



interpreters
information
exchange

IN TOUCH

produced
by and for
nps people
concerned with
interpretive
and visitor
services

Number 21

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A WORD OR TWO FROM THE
STAFF CARTOONIST

In the past year or so I have been getting an increasing amount of feedback from the readers of IN TOUCH concerning my cartoons and cover illustrations. The letters and memos contain comments, suggestions, cartoon ideas, and constructive criticism. I welcome them all and wish to encourage even more input. The cartoon ideas I've received are all first-rate and IN TOUCH readers will see them appearing from time to time in future cartoons with proper credit to their authors.

I particularly regret that I am not always able to do the freelance cartoons and artwork that are requested of me. Being an Interpreter at HAVO is a challenge and it doesn't leave me much time to draw Ranger-oons!

Keith Hoofnagle

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INTERPRETATION IN RESOURCE MANAGEMENT AND
VISITOR PROTECTION

The National Park System offers a special contribution to world culture. The idea of preserving natural, historical and recreational settings for their intrinsic, non-commercial value is a relatively new concept and has served as a model to be followed by other countries throughout the world. While it is true that large numbers of people visit Park Service areas without paying much attention to these settings, it is equally true that many of them are drawn to these areas because of a felt need to put themselves in touch with the historical and cultural roots of their heritage, to feel at one with natural processes that existed before our technological society. The Park Service, then, has the responsibility of preserving these settings, these resources, while, at the same time, providing the opportunity for people to come in contact with them. It is within the context of this responsibility that we all work.

All of our divisions, of course, have different tasks to perform. And yet, these tasks subtly overlap upon each other. While we hope that each protective ranger can be an adequate sidewalk interpreter, we also want every interpreter to be a protector of the park's resources. And, to be an effective agent of protection, it seems to me that each interpreter has to understand that we're all in this together, that our ultimate goal is the protection of the very resources that made our areas special and worthy of NPS status to begin with.

It is, instructive, I think, to take a look at the kinds of issues that are drawing the most public attention to the Park Service. There are the burros in Grand Canyon, Bandelier and Death Valley, the redwoods, grizzly bears in Yellowstone

and Glacier, and the European wild boars in the Smokies. Congressman Seiberling has introduced a bill that would strip the Service of some of our historic preservation responsibilities. We have been on the front pages of the newspapers over mineral claims, clean air, and use limitations.

What should get your attention right away is that all these issues are resource management issues. What must be becoming clear to even the most casual NPS employee is that the scrutiny by our critics, their most biting criticism, is reserved for our resource management policies. I think it is safe to assume that this trend, and I believe that it is a healthy one, will continue. What it should show us is that the management of our resources will be one of the major standards against which our stewardship will be measured.

All very well and good, you say. But how does this affect me, the interpretive technician? The Service, after all, has resource management specialists, resource division chiefs, whose academic training and Service specialities have prepared them to be leaders in the field of managing our natural, historical and recreational resources. How do I fit into the picture?

I would answer that question by asking you to take a close look at how and why most Park Service areas have been established. Beginning with the first National Park, Yellowstone, Park Service areas have been set aside because groups of people have perceived that these areas have contained natural or historical resources of transcendent national significance. The early legislative

landmarks such as the Yellowstone Act of 1872, the Antiquities Act of 1906, stressed the idea that these national treasures must be preserved, that their disturbance or exploitation would diminish and degrade our heritage, and leave us somehow less rich in spirit. Each addition to the system has been a product of this same process. The initial impetus for the establishment of an area flows from the idea that the resource is unique and nationally significant.

Recent management statements have underscored this relationship between an area and its resources. Fundamental to the formulation of any area's basic management plan is an inventory of its resources, the RBI or resource basic inventory. Land classification cannot occur until the resources are thoroughly described and classified. Management decisions concerning the protection and interpretation of the resources can then be made with the resources as the foundation for the decisions. What the importance of this is that the resource, the reason for the area's existence, is at the core of the decisions made regarding the area's development.

What it seems to me that we have to do as interpreters is to realize that resource protections, resource preservation, is not the province of the resource management division, but that it is critical, central, to all of our tasks.

Let me develop this idea a little further, to be a bit more specific as to what I mean. And as I do, I hope you'll begin to get an inkling of a mind set that I like to call a philosophy of protection in relation to resource management. It is this philosophy of protection that I think is an absolute imperative for every interpreter in the NPS.

Think, for a moment, about the kinds of

rules and regulations that govern the activity of visitors to your area. Some govern camping and picnicing, metal detectors are prohibited, entrance to some historic site is limited, wilderness carrying capacities are established. The majority of these kinds of rules and regulations are designed to protect the resources of the area from visitors. Yet, as anyone knows who has worked in an NPS area, the existence of a rule or regulation does not guarantee compliance. Probably the only sure way to guarantee compliance is to fill the area with law enforcement personnel. For most of us, however, this is no real solution. The idea of a Park cop is philosophically, at least, a bit repugnant. The ideal, of course, would be voluntary compliance. The problem that we have not resolved is how to gain this compliance. I submit that by making resource protection at least the implicit theme of all our visitor contacts, we can begin to attack our problem. Education and information should be our primary objectives as a means of gaining voluntary compliance with the Service's rules and regulations.

