building and to allow users easy and comfortable access to its resources. The requirements and design of the visitor centre components will naturally vary from site to site depending upon the programs, activities, and level of community involvement that are required.

## **13.2 Visitor Centres**

### **13.3 Policies**

#### **13.3.1**

A facility for the purpose of providing visitors with park information, orientation, and introduction to the park's interpretive story will be provided whenever possible when warranted by the level of visitation and/or the significance of park story.

#### **13.3.2**

A visitor interpretive centre will be provided for accessing a Parks interpretive story in those parks with a complex and/or Territorially significant resource and where classification designations support an interpretive emphasis.

#### **13.3.3**

For parks whose interpretive story is not complex or not designated Territorially significant, the function of park information, orientation, and/or interpretation will be incorporated within an administration building, an outdoor kiosk or part of another facility not deemed primarily for interpretation.

#### **13.3.4**

All facilities utilized for visitor information, orientation and interpretation will be handicapped accessible whenever possible.

#### **13.3.5**

The function of a visitor centre is to provide an introduction to the park's resource through interpretation and to provide visitor information and orientation for Park's facilities and resources.

### 13.3.6

Visitor centres may be located within communities serving a somewhat less traditional role as tourism centres, and featuring such activities and as native craft sales, demonstrations of craft skills, tour bookings, reservations, training centres, and as meeting areas for varied community activities. In such circumstances park functions are viewed as but one of several components sharing a common facility.

## 13.4 Guidelines

### 13.4.1

In order for a visitor interpretive centre to adequately function, it must as a minimum, provide the following components:

- a. Lobby with formal entry;
- b. Foyer and reception area;
- c. Exhibit room with space for a variety of exhibit types;
- d. Lounge areas for informal seating and gathering;
- e. Audio–visual orientation capability;
- f. Public washrooms.

### 13.4.2

Adequate signage will be provided to inform visitors of the approach to and location of all visitor facilities.

### 13.4.3

Visitor interpretive centers will be opened and staffed during normal operating and/or programming hours and will be accessible for after hours programming when appropriate.

**13.4.4**

Concessionaire or community persons involved in the conveyance of public information or interpretation will comply with all standards of performance, appearance, and attitudes as so designated for park personnel.

**13.4.5**

Visitor centre site location should take advantage whenever possible of scenic or historical views, be easily accessible from the focal point of activities, and should be conducive to maximum visitor exposure.



## **14. Publications and Sales Items**

### **14.1 Discussion**

Visitors everywhere are increasing in the extent of their intellectual curiosity and their sophistication to know and understand the animals and landscape. Direct correlations have been shown between improved attitudes and positive behavioral actions towards the protection of resources resulting from previous exposure to information.

Publications can present a topic in greater depth and detail than permitted in other interpretive methods. They can be taken home as souvenirs and read over many times at one's leisure; they can create "leaders" for teachers, parents or individuals introducing others to the park, As an interpretive method, publications present no adverse effect on the environment unless littering results; and simple publications (i.e., checklists, self-guided booklets) may be relatively inexpensive per copy when produced in bulk forms. Their sale at nominal fees will provide a source of funds to insure their perpetuation.

### **14.2 Policies**

#### **14.2.1**

Interpretive publications will function to provide basic and specialized information to all parks visitors on a variety of levels, to increase visitor awareness of park resources and experiences both generally and specifically.

### **14.3 Guidelines**

#### **14.3.1**

Field requests for interpretive publications will be sent to the appropriate coordinator in Yellowknife.

**14.3.2**

A category of appropriate Interpretive Publications would normally include self-guided trail brochures; flora and fauna checklists; park or region – specific resource field guides; environmental education materials; advertisements for the interpretive programs; posters and charts; children’s activity books, photo collections, or technical papers.

**14.3.3**

The sale and distribution of approved publications will be considered appropriate for all visitor centres whenever possible.

**14.3.4**

Publications and sales articles will be deemed appropriate for the sale and distribution in visitor centres only when such items are seen as being in harmony and consistent with designated park concepts.

**14.3.5**

All publications and sales articles must have signature approval of the Interpretation Head prior to their development and distribution.

**14.3.6**

The Interpretation Section will maintain a non-lending publications collection consisting of:

- a. all publications produced by Tourism and Parks, including interpretive ones;
- b. representative samples from the publications programs of other park systems in Canada and other countries.

**14.3.7**

Model publications will be developed and so designated for each category of printed media — e.g., self-guided trail brochure, EE activity kit, flora and fauna checklists -- and will serve as standards for each category.

**14.3.8**

Publications are revised and reprinted as needed for accuracy and to meet visitor demand.

**14.3.9**

The writing style of interpretive publications should be appropriate to the intended audience and park experience. The style will strike a balance between entertainment and instruction, and will relate to actual park resources and interpretive themes. Texts should be as succinct as possible with an emphasis on illustrations or photographs. A variety of specific styles, tones, and “voices” will best serve the variety of publications to be produced.

**14.3.10**

Interpretive publications can be stored and/or distributed from: visitor centres, park offices, along trails, the Yellowknife Office, a mail room in Parks Offices, entrance booths, displays, or interpretive event sites.

**14.3.11**

When publications are being stored in display racks, the racks will be well lit and easily seen and designed so that the publication can be handled.

**14.3.12**

Publication costs for a park will be identified within its Capital Program Budget whenever possible, to ensure that adequate publications can be developed in conjunction with park programming as a whole,

## **15. Accessible Programming**

### **15.1 Policy**

#### **15.1.1**

**Territorial Parks Interpretation will ensure that interpretive programming is accessible to disabled persons.**

#### **15.1.2**

**Territorial Parks will provide equal opportunities for all individuals, assuring that all alike are able to share the park experience at the interpretive level.**

### **15.2 Guidelines**

#### **15.2.1**

**All interpretive buildings and facilities (e.g., amphitheatres, visitor centres, outdoor exhibits) will be designed and constructed to assure accessibility to all persons, including those with ambulatory or other disabilities.**

#### **15.2.2**

**All exhibits, and displays will be designed in such a way that they can be reached or seen by all persons including those in wheelchairs.**

#### **15.2.3**

**Displays and exhibits will include whenever possible tactile elements or large print to assist the visually impaired, They will also include areas which can be interpreted at different levels of understanding.**

**15.2.4**

All trails, boardwalks, ramps and other walkways and pedestrian areas used in interpretation will be barrier-free, and of a suitable grade ratio and surface to accommodate wheelchair users or others with ambulatory disabilities.

**15.2.5**

Information signage pertaining to interpretation or public information will be designed whenever possible to accommodate those with visual and ambulatory disabilities.

**15.2.6**

Accessible facilities and programs accommodating disabled persons should not be "special" or separate, but should be used by all visitors. Accessibility will be a built-in feature of all facilities, indoors and out, and all interpretive programs.

**15.2.7**

No special adaptation of programs will be used (or required) in most situations where handicapped persons are in the audience. In the case of learning impairment resulting from a handicap, the interpreter will ascertain an understanding level of the audience beforehand, and direct his communication to that level.

**15.2.8**

In all forms of interpretive communications, all consideration will be given to actively incorporating all senses of the participants. In this manner, those with impaired faculties or mobility will still be able to experience some portions of the interpretive event.

**15.2.9**

Through the use of television, radio, and extension programs outside of parks, many disabled people will be able to share the park experience that might otherwise not do so. Territorial Parks Interpretation will explore and make use of such extension programs wherever possible.

**15.2.10**

Interpretation personnel will work closely with representatives from the handicapped community in planning and implementing both physical design and programs.

## **16. Program Evaluation and Assessment**

### **16.1 Discussion**

The success of interpretive programs is inextricably related to the effectiveness of the evaluation procedures and the park's ability to utilize feedback to judge the success of its stated objectives. There is a real need to identify practical measures of assessing the efficiency and effectiveness of its programs in a meaningful and continuing fashion.

Evaluation has been defined as "the process of making reasonable judgments about program effort, effectiveness, efficiency and adequacy". In order to evaluate any program, however, the objectives on which the program was based must be clearly understood. Effectiveness, then, implies the achievement of explicit objectives. The primary goals of evaluation are to assess the degree to which previously established objectives have been achieved, and to use the information to improve ongoing programs and facilities.

### **16.2 Policy**

#### **16.2.1**

The interpretation Section will encourage, support, and participate in a program of vigorous interpretive research and evaluation.

### **16.3 Guidelines**

#### **16.3.1**

A framework for the planning, conduct, and review of interpretive research and evaluation projects will be established and implemented by the Head of Interpretation.

**16.3.2**

Appropriate interpretive research and evaluation results will be incorporated into overall planning and program development.

**16.3.3**

Periodic evaluation of interpretive programs, policies, procedures, strategies, and products to determine their effectiveness and relevance will be conducted as specified.

**16.3.4**

Baseline data conditions by which all interpretive services and facilities may subsequently be evaluated against will be established and utilized.

**16.3.5**

A section research file containing papers and examples of current state-of-the-art methods and applications shall be developed, maintained and expanded upon,

**16.3.6**

The formulation and development of innovative approaches to interpretive research and evaluation will be encouraged.

**16.3.7**

Publication by interpretation staff members of research results, theories, or innovative ideas in interpretive services will be encouraged and supported.

**16.3.8**

Evaluation will help perpetuate progressive improvement towards dynamic and varied programs and facilities to suit the interests of a wide range of individuals.



**16.3.9**

Evaluation will furnish data for the direction of future programs and facilities.

**16.3.10**

It will be recognized that no one single evaluation method will be capable of evaluating the overall program or even a single program. Each method will contribute certain relevant information and complement the other methods. No single technique should be used alone.

**16.3.11**

Every program area will outline its own unique set of performance objectives which are consistent with the program objectives of that area, and in turn the objectives and goals of the park as a whole.

**16.3.12**

Evaluation will provide a means to assess whether or not the park and program is meeting its objectives. It will assess, too, whether or not these objectives are realistic.

**16.3.13**

Evaluations will be utilized to permit confident judgments about required levels of expenditure.

**16.3.14**

Evaluations will communicate and provide when appropriate tangible information to external organizations or individuals of the effectiveness of the program.

**16.3.15**

Evaluation will provide insight into the value of specific exhibits, programs and techniques.

**16.3.16**

Basically, program evaluation will normally be reviewed in the context of three broad categories – information gain, attitude shifts and visitor enjoyment.

**16.3.17**

Acceptable methods of program evaluation and feedback techniques which will be employed in many circumstances includes; direct audience feedback, auditing by an expert, suggestion boxes, direct behavior measures, systematic observations, participant observation studies, observation of audience attention, length of viewing or listening time, questionnaires, self-testing devices, panel of outsiders, time lapse photography, following randomly selected individuals, and self evaluation methods.

## **17. Extension Activity**

### **17.1 Policy**

#### **17.1.1**

**Extension programs relevant to Territorial Parks are considered an essential component of the overall operation of the parks interpretation and public relations and will be encouraged and facilitated whenever possible.**

### **17.2 Guidelines**

#### **17.2.1**

**Interpretive services for disabled persons or other individuals who may not be able to visit parks will be considered to be members of the agency's target audience, and programs will be developed and directed to these persons whenever possible**

#### **17.2.2**

**Innovative approaches, (i.e., traveling theaters and mobile exhibits) to reach Territorial residents and visitors in a variety of non-park settings will be encouraged.**

#### **17.2.3**

**Technical and professional expertise in interpretation and communication services to other agencies, groups, and individuals as requested will be provided whenever possible.**

## **18. Interpretive Programming**

### **18.1 Discussion**

Reference Chapter 3 Statement of Philosophy for Interpretation in N.W.T.

### **18.2 Policies**

Reference Chapter 5 Policy Objectives for Interpretation in the Northwest Territories.

### **18.3 Guidelines**

#### **18.3.1**

Interpretive programming will utilize a coordinated approach by providing direction, methodologies and training from a Territorial perspective.

#### **18.3.2**

Wherever and whenever possible, the visitor should be involved as a participant in the program rather than as a spectator.

#### **18.3.3**

The ratio between interpreter and number of visitors in an activity should be kept at an optimal level which will allow the activity to best meet the goals set for it. This optimum ratio should be designed into the planning of the activity or program from its inception.

#### **18.3.4**

The group size for activities should not exceed a level which would result in adverse effects on fragile environments or limit effective communication, Due to the fragile nature of some environments or for other reasons of safety or meaningful communication, some programs may be limited to a small group of participants.

**18.3.5**

Interpretive activities should demonstrate sound environmental philosophies.

**18.3.6**

Uniforms will be worn as a complete unit as specified by the uniform standard codes. No part of the uniform should be omitted if it is to be worn on duty. Performance evaluations will be carried out on all interpretive naturalists on a regular basis.

**18.3.7**

From time to time, an outside consultant may be contracted to make an unbiased evaluation or survey of the overall Territorial program. Such evaluations will follow guidelines set down by Interpretation Section and will cover areas of perspective, morale, program support, net effectiveness, compliance of planning and program activities.

**18.3.8**

Interpretive programs and all public services will be periodically reviewed for their effectiveness and updated as needed.

**18.3.9**

Interpretive programming will reflect the direction previously established within the interpretive concept plan, master plan, systems analysis, and conceptual themes and sub-concepts.

**18.3.10**

When engaged in interpretive activities, all interpretive staff including seasonal naturalists, and volunteers will follow the direction provided from established interpretation guidelines, training events, and oral or written communications.

**18.3.11**

Personnel in maintenance, enforcement and resource management are often in a visitor contact situation. Persons from those functions will be invited to participate in training programs intended to improve their knowledge of the region, the overall environment and their personal communication skills.

**18.3.12**

Programs which involve visitors in activities such as canoeing, mountaineering, cross country skiing, snowshoeing, and other activities requiring recreational skills should be preceded by a period of instruction and skill development designed to bring all participants to a basic level of proficiency and understanding. These periods of instruction are provided as a means of facilitating the actual interpretive experience and would not normally be designed or conducted as programs in themselves.

**18.3.13**

All uniformed interpretive and informational staff will maintain a neat professional appearance and adhere to existing uniform standards unless engaged in approved special interpretive functions that exempt them from uniforms. Interpretive personnel will conduct themselves in an exemplary manner consistent with fostering a good public image.

**18.3.14**

Theme weekends during which a particular method and/or activity forms a nucleus of all programs will be encouraged. Special theme weekends will be cleared and approved by signature of the Head of Interpretation.

**18.3.15**

Personal interpretive contact will be available as resources permit to all visitors who desire it.

**18.3.16** “

Conducted tours and caravans that incorporate canoeing, bicycling and other non-motorized locomotion are permitted and encouraged

**18.3.17**

All interpretive activities conducted by permanent, seasonal, and volunteer interpreters are audited by supervisory interpretive personnel at least twice during a regular season. For new employees, the first audit occurs during the first two weeks of employment. The audit includes discussion with the employees and counseling as necessary. Concessionaires, interpretive guides, and wilderness guides particularly in tourism interpretive activities will be regularly monitored on both announced and unannounced circumstances.

**18.3.18**

Guest resource persons may be enlisted on a voluntary basis, honorarium arrangement or personal services contract to aid in the expansion of a program. Such persons should be screened and informed as to the goals of the programs specifically and the goals of interpretation as a whole, as well as the policies and practices of the agency.

**18.3.19**

Guest resource persons would normally be accompanied and assisted by an agency representative at all times while conducting programs in and for the park.

**18.3.20**

Guest resource persons should be acknowledged by honorarium where appropriate or by certificate of participation or letter of acknowledgement within 5 working days of their participation in the program,

**18.3.21**

Guest resource people assisting with interpretive events will not be placed in a position of commenting on policies and practices of the agency or Territorial government.

**18.3.22**

Interpretive programs/services originating within park boundaries to sites lying outside the park for presenting programs specifically related to park themes will be permitted.

**18.3.23**

Informal interpretive contacts with visitors are encouraged by all park personnel whose jobs normally entail interface with the public.

**18.3.24**

Interpretive programs will be safe for participants and must' comply with all service standards for demonstration safety.

**18.3.25**

Uniforms and supplies for field interpretive staff will be available and in place at the start of the season.



## 19. Selection and Placement

### 19.1 Policies

#### 19.1.1

A priority list of parks to receive interpretive staffing will be developed each year.

#### 19.1.2

Selection and placement of staff will be on a best fit basis, based on the knowledge, understanding and initiatives of the candidate and in accordance with the best interests of agency needs from a Territorial perspective.

#### 19.1.3

Selection, recruitment and interviews for seasonal interpretive personnel will normally be conducted in a singular process annually, directed by the Interpretation Section with a selection committee being established from additional agencies personnel. Secondary interviews of a candidate desired for reasons of employee compatibility, at specific park locations, will be appropriate as required.

#### 19.1.4

Incoming new seasonal interpreters will be provided with at least 3 working days of conducted intensive training prior to beginning public contact work.

#### 19.1.5

Selection of interpretive personnel should be based on the candidate's personality, knowledge and understanding of natural and cultural environments and a knowledge of and demonstrative ability in communication skills. Interpretive personnel will also be screened for a high level of maturity. They should possess a basic understanding of interpretive methodologies and techniques as ideally obtained through practical experience and will be judged on initiative, attitude and projected level of

contribution.

## **20. Training and Professional Development**

### **20.1 Policies**

#### **20.1.1**

**Active on-the-job training programs and opportunities for personal improvement in interpretive skills will involve both permanent and seasonal employees.**

#### **20.1.2**

**Regularly scheduled time for library research, field observation, area orientations, monitoring of other interpretive presentations and the regular interchange of information between interpreters and others professionally engaged in the study and management of the park resources will be encouraged and placed in an appropriate balance with programming requirements.**

#### **20.1.3**

**Training of staff should take into account and be consistent with existing and future planning and program directions.**

#### **20.1.4**

**Full personnel resource capabilities of both Yellowknife and field personnel will be employed as required to ensure the highest professional level of training during workshops and special seminars of permanent and seasonal interpretive personnel.**

#### **20.1.5**

**Interpretive training and other informational material may be sent to returning seasonal interpreters during the off seasons.**

**20.1.6**

An employee resource guide consisting of selected papers of interpretive relevance and resource material specific to the park's natural and cultural environments will be sent to seasonal interpretive personnel at least four weeks prior to the start of their employment.

**20.1.7**

Interpretive training publications and resource information will be available at all times in the park for use by all personnel involved in the Visitor Services Program or other visitor contact function.

**20.1.8**

Films, tapes, books, research data and other reference materials relevant to park resources should be properly housed, maintained and recorded. Such information as contained within should be made readily available for use by park personnel and interested individuals from the public sector as may be accommodated.

**20.1.9**

Interpretive staff will keep informed on proven methodologies and the current state of the art of interpretation and such familiarity should be reflected in program content and delivery.

## 21. Range of Interpretative Programming

The range and types of personal interpretive programs that would involve interpretive staff in the Territories is highly diverse and may be summarized within the following headings:

### 21.1

**information Duty.** Stationed within tourism centres, visitor centres, at information desks, or other designated sites of informational contact, individuals would be available to provide general information upon request. Possible requested information includes concerns for available recreational opportunities, and the location of services. Pamphlets would be available for these areas. The duties performed by informational staff are described within Chapter 23 on Information Services. While not purely a type of interpretive programming, much interpretation does take place during information duty by those persons knowledgeable of the landscape and possessing of communication skills and social personalities.

### 21.2

**Point Duty,** An interpreter is stationed at a prominent feature or gathering place during the periods of high visitation. An example of a point duty feature would be the lookout for a prominent waterfall,

**Traveling Point Duty** is a variation of the above where the interpreter drives along a well used corridor, stopping at areas of natural visitor concentration (i.e., wildlife, picnic areas, features).

### 21.3

**Roving Duty.** The interpreter walks or” rides on horseback through the park, informally interpreting sites through casual conversation at points where people have naturally chosen to pause and reflect interest. The presence of someone knowledgeable of the area’s flora, fauna and history available to answer questions and engage and conversation contributes positively to the public’s experience and to the value of the

park's natural environment.

#### 21.4

**Scheduled Services.** A scheduled service is one of the most commonly used types of interpretive events. It includes guided walks, slide shows, dramatic presentations, prop talks, evening campfire talks, craft demonstrations, etc. In this service an event is advertised for a specific time and place and visitors respond accordingly. Often Roving Duty precedes a scheduled event as a form of personal advertisement and invitation. Scheduled events preceded by roving are better attended.

Guided interpretive tours are one way of managing large volumes of people while simultaneously providing them with insights of the area. Guided interpretive walks also permit accessibility into regions of the park which may be otherwise restricted to the general public.

Slide shows, films and other audio-visual aids, are extremely useful. They can assist the audience in bridging the gap between the present and the past. As an informational and interpretive medium, they have a proven impact. They can convey abstract messages and can provide an excellent vicarious experience. They can also be used to set moods and show perspective.

Prop talks, where an actual object or artifact is used, can also play a role in providing an interpretive experience through first-hand involvement. Props can be of great assistance to interpreters carrying out point duty or on traveling point duty, or for use in evening campfire presentations. Examples of props would be antlers, skulls, indian artifacts, etc.

Dramatic presentations generally require elaborate production levels, but can prove highly effective and entertaining. They are popular for historic topics and can prove of high tourism interest.

### 21.5

**Impromptu Events.** Impromptu events are not scheduled. However, the interpreter has planned them and, therefore, they are impromptu only for the spectator. Their conduct is also far more formalized and rehearsed than a roving duty. Impromptu events are often closely tied in with dramatics and street theatre, in that a visitor might meet a voyageur who canoes in from a past time in a strategy known as “the visitor from the past”. In this approach anything is possible. A visitor might find themselves caught up in the frenzy of the gold rush, or suddenly be walking side-by-side with a prospector out of the past. Impromptu events do not always involve dramatics. The sudden presence of an interpreter on the swimming beach with table, aquarium, net, bioscope, and samples jars will draw quite a crowd as the interpreter allows visitors to look close-up at sand particle and aquatic invertebrates.

