



interpreters
information
exchange

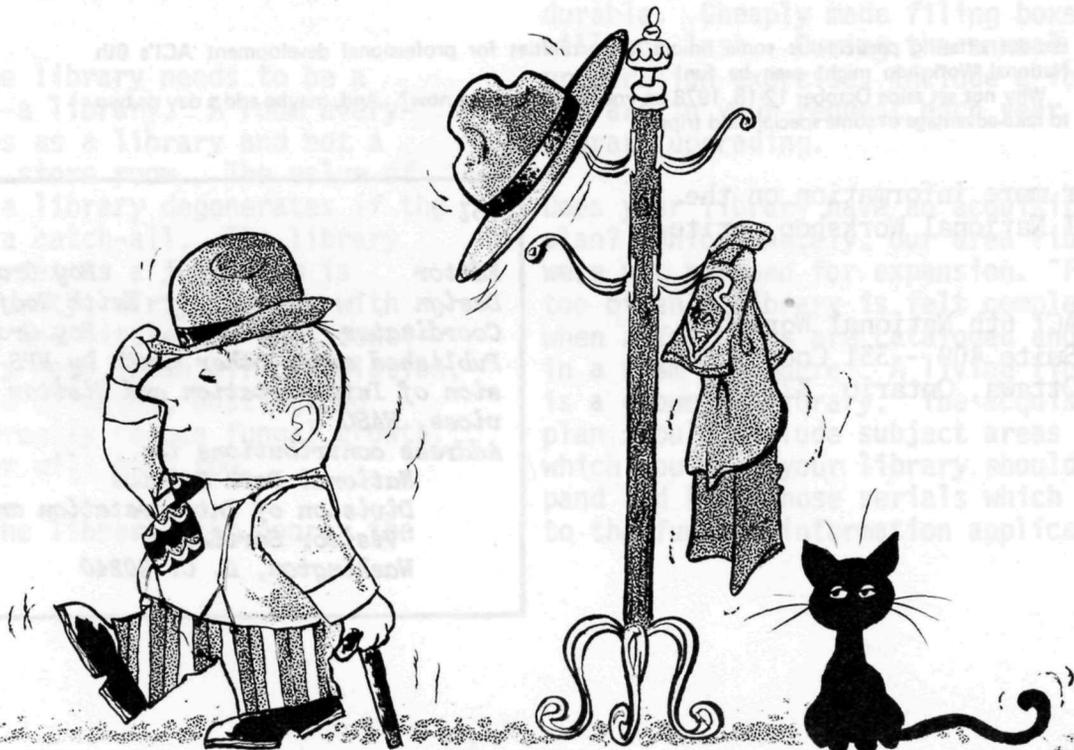
IN TOUCH

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

Number 26

September, 1978

hoofnagle



Association of
Canadian
Interpreters

Sixth
National
Workshop

Interpretation for
Children
of all ages

Holiday Inn
Ottawa
October 12-16 1978

The diverse group of people who first got together in the early 1970s to form the Association of Canadian Interpreters (ACI) called themselves by various titles — naturalists, educators, guides, docents, amateurs, information officers. Although they were dealing with a variety of subjects in different settings, these pioneer interpreters recognized that they had at least one thing in common. They were all interested in, "communicating meanings and relationships of our cultural and natural heritage to the public through first-hand involvement with objects, artifacts, landscapes and sites".

The ACI has since become a rapidly growing national organization with a membership of almost 600. Annual national workshops, regional workshops and newsletters, and the quarterly publication, *Interpretation Canada*, are some of the ways ACI members share ideas and exchange information about interpretation.

The primary theme of the 6th National Workshop will be "Interpretation for Children . . . of all Ages". This theme is particularly relevant at this time, as 1979 has been declared "International Year of the Child" by the United Nations. Theoretical and practical sessions will be combined with field trips to museums, outdoor interpretive settings and historic sites. Out of these experiences perhaps will come answers to questions such as — What is a child? How do children learn? How can we create interpretive experiences which will help children learn? Can interpretive presentations and programs developed for children be used successfully with adults? Concurrent sessions will explore themes entitled: Urban Interpretation, Training in Interpretation and Evaluation in Interpretation.

Leaders of the sessions and resource people will not only include museum and park interpreters from across the country, but also people from "outside Interpretation" such as authors and illustrators of children's books, psychologists, school teachers and dramatists. The different perspectives which these people will bring to the workshop should prove to be "stimulating".