Let's look, for a moment, at what I mean by this, particularly as it relates to interpretation. According to the Service's management policies, it is the Interpretive Division's goal to develop appreciation among visitors for the area's values, to develop understandings, to see meanings and inter-relationships. Given this goal, the interpreter with a well-developed philosophy of protection sees the golden opportunity. If the visitor can be led to see the value of resource, if he or she senses a bit of the uniqueness, the cultural significance or the niche in the system of things that the resource occupies, then that visitor is going to be much less likely to be careless with it, to abuse it, or to knowingly harm that resource. With this type of interpretation, we are providing the

visitor with a philosophical framework through which he or she can view the resource. This is ultimately going to make that visitor a much more sophisticated and careful user of the area. And, by providing him or her with this framework, we are gaining a visitor whose decisions are programmed in such a way that a maximum appreciation of park values emerges through a minimum restriction of his/her activities. He or she complies because of an understanding of the reasons for and the importance of the regulations. He or she is not being coerced into simple obedience.

Now that we have a visitor who is philosophically in tune with the resource, it is our job to let him/her know the magnitude of our resource responsibilities: backcountry and wilderness management, National Registry, historic objects, sites, NEPA, mining and grazing; the list is almost endless. It is my feeling that the Interpretive Division can present very effective programs, using these resource management responsibilities as themes. As an example, let me explain two programs that I've seen to illustrate this point.

In Mesa Verde, I went to an evening program that discussed the cultural influences on the cliff dwellings subsequent to the Anazasi departure in the late 13th, early 14th century. This led naturally, of course, to the discovery of the ruins by the Wetherills in the late 19th century and the early archeological explorations and attempts at stabilization. What the naturalist was doing was subtly dealing with the complex resource management question of how we preserve historic structures. I went away from the program with a much deeper appreciation for the difficult decisions that have to be made because of her program. I'm sure most of the visitors in attendance did also.

Another program dealt with bear management in Yosemite National Park. As the naturalist explained to us the black bear's niche in the Sierra foothills ecosystem, he discussed the Park's attempt to break the artificial food chain between the bears and visitor garbage. He stressed the necessity of restoring a stable population of bear, not inflated by the abundance of non-natural food. He explained bear capture and immobilization and the reason for transplanting bears into less-visited areas of the Park. If you don't see as many bears as you used to, he said, it's because the plan is working. The ideal would be, he continued, if the only bears a visitor ever saw would be wild bears, not those hanging around the campgrounds and garbage areas.

These examples are emblematic, I think, of how the Interpretive Division can support and aid the resource management activities within an area. If individual interpreters keep themselves aware of significant resource management activities and if their contacts with visitors are based on a philosophy of protection, they will make a far more lasting contribution to the preservation of park values than the managers who make the policies.

Rick Smith
Albright Training Center

COOPERATING ASSOCIATIONS



ANNUAL REPORT

The annual report for 1976 was not completed until July of this year due to delays in receiving individual annual reports. The Activity Standards as well as the new cooperative agreement specifically states that the annual report from each association is due 90 days following the end of the fiscal year. While this office recognizes year end delays, an additional six month delay makes the consolidated report inordinately late and extremely difficult to justify. We need in this office at least six weeks to consolidate 57 reports. This means the earliest date for release of the consolidated report is late February, early March. Compensating for ordinary delays, we would like to set a target date in 1978 of April 15. We respectfully request, therefore, that all reports be in our office at the earliest possible date. If problems are anticipated please notify us. If you need assistance we will do our best to provide it.

Many problems arise in completion of the IRS Form 990. This office requires a xerox copy of your 990. The percentage of common error this past year was high and we spent a great deal of time making corrections. We plan to issue sometime in early November a sample 990 with instructions to help you.

If you need additional reporting forms (both 10-6 and 990) let us know as soon as possible.

GPO

As you know, GPO is now shipping UPS. While this works fine for most areas, some associations are using a P.O. Box address on their order forms. In the future please specify an address for UPS shipping if desired. (Caution, do not do the following: "Go along Route 9 for 3 miles, turn right on county road 32 and proceed to building on right in corn field; go to back door and knock three times". We are not being fictitious. GPO did indeed receive an address similar to this from an association).

CHILDREN'S INTERPRETATION

While deadlines are upon us, it is never too late for your contribution to efforts to promote the children's interpretation program. Southeast Region is producing the special issue of IN TOUCH (Pat Stanek, editor; contact her at Cowpens N., through Kings Mountain NMP). The Children's Interpretation Workshop is scheduled for October 17-21, Mather Training Center (John Tyler, coordinator).

Black and white photographs of children's activities in your park are needed for the workshop. Please submit 8 x 10's that can be mounted for a "children's wall" exhibit. The exhibit is destined for extended use and photos cannot be returned.