### 21.6

**Living Interpretation** is an interpretive method that describes a historical lifestyle, or a contemporary culture that is different from the visitor's. Living interpretation involves persons establishing the atmosphere of another time or cultural group for the benefit of visitors. Sometimes dramatic recreations of events or activities are staged to bring a historical or cultural idea to life.

### 21.7

**Extension Programs** are presentations of natural and cultural interest which are taken into communities, schools, retirement homes, organizations, or communicated through media such as newspapers, radio or television with the intention of expanding the target audience for an interpretive message.

## 21.8

**Interpretive Guiding.** Guiding differs from a scheduled service such as a nature walk in that guides are paid by the visitor in return for services rendered. Traditional guiding has taken the form of hunting and fishing guides. Alternative utilization of guides for appreciative and educational pursuit, such as boat trips to the pingos, or trips in search of whale, walrus or narwhal, arctic flowers or special birds, requires knowledge and interpretive skills to truly maximize and manage the visitor experience.

## 21.9

**Wilderness Guiding.** The wilderness values of the Territories are increasingly attracting tourists desiring a wilderness adventure. Extended horse trips, canoe trips or hikes in the company of knowledgeable guides offers the ultimate in a wilderness-interpretive experience especially when combined with practicing demonstrations of native wood crafts and wilderness food gathering methods. Such extended trips from a diversity of fly-in or drive-to points would require advanced reservation which would be arranged from central tourism centres and forwarded to community centres. Computer reservation systems would be utilized.



## **22. Historical Programming**

### **22.1 Policies**

#### **22.1.1**

**Presentation or media interpreting the history of an area will achieve high standards of historical accuracy both in content and in the costumes, equipment, etc. used and must directly support the essential historical theme or association to the park,**

#### **22.1.2**

**The content of all interpretive presentations shall be free of religious, cultural and ethnic bias.**

### **22.2 Guidelines**

#### **22.2.1**

**Any direct visitation or utilization of a cultural resource for interpretive purposes must be conducted in a manner that protects that resource from damages, destruction or deterioration.**

#### **22.2.2**

**Personality profiles of actual or composite characters being portrayed will be researched, prepared and documented for accuracy and future reference.**

#### **22.2.3**

**All persons demonstrating the firing of historical or reproduction guns will have been trained and certified competent in a training course which includes a competency test or by equivalent experience.**

**22.2.4**

Discussions of cultures, lifestyles, and/or value systems will be cleared with appropriate representatives of that society and interpreters must document such clearances.

**22.2.5**

Interpretive programs will not make evaluations of the rightness or wrongness of cultures or religions.

**22.2.6**

All discussions of past and present cultures and value systems should be thoroughly researched from sources of information originating in each culture or timeframe whenever possible.

**22.2.7**

Historical demonstrations will ensure safety and accuracy in portraying the skills, cultural attitudes and values of the locality and period being reenacted.

**22.2.8**

Presentations involving the use of creative and/or performing arts and crafts media and techniques will be of a quality that complies to acceptable standards in that technique or media,

**22.2.9**

An evaluation of possible impact of presentations or original historic objects will be made by qualified professionals and accurate reproductions will be substituted wherever there is any significant possibility of wear, breakage or theft.

**22.2.10**

Historic objects that are exposed to any significant possibility of wear, breakage or theft as a result of Territorial-sponsored interpretive demonstration activities will normally be replaced by accurate reproductions. Reproductions are marked as unobtrusively as possible. They are controlled either by normal property management, regulations with permanent records maintained in park files, or as Territorial guidelines require.

**22.2.11**

Copies of documentary references which substantiate the authenticity of all demonstration program practices should be made available to interpretive staff members. Examples may include texts, taped interviews, inventories and diaries. Continuing, well documented research is emphatically encouraged. Records of the experiences of the demonstrators during interpretive activities perhaps by diary or journals are encouraged.

## **23. Information Services**

### **23.1 Discussion**

Information Services inform the visitor where specific facilities and opportunities are located and how to make use of them. Informational Services personnel are not interpreters (although interpreters often perform information service duties) in that they do not present programs, conduct walks or otherwise interpret the natural and cultural environment. Informational personnel are often largely composed of volunteers. They are, however, front line representatives of the park and the agency.

### **23.2 Policies**

#### **23.2.1**

Informational services as part of the Territorial Visitor Services Program will constitute a coordinated approach of a common standard towards the exchange and understanding of tourism and recreational opportunities and choices to visitors.

#### **23.2.2**

Information will be made available upon request, to the visiting public before, at the onset of and during their visit to the Territories,

#### **23.2.3**

Informational services standards and uniformity of dress, conduct, duties and evaluation procedures will be developed, coordinated and evaluated from a Territorial wide perspective,

### 23.3 Guidelines

#### 23.3.1

Orientation information will always be communicated to the inquiring visitor in a courteous, friendly and helpful manner as a primary responsibility. Personal relationships, errands, distractions of a personal nature, and supplemental administrative tasks as assigned (i.e., typing, filing, etc.) will never impede, interfere with, or distract from the primary responsibility and quality of the personal contact with park visitors.

#### 23.3.2

All personal information services will be conducted in such a way that visitors remember their contacts with information services personnel as a pleasant and worthwhile experience. The visitor is always the prime responsibility of an information services officer.

#### 23.3.3

Information services personnel will conduct themselves in such a way as to promote a positive public image of themselves, Territorial Parks, the G. N. W. T., and the nation of Canada,

#### 23.3.4

Uniform shirts and blouses should be issued to all informational personnel and be worn with the proper arm flashes readily visible. Name tags will always be considered an essential part of the uniform.

#### 23.3.5

Public concern and complaints of a personal contact or a written nature will always be acknowledged and handled in a courteous and expedient manner to the satisfaction (whenever possible) of the complainant.

**23.3.6**

All information services personnel shall participate in pre-season training orientation conducted under guidelines approved by the chief informational services officer.

**23.3.7**

Information provided to visitors by information services officers will be accurate, current and will always reflect the concern for visitor safety and enjoyment.

**23.3.8**

Information services officers will be punctual, arriving at least 10 minutes before scheduled opening of their stations in order to check or clean the area and to be available for visitor inquiries at the start of duty.

**23.3.9**

Every possible attempt should be made to handle a visitor complaint or concern at the time it is acknowledged in a friendly, helpful manner,

**23.3.10**

Complaints or concerns that require action or information beyond what is immediately available should be referred to the appropriate official.

**23.3.11**

If an answer to a complainant's concern is not immediately available, the complainant should be informed and a response in writing forwarded at the earliest opportunity.

**23.3.12**

Records of all complaints registered in writing and officials responses to said complainant should be kept on file for future reference.

**23.3.13**

Individuals substituting for Information Services Officers as a result of sickness, lunch breaks, resignations or scheduling criteria will be expected to maintain all standards, performance guidelines and expectations of Information Services Officers as identified in existing policies and guidelines.

**23.3.14**

A special training manual for Information Services personnel shall be prepared (and revised as needed). It shall be made available to all information services officers, and returning personnel well in advance of the training period in order to be read, studied and assimilated.

**23.3.15**

Time shall be allocated to all informational services personnel and employees to adequately acquaint themselves with the information required for their expected level of performance.

**23.3.16**

Information Services Officers will be familiar with and understand the duties of all personnel connected with their area of operation and should cultivate with all such persons good working relationships and a spirit of an overall team attitude,

**23.3.17**

All Information Services Officers should exemplify a positive attitude and be approachable and receptive when engaged in a visitor contact,

**23.3.18**

All stations manned by Information Service personnel shall maintain a neat and clean working atmosphere and well stocked with the necessary supplies, pamphlets, etc., as required in meeting the objectives and guidelines of the visitor services program and the expected level of performance.

**23.3.19**

Information Services personnel will receive on-going performance clarification by their immediate supervisor and receive at least one annual formal evaluation utilizing a standard evaluation format.

**23.3.20**

Evaluation procedures for information services personnel will be fair and equitable and consistent with the methods of evaluation developed by the Chief of Information Services.

**23.3.21**

All evaluation results will be discussed with the employee who was evaluated immediately following the procedure and a copy of the devaluation should be on file at the park office.

**23.3.22**

Written requests from the public for information shall be handled within five working days of receipt of the request,

**23.3.23**

Information shall be made available upon request to the visitor before, at the onset of, and during the visit. Such information to be made available would include:

- a. Visitor travel options.
- b. Availability of special opportunities, such as interpretive programs;
- c. Safety considerations, precautions and regulation requirements;



- d. **Basic facts and concepts of the area story; local features and attractions; the history and administration of the G. N. W. T.; the nation of Canada.**
- e. **A sense of visitor orientation and welcome.**
- f. **Recreation opportunities and travel services that may be found in their immediate or surrounding area;**
- g. **Location of personal needs and requirements relevant to religion, medical services, groceries, supplies, accommodations, and personal comfort.**

**23.3.24**

**Uniforms should be worn as a complete unit and are to be worn on duty. No part of the uniform should be omitted.**

**23.3.25**

**Information Services personnel should always maintain a neat appearance and a uniform as required when on duty. While in uniform, information services personnel will conduct themselves in an exemplary manner consistent with fostering a positive public image.**

**23.3.26**

**Park, or Territorial information publications and/or service will be periodically reviewed for content, accuracy and updated as needed.**

**23.3.27**

**A sufficient quantity of general public information publications shall be maintained to meet public demand and will be restocked as required.**

**23.3.28**

**Park information publications shall be reviewed for accuracy, updated, etc. at least every two years**

**23.3.29**

Suggestions for modifications of park information publications shall follow normal publication review channels.

**23.3.30**

Information Services personnel shall be kept up to date on events of tourism interests, new procedures, etc. through supplementary training, meetings, memos or verbal notices from supervisors. This new information shall be passed along to visitors when and where appropriate.

## **24. Volunteer Program**

### **24.1 Discussion**

The volunteer program in parks is essential to satisfying programming demands involving native communities, and effectively meeting the full series of interpretive policy objectives identified for the parks system. Volunteer programs in parks and museums have a long tradition in North America; but their success is highly dependent upon having a clearly defined understanding of the fundamentals of a successful volunteer program.

The reasons for volunteering are diverse. Volunteer action provides a constructive outlet for unoccupied time. It allows the volunteer to hold responsibility, to acquire and develop new skills, to share unique abilities and special interests and to grow with his or her experiences. It also permits individuals to work for causes they believe in. Volunteers range in age and skills from professionally trained individuals with a high skill level to curious or inexperienced persons with a sincere interest.

Volunteering must be a two-way experience, one that involves both giving and receiving. In this sense the volunteer is sharing their skills with others and is in turn receiving, in some form, experiences that provide for their own personal needs and growth. It is the sharing and receiving that enhances the role of the volunteer and makes for a meaningful and lasting experience. The reward for volunteering is intrinsic personal satisfaction rather than extrinsic material gains.

### **24.2 Policies**

#### **24.2.1**

The volunteer Program in Parks will encourage and assist other associations, communities, and individuals to communicate effectively to the public about the role and the opportunities provided by Parks, or the history, crafts, beliefs, ceremonies or life styles of their personal culture.

#### 24.2.2

The Volunteer Program in Parks will provide opportunities for local communities and individuals to become involved with parks, to improve tourism opportunities and to contribute to the preservation and communication of Canada's Territorial heritage.

### 24.3 Guidelines

#### 24.3.1

Volunteers providing their services in association with Territorial Parks will conduct themselves in an exemplary manner and be consistent with those guidelines pertaining to the fostering of positive public image.

#### 24.3.2

Salaried staff will be made aware of the importance of expressing appreciation to volunteers for their work and should make efforts to include volunteers as part of the working team assisting when needed or requested in a positive manner.

#### 24.3.3

In all promotion, care must be taken to negate any impression that parks are attempting to solicit a free work force. Promotion must seek to inform people that the opportunity to volunteer exists.

#### 24.3.4

Volunteers who result in a direct interface with the public will normally be provided with an identifying uniform and will be expected to wear such a uniform while "on duty".

**24.3.5**

Volunteers engaged in visitor contacts will handle all inquiries in a friendly and helpful manner, and will direct the visitor to other information sources when requests cannot be immediately answered by the volunteer.

**24.3.6**

A volunteer staff training manual will be developed with supplementary information appropriate for each region and/or park.

**24.3.7**

Volunteers will observe all safety procedures that are established for regular staff members.

**24.3.8**

Volunteers will be evaluated on a periodic basis. Results of such evaluative procedures will be discussed immediately following the procedure by the evaluator and volunteer. A record of the evaluation shall be placed in park file.

**24.3.9**

All volunteer projects will be described in and executed through contractual agreements signed with individual volunteers or, in the case of a group, with an authorized and accountable representative of the group.

**24.3.10**

Volunteers will not be rejected on the basis of nationality, race, creed, or sex. All minor (underage) volunteers will co-sign the contractual agreement with a parent or guardian.

**24.3.11**

All volunteers will receive orientation to Territorial Parks and the areas in which they are serving,

**24.3.12**

Volunteers will complement rather than carry out the work normally assigned to career employees.

**24.3.13**

Volunteer's supervisors will be advised when volunteer projects are accepted.

**24.3.14**

Volunteers will not be involved with regulatory, law enforcement, or in hazardous activities or functions.

**24.3.15**

Records will be kept on the names of volunteers, their registration numbers and their hours worked, for insurance and recognition purposes.

**24.3.16**

A yearly report will be prepared by each advisor and consolidated at Park, Regional and Headquarters levels, to provide information necessary for insurance, recognition, guidelines revisions, etc. This report will be submitted on forms developed for this purpose.

**24.3.17**

Recognition will be accorded each volunteer on the basis of hours served, specific projects worked on, and overall quality of their individual contribution.

**24.3.18**

Selection of volunteers in Parks will depend upon the needs of the individual park and the qualifications and skill of each applicant.

**24.3.19**

Volunteers in parks will serve on a part-time or intermittent basis, such as an hour a week, several days a week, or on special occasions.

**24.3.20**

Volunteers in parks will be reimbursed for some incidental expenses such as uniforms, local transportation, meals, and accommodations as required or appropriate.

**24.3.21**

Volunteers shall not be deemed as government employees subject to government benefits such as unemployment and health insurance.

**24.3.22**

For the purpose of torts, and other park related liabilities, a volunteer shall be considered a governmental employee.

**24.3.23**

All prospective volunteers must submit an application and be interviewed prior to project assignment,

**24.3.24**

All volunteers whose project or assignments involve public contact will receive training in communication skills and how to serve the public.

**24.3.25**

Territorial Parks employees may be considered for volunteer projects providing their volunteer time commitment is not in conflict with their designated work hours and duties.

**24.3.26**

A volunteer project must be of sufficient purpose and duration to justify the costs of orientation, training and administrative effort (paperwork, insurance coverage, etc.)

**24.3.27**

The program should be carried out with strong management support and be within the capacity of the responsible agency or park to administer properly.

**24.3.28**

Volunteers may become paid employees when availability of funds or circumstances deem appropriate.



## **25. Summary of the Interpretation Program**

The following summary of the proposed 5–component interpretation program, to be developed from the interpretation policy and guidelines manual, describes a well-rounded Territorial resources interpretation program strategy which addresses the major G. N.W.T. concerns of melding natural/cultural resource preservation with economic development based on tourism.

It is governed by the stated overriding G. N.W.T. goal of ensuring the economic and social welfare and betterment of N.W.T. communities.

### **25.1 Park-based interpretation**

- a. appeals to park campers and day-users
- b. utilizes personal, guided interpretive services, e.g., nature walks, campfire talks, and non–personal self–guided interpretive media, e.g., self–guided hikes and trails, brochures, signage
- c. encourages extended use of park facilities
- d. provides learning experience about park natural and cultural resource features

### **25.2 Wilderness -based interpretation**

- a. appeals to special–interest groups demanding unique “true” Northern lifestyle experience
- b. utilizes native guides in providing first–hand experience with off-highway wilderness via tours, recreational activities
- c. provides educational experience about natural resources of Territories
- d. encourages appreciation of fragile resources, landforms and wildlife
- e. dominant interpretive theme: The essence of the North is its wilderness, its vastness, its water routes, its tundra
- f. interpretive media personal services in providing first–hand “wilderness” experiences.

### **Satisfaction and Benefits**

Renewable resource conservation has always been based on the assumption that wildlife and wildlands provide benefits to people. Traditionally, resource management has been oriented at maintaining wildland preserves for increasing wildlife populations so that human benefits would directly result.

The concept of the nature of human benefits is changing. Benefits are no longer measured in terms of game bagged or even in the broader context of related hunting benefits.

Canada's population is principally urban based and becoming increasingly so. This has demanded a re-organization of focus to resources for people and attempts to expose the urban dweller to an awareness of the natural world. The northern environment is perceived as a land of interface where an urban nation finds temporary escape from the rigors of society and increasingly seeks solace and satisfaction in the natural contrast of our wilderness landscapes. The focus for such an interface can theoretically take place at developed sites as the existing and proposed Territorial Parks/tourism areas.

#### **25.3 Scenic highway interpretation**

- a. appeals to highway travelers en route to parks and communities
- b. utilizes non-personal interpretive media, e.g., brochures, AM radio transmitter program, signage
- c. encourages extended travel on highway systems, as part of designated travel-tour loops, e.g., Mackenzie Highway north-south linear route; Yellowknife-Ft, Providence-Hay River loop; Dempster Highway – Inuvik route; Liard Highway – Mackenzie Highway loop (B. C.-N.W.T.-Alberta).
- d. provides entertainment and educational experience during otherwise “dead” travel time
- e. provides regional interpretive focus of region(s) travelled through

#### 25.4 Border point-of-entry crossings

- a. Information centres at border crossings provide tourists information about accommodation, services and interpretation programs.
- b. Information centres assist in trip/experience planning for incoming visitors to N.W.T. by means of a computerized systems.

This would operate as a Territorial interpretation program bank, with computer terminals at all entry points (air and highway), distributing information to all incoming visitors on program description and availability of specific activities.

In light of the communications problems created by the vast geographic span of the interpretation program, a computerized reservation system for program participation would service visitors more efficiently in terms of time than long-distance person-to-person contact. It would also ensure numbers control over resource visitation and utilization.

Visitor and program activity would be matched in short order, on the visitor's arrival and registration at an entry point information centre. By providing advance information on the availability of specific program bookings, the system would ensure against visitor disappointment in encountering a fully-booked program activity, especially one in a remote location, for example, a wilderness canoe trip or a live-in native community experience. The system would ensure availability of the desired interpretive experience or program activity.

- c. information at border crossings provides opportunity to introduce G. N.W.T. Tourisms and Parks "image" — as sponsor of available visitor opportunities.

### 25.5 Community-based Interpretation - Ecomuseum Approach

The living heritage park (or ecomusee), is both a concept of and an approach to cultural-historical preservation. It developed in Sweden, and has been adopted in several other countries, notably France and England, as a reaction against but also a complement to, "open air" museums. In spatial terms an ecomusee involves a coherent grouping of natural and cultural elements which are representative of the life style and existence of the people in the area. In temporal terms, it expresses the changes in the environment induced by man. Thus, while buildings can have individual significance, their main significance is as part of the total environment and the ways in which they have been and are being used. In other words, the ecomuseum is representative of the heritage of the community in which it is located. As such, it is composed of a contemporary vibrant community of permanent residents, some shops and businesses, buildings, streetscapes, and open spaces which are preserved, reconstructed or restored to represent a slice of significant historical time. It also presents manufactured and natural goods, such as local crafts and garden produce, for sale and use, and events and occasions having both historical and contemporary significance.

The living heritage park can occur in a town, city or rural setting and becomes a major site for receiving visitors to the larger community and for research, conservation, exhibition, and cultural activities. However, as Riviere ( 1978: 17- 18) and others have emphasized and insisted upon, the participation of the residents in the initial concept planning, throughout every development phase and in the management and administration, is imperative. Experience has shown that not only is an ecomuseum impossible without this participation but also that this community involvement results in a deep sense of awareness about the area's heritage and of pride in the community's development.

The concept of ecomusee is very broad, dynamic and complex. Its application to and implementation in any particular situation will be individualistic, according to the history, culture, economics, governmental structures, and traditions of a particular area. In France, beginning in 1971, the Ministries of the Environment and of Agriculture used a regional economic development approach, particularly in the regional nature parks, to modernize, through subsidies, local farming and fishing practices in exchange for the retention of certain traditional practices. Cottage industries, particularly in the arts and

crafts, were also encouraged. In England, at Ironbridge Gorge near Telford New Town, urban development, under the New Towns legislation of 1946, stimulated the development of three indoor museums and one outdoor museum to preserve the Gorge - the birthplace of the Industrial Revolution – and to tell its story. In the process the village of Ironbridge has become rejuvenated as part of the whole Gorge development. Its buildings have been restored, new trades and commerce (not the least of which is tourism) have developed, population emigration has reversed, and a thriving community with a sense of its heritage and its contribution to the nation's history has emerged.

Examples from Holland, France and England can demonstrate thriving contemporary communities which have been encouraged to survive as heritage communities by their local authority. In exchange for economic redevelopment and community survival each has volunteered to be an ecomuseum and to be full partners with the authority in planning, developing and managing itself as an ecomuseum.

In Alberta, based on the ecomusee approach, two projects, the Crowsnest Pass and the Athabasca Landing Trail, are being undertaken for the purposes of preserving significant sections of Alberta's heritage, telling the story of the significance of these areas for educational, recreational and inspirational reasons and redeveloping or stimulating the economic activities of these areas. The present proposed community-based program for northern native communities holds promise for similar potential developments.

Community-based interpretation in the N.W.T. is a significant component of the program because a dominant interpretive theme is that traditional native communities are a distinctive cultural resource to the N.W.T. Related program advantages to community-based interpretation are that it

- a. appeals to special-interest visitor demand for contact with traditional native community lifestyle.
- b. utilizes local communities as cultural interpretive focus, with residents acting as interpreters of community structure/lifestyle,
- c. encourages "observe and experience" participation of visitors in community lifestyle,
- d. encourages interchange of cultures (native and white) and sensitivity to

differing values.