The meetings and workshop sessions will take place at the Holiday Inn in downtown Ottawa. The convention facilities at the Holiday Inn are well suited for a workshop of this scale. Just down the hill from Parliament, the Holiday Inn is located within easy walking distance of the National Museums and Gallery, the National Arts Centre, the historic Rideau Canal, and many other worthwhile and enjoyable places to visit. A short bus ride away is National Capital Commission parkland including the Mer Bleu Bog and beautiful Gatineau Park. Many other unique interpretive sites, such as Upper Canada Village are within reasonable driving distance of Ottawa.

Besides offering participants some unique opportunities for professional development ACI's 6th National Workshop might even be fun!

Why not set aside October 12-16, 1978 on your calendar right now? And, maybe add a day or two to take advantage of some special field trips.

For more information on the
ACI National Workshop, write
to -

ACI 6th National Workshop
Suite 400 - 331 Cooper St.,
Ottawa, Ontario K2P 0G5

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THE INTERPRETERS LIBRARY

Most administrative sites have one--some-where. It may be a specially identified room with organized shelving, vertical and pamphlet files, well organized bibliography cards, an active acquisition program, audio-visual collection, an appropriately stocked serial rack, selected serials bound and cataloged, reading tables, one or more study carrels with tape listening capability and a permanent, part-time librarian who can help anyone find anything.

Or perhaps the library is an odd collection of old text books, miscellaneous pamphlets and cast off reports which fills and overflows a wooden glass fronted four tier book case in the interpreter's office whose contents are known only to the interpreter. Then there are numerous libraries resting somewhere along this broad library spectrum which are probably not getting the tender love and care or use that should characterize an effective interpretive tool.

How do you breathe life into a library that's been moth balled for several years or decades? How does a library become the effective interpretive tool that it can be?

As a start the library needs to be a special room--a library. A room everyone recognizes as a library and not a miscellaneous store room. The value of materials in a library degenerates if the room becomes a catch-all. The library which also serves as a junk room is invariably a dusty, dirty, corner with poor lighting and little, if any, ventilation. Books need fresh air circulation, too. In humid climates, dusting and airing will greatly reduce fungal growth. A dehumidifier will help too.

The smaller the library, the poorer the

equipment in use. Discarded glass fronted bookcases and worn out file cabinets usually find their way to the library which are fine to get started, but that doesn't mean the library can't be upgraded.

As soon as possible, replace old book shelves with open shelving which can store more books in the same space, provide easier access and always be visible to users. Open shelves can be purchased from regular library supply houses or designed and built locally. Another possibility is contracting with a local vocational technical school. Training facilities are always looking for projects for their students.

Those castoff filing cabinets should be replaced with bright new equipment and should be equipped with hanging folders to give the vertical file material more protection and availability. To limit the number of filing cabinets needed, use pamphlet boxes as much as possible. Be sure to allow open shelf space for them. With the variety of pamphlet boxes on the market, use care in selecting those that are strong and durable. Cheaply made filing boxes will not last. During the annual budget preparation exercise, include a few dollars in your request each year for library upgrading.

Does your library have an acquisition plan? Unfortunately, our area libraries were not planned for expansion. Far too often a library is felt complete when a few books are cataloged and placed in a room somewhere. A living library is a growing library. The acquisition plan should include subject areas in which you feel your library should expand and keep those serials which add to the fund of information applicable to

your area. Perhaps a survey of your users would be in order to determine what books are used and which subject area are of interest. In the natural history field there are also several dozen new titles published each year. To learn of new books, the library should be on the mailing list of publishers of materials which you have an interest in. Though many new releases are a rehashing of the same material, a number of them include new information and will, indeed, bring readers up to date. It's that core of new books, with new ideas, based on new information, that should be purchased and brought into the library to make it the kind of tool that keeps interpreters inspired and enthusiastic. New research is exciting, but without access, the excitement will die.

Book purchasing procedures vary greatly with agencies and in a few rare situations book purchases cannot be made through regular channels. Fortunately, cooperating associations are available to finance both serial subscriptions and new book purchases.

Have you visited a modern library lately? Quite a change has come to the variety of media offered. The printed word has competition from both audio and visual material in the form of recorded disks and tapes, films and slides. Think of the potential for use of audio cassette tapes, video tapes and movies. These all have a place in the modern library. Training tapes, audio and video, are proliferating and a forward looking library will find a place for recordings, develop a plan to catalog this material, and be prepared to acquire a lot more of it in the future.