COORDINATOR'S SCHEDULE

- September 9 - With Southwest Parks & Monuments Association, Earl Jackson, Globe, Arizona
- September 12 - 16 - Cooperating Association Management Seminar, Albright Training Center, Grand Canyon, Arizona
- September 19 - 20 - San Francisco Maritime Museum Association, San Francisco; Coastal Parks Association board meeting
- September 22 - 23 - Eastern National Park & Monument Association board meeting, Cooperstown, New York
- September 29 - 30 -
October 1 - American Booksellers Association Regional meeting Washington, D.C.
- October 6 7 - Smithsonian workshop: Managing Museum Shops, Washington, D.C.
- October 17- 21 - Children's Interpretation Workshop, Mather Training Center, Harpers Ferry, West Virginia

COOPERATIVE AGREEMENT

The last meeting between the Service and the Solicitor's office will be August 29. If all goes well, the long awaited agreement will be issued through the Director's office shortly thereafter.

FORUM



Dear Editor:

I have been enjoying and learning from Interpreters Information Exchange, "In Touch", for some time. However, I agree with the ant in the cartoon of your last feature that "Hoofnagle has gone too far this time!" The characterization of the Ranger and uniform standards did not seem appropriate. A sense of humor is sometimes the only thing that saves us in the work-a-day world. We should be able to laugh at ourselves. However, humor that is too incisive sometimes cuts down to where people live and may become a destructive element.

It is my feeling that this last cartoon on "The Uniform! Featuring the Ranger-oons" is actually divisive and may serve as a wedge between functions which should be united. We all have characterizations and individuals that seem to fit the arch-type Ranger, Naturalist, Superintendent, Maintenance man, or visitor, depending upon where your bias lies. It does go against the grain, however, when I suddenly realized that all Rangers in Visitor Protection have been lumped together with a characterization which has long since ceased to be funny. It just isn't fair to generalize too much unless you are interested in Interpreters only doing interpretation and Park Rangers only doing law enforcement. Such a specialization would be disastrous to the organization.

I still firmly believe in the I&RM concept. Even in those jobs which are highly specialized, there is always time for visitor information and service together with formalized interpretation. Many Rangers still do this because they are interested. Many of us in Visitor Protection have continued to work as Park Interpreters throughout our careers and will continue to do so. However, due to the lack of jobs in Interpretation, we have had to do everything and that is where the job of working in the National Park Service seems to lie. The personal contacts with the Park visitor, the resource, and other employees doing a job is surely necessary and satisfying. The minute that we become too specialized, we forget about the mission and become concerned over process.

After all, our united efforts are directed towards....Conservation "of the scenery and the natural historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." The realization of this 1916 mandate is at the interface between the Park Visitor, Park Employee, and National Park Resource. All of the support services like management, administration, maintenance supervisors, interpretation supervisors, visitor protection supervisors, Regional Offices, the Washington Office, and the like should

be directed towards implementation and help in realizing this interface reaction. The minute any one of these functions becomes a road block or a divisive factor, it becomes counterproductive and should be remedied.

Former Superintendent of the Southwestern Monuments, Frank Pinkley, said, "The National Park Service uniform can and does build morale in the man or woman who wears it and prestige in the eyes of the public when it is worn by the men and women." We have the right men women in Visitor Protection and Interpretation.

Come on Hoofnagle, get back on track!
You've gotten a little heavy with your humor!

Charles W. Wendt
Chief Ranger
Yosemite National Park

WHERE'S THE PARK?

Walking down Congress Street in Boston about a month ago, I was approached by an excited Bostonian who recognized my ranger uniform and wanted to know which park I worked for. When I said, "Boston," she looked around with an astonished glance and asked, "But where's the Park?" In spite of my amused and hasty reply the question has stayed with me.

Webster gives eight different definitions for "park" of which the closest to our question is, "An area of land reserved from settlement and maintained in its natural state as a public property." While none of the sites in the Boston

National Historical Park could be said to be in their natural state, they have been reserved as public property. Why? We could answer by describing the historical significance of each site. But that doesn't answer the fundamental question about historical sites. What is it we are really preserving and why? If forests and mountains, canyons and rivers are preserved for their beauty and for the recreation and inspiration they afford us, what about historical sites makes them worthy of preservation? This is not an easy question. Yet it is essential that those of us who work in the park ask it of ourselves occasionally.

Natural beauty required nothing of us to appreciate it. Standing on the edge of Grand Canyon we need no prior knowledge to feel the awe and wonder of its beauty.

An historical site is very different. For most people appreciation comes not as an emotional response, but in the form of understanding. History in the broadest sense is the only data we have to help us understand our present lives. Whether it is the history of an event or a place, the history of ideas or styles, building materials, technology, or human organization, it is history which puts life in perspective. Sociologists, economists, and political scientists tell us what we are, but historians tell us why. To sort, preserve, and interpret the remnants of the past is infinitely more of a challenge and reward to me than any natural park could afford. We have the opportunity and privilege of helping our visitors learn more about the human experience by visiting our Park. Our sites illustrate aspects of human courage, faith, hopes, achievements, failures, convictions and perseverance. Our visitors should feel informed, refreshed and inspired by their visits. But this is no easy assignment.