- e. encourages extended visitor stay in communities, with related tourist expenditures providing primary and spinoff economic benefits to communities.
- f. Reinforces values associated with maintenance of traditional communities in North, e.g., importance of family/community ties, importance of cultural heritage preservation to cohesiveness of Northern communities.
- g. Interpretive media personal service in an ecomusee setting - a socio-economic approach.

#### 25.5.1 Concept of Ecomusee, or “Living Community” in the North

The concept of the ecomusee as recommended to be applied to certain native communities, if developed and implemented from an interpretive perspective, turns interpretive approaches and techniques into tools for the social and economic development of the area while preserving or minimizing the disruption of existing cultures. As previously suggested, such areas have a real human and natural history story to be told and contain elements of past culture, tradition, crafts, and folklore that need encouragement and support to remain viable contributors to the heritage of the region. Thus is found a blend of the old and the new – some modern technology is present but attention is also paid to traditional structures and practices. The visitor can be presented with all aspects of the community’s history – the social and economic growth and development, the spiritual, the educational, the cultural and ecological. There is the potential to deal directly with the inhabitants, the active “carriers” of their native tradition. It is the existing human culture which is often overlooked in historical preservation. Indeed, although more traditional interpretive approaches can and will be used, “in this interpretive experience there are no costumes, no need to explain that (the community), is real, no posturing claims to authenticity. Such interpretation is superfluous when a presentation is based on the living elements of a culture.” (Wilson: 1975: 19).

The mere presentation of these living communities breathes life into every facet of the interpretive programs. As Wilson (1975: 17) further observed, “the (interpretive) service expresses the ‘soul’ of the community, because it carries with it the compacted

wisdom of the past”.

## 25.6 Native Economic Aspirations

The proposed interpretation program will encourage and support native aspirations towards maintaining a mixed economy in native communities.

The community-based component of the interpretation program will provide wage employment in the community and immediate environs, seasonally, so as to complement the traditional activities of hunting, fishing and trapping, while causing minimum disruption to the social structure and family/community obligations and ties that are distinctive to the Northern native communities.

Berger (1977) has concluded that native protests against “modern development” in the North are not based on fear of industry *per se*. Rather, it is the scale and technological complexity of the industrial sector in the North that gives cause for concern, because it is a perceived threat and sharp contrast to the traditional native way of life.

The proposed interpretation program will provide a balance, over the long term, to the necessarily consumptive nature of industrial and commercial interests, by emphasizing non-consumptive recreational use of the landscape, and by educating visitors to the importance of preserving the unique cultural heritage of the North.

In this way, the tourism potential of the fragile and unique interpretive resources of the Territories will be protected as a long-term investment in the economic development of the Territories.

In summary, the interpretation program will be comprised of a network of non-consumptive recreational activities that will:

1. satisfy the visitor’s demand for a unique Northern experience, by allowing access to the wilderness and cultural resources that are uniquely Northern;
2. provide the native communities with renewable resource-based wage employment in the interpretation program which will complement traditional lifestyles and activities.
3. provide the G. N.W.T. with a stable tourism resource — non-threatened natural and cultural features — that can have long-lasting economic and social benefits for the

**Territories.**

### **25.7 Program Participation Trends**

The interpretation program will be comprised of a network of recreational interpretive activities that will provide first-hand experience with the natural and cultural resources of the N.W.T

In its assessment of tourism development needs and opportunities for the N.W.T. a report by Inntrec Group Ltd (1980), accurately describes how an interpretation program would function within a tourism development scheme and who would likely participate:

“Educational experiences are becoming increasingly popular. The interpretive tours which can be offered throughout the Northwest Territories can appeal to this growing market group. Whale and seal hunt tours with traditional Inuit hunters would have tremendous appeal. Dog sled tours across the ice flow could be another specialized experience. Bird watching, flora, or historical tours also offer opportunities, Cultural tours involving living with Inuit and Dene people would be of particular interest

(Inntre Group Ltd., 1980, p. 23)

The general sightseeing public, traveling by highway en route to major communities, are expected to be the main type of visitor to experience the scenic-highway and park-based interpretation components.

The type of visitor who wants to experience the culture and traditional way of life in the north will probably comprise specialized interest groups. Similarly, other small groups with specific interests will probably participate in the specialized activities included in the “wilderness-experience” and community-based interpretation program components – such as canoeists, history buffs, bird watchers and cultural groups.

To ensure a quality interpretive experience for visitors to northern communities and wilderness sites, participating numbers should be centrally administered by the G. N.W.T. The recommended computerized reservation system for registering for a particular interpretive activity or experience would allow control and distribution of



visitors throughout the Territories. This service is an essential component of any development in the Territories to safeguard fragile resources and prevent crowding, both physical and cultural, in native communities.

The Interpretive Program Policy ultimately assumes the implementation of a universal standard of professionalism in interpretive program delivery across the Territorial Parks System. Further, effective implementation will be possible only if the interpretation program can win the active and sustained participation of the local communities.

1. The G. N.W.T. has neither the funds nor the man/years to conduct all aspects of the program, so other sources of funding must be developed.
2. The communities are logically the best staffing pool for the program because of a) their knowledge of the land and resources, and b) their seasonal availability in the communities and outlying areas where much of the structured program will be conducted, e.g., guided tours, canoe trips.

The main constraint to program development is time. It will take time for each participating community to attain a professional standard of program delivery. This is mainly a function of the relative isolation of a community – separated from other communities by such vast distances, and so without the educational benefit derived from the feedback and reinforcement that would come of sharing program experiences with other participating communities on a regular basis.

There is as well a sense of individuality and uniqueness, in each northern community which is also partly a function of geographic isolation. This individuality is an attribute not to be threatened by the injection of tourism. Rather, it is to be carefully preserved, as a precise attraction.

For the above reasons, the time frame for program implementation overall must be varied to meet the level of experience in resource interpretation and communications, of individual participating communities:

It will be the role of the G.N.W.T. to provide interpretation training and skills development, on-location, in the participating communities, and to encourage a high standard of program delivery, through various incentives, with the aim of unifying the overall efforts and functioning of this multiple-site program,

The final aim is to build a consistently high-quality program, recognizable for its professional standard of delivery,

## 26. Phased Implementation Strategy

Program implementation is presented as a 5-phased development which will progress over at least a 5-year period, It is structured as a graduated-phase program, suggesting the completion of the first phase before preceding with the second, and so on.

Individual items of various implementation phases may be satisfied through more than a single strategy. Contracts, manyear allocations, cooperative secondments, may all serve to satisfy a single program requirement. The particular strategy adopted to design and implement a program feature will depend on the best method selected to maximize the agency's economy, and allocation of overall effort Accordingly, costs for the satisfaction of implementation steps would vary widely depending on the strategy adopted. For these reasons, and the additional intervening variable of rising inflation, associated costs have been purposely withheld for fear of introducing a distorted limitation and perspective to the implementation strategy.

The essence of the approach to program implementation is the on-going participation of Territorial communities, For this reason, the following steps in implementing the program are suggestive only, due to unforeseen and therefore unplanned for consequences arising from community involvement. For example, the logistics associated with personnel selection and "on-location" professional training represent a major challenge to the G. N.W.T. in establishing the desired universal high standard of program performance delivery across the parks system,

A 10-15 year period is perhaps a more reasonable time-line for full implementation.

Ideally, the phased implementation of the Territorial Parks interpretation program will be associated closely with a broader framework for tourism strategy implementation for the N.W.T. This includes the expanded provision of accommodation, road improvement, and clarified community identity, among other initiatives, as suggested by Baker ( 1973) and Inntrec Group (Calgary) Ltd. ( 1980).

## **26.1 Phase 1 Implementation**

### **26.1.1**

**Development of a comprehensive natural and cultural resource inventory for the Territories. (25.3)**

### **26.1.2**

**Interpretive systems analysis for Territories. (7.3; 7.4).**

### **26.1.3**

**Marketing strategy and needs assessment of programming requirement for publications. ( 14.2, 14.3)**

### **26.1.4**

**inventory of physical and human resources in participating native communities. (25.5)**

### **26.1.5**

**Contract for promotional slide–tape program on interpretation in the Territories.**

### **26.1.6**

**Visitor analysis and assessment of border–crossing interpretive sub-program requirements to be conducted at existing 60th Parallel Border Crossing Information Centre.(1 6.2, 16.2,16.3, 25.4)**

### **26.1.7**

**Program capital forecast, operational and maintenance projections for overall phased development.**

**26.1.8**

**Advertise and select for contract term positions of Interpretation Program Development Officer. (6.7)**

**26.1.9**

**Advertise and select for position of Head of Interpretation Branch. (6.7.1).**

**26.1.10**

**Policy and program authorization endorsement. (6.7. 1)**

**26.1.11**

**Assess and select sites for visitor information/interpretation centres. (7. 12).**

**26.1.12**

**Assess and select sites for interpretive kiosks, including roadside day-use areas and overnight camping sites. (7. 12).**

**26.2 Phase 2 Implementation****26.2.1**

**Standards and design manual for all Territorial Interpretive Signage. ( 10.1 - 10.3).**

**26.2.2**

**Development of format designs for all Territorial publications. ( 14.1, 14.2).**

**26.2.3**

**Phase II of comprehensive natural and cultural resource inventory. (7.2, 7. 12).**

**26.2.4**

**Design manual of interpretation, trails and facility standards and construction.**  
(Range, examples and specifications). (9. 1, 9.2, 9.3).

**26.2.5**

**Assess and develop program strategy for wilderness interpretation sub-program.**  
(2 1.8, 21.9, 25.2)

**26.2.6**

**Design facilities for border-crossing interpretive sub-program.** (23. 1, 23.2, 25.4).

**26.2.7**

**Advertise and select for Group Leader-Interpretive Planning.** (6.7. 1).

**26.2.8**

**Advertise and select for Interpretive Program Coordinator.** (6.7.3).

**26.2.9**

**Advertise and select Facility Design Specialist.** (6.4.2).

**26.2.10**

**Advertise and select Publications Coordinator.** (6.4.2).

**26.2.11**

**Advertise and select for two Interpretive Planners.** (6.3. 1)

**26.2.12**

**Develop indoor exhibit design alternatives.** ( 11.1, 11.2, 11 .3).

**26.2.13**

Standards and design manual for self-guided trails and audio (AM Radio Transmission) interpretation trails and programs. (9. 1, 9.2, 9.3)

**26.2.14**

Standards and design manual for all interpretive kiosks. (11. 1, 11.2, 11.3).

**26.2.15**

Develop interpretive approach to historical and archaeological resources to ensure protection from damages, destruction or deterioration, and to maximize retention of important historical resource areas, specimens and information for benefit of park visitors and N.W.T. residents. (22.1 – 22.3, 22.5).

**26.3 Phase 3 Implementation****26.3.1**

Develop master plans for highways system, ( 10.1, 10.2, 25.3).

**26.3.2**

Implement interpretive sub-program, pilot segments of highways interpretive sub-programs. (10. 1, 10.2, 25.3).

**26.3.3**

Implement intensive program development skills and methodologies for participating program, native group leaders. (20. 1 )

**26.3.4**

Design 'pilot' community-based interpretive sub-program. Initiate participating community clean-up. (21.6, 22.1, 22.2, 25.5)

**26.3.5**

Select locations and design for 'pilot' wilderness interpretation sub-program.  
(2 1.8, 21.9, 25.2)

**26.3.6**

Construct facilities and design program requirements for border-crossing interpretive sub-program. (23. 1, 23.2, 23.4, 25.4)

**26.3.7**

Design details and working drawings for 'pilot' visitor centres in (4) selected locations, representing 1 ) community-base 2) at a highway border crossing 3) in an airport, and 4) in a park setting, ( 13.1, 13.2, 7. 1.8)

**26.3.8**

Implement indoor exhibit plan. ( 11.1, 11.2, 1 1.3)

**26.3.9**

Implement 'pilot' audio interpretation programs for air passengers and highway traffic. (9. 1 - 9.3)

**26.3.10**

Implement 'pilot' self-guided trails. (9. 1 - 9.3)

**26.3.11**

Establish 'pilot' kiosks at selected roadside and overnight camping sites. ( 11.1, 11.2, 11.3)



**26.3.12**

Evaluate visitation patterns at kiosks. ( 16.1, 16.2)

**26.3.13**

Develop a model publication for a single park and an introductory publication for the parks system. ( 14.1, 14.2, 14.3)

**26.3.14**

Finalize selection of full uniform standard intended for all parks and tourism personnel. (23.2, 23.3)

**26.3.15**

Develop employee training and performance manuals for informational service officers and interpretive personnel. ( 20 . 1 )

**26.3.16**

Develop video-tape training modules for informational service officers and interpretive personnel. ( 20 . 1 )

**26.3.17**

Evaluate existing program of information and tourism services. ( 16.2, 16.3)

**26.3.18**

Survey and evaluate existing methods of computer systems as a reservation, coordination strategy. (25.4)

**26.3.19**

Develop model environmental education materials. (8. 1, 8 . 2 , 8 . 3 )

**26.3.20**

**Advertise and select for position of Supervisor of Informational Services. (6.5.3).**

**26.3.21**

**Advertise and select for Regional Interpretive Specialists. (6 - 8).**

**26.3.22**

**Advertise and select for audio visual specialist and assistant audio visual specialists. (6.4).**

**26.4 Phase 4 Implementation****26.4.1**

**Implement interpretive highways sub-program., ( 18.1, 25.3).**

**26.4.2**

**Conduct evaluation for highways interpretive sub-program. ( 16.1, 16.2, 25.3).**

**26.4.3**

**Implement 'pilot' community –based interpretive sub–program. ( 18.1, 25.5).**

**26.4.4**

**Conduct evaluation of pilot community-based interpretive sub-program. ( 16.1, 16.2, 25.5).**

**26.4.5**

**Conduct evaluation of staffing and professional development program for native program leaders in community-based interpretive sub-program. ( 19.1, 20.1 ).**

**26.4.6**

Implement 'pilot' wilderness interpretation sub-program and conduct end season evaluation. (2 1.8, 2 1.9).

**26.4.7**

Implement border-crossing interpretive sub-program. Evaluate border-crossing interpretive sub-program. (23. 1, 23.2, 23.4).

**26.4.8**

Establish 'pilot visitor centres in (4) pre-selected locations. (13.1, 13.2).

**26.4.9**

Conduct program and staff evaluation. ( 16.1, 16.2). Assess visitor participation patterns. ( 16.1, 16.2).

**26.4.10**

Implement full self-guided trails system. (9. 1 - 9.3).

**26.4.11**

Implement Territories-wide kiosk installation. ( 11.1 - 1 1.3).

**26.4.12**

Assess and select historical resources for preservation, restoration and interpretive purposes. ( 12.1, 12.2, 12.3).

**26.4.13**

Implement 'pilot' parks interpretation sub-program for examples of specified historical resources e.g., relocation or in-site preservation of historic structure, interior and/or exterior building restoration, outfit display, archaeological exhibit, historic site trail, historical costumed portrayal, dramatics. (2 1.6, 22.1, 22.2) .

**26.4.14**

Evaluation for effectiveness of employee training and performance manuals and video tape training modules. (16. 1, 16.2).

**26.4.15**

Implement full informational program standard of performance. (23.1, 23.2).

**26.4.16**

Implement highways interpretation sub-program. (10. 1, 10.2, 25.3).

**26.4.17**

Uniform standards implemented at full level of performance expectation. (18.1.13,23.1,23.2).

**26.4.18**

Implement selected pilot park interpretation programs at full level of performance standard. (25. 1).

**26.4.19**

Implement and evaluate selected pilot programs on Environmental Education in park settings. (8. 1, 8.2, 8.3).

**26.4.20**

Train selected informational personnel and community residents on the application of computer technology to reservation systems. (23.1, 23.2).

**26.4.21**

Evaluate personal performance for personal services component of historical resource interpretive sub-program. e.g., historical costumed presentations, guided building/site tours. ( 16.1, 16.2, 20.1, 25.5).

**26.4.22**

Evaluate visitation patterns for 'pilot historical interpretive sub-program. ( 16.1, 16.2, 25.5).

**26.5 Phase 5 Implementation****26.5.1**

Evaluate highways interpretive sub-program, e.g., Mackenzie Highway, Dempster Highway, Liard Highway. (25.3).

**26.5.2**

Implement expanded 'community-based' interpretive sub-program throughout Territories, with volunteer program. (24. 1, 24.2, 25.5).

**26.5.3**

Implement native-initiated training programs. (20. 1 )

- 26.5.4**  
**Implement and expand wilderness interpretation sub-program (2 1.8, 2 1.9).**
- 26.5.5**  
**Ongoing Territorial Parks interpretation program and evaluation. (16. 1, 16.2).**
- 26.5.6**  
**Assessment of socio-economic impact of Territories-wide interpretive program. (16.1, 16.2).**
- 26.5.7**  
**Expanded development of Territories-wide visitor centre installation. ( 13.1, 13.2).**
- 26.5.8**  
**Ongoing Territorial parks program and staff evaluations. ( 16.1, 16.2).**
- 26.5.9**  
**Evaluation of self-guided trails program. (9.1, 9.3). Physical upgrading of trails system. (9. 1, 9.2).**
- 26.5.10**  
**Ongoing evaluation of kiosk interpretive sub-program. ( 11.1, 11.2, 1 1.3).**
- 26.5.11**  
**Expand environmental education program as needed. (8.1, 8.2, 8.3),**
- 26.5.12**  
**Expand park and tourism interpretive and informational personnel as required. (19.1,20,1).**

**26.5.13**

Implement expanded historical interpretive sub-program to include exhibits, photo displays, audio-visual programs, brochures, structure/site restoration, structure reconstruction, (22. 1, 22.2).

**26.5.14**

Implement centralized computer reservation system. (25.4),

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## 28. Appendix I

**PART 1**

## CHAPTER T-5

AN ORDINANCE RESPECTING PARKS IN THE  
NORTHWEST TERRITORIES

## SHORT TITLE

1. This Ordinance may be cited as the *Territorial Parks Ordinance*. 1973(3<sup>rd</sup>), c.5, s.1. Short title

## INTERPRETATION

2. In this Ordinance

- |  | Definitions                           |
|--|---------------------------------------|
| (a) "Community Park" means a park referred to in paragraph 4(1)(c).                                      | "Community Park"                      |
| (b) "Natural Environment Recreation Park" means a park referred to in paragraph 4(1)(a);                 | "Natural Environment Recreation Park" |
| (c) "Outdoor Recreation Park" means a park referred to in paragraph 4(1)(b);                             | "Outdoor Recreation Park"             |
| (d) "park officer" means a person appointed pursuant to subsection 8(2).                                 | "park officer"                        |
| (e) "park use permit" means a permit issued pursuant to subsection 9(1).                                 | "park use permit"                     |
| (f) "regulations" means regulations made by the Commissioner pursuant to this Ordinance;                 | "regulations"                         |
| (g) "Superintendent" means the Superintendent of Parks appointed pursuant to subsection 4(1).            | "Superintendent"                      |
| (h) "Territorial Park" means an area in the Territories established as a park pursuant to section 6, and | "Territorial Park"                    |
| (i) "Wayside Park" means a park referred to in paragraph 4(1)(d). 1973(3 <sup>rd</sup> ), c.5, s.2       | "Wayside Park"                        |

## APPLICATION

3. Nothing in this Ordinance restricts or prohibits within a Territorial Park Application of Ordinance

- (a) an Indian or Eskimo from hunting or fishing for food; or  
 (b) the holder of a general hunting licence issued under the *Game Ordinance* from exercising his rights thereunder.

1973(3<sup>rd</sup>), c.5, s.3

CLASSIFICATION AND USE

Parks may be established

4.11) Territorial Parks established pursuant to section 6 shall be classified as follows:

- (a) Natural Environment Recreation Parks to preserve the natural environment within those parks for the benefit, education and enjoyment of the public;
- (b) Outdoor Recreation Parks to provide opportunities of outdoor recreational activities to the public;
- (c) Community Parks to provide outdoor recreational activities for the benefit of particular communities; and
- (d) Wayside Parks to provide for the enjoyment, convenience and comfort of the travelling public.

Development of Natural Environment Recreation Parks

(2) The development of a Natural Environment Recreation Park shall be directed and limited to that necessary for the preservation, for public enjoyment, of the natural environment within the park.

Development of Outdoor Recreation Parks

(3) The development of an Outdoor Recreation Park shall be directed and limited to the provision of the facilities required for those outdoor recreational activities that are suitable to the park.

Development of Community Parks

(4) The development of a Community Park shall be directed towards the provision of recreational opportunities for the benefit of a community.

Development of Wayside Parks

(5) The development of Wayside Parks shall be directed towards the provision of facilities for the enjoyment, convenience and comfort of the travelling public. (1973(3<sup>rd</sup>), c.5, s.4.

ESTABLISHMENT OF TERRITORIAL PARKS

Territorial Parks Committee

5. (1) The Commissioner shall establish a committee, to be known as the Territorial Parks Committee, consisting of not less than five members appointed by the Commissioner, one of whom shall be designated by him as chairman.

Duty of Committee

(2) The Territorial Parks Committee shall meet from time to time to examine proposals for the establishment of Territorial Parks and advise the Commissioner and the Council on the establishment, operation and use thereof.

Consultation

(3) The Territorial Parks Committee shall consult with representatives of those persons residing in or near the location of a proposed park who may be affected by the establishment of the park.

Public Hearings

(4) The chairman of the Territorial Parks Committee referred to in subsection (1) may arrange for the holding of public hearings on proposals to establish Territorial Parks. (1973(3<sup>rd</sup>), c.5, s.5.



6. (1) Where land has been set aside under an Act of the Parliament of Canada for park purposes, the Commissioner in Council may establish a Natural Environment Recreation Park or an Outdoor Recreation Park.

How parks established

(2) The Commissioner may by order establish Community Parks and Wayside Parks.

Wayside and Community Parks.

(3) A park established pursuant to this section may be given a name by which it shall be known. 1973(3<sup>rd</sup>),c.5,s.6.

Naming of parks

7. The Commissioner may enter into agreements with municipalities to operate and maintain Community Parks. 1973(3<sup>rd</sup>),c.5,s.7

Agreements

#### ADMINISTRATION

8. (1) The Commissioner may appoint a Superintendent of Parks.