A well administered library can be of

unlimited value to certain people in addition to the interpretive staff. Visiting researchers often use an agency library and, in fact, a well maintained and equipped library will be an asset in drawing good researchers to your area. Use by the general public, however, needs very careful consideration. If your library has the luxury of a librarian who keeps a regular schedule, use by the general public can be controlled and will be appreciated by many visitors and is a good public relations gesture. However, in the small area library without the benefit of a regular librarian, public use becomes an extra burden.

Undoubtedly, there are employees who don't know the library exists. Maybe some of your own subordinates fall in this group. Your employees should be welcome to use the library during regular hours rather than using their off-duty time for library research. Unfortunately, we often forget the need for preparation time during which seasonal employees can spend a few moments a week in the library looking for answers to those questions asked by the people on their nature walk last week. A library which cannot be used is not a library at all.

During that all important training period, every employee, especially first year seasonals, need to be shown the library facility. Explain how your bibliography cards are organized and the shelving system in use. Detailed explanations are often needed in order to find things in pamphlet boxes, vertical files, etc. Most of us can usually find our way around in most libraries, but somehow that small agency library seems to be an untouchable, difficult to understand room, and isn't used as

much as it should be. Get your people acquainted with the library as soon as you can. The type of job they do for you may well be a reflection of the type of library service you provide for them.

Do you need help with your library? A number of people in the federal agencies are willing and able to help with library problems. The Interior Department has a library support service division organized to deal specifically with field library problems, be it cataloging, shelving, or insect damage. Annual workshops are offered to Interior librarians and employees from the Library Support Division can come to your area if necessary to assist with any library problems. National Park Service interpreter/librarians can turn to the Library Services Division at Harpers Ferry for help in getting libraries organized and develop plans for the expansion of existing collections.

Don't forget those forgotten people at your local libraries. Public and university library workers are usually well versed on latest trends and techniques in library management. They will often come to your area, look over the situation and make some recommendations for housing and maintaining your library. Library supply companies (BroDart, Gaylord Brothers, and Highsmith) offer varying degrees of consultation services for a fee.

Hopefully the person directly involved in accessioning, cataloging, shelving, etc., will be someone who is not going to transfer in six months or leave with his or her spouse because they have been transferred to another area and will be packing in two weeks. A library will never get all the tender love and care needed until a permanent librarian is

hired.

As a tool for the interpreter, the library ranks high on the list of useful items if it is up-to-date, and well maintained. Interpreters everywhere have a vested interest in the type of library their employers are supplying them. By showing an interest in the library and lobbying for a better one, you can do yourself and your colleagues a big favor.

George Morrison
Public Use Specialist
U.S. Fish & Wildlife
Service



COOPERATING ASSOCIATIONS



1978 COOPERATING ASSOCIATION CONFERENCE

The '78 Conference will be held at the Denver Hilton, December 4-8. Plans are now underway for an instructive and entertaining program based on the earlier survey sent to individual associations. Some of the subjects most desired for discussion: theme-related sales, children's publications, cooperative agreement, new guidelines, NPS design services, NPS Division of Publications, and inventory control. These and others will be scheduled in both general and breakout sessions. Special times are being scheduled for meetings of executive secretaries, business managers, amalgamation agents, and members of boards of directors. And there will be a special session for the organizational meeting of the Conference of National Park Cooperating Associations.

Announcements will be mailed shortly. Please circulate the word to your association people, particularly board members.

ANNUAL REPORT

The end of the fiscal year is here and this means annual report time is around the corner. You have 90 days to complete, but in the past four years some associations have taken an inordinate amount of time--some reports not arriving in the Coordinator's office until June, six months following due date. This makes the consolidated report late for WASO. Please do what you can to expedite your reports; due at HFC January 1, 1979.

Instructions for completing IRS 990 will be mailed from Coordinator's office.

PUBLICATIONS AND FILM COMPETITION

October 2 is the deadline for all entries in the Publications and Film Competition. From the entries so far, this looks like an exciting year. Be on time. Due to tight schedules no late entries can be considered.