The first step is to guard against offer-

ing a catalogue of names, dates, and facts as our historical interpretation. We are not curators or geneologists although their skills can help us. Then we must be careful not to pretend to relive the past. We are guardians of a few remnants of a past civilization. We have a few buildings, some furniture, paintings, related artifacts and some written words of our ancestors. We know some things about their everyday life; homes, clothing, commerce, worship, family life, government. We also know a little about their fears, hopes and aspirations for the future. And we, like archeologists, have a few bits of evidence with which to tell their story. But let us not forget, in our enthusiasm for our resources, that the significance of their story is that it helps to explain modern Boston and modern America as well. Every so often we should stop to ask what aspects of modern life do our sites help us understand? What universal truths do our sites illustrate? What important human virtues does our Park preserve? These questions may seem too grave. Yet they are really the justification for the preservation of any historical site. The Boston National Historical Park can provide inspiration through the words and deeds of past generations. It also provides not an escape from civilization, but a greater understanding of it.

Mary Holmes
Boston N. H. P.

To The Editor:

Some of us can still remember that not too many years ago there was a group of dedicated professional employees who proudly wore the title of Park Naturalist/Interpreter. It seems that in recent years something has happened to decrease their numbers or possibly they have become extinct.

Have you ever noticed that in the NPS News Letter and some of our Regional Staff Notes concerning new employees, people on the move and retiring employees, that there is a great variety of professions represented, yet not one of them in the honorable field of Park Naturalist/Interpreter? As an example:

Information Receptionist, Clerk-Typist, Carpenters Helper, Laborer, Secretary, Park Technician, Architect, Electric Worker, Realty Specialist, Auto Mechanic, Procurement Agent, Administrative Officer, Gardener, Park Planner, Botanist, Museum Curator, Statistician, Park Ranger, and Supervisory Park Ranger.

It would be of help to the interpretive manager to be able to recognize the Park Interpreters that are now included in the general title of "Park Ranger." A case in point, in one of the publications a few months ago:

"Thompson, Dale C., Park Ranger, Training Division, WASO to Supervisory Park Ranger, Hawaii Volcanoes NP."

Many of us know Dale as a talented person who has performed admirably as a Park Interpreter, District Manager, Instructor at the Training Center, and now as Chief Naturalist of Hawaii Volcanoes National Park.

Under the present system the first we get to know of a person in the interpretive field is when we receive a list of eligibles to fill a vacant position. How much better it would be to be able to follow these bright young stars in their interpretive assignments.

If the Service is not ashamed of their interpreters, then let's give them the title and recognition that other National Park Service professions now have.

Dave Huntzinger
Supervisory Park Ranger
Chief Park Interpreter
Lake Mead N.R.A.



"THE LITTLEST VOLUNTEER"

I've always enjoyed the 18th century and the other day when I met Kathryn Reed Sheeley, I enjoyed it a little more. There she was at the Old Stone House in Washington, D.C., which is a historical site under the management of George Washington Memorial Parkway. She first came to the Old Stone House on April 28, 1977. Most of the day she spends her time in the kitchen and participates the best she can in the 18th century lifestyle represented by the middle class artisan family of the House. She wears a linen dress made by Rae Koch, the site supervisor, and is snugly tucked under a quilt made by one of her volunteer friends, Beverly Briggs. Kathryn Reed Sheeley is the "Littlest Volunteer. She is the daughter of William Frederick Sheeley and Jeanne Reed Sheeley. Mama

Jeanne is one of the two permanent employees at the Stone House and was needed back on the job as soon as she was able. Three weeks after her birth, Kathryn's mother brought her to the House to assume her duties as the "Littlest Volunteer." As she sleeps and smiles and ogles the public she brings new joy to the Stone House family. The visitors revel in her presence and often comment on her great contributions in completing the family atmosphere of this Georgetown family. Kathryn is indeed a special treat for the visiting public and is affectionately crowned the "Littlest Volunteer." I wonder if she knows it's the 20th century!

Corky Mayo
Interpretive Specialist
George Washington Memorial
Parkway

RAP UP



LET'S COOPERATE

Recently the National Park Service and the U.S. Forest Service signed a cooperative agreement which called for more interaction between the two agencies and an actual personnel exchange to benefit both organizations. It is hoped that through this program the Forest Service and the Park Service will establish a broader dialogue and become better informed on their respective directions and policies. This sharing will also help establish a technical common knowledge of land use management, conservation, and serving the public--duties that both agencies share.

Because of the vast National forest, the fragile environs within our parks, and the contiguous locations of so many of these areas, it seems natural and necessary that close cooperation take place.

This summer one of the first such exchange programs is taking place. The Northeast Forest Experiment Station in Upper Darby, Pa., and the Mid-Atlantic Region of the Park Service have broken ground under the cooperative agreement. Coordinated by Chet Harris of MARO and Tom Ellis of NEFES, the program involves the temporary detail of a Park Service Interpreter to the Pinchot Institute for Conservation Studies in Milford, Pennsylvania.