Superintendent

(2) The Commissioner may appoint park officers to assist in the administration and enforcement of this Ordinance and the regulations within a Territorial Park.

Park officers

(3) The Superintendent is responsible for the administration and enforcement of this Ordinance and the regulations within a Territorial Park. 1973(3<sup>rd</sup>),c.5,s.8

Duties of Superintendent

9. (1) Subject to this Ordinance and the regulations, the Superintendent may, upon application and the payment of a fee, issue a park use permit, upon such terms and conditions as he may prescribe authorizing a person or persons to

Issue of park use permits

- (a) occupy or use the surface of any land within a Territorial Park;
- (b) establish, conduct or engage in a business, commercial enterprise or industrial activity within a Territorial Park;
- (c) construct, erect or move any building or structure within a Territorial Park; or
- (d) conduct or engage in scientific research on the condition that the applicant has been issued a subsisting licence issued pursuant to the *Scientists Ordinance*.

(2) Park use permits are valid for the period of time specified therein and are not transferable.

Duration

(3) The form of a park use permit and the application and the fees therefor shall be as prescribed by regulation. 1973(3<sup>rd</sup>),c.5,s.9

Form of permit

**Cancellation of park use permit** 10. The Superintendent may cancel a park use permit where the holder thereof contravenes the provisions of this Ordinance, the regulations or the conditions contained in the permit.

1973(3<sup>rd</sup>), c.5, s.10.

**Removal of sign, etc., wrongly placed** 11. (1) Where a building, structure, fixture, sign or means of access is located or erected in contravention of the provisions of this Ordinance, the regulations or the conditions contained in a park use permit, the Superintendent may by notice require the owner thereof to move, remove or alter such building, structure, fixture, sign or means of access as specified in the notice within the time specified therein or any extension of time specified therein or any extension of time allowed by the Superintendent.

**Notice** (2) A notice under subsection (1) shall be in writing and shall be served upon the owner either personally or by mail.

1973(3<sup>rd</sup>), c.5, s.11.

**Powers of park officers** 12. (1) A park officer may, at any reasonable time of the day or night,

- (a) enter upon and inspect any land, road, structure, building or works in a park;
- (b) make such examination and inquiry as may be necessary to ascertain if any person within the park
  - (i) is complying with this Ordinance, the regulation or the conditions contained in a park use permit; or
  - (ii) has in his possession a subsisting park use permit in parks where park use permits are required by the regulations; or
- (c) order any person to desist from any action or conduct that, in his opinion,
  - (i) is dangerous to life or property,
  - (ii) interferes unduly with the enjoyment of the park by others, or
  - (iii) alters or damages the natural environment within the park.

**idem** (2) A park officer has all powers of a peace officer for the purposes of enforcing this Ordinance and the regulations.

1973(3<sup>rd</sup>), c.5, s.12.

PROTECTION OF PARKS

**Prohibitions** 13. Notwithstanding any other Ordinance, but subject to any Act of the Parliament of Canada and to section 3, no person within a Territorial Park may

- (u) establish, engage in or conduct any business, commercial enterprise or industry;
- (b) acquire any surface right or the right to use or occupy the surface of any land,
- (c) hunt or molest any game, game bird or migratory game bird,
- (d) have in his possession or explode or discharge any explosive device, firearm, spring gun, bow or device that fires or propels projectiles, or
- (e) construct, alter or move any building, structure, fixture, sign or means of access

except under the authority of the regulations or a park use permit 1973(3<sup>rd</sup>),c.5,s.13.

14. No person may, in a Territorial Park.

Prohibitions

- (a) damage or destroy any natural feature, or damage or remove any building, furnishing or equipment;
- (b) subject to the regulations, deposit or leave any garbage, refuse or any noxious material;
- (c) have in his possession any animal unless the animal is on a leash or under his direct physical control;
- (d) permit horses or other domesticated livestock to roam at large; or
- (e) operate a motor vehicle, motorcycle or a snowmobile except in an area designated for that purpose 1973(3<sup>rd</sup>),c.5,s.14

REGULATIONS

15. The Commissioner may make regulations

Regulations

- (a) prescribing the form of park use permits and applications therefor;
- (b) prescribing fees for park use permits;
- (c) controlling the use and development of resources in a Territorial Park;
- (d) governing the operation and use of public campgrounds, picnic areas and other public facilities within a Territorial Park;
- (e) prescribing the specifications for the construction of buildings or other structures in a Territorial Park;
- (f) respecting the standards to be observed in the conduct of any business in a park, and
- (g) generally, that he deems necessary for carrying out the purposes and provisions of this Ordinance 1973(3<sup>rd</sup>),c.5,s.15

OFFENCE AND PENALTY

Offence and  
penalty

16. A person who contravenes a provision of this Ordinance, the regulations or a park use permit is guilty of an offence and liable, on summary conviction,

- (1) for a first offence, to a fine not exceeding five hundred dollars or to imprisonment for a term not exceeding thirty days or to both;
- (2) for a subsequent offence, to a fine not exceeding one thousand dollars or to imprisonment for a term not exceeding six months or to both.

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## 29. Appendix II

### **Glossary of Terminology**

**Amphitheater** an outdoor theater designed to meet the interpretive needs of a park.

Usually has a stage area, projection booth, a screened and sometimes a storage and dressing area. Used for the presentation of A-V programs, dramatics, etc.

**Appreciation** indicates that the subject or thing has a positive philosophical and/or material worth which will enhance life and the environment. This is a personal feeling, and cannot be developed by preaching to the visitor.

**Artifact** any material object, such as tools and sculpture, showing human workmanship or modification.

**Audience:** a group of persons assembled to hear, see or otherwise participate in an interpretive program.

**Audio-visual Presentation** a presentation illustrated by sound and visual aids (e.g., a slide program accompanied by music and/or narrative).

**Audit** a review process designed to coach interpreters providing constructive criticism of program material and presentation technique.

**Brochure:** a brief publication which is usually unbound. May have information and/or illustrations. Synonyms for brochure are folder, leaflet, and pamphlet.

**Campfire Circle:** a circle or semi-circle, often of logs, where a small audience can attend interpretive programs of a less formal nature than those presented in an amphitheater.

**Campfire Program:** an interpretive program employing a campfire to create a desired atmosphere.

**Checklist** an interpretive or informational publication which allows the visitor to formalize their record of personal identifications of plants, animals and/or geologic examples.

**Communication:** the interchange of thoughts and/or information constituting a message(s) between a sender and receiver.

**Concept** a general notion or an idea of a class of objects conveyed in an interpretive program; an idea or mental picture developed in visitors through both passive and

active involvement with some aspect or element of the idea in an interpretive program.

**Concept Plan** a generalized interpretive plan outlining the interpretive potential of an area or site, suggesting strategies for interpretive themes and providing a basic framework for an interpretive master plan.

**Demonstration:** an interpretive presentation/performance illustrating through vivid first hand explanation the merits, utility, operation, inter-relatedness, origin or significance of an object, process, or thoughts.

**Diorama:** an interpretive exhibit using three-dimensional figures, objects or things to scale.

**Display:** a sample usually used to show something that is difficult or impossible to see during a park visit.

**Ecomusee'** (ecomuseum; environmental museum): an approach to cultural-historic preservation and interpretation where exhibitions, and programs which are representative of the past and present lifestyle of the people within the site, are conducted by and about those people with preservation of the areas physical and cultural attributes proving of economic and sociological importance.

**Environmental Education** is any educational process which aims to develop a concern for the total environment and its associated problems, and the knowledge, attitudes, motivation, commitment, and skills to work toward solutions to these problems and the prevention of new ones. Usually in reference to school groups.

**Evaluation** a review process designed to ensure consistency of programming standards and staff performance.

**Exhibit** an array of cues purposefully brought together within defined boundaries to achieve a desired effect.

**Extension Program:** an interpretive or informational program presented outside park boundaries which is not a continuation of a program which began within the park (e.g., Club presentation, school lecture, etc.).

**Feedback:** a response to a message from its recipient to its source.

**Facility:** a physical structure, trail, or development where interpretation over an established route or area.

**Guided Walk:** a regularly scheduled walk which is conducted by an interpreter over an established route or area.

**Information:** factual knowledge derived from reading, observation, instruction, or physical manipulation and imparted to visitors by a personal or non-personal interpretive medium.

**Information Centre:** a place where visitors are able to orient themselves by receiving detailed information through personal contact or through passive media. Also called Visitor Center, Interpretive Center.

**Interpretation:** any communication process designed to reveal meanings and relationships of our cultural and natural heritage to the public through first hand involvement with an object, artifact, landscape or site (Interpretation Canada).

**Interpreter:** a person who conducts interpretation. A person who reveals to an audience meanings and relationships of our natural and cultural heritage through use of original objects, first hand experience or illustrative media.

**Interpretive Center:** any building or group of structures in which interpretation occurs as the principle activity or which serves as a major area for interpretive activities. Also called Visitor Center or Information Center,

**Interpretive Planner:** a person whose responsibilities are directed to the area of interpretation planning. ,

**Interpretive Signs:** signs that carry interpretive messages. Such signs may occur singly, or in groups along an interpretive trail.

**Interpretive Trail:** a path used specifically for interpretation purposes such as guided or self-guided walks,

**Illustrated Talk:** a talk enhanced or amplified by graphic material and/or exhibits.

**Kiosk:** an interpretive structure or facility at which visitors acquire non-personal interpretive information, Kiosks are typically small in scale and are not elaborate in design and construction,

**Master Plan** the official guideline document which gives direction concerning the philosophy, development, and operation of an entire interpretive facilities and program package. The master plan embodies both the goals and objectives of an entire park communication scheme as well as containing site specific details suitable

for the development of facilities and programs.

**Media** objects or processes of communication through which or by which interpretation may be accomplished.

**Media Planner** a person who determines the medium or combination of media which will tell the story or carry the message.

**Message:** the subject of an interpretive communication.

**Mobile Exhibit** a portable exhibit, of interpretive content used in different parks or schools.

**Museum** a facility devoted to the procurement, care and display of items which illustrate the phenomena of nature and the work of man; and the utilization of these items to increase visitors' knowledge for their culture and enlightenment.

**Non-personal Services:** communication with the visitors in the park or with the public outside the park that does not involve the personal services of park staff.

Non-personal Services include visitor centers, signs, labels, audio-visual programs, cassette tape presentation, self-guided trails, kiosks, publications, and exhibits.

**Orientation:** the instructional/informational function and process by and through which an audience is able to locate their position in a park, and is prepared for a lesson, experience, or program, or is given directional and operational information about a park and its programs, regulations, and facility locations.

**Personal Services:** personal contacts by parks staff with the visitors in the park or with the public outside the park boundaries. Personal Services include guided walks, demonstrations, dramatic presentations, campfire programs, tours, living history/cultural programs and re-enactment and other such personal contacts between interpreters and the audience.

**Program** an interpretive event or activity directed to a visitor, group, or audience.

**Publication:** any printed interpretive or informational material for public distribution including pamphlets, folders, brochures, booklets, and leaflets.

**Receiver:** the person who is the target of the interpretive/or informational message. Also called the audience.

**Receiver Analysis:** an analytical identification of the receiver to whom the interpretive message is directed. Also called audience analysis,



**Reconstruction:** a rebuilding or major repair of an original historic resource utilizing in whole or part of the original materials.

**Role Playing:** the assuming of a different personality for the purpose of a dramatic interpretive presentation.

**Roving Interpreter:** an interpreter who moves about a specific area contacting visitors, answering their questions, advertising upcoming programs, and informally interpreting the area as they proceed.

**Scenic Overlook:** an opening in the vegetation or an elevated point from which visitors can view a specific point of feature or broad landscape and gain a perspective on the context of their surroundings. Also called Scenic Viewpoint or Scenic Window.

**Scheduled Event:** an interpretation program which has been organized in and advertised in advance and which is usually presented on a regular basis.

**Self-guiding Trail:** a permanent trail oriented to areas and features of special heritage value being interpreted by non-personal media such as pamphlets, tape recordings and/or signs. Also called Interpretive Trail.

**Shade Ramada:** A structure or facility constructed to provide a shade oasis for visitors on extremely hot, sunny days. These are typically small-scale and are not elaborate in design or construction.

**Site:** the place where an interpretive development is located.

**Special Event:** any organized interpretive event which is not part of the regularly scheduled interpretive program.

**Special Group:** an audience, usually organized or sharing a common affinity or condition, for which interpretation is being provided to meet their specific needs or requirements.

**Systems Plan:** an integrative, holistic plan which accommodates and incorporates the thematic integrity of the stories found in a series of parks, areas, or sites. A plan based on historical, cultural, natural history, physiographic, and administrative themes taken together rather than separately or in isolation of one another.

**Target Group:** a designated audience, having specific characteristics to which a message is directed.

**Theme:** a subject or topic constituting the basis for interpretation.

**User Group:** Visitors who can be categorized according to the types of activities in which they participate while in the story area.

**Visitor** any person coming to a park, area, or site, and specifically any person attending an interpretive program at that park, site, or area.

**Visitor Centre:** any building, facility, or group of structures in which interpretation and/or information is provided to visitors in a conscious and concentrated manner.

**Wilderness Guide:** a person who conducts visitors for a “wilderness experience” with the use of horses, canoes or on foot for a period usually in excess of one day.

## PART 2

## **30. Prelude Lake Pilot Study**

### **Prelude Lake Territorial Park Interpretive Concept Plan**

#### **30.1 Introduction**

#### **30.2 Preamble**

#### **30.3 A Brief Sketch of Prelude Lake Territorial Park**

#### **30.4 The Park User**

##### **30.4.1 The Trends and Patterns of Visitation**

#### **30.5 Goals, Policy Objectives and Policy Statement for Park Interpretation**

##### **30.5.1 Objectives of Interpretation**

##### **30.5.2 Interpretive Policy Objectives**

#### **30.6 Description of the Interpretive Objectives and Concepts**

#### **30.7 Implementation of the Plan**

##### **30.7.1 Target Points**

#### **30.8 Personal Services Program**

##### **30.8.1 Range of Personal Programming**

##### **30.8.2 Volunteer Program**

##### **30.8.3 Environmental Education**

##### **30.8.4 Visitor Centre**

##### **30.8.5 Publications and Sales Items**

#### **30.9 Media Selection**

##### **30.9.1 Exhibits**

##### **30.9.2 Interpretive Signage**

##### **30.9.3 Trail Systems**

#### **30.10 Accessible Programming**

#### **30.11 Land Acquisition**

#### **30.12 Evaluation Methods**

#### **30.13 Glossary of Terminology**

#### **30.14 References**

### 30.1 Introduction

The purpose of this document is to identify the interpretation and education concepts appropriate for Prelude Lake Territorial Park. The proposals have been prepared largely as an illustrative application of the Interpretation Policies and Guidelines Manual produced in February, 1982 by Sundog Productions Ltd. with professional associate Dr. J. Butler, for the Government of the Northwest Territories, Tourism and Parks Division.

The interpretive concept plan identifies and outlines the interpretive potential for specific areas or sites. It assesses the interpretive and educational potential of the natural resources by identifying through field investigation, interviews and literature review, the principal interpretive and environmental education concepts most appropriate for the designated area, highlighting prime resource features which effect the direction of development, This plan also provides recommendations toward the scope and potential of designated interpretive nodes. It is a generalized planning document that provides overall direction for facility placement and program operation.

Interpretation, like any other phase of development, requires careful planning. This document provides for overall program direction and clarifies the interface of a wide range of diverse services. The plan serves as a basis and as a guide to all future interpreters, volunteers and teachers so that their efforts are channeled towards the same objectives.

Research is prerequisite to any planning, and this document has benefited highly from previous research works affecting the Park especially those by Baker, 1966, and Ernst and Rose (Lombard North Planning Ltd.), 1977.

Based on the total of accumulated knowledge of the Park, the significant resources are identified and described. These resources are translated into human values by describing how they may be used by school groups and Park visitors and the benefits to be derived from such use. The facilities necessary to provide access while ensuring preservation of the Park's natural features are also identified.

### 30.2 Preamble

Prelude Lake Territorial Park is at present the major recreational park in this part of the Northwest Territories. Situated north of the Ingraham Trail section of the Mackenzie Highway, east of Yellowknife, it provides tourist and local residents with a Park experience quite different from those offered the more typical highway wayside parks and community parks along the Mackenzie Highway; it is an experience different again from Nahanni and Wood Buffalo National Parks, large natural environment parks, also accessed by the Mackenzie Highway system, unable to offer the intensity of recreational pursuits available at Prelude Lake Territorial Park.

Its position as a recreational park capable of providing stopover camping for travelers destined for longer stays in the surrounding lakes near Yellowknife will remain important.

Its interpretive emphasis on water-based recreation and education will likewise remain important.

If there is a philosophical basis for the approach taken in this plan, it is that an attempt was made to treat the Park as an organic whole -- not merely a biological whole. This approach resulted in a thematic scheme for the Park which arose directly out of the essence of the Park. If the preception of a piece of land is not based initially on an appreciation of that essence or interior character, the interpretive material resulting will be, though thematically interconnected and useable, always somewhat artificial.

### 30.3 A Brief Sketch of Prelude Lake Territorial Park

Prelude Lake Territorial Park is 34 ha (85 A.) of black spruce, jack pine, white birch and aspen forest located approximately 29 km (18 mi.) east of Yellowknife on the shore of the south end of Prelude Lake.

The following description of the Park is based on the separate recreation resource analyses done by Lombard North Planning Ltd. (1971) and Baker (1966) of the "Prelude Lake area,

Its approximately co-ordinate position is 11 degree 40' W. by 62 degree 30' N. It is accessible by road 1 mile north of N.W.T. Hwy. No. 4, the Ingraham Trail, an all-weather gravel surface road extending 40 miles eastward from Yellowknife. (The proposed interpretive development for the Ingraham Trail is mapped in the Trails Section of this plan).

The terrestrial boundaries of the Park are flanked entirely by private leaseholds on federal property.

Situated in the northwestern Transition Section of the Boreal Forest, it is part of two major forest complexes, a lichen-woodland type and a treed or open bog muskeg type. Some scattered balsam poplar add a little variety to the otherwise, purely boreal forest. The small amount of information available concerning the Park flora only suggests the presence of a typical assemblage of boreal herbs. There is no evidence for either the existence of unusual species of either plants or wildlife, or the lack of the generally expected forms.

The Park illustrates a common characteristic of the Canadian Shield of which it is a part, that while the regional relief is relatively flat, local topography can be very rugged. The Park area consists of sharply rising hills and jagged ridges interspersed with polished gently to steeply sloping surfaces. Much of the area has been scraped clean of overburden by the last ice sheet, and the surface is mainly characterized by weathered exposed bedrock. The hills, rising to heights of 25-50 feet, are significant because they provide excellent vantage points for viewing the surrounding landscape, which consists of a complex pattern of land and water.

Prelude Lake, which is approximately 10 miles long and 2 miles wide on an average, contains about 17 islands. Both the lake immediately west of Prelude Lake and

Prelude Lake 'have clear waters, and emit no odours. The level of Prelude Lake is fairly stable and the temperature is adequate for swimming. Angling for grayling, lake trout, northern pike and pickerel is reasonably good, though the lake west of the park access road, with maximum depths ranging between 20 to 23 feet is more promising in terms of sports fishing.

The conditions at Prelude Lake are excellent for both boating and canoeing. There is access to Cameron and Hidden and Reid Lake, all of which present good opportunity for wilderness travel. The trout fishing in Hidden Lake is reported to be excellent.

Prelude Lake is a scenic lake, with numerous viewpoints along the shoreline. The vista from the Lower Loop campground is among the best. The existing nature trails circle through these natural viewpoints.

The shoreline is variable, a succession of sand beaches, marshes and Precambrian rock outcrops. Landtype information indicates that the bedrock of the Park is covered by glacial soils that are silty clay — organic soils -- in the flat low-lying areas, and low base sands — thinner soils — on the uplands, adjacent to the exposed bedrock.

There are no major physiographic features within the Park. Most of the bedrock of the Park is massive granitic rocks. They tend to be light grey to pink in colour, and are medium to coarse grained. Biotite granite and muscovite granite are the two most common types, although feldspar and quartz are also present.

The importance of the Park does not derive from the 85 A. of forest within its boundaries, but from the single fact that it borders on Prelude Lake. All of the existing park development exists close to its shore, and along with the completion of the adjacent Ingraham Trail, the campgrounds have served as a base for the well-known sport fishing in the surrounding lakes region. The part that Prelude Lake played in the mining history of the district has been well-documented (R, Price, Yellowknife, 1967). Much less well-documented, but no less interesting, is the prehistoric use of the lakes region, as a fishery by the Yellowknife Dogrib and Chipewyans.

These facts lead to the conclusion that any consideration of Prelude Lake Territorial Park should include a consideration of Prelude Lake. The two are inseparable. The Park is the lake.



The lichen–woodland type forest is closely related to bedrock formations, where the dominant species is jack pine; as the soil conditions improve, black spruce becomes the dominant species.

Drainage patterns are poorly developed and difficult to distinguish. While lakes and bogs in the region may be joined by small streams and subsurface flow, they generally tend to be part of closed systems. As a result, there are no streams or creeks of any consequence.

Climate together with the closed systems and consequent high water table creates perennial permafrost conditions, approximately 18' below the surface.

Outwash areas in the Park, glacio–fluvial in origin, are an important factor in recreation land development. Characterized by relatively level topography and composed of coarse–textured stratified sands and gravels, the backlands provide excellent sites for intensive development; the attractive sandy shorelands further complement their suitability

#### 30.4 The Park User

An analysis of the users of Prelude Lake Territorial Park was made based on the few data available on users of Territorial Parks and Mackenzie Highway public facilities (filed with Tourism and Parks). The analysis reveals several user characteristics of interest to an interpretation program, for example that most campers prefer activities directly based on a water resource, especially fishing. Swimming, sun–bathing and boating are other Park visitor activities.

Sightseeing and photography are very popular visitor activities; however, there is no developed scenic recreation corridor or self–guided tour in the Prelude Lake area. In Prelude Lake Territorial Park there are only unmarked nature trails available for campers to explore the terrestrial portion of the Park.