ASSOCIATION AND GOVERNMENT FUNDS

At the recent Cooperating Association Seminar a question was raised concerning the use of NPS safes for association funds. The Coordinator stated that it was illegal and referred to an apparent non-existent NPS regulation. Some research has been done and to the best of our knowledge there is only the Department of the Treasury regulation which states only that appropriated funds cannot be "mingled" with private funds. In other words, the park impress funds or collections from fees cannot be mixed with association monies. The question is really whether or not the two can be placed in the same safe. Since there is no regulation forbidding the practice, and no policy on the matter exists, it becomes a guideline for management. The new guidelines, which will be presented for association review at the Denver conference, will state something to this effect:

A park may cooperate with an association in providing appropriate and adequate safe storage for association funds provided the association monies are retained in a separate locked compartment or locked cash box within the park safe.

Please keep in mind that in the event of a theft from an NPS safe, the Federal government cannot be held responsible for the loss of non-Federal money. It makes sense, therefore, where possible, for associations to provide their own means of security.

The question has also been raised about association sales and fee collections in the same cash register. This is not advisable unless there are two drawers and a separate coding system. And even then it becomes risky. A separate arrangement at the sales desk is encouraged.

SOME BASIC TOOLS

Here are some basic reference works you might want to consider for your association business office:

Books

Paperback Books In Print

one volume, Sept. '78 issue, \$37.50
R. R. Bowker Company
Bowker Fulfillment Dept.
P.O. Box 1807
Ann Arbor, MI 48106

Books In Print by Title and Author

4 vol. set, Oct. '78 set, \$92.50
R. R. Bowker Company (same address)

A Writer's Guide to Book Publishing

by Richard Balkin, 256 pages, \$9.95
Hawthorn Books, Inc.
260 Madison Ave.
New York, NY 10016

Accounting for Management Control and Introduction by Horngren, 3rd ed. \$14.95

Prentice Hall, Inc.
Englewood Cliffs, NJ 07632

Periodicals

Bookviews (monthly, \$12.per year)

P.O. Box 67
Whitinsville, MA 01588

Publishers Weekly (weekly, \$30 per year) (same above address)

Literary Market Place (yearly \$22.50)

R. R. Bowker Company

New York Times Book Review (weekly \$18/yr)

New York Times Company
Times Square
New York, NY 10036

The Coordinator's office, as a member of the American Booksellers Association, maintains an updated copy of their ABA Book Buyer's Handbook, a handy tool which gives complete information on publishers and their selling, discount, and return policies. Copies are expensive and available to ABA members only. Since our membership is designed to serve you, we will be happy to assist you with information from this handbook at any time.

As stated, this office is a member of ABA. Some associations have expressed an interest in joining. There are advantages which we can discuss by phone. Dues are annually as follows:

<u>Gross sales</u>	<u>Dues</u>
\$ 0 and under	\$ 50,000 50
50,000 and under	100,000 75
100,000 and under	150,000 100
150,000 and under	300,000 125
300,000 and under	500,000 175
500,000 and under	1,000,000 225
1,000,000 and under	2,000,000 275
\$2,000,000 and under	\$3,000,000 \$325

FORUM



There seems to be a trend developing within some of the parks and regions of the NPS to increase roving activities and brief conducted walks at the expense of longer walks. The rationale being used for this trend concerns cost-effectiveness of interpretive personnel. Some professional interpreters believe that it is more effective from an interpretive: cost-effectiveness point of view to make 100 brief contacts during a two-hour rove than it is to take 20 people along on a two-hour conducted hike, while others believe precisely the opposite to be true. Obviously, both activities are important in any comprehensive interpretive program. However, with more emphasis being placed on cost-effectiveness of interpretive personnel, I would like to pose a simple answer: "How do we define "effectiveness" or "accomplishments" of interpretive activities?"

An interesting comment (not a definition) regarding this subject is made by J. Alan Wagar in Chapter 26 of Interpreting the Environment:

"The number of visitors contacted is only a crude measure of what has been accomplished. Visitor-minutes of contact might better reflect exposure, but they still do not define the effectiveness of that exposure. It is reasonable to assume that visitors will gain the most from presentations that hold their attention, and attention is most likely to be held by presentations they

enjoy. Measures of attention and enjoyment can therefore indicate possible levels of effectiveness."

Before one can evaluate the effectiveness of interpretive activities, it seems to be imperative that clear behavioral objectives for those activities be set forth. For example, the behavioral objectives for a two-hour walk in Yellowstone could be, "Following this activity, the visitor will be able to: name and discuss the three major elements necessary for the existence of geysers; ecosystem; understand the recycling web of life in a natural ecosystem and that nothing is wasted," and so forth. If most visitors attain these objectives I think that it can be safely stated that some effective interpretation has taken place.