The NEFES is developing an interpretive program at Grey Towers, the home of Gifford Pinchot. Pinchot, the first Chief

of the Forest Service, played a primary role in the establishment of a conservation ethic in American life during the early 1900's.

What is taking place at Grey Towers could be the beginning of a much wider cooperation between the two agencies. Such an expanded effort--exchanges of personnel, ideas and resources--could better help us solve our common problems of resource management, administration, maintenance of large tracts of lands, visitor services, and development of a better public understanding of our similar yet different missions. It seems natural that we should combine our efforts to meet our mutual challenges.

I'm sure that with serious effort exchange programs such as this one can be developed, and broadened, in other areas around the country in a little more time than the next eruption of Old Faithful, but perhaps less time than a timber cruise on the Monongohela. Through programs like these we will be better informed and acquainted with each other, and build vital bridges which will greatly benefit the causes we strive to reach.

Dave Dahlen
Interpretive Specialist
NPS/NFS, Pinchot Grey Towers

Association of Interpretive Naturalists

Utah State University is pleased to host this Regional Workshop of the Association of Interpretive Naturalists. Utah State's campus, overlooking Logan City and Cache Valley, has one of the most attractive settings of any campus in America. Sightseeing attractions include the beauty of the Wasatch National Forest, with its rugged mountains, thickly wooded hills, and clear rushing streams that challenge the best fisherman; Bear Lake, renowned for its clear, deep blue water; Hardware Ranch where the visitor may ride a hay sled out to feed the winter elk herd; the Logan Mormon Temple and Tabernacle as well as the world's largest Swiss Cheese factory. The Ronald V. Jensen Living Historical Farm, located just outside of Logan, provides a view of old-time farming and harvesting methods. Within a few hours drive of USU are the Golden Spike National Monument, the Great Salt Lake and historical Salt Lake City.

We hope you will join with us in attending the fall A.I.N. conference.

WORKSHOP ACTIVITIES

WEDNESDAY, OCTOBER 12

- 9:00-12:00 a.m. Driving tour through the Bear River Migratory Bird Refuge, U.S. Fish and Wildlife Service. Tour I. Assemble at University Center 202.
- 1:00- 4:00 p.m. Conducted auto tour through scenic Logan Canyon, Wasatch (Cache) National Forest. Tour II. Assemble at University Center 202.
- 4:00- 5:00 p.m. Campus tour of USU. Assemble at University Center 202.
- 7:00-10:00 p.m. No-host Cocktail Hour, Baugh Motel, 153 South Main.

THURSDAY, OCTOBER 13

- 8:30- 9:00 a.m. Registration and get acquainted, University Center 202
- 9:30 a.m. Welcome - John Hanna, University Center Auditorium
- 9:40 a.m. Campus and workshop orientation - Tom Parker
- 9:50 a.m. Program review and update - Ted Navratil
- 10:00 a.m. Snacks and Conversation
- 10:15 a.m. Keynote address - "The Art of Being Competitive" - Nelson Bernard
- 10:45 a.m. "Goals, Objectives" - Tom Parker
- 11:30 a.m. Lunch (on your own)
- 1:00 p.m. "The Systems Approach to Goal Achievement" - Mike DeBlois
- 2:00 p.m. "Service and Marketing-Keys to Successful Competition Within Your Organization" - Ted Navratil
- 2:45 p.m. Snacks and Conversation
- 3:15 p.m. Panel: "Contract Alternatives - The Use of *Outside* Skills and Personnel" - Chairperson, Ross Files
- 4:15- 5:00 p.m. "The Role of the Graphic Artist in Interpretation" - Melvin Alexander

6:00 p.m.

Steak cookout and interpreter's "show and tell" - Guinavah site, Logan Canyon.

FRIDAY, OCTOBER 14

- 6:30 a.m. Bird walk
- 8:15 a.m. "Factors Influencing Participation" - John Hanna and Val Silvy, U.C. Auditorium
- 9:00 a.m. Panel discussion: "Environmental Education vs Interpretation" Chairperson, Doug Evans
- 10:00 a.m. Snacks and Conversation
- 10:30 a.m. **Concurrent Session I**
Panel: "The Use of Volunteers" - Chairperson, Doris Ready, U.C. 335
Kodak **Basic** Photography Seminar - George Butt, U.C. 225
- 11:30 a.m. Lunch (on your own)
- 1:00- 5:00 p.m. **Concurrent Session II**
Kodak **Advanced** Photographic Seminar - Originally developed for National Park Service Interpreters - George Butt, U.C. 225
"Selling Interpretation to Management" - Ross Files, "The Yellowstone Experience: Competing for Funds" - Alan Mebane, U.C. 335
- 7:00- 9:00 p.m. Kodak Workshop (con't) U.C. 225