Presently there are no Park activities available to destination campers that stopover campers or even day–users cannot potentially take part in as well. The difference is in degree; destination campers can explore Prelude Lake to a much greater extent than can other types of users, simply because of the extra time available to them. Local users and stopover campers are more likely to restrict their activities while perhaps

including some casual fishing and some use of the nature trails. Established interpretive programs have shown that an amphitheatre audience at Prelude Lake would probably attract representatives from all Park user groups, but most would be destination campers, with the remainder of the audience being non-local, stopover campers. Day users are minimally interested in amphitheatre presentations.

There is no existing environmental education program for the Park, nor a designated group camping area in the Park, despite the close proximity to the urban population centre of Yellowknife. Group campers and school groups would present no particular interpretive problem. They would probably participate in self-guiding interpretive trails and amphitheatre programs.

#### 30.4.1 The Trends and Patterns of Visitation

For lack of specific visitation data available on Prelude Lake Territorial Park, projected visitation for the Park based on the experience and visitation patterns for established interpretive programs at various Parks and facilities in the area surrounding the city of Edmonton (e.g. Elk Island National Park, Clifford E. Lee Nature Sanctuary, John Janzen Nature Centre).

An examination of this data would suggest that visitation to Prelude Lake by the end of the third year of operation is likely to consist of 45% general public, 35% school groups, 8% public groups and 12% youth groups.

With the on-going development of the environmental education school package, there exists a strong possibility that a substantial increase in school groups will occur in the next ten years, from thirty-five percent by the third year of operation to as high as sixty-five percent by 1992. As all schools have the potential for offering environmental education, it is projected that this particular user group will demonstrate the largest proportional increase. Youth groups (Brownies, Guides, Cubs and Scouts) are also projected to experience an increase in demand,

It is projected that weekday visitors to the Park will be mainly (1) retired persons, (2) people with high interests in natural history and (3) students or school groups. The latter group will generally involve two- to four-hour pre-scheduled field trips, whereas the former two groups will visit in random outings of generally a shorter duration. As a

result, the required school group booking for the Park will be an essential component of the over-all operation.

It is also safely projected that the majority of general users of the sanctuary will be weekend visitors: that is, they will make up seventy-five percent of the total visitations of the general public. Of that, only one-fourth will visit the Park on Saturday.

Depending on the time of year, up to three times as many general weekend visitors will visit on Sunday as on Saturday. These visitors will be mainly families averaging 3.2 persons per vehicle.

In general, then, it is projected that weekend use of the Park will show a more definite pattern of general visitors than will weekday use. However, school demand, especially at peak months during weekdays will well exceed general weekend visitations.

Different seasons will also naturally affect the amount of use. In terms of overall use, the peak periods should be the summer months of July and early August, with May and June also being high, This will be especially true of public use. However, the peak periods of school groups will differ due to the duration of the school term and demonstrated periods of field trip outings.

A number of factors will influence whether the potential users of the Park will become repeat users. They include ( 1 ) easy accessibility in terms of available modes of transportation and travel networks; (2) the aesthetics and atmosphere of the area; ( 3 ) the user's personal experiences that result from previous visits; and (4) the courtesy, appearance, enthusiasm and efficiency of the staff.

### 30.5 Goals, Policy Objectives and Policy Statements for Interpretation in the Park

The interpretation program for Prelude Lake will be comprised of a network of recreational interpretive activities that will provide first-hand experience with the natural and cultural resources of the Park. The goal of interpretation in the Park is simply to provide every visitor with the desired information and opportunity to maximize their enjoyment, understanding and appreciation of the Park environment. Achieving this goal will result in informed and understanding users who will minimize their impact on the environment of the Park, maximizing the educational and recreational opportunities available to them, and transfer acquired values and experiences into a broader context of

environmental ethics.

### **30.5.1 Objectives of Interpretation**

There are six major objectives on the policy level; they provide overall guidance. Program statements have been identified for each. They describe the various conditions which must be satisfied to successfully accomplish the policy objective. Listed with appropriate sections of the plan are further program objectives describing each separate element. A generalized distribution of the overall interpretation effort is also presented.

### **30.5.2 Interpretive Policy Objectives**

1. Provide an orientation and information service to all Park visitors (20 percent of total program effort) in such a manner as to minimize uncertainty and to maximize opportunity to a diverse range of users of varying levels of age, interest, physical capabilities and previous cultural exposure.
  - a. Acquaint potential and actual visitors with the available interpretive and recreational opportunities in the Park through information brochures, personal services, extension programs and other appropriate forms of media.
  - b. Provide personnel, facilities and information which will allow visitors to make an intelligent and reasoned choice for selecting walking routes, viewing facilities and opportunities which satisfy their needs.
  - c. Provide expanded options for activities through the improved availability of information relevant to the immediate Park environment.
2. Enhance visitor awareness, appreciation, understanding and enjoyment through the improved availability of an applied range of personal and non-personal interpretive services directed at the components and dynamics of the Park environment (40 percent of the total program effort).
  - a. Utilize well-defined interpretive concepts and subconcepts to ensure coherent and effective coordination of the program message.
  - b. Improve the quality of personal service contacts, thereby improving visitor satisfactions and providing expanded confidence in the management of the

**Park.**

- c. **Prepare a self-guiding trail system which orients the visitor to the major interpretive themes.**
  - d. **Provide the visitor with a variety of interpretive opportunities, methods and techniques in order to develop the interpretive story.**
  - e. **Enhance visitor enjoyment by providing both active and passive forms of interpretation which will increase the receptivity to interpretive objectives dealing with protection and conservation of natural resources.**
  - f. **Incorporate the results of existing and on-going research efforts conducted in the Park to ensure current and accurate message content**
3. **To develop a meaningful environmental education experience for students and special populations, designed to develop in participants an appreciation of the Park environment and a sense of importance for the survival and quality of natural ecosystems and their relationships to human populations (13 percent of total program effort).**
- a. **Ensure protection of Park resources in particular and the natural environment in general by providing an awareness and understanding of potential impact on the environment and personal responsibilities toward concepts of environmental preservations.**
  - b. **Provide information that will allow subjective assessments of individual environmental consequences and recognize positive personal action.**
  - c. **Provide examples through direct first-hand involvement that will enable visitors to recognize potential environmental problems and potential threats to wildlife and habitats so that the visitor can avoid or minimize personal degradation of these resources.**
  - d. **Develop environmentally positive attitudes and values to ensure the continued conservation of natural habitats and wildlife.**
  - e. **The environmental education program should reach all sectors of the public through a diversity of interpretive and environmental education services delivered through personal and non-personal means.**
  - f. **Environmental education opportunities should be equally available on a**

- non-discriminatory basis to educational groups, disabled persons and the general public.
- g. Interpretive facilities and media should guide and orient teachers and other educators to effectively use the resources of the Park for environmental education purposes.
4. To formalize use patterns and provide associated facilities in a positive and deliberate manner in order to improve visitor orientation, minimize impact on the Park environment, enhance visitor safety, minimize recreational conflicts and generally improve the method of visitor dispersal over the environment (15 percent of total program effort).
    - a. Provide interpretive trails, viewing platforms and environmental teaching nodes designed to minimize overall user impact, disperse visitation and enhance visitor enjoyment through preferred contact with designated and selected locations.
    - b. Use interpretive methods and techniques that will encourage and motivate visitors to display positive behavior while utilizing facilities and exploring the Park environment.
    - c. Monitor the effects of the program on the visitor; the program on the Park's biota; and the biota's effect on the visitor and the program.
  5. Encourage and develop leadership skills designed to promote environmental education and interpretation instruction through the provision of volunteer programs, workshops, and employment opportunities (10 percent of total program effort).
    - a. Provide training in interpretation skills for volunteers, permitting them to perform the duties of an interpreter, and provide the appropriate feedback to advance individual skills.
    - b. Utilize cooperating resource persons whenever possible to assist interpretive staff in their improved familiarization with flora and fauna, associated ecological relationships and improved communication abilities.
    - c. Develop elevated standards of performance expectation, improved training, educational opportunities and an overall improved sense of professionalism.

6. **Promote public understanding of the purpose and programs of the Tourism and Parks Division of the Government of the N.W.T. (2 percent of total program effort).**
  - a. **Provide exhibits and brochures about Tourism and Parks facilities and programs, and Travel Arctic Services.**
  - b. **Demonstrate by example Tourism and Parks Division's philosophy and beliefs concerning recreation, tourism and conservation.**

### **30.6 Description of the Interpretive Concepts and Subconcepts**

The following four principal concepts and thirty associated subconcepts are a reflection of the content and potential of the Park's interpretive message. This is not intended to be an exhaustive list but rather an initial guide to program content. The listing would be expanded and refined through the early stages of program development and presentation. The concepts and subconcepts reflect emphasis of the program content. A review of this listing should further suggest the subject content for interpretive signs, self-guided leaflets and guided presentations. By isolating acceptable storylines, the listing provides a definite direction for interpretive personnel and ensures an accurate and cohesive program plan.

Concepts are prefaced by roman numerals. They are generic headings under which interpretive themes are listed and organized in the form of subconcepts.

A separate conceptual emphasis has been developed for the environmental education program directed principally at students and special user groups.

#### **I. The central focus of the park is the lake.**

1. **The 20 sq. mi. lake fills a basin formed out of the rough Precambrian bedrock surface. In post-glacial times the lake flooded the land immediately adjacent to it, leaving silt intermingled with the glacial sands.**
2. **The Park geology is important in that the fertility of Prelude Lake is governed by the kinds of bedrock and glacial deposits which the rivers that feed the lake pass over.**
3. **The drainage patterns are poorly developed due to perennial permafrost conditions 18" below the surface; hence, the area's lakes and bogs are generally closed systems. Being river-fed, Prelude Lake is an exception.**

4. The central story of the lake is of the interrelationships of its living and non-living components — its limnology.
5. The non-living lake is a mechanical means of transportation. Part of the Cameron River system, it transported canoes for fishing and trading activities between bands of Indians prior to contact with the Europeans, and for the transport of fur belts later on. Early explorers and modern-day miners also navigated the water routes of the area in their search for new territory and mineral deposits.
6. Today it transports boats and canoes for fun and sport fishing.
7. The living lake is an organic complex, an interrelationship of prey and predator species of fish, crustaceans, aquatic vegetation and solar energy.
8. The quality of sport fishing in the area's lakes is a function of the balance within the aquatic ecosystem of the lake. Overfishing leads to depletion of fish stocks, change in the age structure of a population and behavioral changes in the fish. As a predator of the fish, fishermen can be considered a force of natural selection.
9. Prehistoric Chipewyan and Dogrib Indians used the lake as a fishery.
10. Game laws and management regulations are designed to manage the life cycles of fish and to direct behavior of fishermen.

II. The boreal ecosystem is one of Nature's grandest patterns. The terrestrial portion of Prelude Lake Territorial Park represents the character, the temperament and the essence of the boreal forest.

11. The land around the lake is relatively flat due to the heavily glaciated topography, There are no large variations in the topography.
12. The Precambrian rock outcrops and sand ridges in the Park are the primary relief in the topography.
13. The poor low-base soils, coupled with the rocky land, have little nutrient content; hence, the area is host to a limited number of plant species — certain boreal adaptive plants such as Jack pine, and where there is more water, black spruce. By contrast, calcareous soils can support a much larger number of species of plants.



14. The presence or lack of water affects the distribution of Jack pine and black spruce throughout the boreal forest.
15. The nearby presence of the lake influences the forest, and the *two* areas are not independent.
16. The boreal ecosystem in Prelude Lake Territorial Park is quite simple, reflecting the low diversity of species of plants and animals.
17. The boreal ecosystem is a simpler version of other biological systems, though the simple visible surface obscures the underlying complexities.
18. Fires are an integral part of the boreal ecosystem. An area of forest destroyed by fire is usually replaced by a stand of Jack pine or black spruce, as these two species have cones which can survive fire. In fact, Jack pine actually requires fire to open its cones.
19. The harsh climate is a further restriction on the number of species of trees that can exist through a boreal winter.
20. Less solar energy in the boreal forest also means fewer plant types, which means fewer different food sources and habitats for animals, which results in fewer species of animals.
21. The number of species of prey for predators is hardly higher than the numbers of species of predators. A major large browser, the moose, is prey to but one predator, the timber wolf. Some of the few other major predators are lynx and fox.

III. The Park provides evidence of both success and limitation of human patterns of activity.

22. Fishing in the area's lakes, trapping and mining activity near the Park illustrates current patterns of resource utilization.
23. The human population of the Park and adjacent lands has always been very small, Each prehistoric Chipewyan or Dogrib band would have required a very large parcel of land in order to subsist, given the low productivity of the land.

24. The low-lime podzol coupled with rocky land and the harsh climate precluded any chances of intensive farming.
25. Low soil fertility restricted development of high density settlement by Dogrib and Chipewyan Indians, as it still does modern man.

IV. The Government of the N.W.T. has set aside the Park to allow for opportunities of recreation, education and interpretation as aligned with its objectives.

26. The Park's flora and fauna are sensitive to human activity, which must therefore be carefully regulated so that both the wildlife and the visitors can obtain maximum benefit from the area.
27. The Park represents an opportunity for the development of an ecological perspective in the community.
28. The Park offers exposure to both the aesthetic and natural history aspects of the area.

### 30.7 Implementation of the Program

The nature trails in the Park include natural vantage points to view the lake, as well as the surrounding landscape. Interpretation of the trails should place emphasis on water and wetland ecology; for example, the presence or lack of water in the soil affects the distribution of Jack pine and black spruce; the esker formed by a slow-moving river of ice; the glacier it melt, which may have increased the volume of Prelude Lake and submerged the land that the trails now pass through. The differences and similarities between the aquatic ecosystem of Prelude Lake and the terrestrial ecosystem could form the basis of other material presented on a trail hike.

Storyline presentation of fish biology and the sociology of fishing is admittedly difficult when one does not see fish on a normal nature hike, and when management rules and prehistoric cultures remain essentially intangible. Amphitheatre programs will be suitable and a descriptive brochure useful. A conducted or self-guided boat tour may also be feasible, starting from the boat launch, following along the fairly rugged

shoreline, possibly including a visit to one of the islands in the lake.

A kiosk or display board at the boat launch may be a good place to get fishermen and sun-bathers to take more interest in the geology of the lake and shoreline and the aquatic ecosystem of the lake.

The second major interpretive concept identified in this plan, the terrestrial ecosystem of the boreal forest, could be developed by means of a self-guided hiking trail at Necklace lake, immediately west of the Park. It would allow for close exploration of the transition zones between various types of soil, vegetation, topography and water. These transition zones offer the greatest variety of elements for a wilderness experience and offer potential linkage between intensive use areas — sport fishing at Necklace Lake and the Prelude Lake campgrounds.

#### 30.7.1 Target Points

In a recreation park, places where there is a good opportunity for interpretation tend to be people-target points, rather than resource target points. That is, the interpretation is taken to the Park users. This is the case at Prelude Lake Territorial Park.

The interpretive potential of the boat launch and the existing nature trails has already been discussed. There may also be points along the shoreline that offer opportunities for interpretation.

Necklace Lake, although a considerable distance outside the Park boundary, should nevertheless be considered an interpretive target point, again for the recreational and educational opportunities associated with a “walk-in” fishing experience.

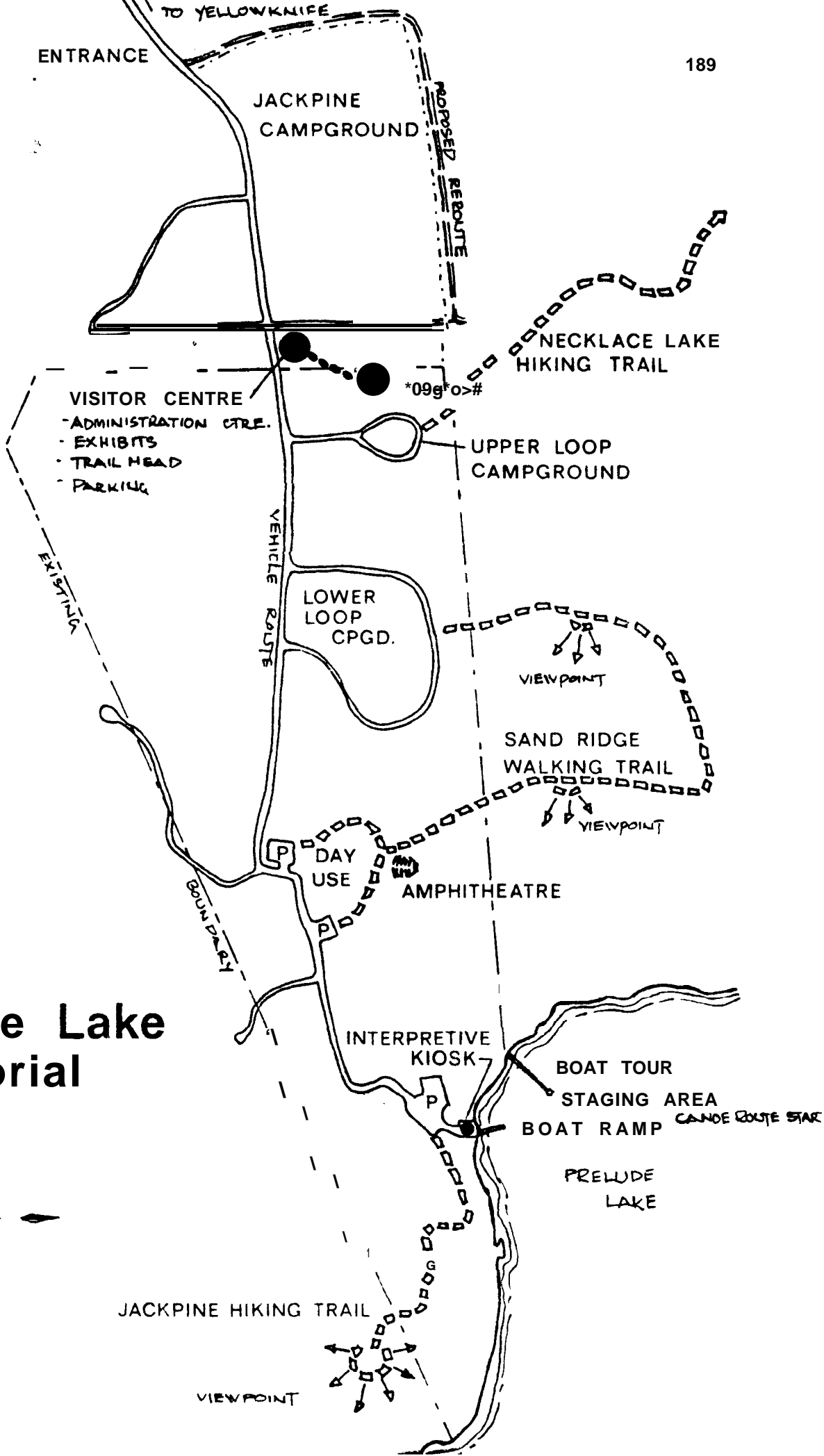
Another important extension of the interpretation program, like the Necklace Lake component and requiring no land acquisition, is the development of a scenic recreational corridor based on the existing Ingraham Trail. Designed as a self-guiding auto tour for visitors driving from Yellowknife to Prelude Lake, the corridor would be marked by distinctive signage and keyed to a brochure and map, interpreting the geologic, historic and scenic highlights of the Ingraham Trail.

The Ingraham Recreation Trail, as it would be called, will fulfill a primary visitor need by providing initial broad exposure to the area. The Trail would encourage visitors to stop and explore points of interest along the way, and heighten anticipation of the

recreation opportunities and interpretive experience at Prelude Lake. Signage design along the Trail would be co-ordinated with Park signage, for easy recognition of interpretive locations in the Park area.

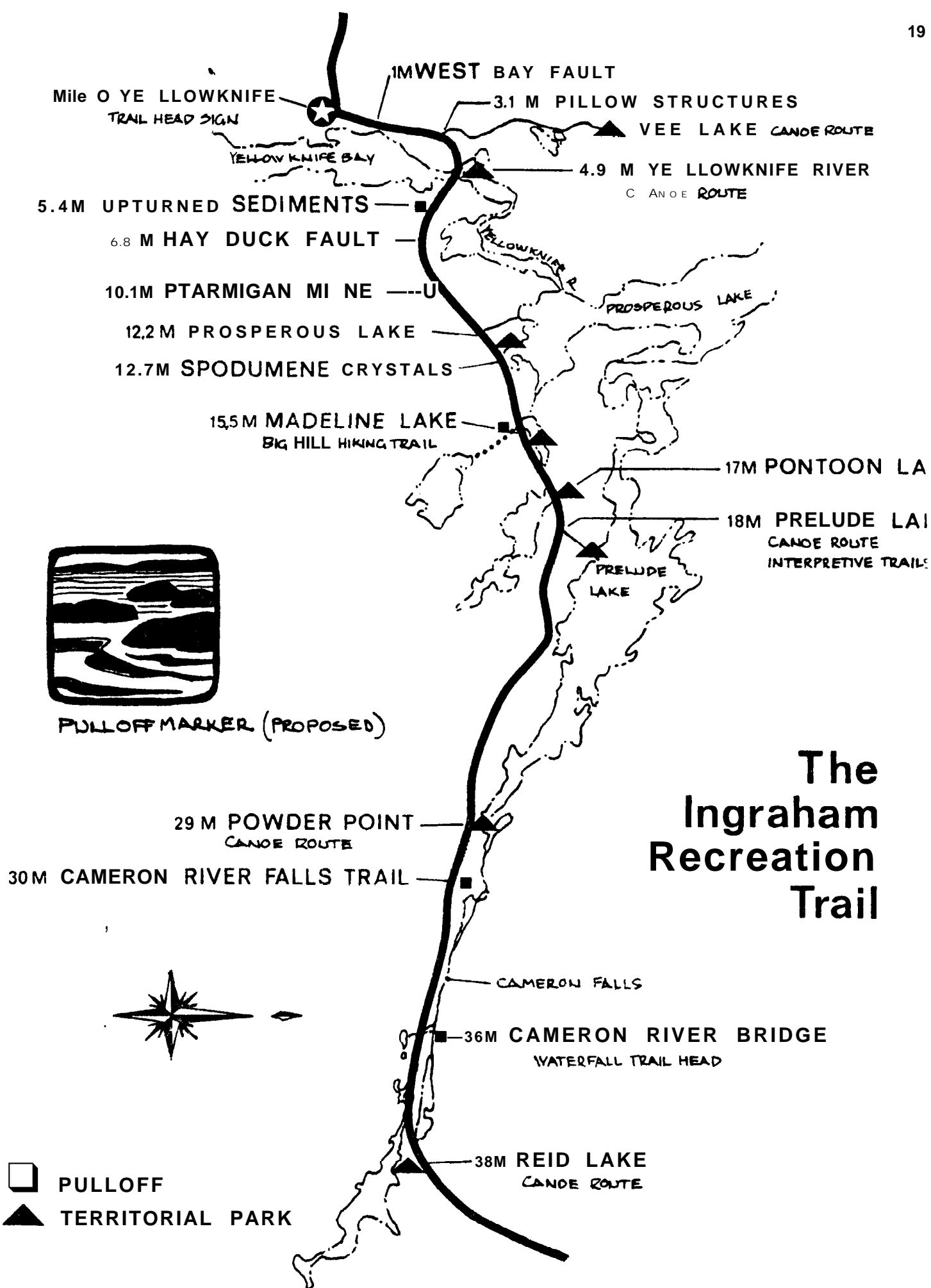
Assuming that the property leasehold immediately adjacent to the present south Park entrance is acquired, a Visitor Centre constructed in place of the existing cafe/concession building would be an ideal place to introduce visitors to the overall interpretive themes and program, as well as the recreation opportunities and Park regulations at Prelude Lake. The same Visitor Centre would also serve as a logical base for the environmental education program, in conjunction with the group camp area which is proposed for the Jack pine area immediately south of the existing Park boundary.