While there are obviously exceptions, I think that most roving activities presenting constitute exposure, not interpretation. I sincerely hope that we will strike a proper balance between "quantity and quality" of interpretation. If we are going to emphasize activities which feature brief visitor contacts, such as roving, we need to seriously examine how we can provide more effective interpretation during those activities rather than just playing the numbers game by recording "visitor contacts."

Butch Bach
Seasonal Interpreter
Yellowstone
National Park

THE FIRST SEASON

In my first interpretive season I find myself struggling with all of the contradictions and conundrums which plague the field. I've looked at the Parks from under my travelling hat for so long, that it is enlightening to peer out from under the Stetson for a view from the other side.

It appears that the key to successful interpretation is flexibility. The program at Saint-Gaudens National Historic Site consists of a guided tour of the famous sculptor's country home. Unlike the dynamic setting found in nature, the historic house tour can become static. In nature there is always the chance that you will encounter a new bird or wildflower. But it is unlikely that a new Dewing portrait or a lost Chippendale chair will appear in the house. In fact, if it did, I would cancel all tours and contact the nearest parapsychologist.

Anecdotes are the best way to insure flexibility here: a supply should be kept in each interpreter's pocket (no bulges please!) Humorous stories are especially helpful in humanizing a historic feature, and in creating links between interpreter and visitor.

My nascent philosophy of interpretation sees it as the art of translating the past for the visitor. In the hour or so of each visit to the Site, no one assimilates more than a bare outline of the artist's life. A cold mass of facts sends the visitor away with a vivid impression of the guide's expertise, but with no insight into the life and times of Saint-Gaudens.

The sculptures on display here interpret themselves to the extent that even the most plebian taste is pleased by time-

less works of art. I see my job as an attempt to add humanity to that legacy.

I do wish that there were a sure-fire way to prompt questions from visitors. The probing question too seldom comes. Questions are the painless way to broach a subject you've been dying to talk about. I'm waiting for the day when someone shouts: "Hey, Ranger! (sic) Who's the lady in this 'Armor Carrots' thing?"

After several months of interpretive work, one personal question disturbs me: Is interpretation only an ego-trip? Do we all have the suppressed desire to be stars--John Travoltas and Diane Keatons of the NPS? Or are we closet drill-sergeants, starved for a leadership role? Although we can justify ourselves by claiming that all our efforts are for the visitor's sake, we must carefully maintain a balance between a dry factual presentation and a self-serving 'act' which is too often inaccurate or misleading.

As I write this paper a folksinger advertises the Parks on the radio: "Wonders of nature, wonders of man, places to touch our history..." Momentarily I have the chilling feeling that I am working for some commercial establishment offering fast-art and drive-thru history. I shake off that chill by remembering the satisfaction of visitors who leave Saint-Gaudens with impressions more lasting than those of a radio jingle.

Jeffrey S. Wallner
Park Aide
Saint-Gaudens NHS

THE SEASONAL INTERPRETER AFTER THE SEASON

It goes without saying that the seasonal interpreter is the most important part of an interpretive program. It is here that the majority of all contacts with the visitor occurs. Much time, energy, and expense are put into training seasonals and it seems a shame that they are used for such a short three months. The agency has much at stake in the performance of its seasonal personnel, as they are essentially ambassadors for the federal government. There are hidden values in turning out well trained, competent interpreters that need to be realized and put to use during those "off" months.

The first thing that needs to be considered is the idea of seasonals as "ambassadors" of the federal government. Seasonal interpreters, during their off season, have an excellent opportunity to advise and coach young people concerning careers in natural and cultural resource fields. Throughout the country, school systems are becoming increasingly aware of the importance of career education. The school invites people in from various backgrounds and occupations to talk to students about their jobs. The purpose is to give students a first-hand look at job possibilities that may be available to them in the future. This is an excellent opportunity for interpreters to talk to students about their work and some of the other occupations available in natural and cultural resource fields.

There are many groups in a community that would enjoy hearing about what natural and cultural resource agencies are doing. Garden clubs, church groups, continuing education programs, 4-H clubs, Boy Scouts, and Kiwanis clubs are but a few of the possibilities. The seasonal can certainly help in the mission of

governmental agencies by talking to the public and drumming up support in the communities. For instance, when people are contacted in their communities about the National Park Service's mission, your bringing the message of the national parks home to them. It isn't something that is a thousand miles away and just a part of the summer vacation.

The seasonal interpreter, with their training, can prove to be leaders in the environmental movement on the homefront. As seasonals, they have gained the impetus that can make them the articulate, well informed directors of community action for conservation and anti-pollution battles all over America.