SATURDAY, OCTOBER 15

- 8:00- 9:00 a.m. A.I.N. Business Meeting, U.C. 225
- 9:00-10:00 a.m. "Interpretation in Other Countries" - Myron Sutton
- 10:00 a.m. Snacks and Conversation
- 10:30 a.m. "Interpretation: A Crucial Factor in Agency Image" - John Hunt
- 11:30 a.m. Adjournment

For Further Information

Registration: Conference & Institute Division
UMC 01
Utah State University
Logan, Utah 84322
801 752-4100 Ext. 7283

ENVIRONMENTAL EDUCATION

The topic of energy is most often viewed as a topic apart. Part of the reason for this, one supposes, is energy's essentiality in our lives. This has been dramatically underscored by energy's loss to us as a cheap commodity for domestic and industrial needs, including transportation, and its recognition as coming (at least in our past and present) mostly from those primary sources which are finite, nonrenewable, and as-of-now, non-recyclable.

The subject of energy actually falls easily within the purview of environmental education, for energy itself--in either its stored or flowing form--pervades everything.

One major idea about energy is that whenever it is in the process of being used it can be observed as heat, light, or motion. Therefore, on any interpretive tour or hike we can help people to "think energy use." To do this, you might try the activity given below.

Activity 2: THINK ENERGY USE

Settings for Use of Activity:

- ...Nature walk
- ...Tour of historical site or historical building
- ...Tour through archaeological site
- ...National Environmental Study Area (NESA)
- ...Tram ride with interpretation anywhere
- ...Scenic overlook
- ...Living history, living farms
- ...Demonstrations
- ...Appropriate maintenance/resource management sites

Goals of the Activity:

- (1) To help visitors (and ourselves) to become more energy conscious, and (2) where possible, to help visitors appreciate the

ways park areas make maximum use of the energy available to them.

Preparations Required:

Thinking, on your part, before the activity of places along the way that will be best to raise the questions.

Carrying Out the Activity:

1. At some early point in your interpretive activity, mention that energy is being used whenever we can see or sense it as heat, light, or motion. Indicate that several times on the activity you will inquire as to what evidences of energy use can be observed right then.

2. Follow through on what you said you would do, and at several points on the activity ask the visitors what evidence of energy use they see or sense just then.

(As an example, on the tram ride at the Everglades NP's Shark Slough, visitors might quickly mention:
..Birds flying, stalking, feeding young
..tram moving ..sun shining
..alligators swimming, diving
..water flowing through channel
..green plants growing
..humans talking, walking
At the Observation Tower, they might add, when queried,
..the wind blowing
..the solar roof collecting sun rays

(At a living history demonstration area--such as at a colonial farm--you might expect visitors to immediately answer with
..candles burning ..yeast rising
..food boiling in pots
..fireplace fires burning
..someone playing a harpsichord)

This is a very easy and inexpensive activity,

and it can involve just about everyone.

Just for your own edification, you might wish to bone up on your knowledge of some of the key concepts on energy. To that end, we're listing some considered essential.

- a. Energy can neither be created nor destroyed. (It only can have its form changed or be transmitted to another place.)
- b. In any change of energy from one form to another, some of the original supply is forever lost (called "degradation of energy" or "entropy.")
- c. The process of energy being used can be seen or sensed as heat, light, or motion.
- d. There are five primary energy sources available naturally for use on earth: solar energy, nuclear fuels, fossil fuels, geothermal energy, and tidal energy.

Audrey Dixon
Environmental Education
Specialist

ONE IDEA IN AN URBAN AREA

Here we are an urban park, Golden Gate National Recreation Area, right in the middle of a major metropolitan area, San Francisco, that has one heck of a collection of environmental organizations.

With that thought in mind, an idea came to being that some type of exchange of information could take place in an evening series of programs. An exchange of

problems, thoughts and ideas between the community, the Park Service and the many environmental organizations.

First, telephone calls were made to many of the environmental groups that operate in the Bay Area. They were asked if they would like to give a presentation to the community at our park headquarter's visitor center. With the greater majority saying "sure we will," letters of confirmation went out with a further explanation of just what the thrust of the program was. Included was a worksheet with needed information for the program coordinator to be filled out by the group giving needs in A.V. equipment, contact person, etc. A self-addressed stamped envelope was also included.

In order to inform the local community of the evening series, press releases were developed and distributed to the media. (It's helpful to know how the media operates; do your home work or work closely with your parks Public Relations person.)

The programs, 9 in total, had the complete gambit of topics ranging from the need to preserve the wildlands of Northern California to the need to protect the California Gray Whale to recycling paper and metals. The overall effect was there - an exchange of thoughts and ideas about current environmental problems.

Maybe next we can invite organizations with interests in our rich historical background and the problems they face, or, local, state and federal agencies who are working on those many environmental issues we all face today, or ...?