The interpretive target points sketched out here are elaborated in the sections following. The interpretive locations for Prelude Lake Territorial Park and for the Ingraham Recreation Trail component of the interpretation program are illustrated and mapped in this section to allow the reader an overall view of the interpretive concept plan. They should be referred to throughout the sections of the plan.



# Prelude Lake Territorial Park





### 30.8 Personal Interpretive Programming

#### Objectives

1. To enhance the Park user experience by providing through first-hand person-to-person communication, information on specific topics of a varied nature.
2. To provide information through personal communication intended to stimulate thought on issues immediately relevant to the environment and attempt to provoke positive visitor behaviors.
3. To provide a pleasant contact of a formal or informal nature with an informed representative of the Park organization for the purpose of clarifying visitor concerns and uncertainties while promoting a positive image of the Park, its employees and Tourism and Parks.
4. To contribute to the protection of the Park resources and values by explaining existing restrictions, demonstrating appropriate behavior patterns through positive modeling behavior, and establishing an official presence to serve as a deterrent to rowdyism and depreciative behavior.
5. To produce an informed and conscientious visitor who possesses an awareness and appreciation of the Park environment and who is able to maximize their time and experiences as the result of the advice, guidance, recommendations and the provision of expanded insights as derived from a personal contact with a member of the Park interpretive personnel.

#### 30.8.1 Range of Personal Programming

1. Information Desk Duty: Desk duty for interpreters working in the Visitor Centre may combine the use of a random-access slide projector. Example: A visitor asked, "What is that yellow flower I was looking at growing in the water at the far side of the nature trail?" "Could this be it?" the interpreter asks glancing at the sheet and depressing number fifty-three, The appropriate slide instantly appears on the

rear-screen projection unit The random-access slide projector (available from Kodak) would provide a continuous programming function at the centre desk.

2. Roving Duty: An interpreter wanders from point to point on the nature trails, informally assisting people with questions, interpreting main interests and providing a general sense of presence. Generally, an interpreter performing roving duty walks against the general flow pattern to maximize visitor contacts.
3. Point Duty: An interpreter is stationed at specific points Of interest On the trail, generally at an observation point or sites where people naturally gather. Point duty is generally performed only during periods of high visitation.
4. Impromptu Events: Special non-scheduled activities are intended to arouse interests in presentation topics. Example: An interpreter stands outside with a captive Great-horned owl. As people gather, the interpreter discusses the life history of the Great-horned owl.
5. Conducted Trips: Conducted events take place on a scheduled basis. Walks led by interpreters would normally be scheduled during weekends for the general public, while groups requesting guided services are more frequent during weekdays. Groups scheduled for conducted walks normally follow a more general theme, unless specific topics are requested in advance. Weekend walks directed for the general public usually vary in their topics from among a wide range of themes. The theme should be advertised with the time of the walk. Guest-conducted events from professional advisors, community members or visiting specialists to the area are a popular method of ensuring variety and continual community interest in walks.

Conducted walks for school groups should be consistent with the designated environmental education concepts. Normally teachers would conduct their own walks through the use of carefully prepared and tested teacher guides, although offers of guided assistance should be more freely provided during the first year of the Park operation.

Further examples of conducted trips in the Park would include interpretive trips on cross-country skis, snowshoes or canoes.



6. Puppetry: Puppet shows are a highly effective and proven method for introducing ideas or interpretive concepts to children and adults. They also have tremendous crowd-drawing and holding potential, with a strong possibility of being applied as a medium for introducing Park concepts on site or through extension programs.
7. Theatre and Dramatics: These applications can take interpretation into new and exciting dimensions and are adaptable, educational and informative. The type of show utilized will determine the cost. Some, like the clown or scripted show are very expensive and generally require a grant or alternative funding. Dramatics should be viewed as one potential tool among many, available for the Park to communicate its story. For some messages, in some situations and through certain applications, theatre and dramatics can be an effective interpretive tool.
8. Evening Programs: Programs may, on occasion, be scheduled in the evening for various reasons — study workshops, guest lecturer, special meetings, etc. The programs may be held indoors, outdoors or both.
  - a. Indoor — Utilizing films, slides, exhibits and lectures or seminar events.
  - b. Outdoor Evening Programs
    - 1) Night walks -- These are similar to day walks except they are programmed with special groups or for special occasions and are held less often. Themes are different from day walks and might include topics such as wolf activities -- “Voices of the Night”, (preceded by slides and discussion).
    - 2) Campfire Talks — Indian legends, sing-alongs, dramatization, etc.
  - a. Special Workshops or Study Courses: Theme weekends during which a particular method and/or activity forms a nucleus of all programs should be encouraged. Such weekends would normally involve the services of guests who are recognized in the areas of the topics presented. Theme weekends could include study topics on nature photography, acclimatization, ornithology, wildflowers, plant taxonomy, winter ecology, environmental education, etc. Programming for such special topics would normally involve a combination of field trips and study sessions in the Park area. A workshop fee would normally be charged to participants.

### **30.8.2 Volunteer Program**

#### **Introduction**

The volunteer program in the Park is essential to satisfying programming demands and effectively meeting the defined Park goals. Volunteer programs in Parks and nature sanctuaries have a long tradition in North America; but their success is highly dependent upon having a clearly defined understanding of the fundamentals of a successful volunteer program.

Increasing free time, the desirability for student's acquiring practical work experience and the desire to become actively involved have been reasons for the increasing number of volunteers. Many Park programs across North America are highly dependent upon volunteers for the operation of their programs.

#### **Objectives of the Volunteer Program**

1. To permit an expanded level of program capability, thereby ensuring the successful completion of the Park's programming objectives.
2. To involve the public in the work of the Park, thereby expanding public support while creating bridges into the community.
3. To provide an increased variety and quality of services due to the individuality, creativity and enthusiasm of each volunteer.
4. To provide citizens of all ages and socio-economic backgrounds with the opportunity to contribute to the preservation and communication of their natural heritage.

#### **Scope of Volunteers**

Volunteer service is used to complement the programs and duties of permanent staff in a variety of areas. These areas include inventory, field trip reservations, mailings, interpretation, information, exhibit design and construction, special group walks, newsletter preparation, photography, extension programs (e.g., slide presentations to

Senior Citizen' Lodges), trail upkeep and construction, habitat improvement projects, publication development, study kit preparation and a range of specialized professional assistance.

### 30.8.3 Environmental Education

Environmental education should be identified and administered as an important and essential component to the overall interpretive effort. Such programs should be developed principally for schools and special groups. Personal services would include teacher and group leader training, and conducted events led by volunteers and staff within the Park and to a lesser extent the immediate environs. Non-personal services would include self-guided field studies, exhibits developed specifically for children, and slide-tape programs and films to be shown in the classroom prior to arrival.

The rationale for the environmental education program component in the Park is clarified in the understanding that the Park environment encompasses all of the external and internal stimuli that affect us each day of our lives. How we interpret and react to these stimuli is as varied as the stimuli themselves. One of the major goals of environmental education is to form positive reactions and attitudes toward the environment.

During the first five years of school, most environmental activities are best directed toward a development of environmental awareness. The middle school years are best focused on the formation of knowledge which facilitates an understanding of environmental processes and dynamics. Toward the end of elementary school, environmental problems are often introduced as a factor which influences ecological processes. Generally it is not until high school years that programs focus on environmental action.

It is important to assist each individual to obtain an understanding of the environment, its related problems and the interrelationship between the nearby communities, the surrounding land and the Park environment. In its broadest perspective, environmental education is aimed at producing a citizenry that is knowledgeable concerning the total environment and its associated problems, aware and skilled in how to become involved in helping solve these problems, and motivated to work toward their

solution. The Park environmental education component cannot and should not accomplish, in itself, all aspects of this sequence, but should concentrate on providing an awareness, appreciation and understanding of the immediate environment through the opportunity afforded for direct first-hand observations and personal involvement with the faunal and floral resources of the Park.

#### **Goals of the Environmental Education Program**

1. To assist individuals, especially students, in acquiring strong feelings fundamental to developing a concern for wildlife and the natural environment and towards improving the quality of that environment.
2. To assist individuals in acquiring basic understandings of the total environment and associated environmental problems.
3. To assist individuals to improve thinking and action–reaction abilities for the prevention of environmental degradation and correction of environmental abuses.

The product of the Park environmental education program should be an individual who:

1. is aware of and interested in wildlife and the natural environments as well as its relationship to society;
2. is knowledgeable in the dynamics and relationships of ecological systems;
3. is sensitive to the dimension of quality of the environment and has the ability to recognize influences which affect environmental quality;
4. is inclined to participate in issues favoring wildlife preservation and environmental quality.

Ten conceptual components are identified for the environmental education program of the Park. They have been divided into five principal concepts of natural history/ecological focus and five concepts which reflect a broader environmental emphasis. Collectively these ten concepts reflect both the philosophy and emphasis of the Park environmental education program. The concepts as described are naturally directed to student group instructors and staff. Actual presentations would involve highly simplified and readily observable examples. They should, however, be used in support of understanding the broader concepts outlined.

**Recommended Conceptual Program Emphasis of the Natural History/Ecological Sub-component for the Park**

1. **Variety and Similarities** - There are many likenesses and differences found within the living organisms of the Park. An infinite variety of size, function and structure exists in these organisms and processes. Yet there exists enough similarities to allow us to classify them into orderly patterns. These classifications enhance our understanding of the Park environment.
2. **Patterns** - There is a pattern in the existence of everything. Organizational patterns may be found in structures of all plants and animals and in the social arrangements of animals into ecological systems. Functional patterns occur in anatomical structures. Some patterns may be termed spatial – in regard to how they are physically arranged.
3. **Interaction and Interdependence** - Nothing exists in isolation. Interactions take place among living and non-living things due to their relationship in time, position and energy. Cause and effect interactions, including interdependence and interchange of energy and materials among all living and non-living things, occur everywhere.
4. **Continuity and Change** - Continual change occurs with living and non-living things. Within the Park and its living organisms vast changes of energy and materials occur. Some changes are in cycles, some not, though throughout all these changes there run patterns of continuity and constancy. Organisms change as they live out their lives, yet a continuity is expressed as new organisms carry on where the old leave off.
5. **Evolution and Adaptation** – Throughout time, living organisms undergo evolutionary development. Long-range developments have occurred and continue to occur. These developments occur relatively slowly as compared to, the lifespan of organisms. Organisms modify and are modified by their environment; heredity preserves elements of continuity. Such processes include the development of life from simple forms to complex forms and perhaps back to simplistic forms. Numerous examples exist within the Park which illustrate that these processes are continuing.

**Recommended Conceptual Program Emphasis of the Environmental Education Sub-component**

6. All living things, including man, are inter-related and, therefore, also interdependent.
7. Living things and their environments are in a continuous state of change.
8. As a population increases, its effects on the environment become more profound.
9. We live in a world of finite resources and almost infinite demands on those resources.
10. Each individual has a role as an agent of change in the environment and has a personal responsibility to the environment.

The concepts previously stated provide a basis towards an understanding of the Park environment. To aid in developing each concept, six vehicles may be utilized in interpreting the environment of Prelude Lake Territorial Park

1. Colour – artistic description of an object or being
2. Shape - form or structure of an object or being
3. Texture - feel or impression of an object or being
4. Objects – living and non-living things
5. Groups – populations and subpopulations
6. Sets – numbers of things or beings

The use of these vehicles and the environmental education concepts can easily be combined with the identified interpretive concepts in developing programs.

**Process and Performance Objectives**

A useful component of both the environmental education program and the general interpretive program is the development of a reasonably extensive listing of Process and Performance Objectives from which success of the program can be objectively measured. These objectives must be written in such a manner that they prove to be measurable. These are discussed in further detail in the context of the overall Park evaluation program. For the sake of providing a thorough review of the topic at hand and for the purpose of contrasting the nature of measurable performance objectives from the goals, products and concepts previously cited, examples of two student performance objectives are provided here.

*Student Performance Objective: X*

Eighty to ninety percent of gifted and ten to fifteen percent of slow-learning students will be able to distinguish between “producers”, “consumers” and “decomposes” when presented with a display consisting of five each of producer, consumer and decompose examples from the Park arranged in a random order.

*Student Performance Objective: Y*

When provided with appropriate instruction as well as the materials and resources necessary as supplied in the study kit and utilized as pre-trip activities, each student, either separately or as a member of a small group, will be able to demonstrate the transference of concepts to the Park setting through the recognition of examples which satisfy each of the five principal ecological environmental education concepts. At least fifty percent of students will successfully demonstrate the transference of concepts when presented with an opportunity to offer such information at the close of the Park field trip.

#### **30.8.3.1 Class Field Trips**

The teacher should be the principal guide for a field trip to the Park. It is their responsibility to make appropriate plans to ensure pleasurable and meaningful learning experiences for each student. The Park is a facilitator of this planning, clarifying the options and alternatives; recommending an appropriate sequence of activities; identifying the interpretive storylines; and at times providing personnel to assist in student programming. Preparations should be made well in advance to make the trip successful,

One of the primary values of a field trip is to enhance classroom activities and broaden students' perspectives. It is, therefore, important that the Park experience be developed as an extension of the classroom.

Teachers should be encouraged to make a reservation for their trip as far in advance as possible. Personnel of the Park will need to know the anticipated time of arrival, the length of stay, the number of students visiting and any special assistance that

may be required. A form for this purpose would be mailed to the teacher on their initial enquiry.

#### **Field Trip Planning Booklet and Study Kit**

A publication termed the “Prelude Lake Territorial Park – Field Trip Planning Guide”, would be distributed to potential visiting groups for the purposes of facilitating their trip planning and ensuring a successful field trip experience. The booklet would contain

- a. A brief orientation to the Park.
- b. Lists and illustrations of common plants and animals.
- c. Logistical considerations and recommendations.
- d. A checklist of all planning items.
- e. Sample permission forms
- f. Highway directions
- g. Park map
- h. A suggested agenda
- i. A description of a generalized trip and mention of more specialized or advanced topics which may be chosen (the listing of advanced topics would be an ever-expanding one, each developed by specialists and each containing its own teacher manual or in some instances individualized student workbooks. Such advanced topics could include, Plant Taxonomy and Field Identification, Field Ornithology, Invertebrate Zoology, Winter Ecology, etc.)
- j. Evaluation forms
- k. Pre- and post-trip activities
- l. Description of the study kit
- m. Listings of recommended films, film strips and readings for use in pre-trip orientation or post-trip follow-up.



## **Study Kit**

The study kit is a supplement to the planning booklet. A minimum number of ten (10) such kits would be developed to facilitate the pre-trip experience. Study kits are a collection of objects, photographs, reading materials and suggested pre-trip activities that facilitate classroom learning for the purpose of contributing to a successful Park field trip. Such kits are sometimes contained in suitcase units, lightweight trunks, or boxes. The Kodak slide projector carrying case is a handy compact container that easily holds a tray of slides in addition to assorted props and booklets. Generally a few kits are made available to the school system at a central distribution point, and others are kept at the Park for check-out purposes. Convenience and practicality are considered when selecting the distribution method. The material in the kit becomes both an exhibit and an activity package for the students and is used in the classroom the week prior to their visit. The following discussion describes a generalized study kit. It should be remembered that many teachers and groups will select a specific theme (i.e., wildflowers, insects) and such kits can also be developed along highly specific topics.

Study kit for the Park could include the following:

**A. A tray of 80 slides showing**

- 1. Orientation, facilities, trails and likely sites the students will visit (15 slides)**
- 2. Photos of students properly using the facilities and participating in activities as recommended in the teacher's guide (10 slides)**
- 3. Selected habitats, flora and fauna (55 slides)**

The first twenty-five slides serve as preliminary orientation for both the teacher and students. An accompanying cassette tape, solely for the teacher, introduces the Park, the recommended procedure, the use of the recommended activities and also discusses possible problems which may occur. An important objective of this section is to reduce the teacher's feelings of uncertainty and lack of confidence which are commonly associated with a first visit. As the suggested method of interpretation is communicated, the teacher realizes that it is not necessary to know the name of every plant or animal in order to conduct a meaningful field trip. Even suggested questions are provided for those who wish to use them.

The remaining fifty-five slides of the flora and fauna, accompanied with a written script, are intended to build a sense of anticipation for experiences or species that are likely to be encountered. There is excitement when a student points and says "That's a loon, isn't it? I remember it from the pictures." The subject matter is reinforced. The abstract grows to the concrete. "What do you remember about them?" is a logical return question. "Lets watch them for a minute," and "Who can tell me how loons swim differently from the other waterfowl in the lake?" From here, personal observations expand upon the cognitive facts about foot structures that were previously presented back in the classroom.

Further items contained in the study kit could include

B. Fold-out maps or illustrations -- i.e., waterfowl flyways, wildlife of the Park, Travel Arctic posters.

C. Selected reference materials: books on life of the lake and boreal forest, bird guides, flower guides, checklists, of the Park flora and fauna.

D. Mounts and props: these are an array of objects distributed for handling, touching, comparing and general display. They include mounted birds, models of bird shapes, bills, skulls, wings, feathers, leaf and cone mounts of the common tree species or the ten most common forest plants, selected aquatic organisms, Tasco rubber tracks, displays of seeds you will probably collect in your socks, animal signs, scats and wood cuttings. the possibilities are endless. It is amazing, however, how much that can be done with the simplest things, and how many can be provided in a study kit. In the words of Emerson, "we must learn to seek the miraculous in the common."

E. Cassette tapes for 1 ) the teacher's orientation and 2) sounds of the Park, common bird songs, voices of boreal chorus frogs and wood frogs. They begin to train the student for a multi-sensory learning experience,

F. Suggested pre-trip activities that are conducted on the school grounds.

### 30.8.3.2 Pre-trip Activities

Pre-trip activities are learning assignments which are conducted at school prior to the students' visiting the Park but are presented on selected concepts intended to provide a preliminary foundation for concepts encountered during the Park field trip.

The rationale for the pre-trip activities is founded on the belief that the concepts previously cited, as well as the basic principles concerning the workings of the environment in general and the Park in particular, can be taught in backyards, vacant lots or the school grounds. The field trip should ideally be seen as a reinforcement of and expansion upon the concepts introduced on the school grounds or in the classroom.

The field trip is an opportunity for learning. The constraints in maximizing that learning are largely a) availability of time, b) degree of stimulation contained in the field trip environment, c) willingness to learn and interest of the student, and b) the preparedness of the student.

The Park field trip is most successful when it does what field trips do best -- present an opportunity for first-hand discovery, observation and direct multi-sensory contact. To maximize its success, the field trip relies on a) some previous exposure to the concepts presented, b) the guidance of the teacher, c) an environment conducive to learning, and d) a post-trip discussion for the purpose of synthesizing, organizing and reflecting upon the bombardment of stimuli which normally accompanies a field trip.

It is further noted that children are often overwhelmed by field trips in the context of sensory learning over-stimulation, Learning does take place, but the old adage of "too much, too soon" often prevents students from obtaining the full potential of a field trip experience. Through the use of pre-trip activities, an essential step in building an awareness and knowledge base is made. Thus, a more complete understanding of the Park field trip site can be obtained.

Children are conditioned to associate the classroom with study and the outdoors with play. A teacher's first field trip teaching experience with children may prove discouraging, as the absence of classroom structures may produce minor discipline problems. Children who perceive the Park visit principally as a play experience will further inhibit their receptiveness to the defined learning concepts. Repeated use of the outdoors as a teaching medium will serve to overcome the view of the outdoors as only

a playground.

It is appropriate to suggest pre-trip activities for the school grounds that are designed to introduce the principal concepts developed for the Park. Such activities are designed to be individualized (where each student can work to their own level of ability) and open-ended (there is not one correct answer, but a range of individual interpretations may be applied).

#### 30.8.3.3 Post-trip Activities

The Park learning experience should not end when the field trip terminates. Often at this point student interest and receptivity to the concepts have finally peaked. It is appropriate to suggest activities and study topics which prove to be a continuation of the first-hand observations made during the field trip. Students should be encouraged to share information, stories and pictures collected. Concepts are re-enforced and expanded in the process.