The seasonal can also be an asset to the specific agency s/he has been working in. After the seasonal has spent a summer working in a park or national forest s/he should have a good idea of what is needed in the area. Upon returning to college or another job, the seasonal may have access to better reference materials or resource people than were available in the park. It is an opportunity to track down new resource materials to update the park's reference library and also improve their own interpretive activities.

Okay, this is all fine and well but in many cases seasonals are too busy, or due to lack of monetary compensation for the time involved, are not motivated to take part in these off-season activities. It is my feeling that the seasonal must have enough interest and desire to motivate themselves to do these things. It takes a special type of person to be a quality interpreter and realize the job is more than an eight hour a day, three months per year affair. It is true that there is a

lack of monetary compensation but consider some of the other rewards available. First of all, if nothing else, it keeps one in practice and in touch with people. It is likely you will be working with different groups and settings than encountered on the job, which can only enhance your communication abilities. (Public and private nature centers, arboretums, botanical gardens, historical sites, etc., can serve as vehicles for seasonals to practice their trade as these types of facilities are always looking for volunteers). You may also be dealing with new topics and new areas, which of course will increase your general knowledge. These added interpretive experiences can also strengthen your employment background which will certainly help when competing for jobs in the future. Finally, one of the greatest rewards may be just plain service to the community and man in general.

The satisfaction of helping others to learn and appreciate the world around them is the mission of all interpreters. The training and skills that the seasonal interpreter has acquired should be used year-round, not just three months of the summer. It is up to the permanent staff to encourage the seasonal to take their knowledge home with them, and it is up to the seasonal to use it.

James R. Vanko
Supervisory Naturalist
U.S. Forest Service



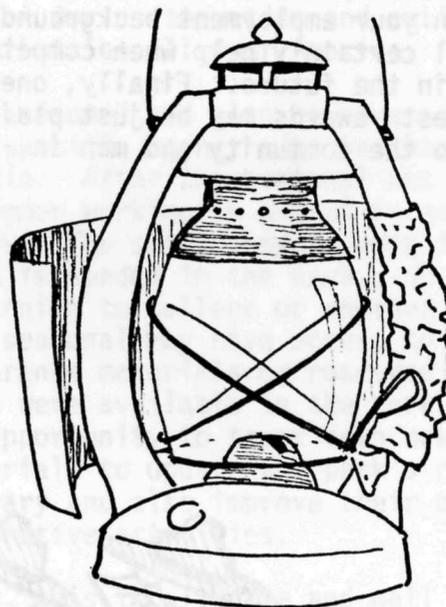
RAP UP



ILLUMINATING THE SPEAKER AT "DARK" CAMPFIRES

The amphitheater at Wawona Campground in Yosemite National Park is one of these with the fire circle off to the side. Thus it is of no value in lighting the interpreter, who comes forth as a voice out of the night.

We recently tried a successful yet simple lighting system for these programs. Two Dietz No. 8 Air Pilot Lanterns were partially enclosed with aluminum foil reflectors to serve as flood lights. The lanterns are set on a log round 12 to 18 inches high and tilted slightly (usually with a piece of stove wood). We have found these lantern floodlights cast just enough light to illuminate the speaker without detracting from the nature of the program. Our audience interaction and attention has increased significantly with the addition of these simple kerosene lanterns.



William Dengler
Wawona District
Interpreter

CONFRONTATION ON THE PLAINS

"Ashley's recruiting! Need some trappers on the upper Missouri, the Tongue, the Powder, and the Yellowstone. You plow boys, clerks, and river rats want to rot in St. Louis? Leave your plows, moneyboxes, and barges behind and join me. There's good money in trapping. If you're going, leave word at the tavern, and be ready..."

"What kind of blasphemy is this? Are you men listening to this fool? Don't you know that you'll be going to your deaths? Go with him to the mountains and spring'll see your bloated carcass floating' down the Missouri. Stay here if you're smart, and take up farming."

A confrontation between a mountain man and farming pioneer woman? Precisely! The pros and cons of these two differing life styles of the 19th century have been presented to visitors in the Museum of Westward Expansion at the Jefferson National Expansion Memorial. The program is presented in front of an exhibit depicting various photographs and portraits of mountain men. Within this environment, an interpreter attracts an audience by exhorting people to follow the fur trade. Carrying his Hawken rifle and clad in leather leggings, moccasins, and capote, the mountain man weaves a tale of a life of freedom, challenge, and beauty. In bursts, the pioneer woman, accusing him of sending men to their deaths, pleads with the crowd to stay in Missouri, to farm and raise a family. After hearing the two argue their points of view, the visitors are asked to make a choice; in

their minds they decide which way of life they will follow.