Bob Valen
Park Technician
Golden Gate NRA

A SIMPLE TEST FOR SULFUR DIOXIDE IN THE AIR

Sulfur dioxide (SO₂) is a major air pollutant produced by combustion of fuel. It may also occur near hot springs and volcanoes. Sulfur dioxide gas, when moist, is readily changed to sulfuric acid by contact with metals or metal impurities which are present in most dust and in paper. Sulfuric acid bleaches colors, rots cloth, embrittles paper and causes certain leather to decay and powder. It also etches stones and corrodes metals.

Air conditioning reduces the sulfur dioxide content of the air whereas heating with combustible fuel might increase it. Therefore tests should be made in both summer and winter.

There is a simple paper strip to test for the presence of SO₂ in the air. The paper which is originally a mottled dark brown bleaches at varying rates of time according to the amount of SO₂ present.

If you would like to test your storage and exhibit areas for SO₂, contact Division of Museum Services, Harpers Ferry Center.

Janet Stone

Praise for Lincoln Home

Interpreters at Lincoln Home National Historic Site are using their new visitor center in ways that should be considered by all of us.

1. They have no information desk. An interpreter greets people at the door as they enter the building. Visitors are welcomed as if they were guests in

a home. No information desk, weighted with a certain physical formality, restricts communication between the interpreter and the visitor.

Granted, some special conditions exist at Lincoln Home, but they are also evidences of good interpretive planning. Sales are handled elsewhere: the Chamber of Commerce dispenses eating, sleeping, and travel information from an unobtrusive desk at a side of the lobby; and the staff is large enough to allow interpreters to rotate the greeting duty every hour. Not every park has these conditions. However, success here should give us courage to consider departing from tradition in other visitor centers.

2. Interpreters use the exhibits as a basis for talking to visitors. Usually, exhibits sit there with their brief labels and bold graphics and strain to communicate. At Lincoln Home, the exhibits serve as props for the interpreters. (Critics of these exhibits may say that they do not communicate at all by themselves. This condition is, hopefully, being corrected.)
3. Informational literature is posted on the exhibit structure provided for the purpose and nowhere else. A pet peeve of Harpers Ferry designers and planners is a profusion of taped-up signs on the walls of visitor centers. Although the information may be important, the visual clutter degrades the interior of some elegant buildings. The best solution is a designated place for temporary signs. At the Lincoln Home Visitor Center, this works well.
4. There are no offices in the visitor center. This eliminates the bureaucratic, administrative comings

and goings that can be such an intrusion in other visitor centers. There are no telephones, typewriters, or walkie-talkies to detract from the visitor's experience. More parks would benefit, in the long run, if the experience could be segregated from the park's administrative work.

My compliments to the staff of Lincoln Home.

Ben Miller
Exhibit Planner
Harpers Ferry Center

MOUNTAIN RESCUE DEMONSTRATION HAS MANY GOALS

"Help! Help! Get me out of here!!," a voice shouts from a narrow ledge just below the rim. A park ranger quickly calls on his radio for help. A rescue is in progress. This scene takes place each summer at the Desert View Unit of Grand Canyon National Park.

But there is a twist to this rescue. It is a simulated rescue demonstration, a part of the unit's interpretive program.

Besides providing visitors with an exciting view of one aspect of the park ranger's job, the rescue demonstration accomplishes several goals. These are to expose non-interpretive staff members to interpretation, to maintain a high degree of readiness for rescue operations, and to build unity and esprit de corps within the staff.

The interpreters conceived of the rescue demonstration after attending mountain rescue training early one summer a few seasons ago. They felt that the best

scenario in terms of time and manpower was the rescue of an uninjured victim trapped on a ledge just below the rim of the canyon.

As a result of the unit's work schedule, all those who took part did so on their own time. All participants got the opportunity to rotate through each position--victim, rescue crew chief, rappeler, two belayers, staff interpreter to lead the nature walk across from the rescue area and another staff member to interpret the rescue.

Response from the staff was excellent. Everyone from the unit manager on down, including most maintenance, fee collection and protection people, volunteered and participated in several demonstrations throughout the summer season.

Since the participants volunteered their time, the demonstrations could not be planned very far in advance. It was, therefore, included as a part of a scheduled sunset rim nature walk. This allowed the rescue to be put on after working hours in the early evening.

The entire demonstration lasted 20 to 30 minutes. A location on the Grand Canyon's east rim was chosen where visitors could look across a small amphitheater and watch all the action.

The rescue began just like an ordinary nature walk. When the interpreter and his/her party arrived at the canyon rim, the prepositioned victim began calling for help from a ledge 40 feet below the rim. The interpreter leading the walk called for help on the hand radio, then explained to the visitors that they were about to witness a simulated rescue operation and the person on the ledge was actually a park ranger.

For some visitors the rescue remained very real till the very end since they had not

heard the interpreter say it was a simulated demonstration.

About the time the ranger called for help on the radio, the rescue team came over a hill, located the victim and prepared to have one team member rappel down to the victim. The non-interpretive staff member simultaneously began explaining to the nature walk group what was happening and the procedures and equipment being used.

The visitors frequently let go a cheer as both the rescuer and the victim reached the top of the rim. After the equipment was put away, the whole rescue team got the chance to talk with the visitors about what they saw.