#### 30.8.3.4 Summary of the Field Trip Experience

The Park field trip experience as proposed comprises three phases,

1. Pre-trip preparation This largely takes the form of
  - a. classroom lesson plans,
  - b. outdoor learning activities, and
  - c. exposure to the study kit.
2. Field trip participation: This is the only phase actually conducted at the park. The emphasis of this phase is placed upon first-hand observation, discovery and direct multi-sensory environmental contact.

The potential of phase two as a learning opportunity is directly related to:

- a. participation in pre-trip exposure,
- b. degree of stimuli experienced through the field trip environment,

- c. interest of the student,
  - d. method of involvement, participation and general presentation style of the material,
  - e. guidance and attitude of the teacher or leader,
  - f. degree of student preparedness.
3. **Post-trip continuation** During this phase, students having benefited from the field trip experience are able to
- a. consolidate and synthesize a multiplicity of perceived stimuli,
  - b. pursue or read further on items or observations,
  - c. discuss and expand upon introduced concepts,
  - d. participate in positive environmental reflections,
  - e. engage in projects and presentations that require some degree of first-hand experience with the Park environment,

#### **30.8.4 Park Visitor Centre**

##### **Introduction**

Park visitors require a range of pertinent information to assist them in their initial orientation to the Park and to facilitate an understanding of their observations. There is a recognized need for a place common to staff and all visitors, where they can gather, where they will be receptive to messages, and where a focus of exhibits and other media may be located to better communicate the Park story. This essentially describes a fundamental communications need of the Park, a focus, where visitors can obtain the information they need and desire, and where staff can orient and prepare the visitors for an optimal experience.

##### **Objectives of the Park Visitor Centre**

1. To provide a known and immediately recognizable landmark that will minimize uncertainty and serve as a source of varied information and a depository of information satisfying a variety of levels of visitor requirements,

2. To assist the visitor through the physical and philosophical transition of entering a Territorial Park.
3. To provide a common orientation to all users regardless of their method of transport, duration of stay, or previous association or familiarity with the area and its objectives.
4. To quickly establish in visitors that the Prelude Lake Territorial Park is an important landscape which offers them special opportunities, but which also requires special treatment.
5. To assist visitors to understand and appreciate the principal environmental values of the Park and their recreational options and responsibilities in it.
6. To expand in visitors a sense of responsibility for maintaining the integrity of the environment through the provision of information and illustrative exhibits.
7. To effectively communicate important restrictions and management message through a variety of personal and technical media.
8. To provide a focus for effective administrative procedure and operation.
9. To locate at the immediate Park environment a facility to accommodate in a meaningful and positive manner the working requirements of staff and volunteers.

#### **Functions of the Visitor Centre**

The Park Visitor Centre is essentially a communication facility. It is also a public building where groups and visitors congregate. It facilitates effective staff communication with visitors and provides the operational centre for the volunteer program and the environmental education program. It facilitates the social and educational exchange of observations and discoveries. Through a variety of personal and technical media, groups and visitors are introduced to the Park, its values, its opportunities, its special features, and how they can best enjoy and understand its working dynamics. It also serves as a depository for park information, sufficient to serve all levels of visitor requirements and staff needs. It provides formal and informal meeting areas for visitors, as well as working facilities for interpretive staff and volunteers, It is the first and last stop for the visitor. It is the introduction, never the destination.

Visitors will not have the opportunity, for a wide variety of reasons, to directly explore all aspects of the area; to visit the less accessible areas of the Park where many of its important species nest or concentrate, to see all the wildlife species contained there or to experience the Park in all seasons.

#### **Orientation to the Park**

As the visitor enters the Park a positive Park identity and image needs to be presented during the transition from the general landscape to the specific Park area.

The Visitor Centre facility is a welcoming focus to the Park where guests are formally received and acknowledged. The centre can be seen as a half-way house, a transition between the travel and the experience itself. Visitors should preferably be given an opportunity to acclimatize to the natural setting of the Park, and this is in part accomplished through the visitor centre facility and the personal services contact.

Visitor enjoyment can be increased if they are informed of natural events, e.g., the occurrence of certain wildlife species or the flowering of indigenous flora.

#### **Site Location**

The preferred location suggested for the Visitor Centre is at the existing south entrance road to the Park. It will be developed as part of the Park boundary expansion recommended to include the Jack pine group camp area situated immediately south of the Park. In conjunction with Park expansion, the existing west cottage road will be re-routed south-west of the Jack pine campground, so as to allow direct access from the group camp area to the Visitor Centre and other Park facilities. Situated in this location, the Visitor Centre will also provide central access to the lake and boat launch, the Necklace Lake Hiking Trail, and to the Upper and Lower Loop Campgrounds.

This location layout is designated on the Interpretive Locations Map included in this proposal.

#### **Visitor Centre Design**

Construction materials should be compatible with the Park site. For example, a pine log structure should be considered for both its natural appearance and economy of

construction.

#### **Explanation of Design Elements**

**Foyer** The foyer should be large enough to accommodate visitor groups. Informal seating should be a part of this area. A sun roof and a relief map exhibit are possible elements to be included in the foyer design. The sun roof would also reduce the amount of artificial lighting that is needed.

The foyer must be spacious and comfortable and should direct people to the appropriate areas of the building.

**Reception Area - Information Desk** The information desk is a fundamental element in visitor orientation. Visitors may obtain information, ask questions and receive a sense of personal welcome from a Park representative. The area also functions as a place where campground fees, can be collected, schedules of Park events distributed, self-guided booklets issued or sold, binoculars rented out for a nominal fee and a sales area for field guides and other material is located,

**Multi-Use Room:** The Multi-Use Room could be used for talks or media presentations to groups or the general public, Portable film and slide projectors could be used. A fireplace to add to the atmosphere and provide some heating should be installed. Because of the use of projectors, the room would probably be best designed without windows or with double window blinds.

The Multi-Use Room could double as a meeting room for staff and volunteers, a meeting area for naturalist and environmental education groups, a casual social area for visitors to share tea near the fireplace, or a site for temporary special displays or exhibits.

The room should be large enough to accommodate up to fifty people with an overflow for ten to twenty people.

**Entrance Exhibit** The proposed entrance exhibit is a rear-screen kaleidoscope audio-visual presentation. Further details of this exhibit are described in the exhibit section of this plan.

**Exhibit Area:** This area affords the opportunity to present displays and exhibits which assist in the interpretation of the Park environment. Further information on the



exhibits is contained in the exhibit section of this document.

**Washrooms:** Washrooms within the centre are designed principally for staff use. It is suggested that public restroom facilities to be located in a separate building outside.

**Staff Room:** The staff room would be a composite of a library, storage room and kitchenette. The library would provide additional information. The kitchenette could be used by both staff and for groups.

**Janitorial Room:** Cleaning supplies and utensils would be stored in this room. A sink should be provided.

**First Aid Room:** A small emergency first aid room is part of the sample design. This area would be accessed by both main and auxiliary entrances.

**Parking:** Space for fifty cars and two buses should be more than adequate, Landscaping between parking rows will minimize impact and promote aesthetics.

#### **Special Consideration in the Design**

A number of small points should be expounded.

1. The design of the Visitor Centre facility should consider the special needs of handicapped persons. Ramps rather than stairs or steps would be a constant consideration. The section of this document concerned with accessible programming guidelines elaborates more fully on this point.
2. The size of the building must be large enough to accommodate an organized group of people and the public simultaneously.
3. The design must not contrast with the landscape.
4. The centre should provide early visitor contact and access to the trail network,
5. The centre should be located on the immediate Park environment.

### **30.8.5 Publications and Sales Items**

#### **Objectives**

- 1. To provide basic and specialized information to all Park visitors on a variety of levels.**
- 2. To increase visitor awareness of Park resources and the Park experience both generally and specifically.**
- 3. To provide a method of interpretation which will serve to provide souvenir values and assist teachers and tour leaders in providing an accurate and improved communication of the Park environment.**

Visitors everywhere are increasing in the extent of their intellectual curiosity and their sophistication to know and understand the natural environment. Direct correlations have been shown between improved attitudes and positive behavioral actions towards the protection of resources resulting from previous exposure to information.

Publications can present a topic in greater depth and detail than permitted in other interpretive methods. They can be taken home as souvenirs and read over many times at one's leisure; they can create "leaders" of teachers, parents or individuals introducing others to the Park. As an interpretive method, publications have no adverse effect on the environment unless littering results, and simple publications (i.e., checklists, self-guided booklets) may be relatively inexpensive per copy when produced in bulk form. Their sale at nominal fees will provide a source of funds to insure their perpetuation.

Publications produced by the Park should be revised and reprinted as needed to meet visitor demand.

The writing style of interpretive publications for the Park should be appropriate to the intended audience. The style should strike a balance between entertainment and instruction and should relate to actual Park resources and interpretive themes. Text should be as succinct as possible with an emphasis on illustrations or photographs. A variety of specific styles and tones will best serve the variety of publications required.

Publications should be stored at and distributed from the Park centre. They should be displayed on racks, designed so that the publication can be handled, and the racks should be well lit and easily seen.

### 30.8.5.1 Types of Park Publications

1. **General Information Brochure:**

Perhaps the first publication of the Park should be a general information brochure. This is descriptive in nature and should provide the visitor with answers to all the essential questions about the Park. It would be provided free of charge and should be a folding brochure with the Park logo on the front cover. The inside of the brochure should contain all the necessary information about the Park, answering the “what” (description), “where” (location), “when” (hours), “how” (program) and “why” (the philosophy and purpose of the Park) questions of the visitor.

This publication would serve as a prototype of standardized Territorial Parks brochures.

2. **Self-Guided Tours of the Park:**

This would be the principal type of interpretive publication for the Park, There would be up to four publications:

- a. one for each of the Park walking/hiking trails utilizing the leaflet-and-marker strategy (recommended for trails with single access, for example the suggested Necklace Lake Trail and Jack Pine Trail); and
- b. a printed guide, the equivalent to a trail brochure, for the Prelude Lake Boat Tour, indicating and explaining the islands and special areas of the lake,
- c. the Ingraham Recreation Trail booklet for the self-guided auto tour leading to the Park would also be available.

These publications would be made available to all visitors at a nominal fee if they wish to keep them. They would be loaned free to others.

Further details of the full scope of interpretive trails in the Park are described in the Trails and Signage Sections of this plan,

3. **Checklists of Birds and Plant Life:**

(see example in this section of the plan). Sold at a minimal fee.

4. **Naturalist Guide to Prelude Lake Territorial Park:**

A more in-depth review of the principal Park attractions, bound in paperback, thoroughly illustrated and sold for a fee.

5. **Thematic Topic Guides:**

An expanded selection of special topic guides should be developed for repeated users and special interest visitors. These would utilize the same numbered trail system, but only as a point of orientation. These guides would elaborate in far greater details than the general self-guided tour booklets upon a range of specific subjects, often developed by cooperating specialists. Thematic Topic Guides could include fish biology; sociology of fishing; park geology; the aquatic ecosystem of the lake; boreal forest ecology; forest fires; boreal transition zones; trees; plant adaptations; birds and bird habitats; insects and their habitats; wildflowers; mammals; wildlife practices; etc. These topics provide exciting learning opportunities for individuals revisiting the Park.

6. **Environmental Education Teacher's Guide:**

Free for the use of teachers and group leaders; a fee is charged for those who wish to keep it.

7. **Children's Activity and Coloring Book:**

Pictures to color, consistent with the Park concepts. Puzzles, crosswords, riddles, etc. All designed to provide an introduction to the Park purpose for young people.

Other printing requirements include program schedules and announcements. A prioritized and comprehensive publications plan should be prepared and projects should be reviewed annually for potential development.

**30.8.5.2 Sales Items**

Sales items should be deemed appropriate for the sale and distribution in the centre only when such items are seen as being in harmony and consistent with the Park image and concepts. Sales should be viewed as both a service and an opportunity. As a service, items are made available which extend the programs. As an opportunity, sales provide a source of income.

A selected range of ten to fifteen different books would make available the most appropriate field guides and natural history books. Other sales items could include:

Park wildlife posters of featured species or a composite poster print of representative wildlife and fish species.

Paintings could be placed on sale, as contributions from local artists.

Enlarged photographic prints of featured species or scenery.

A Park pin.

Arm flashes of the Park.

Phonograph records of nature sounds.

Field guide carrying pouches.

Park note cards.

An additional service provided in the sales area would be the rental, for a nominal fee (i.e., two dollars a day), of binoculars. A supply of binoculars should be kept on hand for this purpose, and for the use of school groups. A bird field guide and Park checklist would be loaned with the binocular rental.

Example Format for Bird Checklist

Birds preceded by a 0 are known to breed on the refuge. Symbols for seasonal abundance of each species are coded as follows: B - December-February A - abundant S - March-May C - common J - June-August N - uncommon F - September-November O - occasional I - rare

Table with 5 columns: Bird Name, S, F, W, O. Includes species like Common Loon, Red-throated Loon, Horned Grebe, Pied-billed Grebe, White Pelican, Brown Pelican, Gannet, Double-crested Cormorant, Anhinga, Magnificent Frigatebird, Great White Heron, Great Blue Heron, Green Heron, Little Blue Heron, Cattle Egret, Reddish Egret, Common Egret, Snowy Egret, Louisiana Heron, Black-crowned Night Heron, Yellow-crowned Night Heron, Least Bittern, American Bittern, Wood Ibis, Glossy Ibis, White Ibis, Roseate Spoonbill, Mallard, Black Duck, Mottled Duck, Gadwall, Pintail, Green-winged Teal, Blue-winged Teal, American Widgeon, Shoveler, Redhead, Ring-necked Duck, Canvasback, Lesser Scaup, Bufflehead, Ruddy Duck, Hooded Merganser.

Table with 5 columns: Bird Name, S, F, W, O. Includes species like Red-breasted Merganser, Turkey Vulture, Black Vulture, Swallow-tailed Kite, Sharp-shinned Hawk, Cooper's Hawk, Red-tailed Hawk, Red-shouldered Hawk, Broad-winged Hawk, Bald Eagle, Marsh Hawk, Osprey, Peregrine Falcon, Pigeon Hawk, Sparrow Hawk, Bobwhite, King Rail, Capper Rail, Virginia Rail, Sora, Black Rail, Purple Gallinule, Common Gallinule, American Coot, American Oystercatcher, Semipalmated Plover, piping Plover, Snowy Plover, Wilson's Plover, Killdeer, Ruddy Turnstone, Common Snipe, Whimbrel, Spotted Sandpiper, Solitary Sandpiper, Gallinule, Greater Yellowlegs, Lesser Yellowlegs, Kook, Pectoral Sandpiper, White-rumped Sandpiper, Least Sandpiper, Dunlin, Short-billed Dowitcher, Long-billed Dowitcher, Sill Sandpiper, Semipalmated Sandpiper, Western Sandpiper, Marbled Godwit, Sanderling, American Avocet, Black-necked Stilt, Herring Gull, Ring-billed Gull.

Table with 5 columns: Bird Name, S, F, W, O. Includes species like Laughing Gull, Bonaparte's Gull, Gull-billed Tern, Fender's Tern, Common Tern, Royal Tern, Sandwich Tern, Cassin Tern, Black Tern, Black Sumner, Rock Dove, White-winged Dove, Mourning Dove, Ground Dove, White-eye, Yellow-billed Cuckoo, Yellow-billed Ani, Cuban Owl, Screech Owl, Great Horned Owl, Barn Owl, Wood-saw-whet, Sharp-shinned, Common Nighthawk, Chimney Swift, Ruby-throated Hummingbird, Belted Kingfisher, Yellow-shafted Flicker, Red-bellied Woodpecker, Red-headed Woodpecker, Yellow-bellied Sapsucker, Eastern Kingbird, Gray Kingbird, Western Kingbird, Scissor-tailed Flycatcher, Great Crested Flycatcher, Eastern Phoebe, Eastern Wood Pewee, Tree Swallow, House Martin, Barn Swallow, Blue Jay, Fish Crow, House Wren, Carolina Wren, White-bellied Nuthatch, Short-billed Nuthatch, Chickadee, Downy Woodpecker, Robin, Hermit Thrush.

Table with 5 columns: Bird Name, S, F, W, O. Includes species like Gray-cheeked Thrush, Eastern Bluebird, Blue-gray Gnatcatcher, Ruby-crowned Kinglet, Cedar Waxwing, Loggerhead Shrike, Osprey, White-eyed Vireo, Yellow-throated Vireo, Solitary Vireo, Black-whiskered Vireo, Red-eyed Vireo, Black-and-white Warbler, P. hooded Warbler, Swainson's Warbler, Worm-eating Warbler, Golden-winged Warbler, Blue-winged Warbler, Tennessee Warbler, Orange-crowned Warbler, Nashville Warbler, Palm Warbler, Yellow Warbler, Magnolia Warbler, Cape May Warbler, Black-throated Blue Warbler, Myrtle Warbler, Black-throated Green Warbler, Blackburnian Warbler, Yellow-throated Warbler, Chestnut-sided Warbler, Bay-breasted Warbler, Blackpoll Warbler, Pine Warbler, Prairie Warbler, Palm Warbler, Ovenbird, Northern Waterthrush, Louisiana Waterthrush, Kentucky Warbler, Yellowthroat, Yellow-breasted Chat, Hooded Warbler, American Redstart, House Sparrow, Bobolink, Eastern Meadowlark, Red-winged Blackbird, Orchard Oriole, Baltimore Oriole, Rusty Blackbird, Boat-tailed Grackle, Common Grackle, Brown-headed Cowbird, Scarlet Tanager.

## **30.9 IX. Media Selection**

### **30.9.1 Exhibits**

An exhibit is a device which publicly displays texts, photographs and objects. It puts a story together in an ordered and sequential fashion.

The principal use of exhibits would occur in the Visitor Centre. Visitors would explore the exhibit area as a normal part of their visit to the Park. Exhibit themes consistent for the Park Visitor Centre can be readily suggested through a review of the identified interpretive concepts.

Throughout the exhibit area, objects should be available to handle. Audio phone pick ups could familiarize visitors with natural sounds (e.g., bird songs) to prepare them for a multi-sensory experience. Other exhibits could focus upon the limnology of the lake, flora and fauna highlights, etc. One exhibit should be devoted to Tourism and Parks and its programs.

#### **30.9.1.1 Special Event Exhibit**

This is a versatile exhibit panel, located in the Visitor Centre which highlights events or occurrences visitors may wish to watch for before they embark upon their walk. This panel is constantly updated and forever changing. For example, the exhibit heading, in caps, could be "SPECIAL EVENTS TO WATCH FOR IN THE PARK TODAY". This exhibit should also be accompanied by:

- a. Folders containing additional information for those who desire it. The preparation of these folders is a good project for volunteers. The topics eventually form a file for quick reference and retrieval in future years.
- b. A visitor book for natural history sightings. Sightings and field notes are recorded here by the visitors or staff who make the observation. The data will prove of interest to many visitors and also form the basis of valuable long term natural history notes. The large "Field Notes Book" would be displayed open on a shelf in front of, or beside, the special events exhibit.

### 30.9.1.2 Touch Boxes

Touch boxes provide visitors, especially children, with an opportunity to handle actual objects associated with species and processes of the Park. The touch box would be located along appropriate trails, boardwalks or viewing platforms. It could contain objects such as feathers, skulls, nests, etc.

The box should have a cover, four side panels and a bottom. It need be no larger than 16" x 8" x 6" in total. The box should have a sign placed on the lid inviting visitors to use the feel box. A small note on the inside lid may explain what the objects are and that they may be handled.

### 30.9.1.3 Kaleidoscope Audio-Visual Exhibit

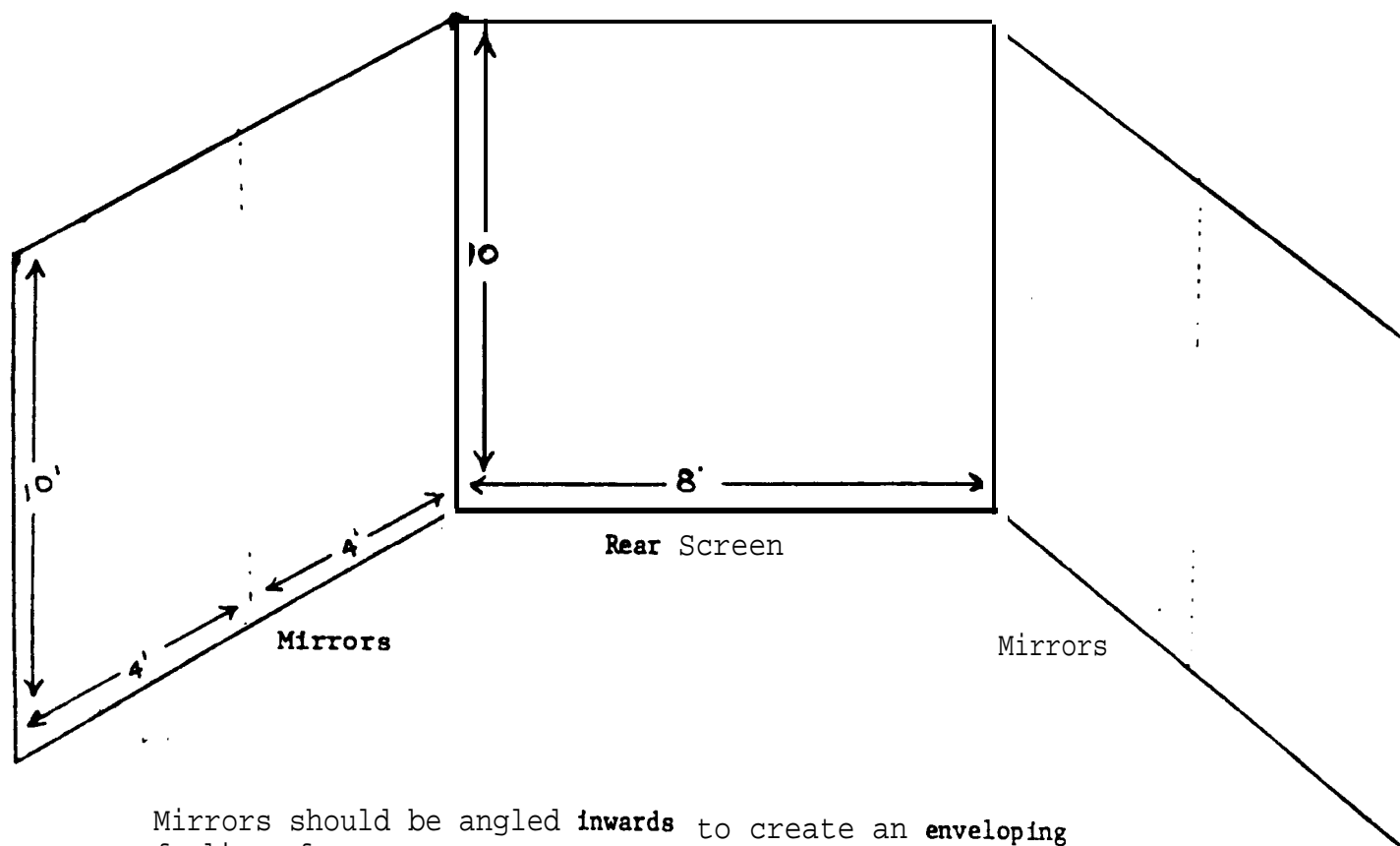
This exhibit, designed for the entry foyer at the Visitor Centre, involves a series of slides projected onto a larger rear screen. The slide image is reflected into two large mirror panels, thus creating the kaleidoscope effect.