Using this type of dialogue between characters of opposing life styles has proven to be a useful interpretive tool. The goals and objectives of the dialogue are written; specific points to be stressed are previously planned, but the actual conversation itself is not. Thus, main ideas are covered, but each program is different as nothing is said in the same order or in the same way twice. This keeps the dialogue from becoming stilted or memorized, and makes for a lively argument.

Dialogue can be used in several facets of a park's interpretive program to fit different themes. It can be used to interpret a crisis in a historical character's life, to show differing viewpoints between two historical groups, or to illustrate both sides of an ecological problem. Dialogue can be provocative.

"Go with him for the money and you'll never see your families again. But if you want something to last a lifetime, get yourself a farm. That's where the future is. The choice is yours."

Sharon Brown
Jeff Jarvis

Park Technicians,
Jefferson National
Expansion Memorial

CURATOR'S CORNER

Parks! do you know where your Conserve O Grams are? Are they being neglected on some out-of-the-way shelf?

The Conserve O Gram was conceived to assist you in your curatorial responsibilities. They cover a general range of topics so that some are relevant to all areas. But the success of our efforts will only be beneficial if they are read and put to use. Do you have a need or an idea for a particular subject at your park? Let us know - there may be many others who share the same need. Would you like to write a Conserve O Gram? We heartily encourage you! Just send us a draft. Or, whatever your thoughts or suggestions are, please get "In Touch!"

Now get out those Conserve O Grams, look them over and keep them active. We don't want our next one to be "How to Brush the Dust from your Conserve O Grams!"

Betty C. Kerns

CERAMICS & GLASS, PREVENTATIVE CONSERVATION

Handling

Objects executed in the mediums of ceramic or glass suffer most as a result of human error. These errors occur most often in the handling, storage, and cleaning of this class of object. Being inorganic and comparatively inert, these objects are most threatened by impact or shock. Ceramics and glass are brittle, and easily broken. If this can be prevented, the restorative skills of a ceramics and glass conservator need be employed. I cannot over emphasize the need for a preventative approach in the handling, storage, and cleaning of these objects.

Handling

1. Eliminate all unnecessary handling. This extends to routine washing and dusting. Try and arrange storage so that dust and dirt does not settle on objects in your care. Elimination of dust and dirt at its source or the use of a barrier between the contamination and the object is advisable. Polyethylene bags are often employed for this purpose. Remember, if you don't have to handle the object, a common cause of damage is eliminated.
2. Inspection of an object to verify its' marking, hallmark or signature generally located on its' bottom can often be eliminated with a photocopy machine. A reproduction can be kept with the object's folder, plus a second copy can be displayed with the object to serve as quick identification.
3. Prior to handling, try to determine the nature and extent of mends, rebuilds, replacements and fills. Never pick up an object by a protrusion, i.e., spout,

handle or attachment. Repairs most often occur in these areas.

4. Make certain your path is clear prior to moving an object.
5. Never walk backward while carrying a museum piece.
6. When you must handle or move an object, use clean dry hands. The surface of most glass and ceramic objects is smooth and slippery, and the often recommended white gloves have a tendency to slip. If many objects are being moved, remember to keep your hands clean and dry.
7. Remove lids and loose parts prior to moving.
8. Pick up each object with two hands supporting it from the base.
9. Small objects transport well in a padded box or basket with a handle; larger objects should be transported on a padded cart or dolly.

Greg S. Byrne

PLANNING SELF-GUIDING INTERPRETIVE TRAILS USING NATURAL FEATURES AS THE TRAIL STOP MARKERS

In planning for self-guiding trails it has been traditional to use numbered stakes/markers of some sort to denote the various trail stops along the way. This method has worked well in the past, however, the trail markers often fall prey to vandalism and/or have other various maintenance requirements for them. In searching for a new and more innovative way of planning for self-guiding trails the idea of using natural features themselves as the trail stop markers has come to mind.