Visitors obviously enjoyed the demonstration immensely by the amount of pictures taken and questions asked during and after the rescue. Many had never seen mountain climbing skills such as rappelling. They found it an exciting experience. Most stayed after the demonstration ended to talk with the participants.

All of the equipment used in the rescue was taken from the unit rescue locker and did not impair readiness in any way. The climbing equipment consisted of fire shirts, helmets and leather gloves for everyone, one or two backpacks, four 150-foot long climbing ropes, sling webbing for rappel seats and anchors, assorted carabiners and two pairs of jumars.

The person who interpreted the rescue carried a pack with an assortment of ropes, sling webbing and carabiners to use in the explanation of equipment.

All staff members quickly became proficient in the use of every piece of rescue equipment. Proper procedures were always followed and their use became automatic. All members of the Desert View staff were

prepared to respond efficiently and professionally to an actual rescue should the need arise.

Working together on this rewarding project brought the staff closer together and let them work better as one unit. The demonstrations clearly are unqualified successes for everyone--visitors and staff both.

Lawrence A. Belli
Seasonal Interpreter
Grand Canyon N.P.

NATURE IN SONG

The National Parks and Wildlife Service of Queensland has been running comprehensive interpretive programs for a number of years. It recently introduced a Junior Ranger Program based in part on those running in the American Park System. This has proved very successful, with membership after one year standing at over 1000. During the running of this program we have found the guitar to be a useful interpretive tool in relaying environment messages to children. Most songs we have heard written on the environment are mainly about pollution and environmental degradation. For this reason we decided to write some fun songs about animal biology and basic environmental concepts. We found that these songs not only appealed to children but also to adults. Enclosed is a song about a leech which features a 12 bar boogie rhythm.

During our evening campfire program we usually have a section devoted to community singing. At one such campfire program we played this song and it was well received. The following morning one of the audience from that program approached me with a

rather interesting story. Apparently as she was having her shower she spied a rather sinister looking leech making tracks toward her circulatory system. As she

raised her foot to stomp on it she remembered the last two verses of this song and consequently let the leech off with a warning. A pretty good testimony to the power of song.

THE LEECH

I'm just crawling along the rainforest floor
Any likely leg I will not ignore
I'm after your blood; so you'd better watch out
'Cos once I start sucking I don't muck about
I'm the leech, I'm the leech, I'm the leech leech lecherous leech!

I'm black and I'm long with three sharp teeth
Sure get around although I have no feet
I live under leaves on the forest floor
One feed may last me eighteen months or more
I'm the leech, I'm the leech, I'm the leech leech lecherous leech!

I'm more than strange, I'm more than smart
You see I have both male and female parts
They call me an hermaphrodite
That's not rude, it's really quite right
I'm the leech, I'm the leech, I'm the leech leech lecherous leech!

Now some of you may think I'm bad
But you don't know the problems I've had
I have a vital role to play
A bird ate my mate the other day
I'm the leech, I'm the leech, I'm the leech leech lecherous leech!

So next time you're on a forest walk
And you see a leech, please don't blawk
Please have respect for my own race
In this natural world I have a place
I'm the leech, I'm the leech, I'm the leech leech lecherous leech!

B.S. Mackness
Interpretation
National Parks & Wildlife Service,
Queensland. Australia.

HOOFY'S CARTOONS ARE QUITE INOFFENSIVE THIS TIME.

YEAH, HE MUST BE BUCKING FOR A PROMOTION!

at Season's End by Keith Hoofnagle, HAVO Some summer memories (among other things)

THANKS, SUE DANVER, GRAND PORTAGE N.M.!

NOW THAT WE HAVE SEEN THE RECONSTRUCTED STOCKADE, RECONSTRUCTED BARRACKS AND RECONSTRUCTED KITCHEN, WHERE ARE THE RECONSTRUCTED RESTROOMS?

I ENJOYED YOUR PROGRAM SO-O-O-O MUCH! EVERYTHING WORKED!

THANKS, MARGARET LINDERER, HAVO

DON'T YOU THINK IT WOULD LOOK A BIT BETTER, QUIGLEY, IF YOU WORE YOUR HAT WITH YOUR RAIN COVER?

THE BOOM BOOM BERRY, I MIGHT ADD, IS CONSIDERED HIGHLY POISONOUS!

THANKS, RICK HAZLETT, HAVO!

NOTE FOUND ON A CAROUSEL IN THE A.V. ROOM AT HAWAII VOLCANOES N.P.

WARNING: THE SURGEON GENERAL HAS DETERMINED THAT THIS CAROUSEL EATS SLIDES!

WE HAVE \$40,000.00 YEAR-END MONEY... WOULD YOU LIKE TO STAY ON FOR ANOTHER COUPLE MONTHS?

\$40,000.00? I'M A GS-4 SEASONAL - NOT A GS-44 KING!

YUM! THESE SLIDES ARE ABSOLUTELY DELICIOUS!!!

BURP! OH, EXCUSE ME ALL TO HECK!