When a person stands a short distance back from the screen and in between the two mirror panels, a panoramic or on-site sensation is created by the many reflected images of each slide. This is particularly effective when a scenic photograph (e.g., photos of the lake at sunrise) or scenes in the forest with animals are projected onto the screen. Sound effects and music contribute to the overall effect.

About twenty slides would be appropriate for a three to five minute self-activated presentation. This is sufficient time for visitors to pause, relax and acquire an overall mood for the Park through the atmosphere created by the sound and visuals. The program does not need to be supervised beyond general maintenance by an information attendant.



## KALEIDOSCOPE



Mirrors should be angled **inwards** to create an **enveloping** feeling of scenery.

### Clarity

Exhibit messages must be presented in a clear, concise and understandable style. Text should be reviewed throughout the exhibit production to ensure no errors are made in typesetting or stencil cutting. Even minor errors will detract from the interpretive message.

### Design and Visitor Acceptance

To stimulate and hold visitor interest, the exhibit and subject matter should, where possible, be physically or psychologically related to the visitors and the roles they play in society. In general, visitors are not prepared to read long storylines of lightly printed text. Short, easy to read storylines are a necessity. In many instances analogies drawn to events in the common experience of the reader will clarify difficult or complex concepts.

Proper design that will reduce reader aversion to long text is important. Generous margins, short lines, short paragraphs, subheadings, illustrations, multi-panel format and large print all serve to maintain the readers' attention,

Color combination, surface preparation, materials, angle of installation, overall design, maintenance and quality of fabrication are all factors that will stimulate the visitor to read the interpretive exhibits.

#### 30.9.1.4 Kiosks

A series of interpretive panels, in an exhibit format, is required at the boat launch/beach area, to illustrate the fish biology and aquatic ecosystem themes, This would be accommodated by construction of an interpretive kiosk, a facility where visitors can acquire some non-personal interpretation. Kiosks are typically small in scale and are not elaborate in design and construction. They usually have one or more open sides and are designed to give some protection from sun, wind or rain to the visitor who is reading/viewing the interpretive messages contained in the kiosk,

Kiosks can take on a vast number of shapes and forms, and can be designed to serve a variety of interpretive functions.

### **30.9.2 Interpretive Signage**

#### **Objectives of the Interpretive Signage Program**

1. To interpret on site, to Park visitors, the natural processes and physical features of the Park.
2. To interpret the geologic, historic and scenic features in the environs of the Park, outside the Park boundaries, via a) extended hiking trails, like the suggested Necklace Lake Trail, b) the Ingraham Recreation Trail, the self-guided auto tour leading to the Park.
3. To provide visitors with an expanded awareness of the Park environment and a sense of personal orientation and discovery.
4. To focus visitor perceptions and intellectual processes toward preferred features and locations.
5. To selectively communicate, in a systematic and deliberate fashion, those concepts which best typify the dynamics of the Park environment.

#### **30.9.2.1 Interpretive Signs - Considerations**

All Park facilities should be identified with adequate and proper signage.

Interpretive signs should be designed and written in accordance with the interpretive themes identified for the Park.

Signs conveying rules, regulations, restrictions and other management messages should be worded in a positive manner, emphasizing what the public may do, and why restrictions are necessary; the signs should clearly explain the nature of the restriction,

All the signs should be attractive in appearance and be appropriately placed to best enhance their content and function.

Signs should be placed so as to be complimentary on the landscape and not be obtrusive.

All signs should be periodically checked for vandalism, weathering and other forms of modifying agents, such as animals, and be maintained or replaced as required or deemed appropriate.

Any sign conveying misleading or inaccurate information should be removed and/or replaced.

The design should consist of simple elements that present the message in a straight forward manner.

Initial cost, seasonality, durability, permanence, likelihood of vandalism and future maintenance should all be considered in design.

There are a number of considerations of what to place on the sign and why a sign should be there in the first place:

1. Is the message significant and worth telling?
2. Is the message simple/easy to understand?
3. Is the message accurate?
4. Is the message brief?
5. Is the style of writing appropriate for the occasion?
6. Are the text, colour and objects arranged harmoniously?
7. What level of interpretation are you directing the message to:
  - awareness
  - insight
  - understanding
  - comprehension?

Sun fading is a serious consideration which will adversely affect signage panels in the Park environment. Signs exposed in outdoor settings and containing colours, photographs or illustrations must be oriented away from direct sunlight or be protected within a shade ramada.

Signs should ideally reflect the various seasons and, hence, some interpretive signs should be removed and replaced with more appropriate signs for the season.

#### 30.9.2.2 Signage Design and Materials

Interpretive signs are generally constructed of wood, cedar being most popular. Available wood types should be easy to route or to sandblast, be resistant to rot and produce a rustic ambience. Other materials, including photo-sensitive metals and silk screening, can be used effectively for interpretive signage and may better fit certain messages than using only wood. The signage design should be consistent, however, throughout the Park.

Administrative non-interpretive signs are also necessary at the Park in order to indicate entrance, provide orientation, prohibit entry, give information and provide direction.

Some of these signs might be: trail direction signs, parking signs, boundary signs, handicapped access, etc. International symbols should be used whenever possible for convenience, consistency and to minimize the excessive use of words.

### **The Message**

Interpretive messages presented in a signage format must be short yet informative (rarely exceeding fifty words in a single block). The sign must capture the visitors' attention, hold their interest, provide them with an understanding of the subject, and in some cases evoke a behavioral response. The key features are brevity, clarity, simplicity and appeal. The message must be developed for a variety of users, of various educational and cultural backgrounds. Time and interest in the subject will determine the attention paid to the message. The facts presented must be concise and appealing. Pictures, illustrations and line drawings attract attention and assist in clarifying the message.

Interpretive signage generally follows the format as described below.

**Headline:** short, attention-getting, suggestive of content.

**Lead:** transitional from headline to next paragraph, short, fast-paced, interesting, few details and lots of action.

**Interior:** develops understanding and appreciation of subject.

**Closing:** clarifies what action or response is desired, summarizes.

### **Accuracy**

The text must be accurate, There must be absolutely no question that subject material is correct and conforms exactly to truth and fact. Any deviation will destroy visitor confidence in the message and the program, Subjects must be researched thoroughly,

## **Signs and Vandalism**

No signage is completely resistant to vandalism. The general rule is that “people respect quality” and, therefore, a quality sign is generally less vandalized than a sign of poor standard. Indicators of neglect and disrepair are also known attractants to vandalism. Metal signs are more resistant to carving, weathering, decay and insect attack and might be considered at isolated locations where vandalism would have a higher probability. Some manufacturers claim that metals such as permalloy can withstand any abuse including spray paint, which wipes off. They offer a twenty-five year guarantee with their product. Permalloy does not rust and is available in bronze, silver, gold or black with lettering in the same choice of colors. Payment is by the square inch (approximately 0,44 cents per square inch for 3/8”) and is standard regardless of the message or design. Single pieces come as large as 4’ x 8’. Aluminium posts (\$2.40 per ft.) are also available, and the blind tap allows mounting on other surfaces as well.

Often signs are attractive perching areas for birds who can give the sign a white washing. As birds prefer to rest on a high and easily accessible perch, these can be provided which orient the bird away from the sign as direct appendages where this activity proves to be a problem.

### **30.9.3 Trail Systems**

#### **Introduction**

Interpretive trails are one of the major forms of non-personal interpretive services offered to the Park visitors, and thus special attention should be directed to their planning and design.

#### **30.9.3.1 Types of Interpretive Trail**

For the Park two major types of self-guided interpretive trail strategies are identified, These are the leaflet and marker trail and the sign-in-place trail. Each of these two interpretive trail types should be used in various ways.

Linear hiking trails with single access, such as the Jack Pine Trail, would use the marker-with-keyed-leaflet trail strategy. Trails with more than one access, such as the

Necklace Lake and Sand Ridge Trails, would utilize the sign-in-place strategy. Inconspicuous trail numbers may be placed along all of these trails for teachers of school groups using programmed teacher's manuals.

The leaflet-and-marker strategy, complemented by the roadside sign-and-pull-off approach, would be appropriate for the Ingraham Recreation Trail.

A printed interpretive guide for the Prelude Lake Boat Tour has already been discussed in the Publications Section of this plan.

#### **30.9.3.2 Trail Descriptions**

##### **30.9.3.3 The Sand Ridge Interpretive Trail**

As the primary trail for the Park, this trail attempts to access each of the principal transition zones between the various types of soil, vegetation and topography in the Park.

The central loop of the trail consists primarily of boardwalk, with surfaced trail in the flat open spaces. It extends west from the Lower Loop Campground through the Jack pine forest to two natural bedrock outcrop viewpoints of the lake, and circles back to the day-use picnic area. It will provide the visitor with an introduction to the boreal forest, enhanced by a mid-trail observation point where the visitor discovers a panoramic view of the lake.

The boardwalk is utilized as an environmental control to reduce impact on the delicate vegetation in this area.

The trail follows the contours of a ridge, and thus provides a number of opportunities to look out over the Park to the lake and to stands of Black Spruce in the lower wet areas.

Also located along the Jack pine covered sand ridge is a teaching node, where groups can discuss the forest types which make up the transition zone of the boreal forest of which the Park is a part.

##### **30.9.3.4 The Jack Pine Interpretive Trail**

The proposed trail follows an existing route running through an extensive area of pine. It climbs east from the Park road opposite the day-use picnic area up to a scenic overlook of the lake.

A teaching node would be situated along this trail, to develop the theme of the interrelationships between the aquatic and terrestrial ecosystems in the Park.

#### **30.9.3.5 The Necklace Lake Trail**

In addition to developing effective self-guided trail loops, it is desirable to accommodate those visitors wishing to walk greater distances. This is not really possible with the constraints of the present boundaries, but with additional acquisitions such walking trails can be developed. Interpretation would by no means be lacking from these areas; however, the walking experience would receive the primary emphasis.

The area immediately west of the Park is an ideal location for a walking trail leading from the Visitor Centre. The area contains a system of jack pine-covered sand ridges and includes a small angling lake, informally known as Necklace Lake. The trail could take advantage of the many ridge tops. A trail adjacent to the lake would add an extra dimension to the overall trail system. The extent of the trail would depend on the total land acquired.

If fishing is developed, it should be considered a “walk-in”, strictly controlled feature of the trail so as to protect the watershed area of the lake, which is not stream-fed, from polluting elements.

#### **30.9.3.6 Interpretive Trails: Considerations**

The proposed trails utilize a variety of approaches, such as interpretive signs, leaflets and other methods, to convey a story or concept to the Park visitor.

It should be kept in mind that the main portion of information communicated to the visitor comes from the environment itself. The success of this communication is largely dependent upon the skill with which the trail is designed and constructed, the location of the viewing positions, and the sequence of experiences that are provided.

The trail system’s inherent diversity, combined with an interesting variety of features and attractions should ensure that specific program objectives are attained and further serve to disperse visitors in a positive manner throughout the Park environment.

All self-guided trails have a Trail Head Sign which identifies:

- a. Name of the trail
- b. Time it takes to walk the trail and the distance of the trail



- c. A brief interpretive introduction to the trail (not to exceed twenty-five words)
- d. A general orientation to the trail system through a map of the trail layout.
- e. A leaflet distribution box, if interpretive brochures are being utilized.

The primary Sand Ridge Trail and the access trails in the vicinity of the nature centre should be constructed with accessibility considerations for handicapped visitors. These design considerations are outlined in the section on Accessible Programming.

All trails should be inspected and maintained regularly by Park personnel. Maintenance work includes the following

- a. Clearing trail of down limbs and interfering brush;
- b. Clearing tread of all debris;
- c. Upkeep and replacement of trail markers and signs or interpretive brochures for trail use;
- d. Relocating and constructing new sections of trail when needed;
- e. Litter pick-up and garbage disposal.

#### 30.9.3.7 The Ingraham Recreation Trail

A self-guided auto tour is one in which the visitors experience an area in their own car and at their own pace. The proposed Ingraham Recreation Trail, developed as a self-guided auto tour leading north-east from Yellowknife, on N.W.T. Highway 4, would provide the opportunity for a holistic approach to interpretation. For example, varied glacial features which are spread over the area approaching the Park can be described. It would be a general subject tour, providing a broad orientation to the geologic, historic, scenic and recreational highlights of the tour route.

The self-guided auto tour can help to penetrate the automobile's relative isolation without disruption of its privacy. As a result, visitors using the self-guided auto tour may be encouraged not only to visit the Prelude Lake Territorial Park, but also to get out and explore specific interpretive features and recreational opportunities en route.

A preliminary interpretive resource inventory was conducted as part of this plan for the proposed 29 km (18 mi) scenic recreational corridor. Adapted from Baker (1966) the inventory identified various features (water, historical, geological) to interpret. They are illustrated on the Recreation Trail map contained in this plan.

This method of self-guided tour is relatively inexpensive to prepare and operate. More details can be provided in the leaflet than on signs, and the visitor can keep the leaflet as a souvenir of the trip.

#### 30.9.3.8 Trail Tour Design

The recommended interpretive strategy is a printed leaflet keyed to numbered posts along the road. Pulloffs for parking will be necessary in some instances.

A distinctive tour logo illustrating the theme of the tour and matching the leaflet logo (for example, rock outcrop with lake image) will be marked on all roadside posts, to help signal the visitor to an interpretive location described in the leaflet.

Pulloffs will be required because of the popularity of a feature or its distance from the road. The tour should be designed so that pulloffs are either on the right side of the road, or located so as to minimize the risk involved for the visitor in crossing traffic lanes. At some parking pulloffs, sighting devices may be necessary, for example simple devices include a length of brass pipe on a swivel or lines or arrows on a flat board.

Specific design considerations in developing the leaflet are described in the Publications Section of this plan,

#### 30.10 Accessible Programming

Interpretation facilities for Prelude Lake Territorial Park should ensure that programming is accessible to disabled persons. All interpretive, informational, recreational and educational services should provide equal opportunities for all individuals, assuring that all alike are able to share the Park experience.

All interpretive buildings and facilities (e.g., rest rooms in the Visitor Centre, trail systems) should be designed and constructed to assure accessibility to all persons, including those with ambulatory or other disabilities.

All exhibits and displays should be designed in such a way that they can be reached or seen by all persons including those in wheelchairs.

Displays and exhibits should include, whenever possible, tactile elements or large print to assist the visually impaired. They should also, when possible, include areas which

can be interpreted at different levels of understanding.

Trails, boardwalks, ramps and other walkways in the Park should be barrier-free, and of a suitable grade ratio and surface to accommodate wheelchair users or others with ambulatory disabilities. In situations where areas cannot be feasibly designed or constructed to accommodate ambulatory disabilities (i.e., narrow paths to viewpoints) positive alternatives should be provided for a similar experience opportunity.

Accessible facilities and programs accommodating disabled persons should not be special or separate, but should be used by all visitors. Accessibility should be a built-in feature of all facilities, indoors and out, and all interpretive programs.

No special adaptation of programs should be used (or required) in most situations when handicapped persons are in the audience. In the case of learning impairment resulting from a handicap, the interpreter should determine the understanding level of the audience beforehand and direct his communication to that level.

In all forms of interpretive communications, all consideration should be given to actively incorporating all senses of the participants. In this manner, those with impaired faculties or nobilities will still be able to experience some portions of the interpretive event.

It is an excellent recommendation to ask the advice of local handicapped associations and disabled persons as final facility designs are formulated for the Park.

### **30.11 Land Acquisition**

Within the scope of the interpretive objectives for the Park lies the commitment to acquire more land for the Park. The surrounding lands are becoming increasingly subdivided and populated. The increased visibility of structures, activity and noise levels detract from a natural experience. There is an immediate desirability of acquisition to create a visual basin where no out-of-site influences or structures intrude. This will depend on hills, horizons and foliage. The Trails also were designed with this in mind. The 1971 recreation resource analysis of the Prelude Lake – Pontoon Lake area, by Lombard North Planning Ltd., made policy-oriented recommendations respecting physical site planning for the area. These recommendations are listed below because they support the interpretive objectives established in this plan. They include:

1. A revision of existing lease boundaries with more emphasis placed on visual qualities and physical limitations of the land. This should include a total re-alignment of the road allowance as shown on the original lease document.
2. General re-evaluation of “suburban housing” techniques on this recreation-oriented wilderness condition,
3. Separation of public and private use patterns insofar as the limitations of the area will permit.
4. Redefinition of organization boundaries which are in conflict with this functional separation.
5. Exclusion of all vehicular traffic through the centre of the existing public development area which has been severely damaged by past use.
6. Investigation and adoption of procedures to re-establish damaged and destroyed vegetation which is paramount to the preservation of site character.
7. Establishment of development controls that are in line with preservation of the character of the site. Such controls should include clearing, burning, and access regulations as well as specific sewage and refuse treatment guidelines.
8. While fresh water and ground water supplies apparently have no contamination at the present time in the permeable soils of the site, anticipation of greater use and thus pressures on these resources place the technique of septic field sewage treatment in serious question. Investigation of the means of sewage treatment,

including self-contained and “pump out” systems, is highly advisable and will certainly become necessary if the anticipated development and use become a reality. The recommendation would further be made that testing of the drinking water supply be done on a continual basis for the protection of the users.

9. Consultation with private leaseholders whose leases are in conflict with general use and preservation objectives should be started immediately to simplify land use policy.
10. Establishment of a co-ordinated system of planning and development which includes hiking trails, public and private parking and vehicular control, signage, sanitary facilities, beach and water access elements, etc. In short, total planned expansion of all types of public and private layout and facilities design should be undertaken at the earliest possible time. The extremely delicate nature of the site makes this imperative for successful development.

#### **30.11.1 Priority Acquisition**

The critical area is immediately to the south with more areas becoming important as the cottage-owner population to the east of the Park increases.

Priority acquisition is the property immediately south of the Park. This area contains the proposed group camp area and Visitor Centre location. Presently it has visible structures which are imposing upon the Park entry access and a west cottage road which is especially obtrusive, dissecting the Park entrance road. This cottage access road should be re-routed southwest of the group campground.

## 30.12 Evaluation Methods

### Introduction

The success of education and interpretive programs is inextricably related to the effectiveness of the evaluation procedures and the Park's ability to utilize feedback to judge the success of its stated objectives. For Prelude Lake Territorial Park there is a real need to identify practical measures of assessing the efficiency and effectiveness of its programs in a meaningful and ongoing fashion. The following section reviews the importance of meaningful evaluations procedures and suggests practical methods of evaluating the Park's programs.

### 30.12.1 Purpose of Evaluation

The primary reason of evaluation is to improve the impact and effectiveness of ongoing programs and facilities in accordance with their purpose and objectives. Attkisson et al, ( 1978) have defined evaluation as "the process of making reasonable judgments about program effort, effectiveness, efficiency and adequacy". It is a systematic data collection and analysis for program management, external accountability and future planning. Tourism and Parks will need to systematically and continually evaluate the effectiveness of its facilities and programs at Prelude Lake for the following reasons:

1. Evaluation will provide a means for management to assess whether the Park is meeting its objectives or not. It will assess, too, whether or not these objectives are realistic.
2. Effective evaluation will allow management to make confident judgments about the justification for levels of expenditure.
3. Evaluation will provide insight into the value of specific exhibits, programs and methodologies.
4. Evaluation will provide tangible information to external organizations or individuals of the effectiveness of the Park. Those who provide funds, land, physical amenities or professional contributions, for example, will require proof that their contribution is being put to good use,
5. Evaluation will provide a concrete means of measuring public response to the Park.
6. Evaluation will furnish management with concrete data for the direction of future

planning and development.

#### **30.12.2 Methods of Evaluation**

You cannot say how you are doing until you specify exactly what you are trying to do. Clearly articulated objectives are a necessity. Effectiveness, therefore, implies the achievement of a range of explicit, ever-expanding objectives.

Human enrichment and other emotional effects are difficult to quantify, so the appropriate method of evaluation chosen is crucial. There is no one single technique capable of evaluating a total program or even parts of a program. Each method will contribute certain relevant information and complement the other methods employed.

Acceptable methods of program evaluation and feedback techniques which will be employed in many circumstances at the Park include: direct audience feedback, auditing by an expert, suggestion boxes, direct behavior measures, systematic observations, participant observation studies, observation of audience attention, length of viewing or listening time, questionnaires, self-testing devices, panel of outsiders, time lapse photography, following randomly selected individuals, and self-evaluation methods.

#### **30.13 Glossary of Terminology**

A glossary of selected interpretation terminology as applied in this document, to be incorporated in all future Park planning and phasing documents, is included in the Interpretation Policies and Guidelines Manual prepared for Tourism and Parks, in association with the interpretive concept plan for Prelude Lake Territorial Park.

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