With this concept, a self-guiding trail booklet is developed, as with the traditional trail guide. Only instead of having the visitor look for a numbered stake along the trail the visitors are asked to look for various "natural features" where they should stop and read the particular interpretive message prepared for each stop. The types of natural features which can be used as trail stop markers can be as varied and innovative as the interpreter's imagination wishes. Care should be taken to insure that the natural features chosen as trail stop markers are fairly easy for the trail user to recognize or find. For example, instead of having the visitor look for stake #1 for the first stop of the self-guiding trail the visitor is instructed in the trail guide:

"For your first stop please proceed down the trail until you come to a large, dead, forked tree on the right side of the trail."

Once they arrive at this first stop they read the interpretive message associated with this stop in the trail guide. When they are ready to move on they are asked in the trail guide to:

"Please continue down the trail until you hear the sound of a waterfall. This will be your next stop on the trail."

Once they arrive at a spot along the trail where they can hear the waterfall they read the interpretive message associated with that particular stop, then go on to find their next "natural feature" trail stop marker.

It is probably wise to include drawings or photographs of some of the various natural feature trail stop markers to help the visitor find them and to avoid confusion.

Using natural features as trail stop markers has several positive advantages. It gets the visitors on the self-guiding trail more involved with the surrounding environment, having to "look," "listen," and "smell" for the natural feature trail stop marker rather than to just have to look for a numbered post sticking out of the ground along the trail.

This method of trail stop marking also saves the park system many dollars in NOT having to make numbered trail stop markers, put them in place (man hours) and not having to maintain them due to vandalism, and so on.

Using natural features may also help to carry the interpretive theme that the trail was designed to convey to the visitors, and help keep the "natural" appearance of the trail itself, not being cluttered with numbered posts.

The drawback of this method of trail stop marking is in being able to find enough unique natural features that

visitors can easily recognize and find. For some trails, this may be a difficult task as there may not be that many unique natural features on or close to the self-guiding trail.

In this case the interpretive planner may want to use a mixture of trail stop markers, utilizing both the traditional numbered stake/post along with using natural features. This would add more variety to the self-guiding trail and the method of interpreting it.

By utilizing the natural environment itself as much as possible in interpretive self-guided trail planning, and utilizing more visitor involvement with the trail, visitor enjoyment on the trail is enhanced and the overall experience will be more provocative and memorable.

John A. Veverka
Teaching Associate
Interpretive Services
The Ohio State
University



Has anyone out there developed successful children's programs for homes of historic people? My (our) problem: the Lincoln Home, visited by thousands of students many of whom are dragged to this "shrine" of our culture with only a dim idea of the meaning of Abraham Lincoln. Lincoln is not tangible in the home except in the imagination of a person who "sees" the man in the physical elements of his life--from top hat to chamber pot.

Yet these tangibles are untouchables--artifacts are not for use! I have gotten suggestions for using 20th century reproductions of 19th century toys that are different from modern toys. Children can use these toys and so sense a difference between their time and a past time. But, their understanding of Lincoln, not his children's toys that is the reason for the National Historic Site.

So, readers of In Touch, how can children begin grasping (literally) the importance of an historical person (who is an idea really) whose only tangible evidence is off-limits to grasping? How can this be done without investing big sums of money in reproductions and costumes?

I will continue my personal search for the answers here. But, I did want to pause to pick the collective mind of "In Touch"'s readers.

Jack de Golia
Park Technician

"JOHN" LITERATURE

The idea for placing copies of different interpretive literature in clear plastic card holders (8½ x 11) on restroom stall walls came about in 1976 while I was stationed at Chickamauga and Chattanooga National Military Park. "Visitors" often just came in to use the restrooms as a break in the hectic business day. (Busy U.S. Highway 27 was just outside the front door.) A lot of folks would not even bother to return a greeting in their mad dash to the little boy's room! Thus, the idea of hitting them with an interpretive message while they were in a "captured" state occurred. A statement at the bottom of each page requests that visitors "Please leave (it) for others to read. Free copies available at front desk. Thank You. NPS." Visitors have been most cooperative in not taking the copy from the stall and have asked at the front desk as requested. One man from South Carolina even wrote asking for a copy of a certain quiz he had seen while "visiting." Vandalism of the plastic card holders has been minimal.



The card holders can be ordered from: American Hotel Register Co., 226 West Ontario Street, Chicago, Illinois 60610. (6-23 copies are \$.65 each). They are self-adhering to metal or wood walls. Acetate folders can be used as a replacement and taped on with a fibrous tape to facilitate easier removal for replacement. Currently at Horseshoe Bend better than 25 different items can be reproduced for display. Descriptions of special events can quickly be typed up for display.

These same copies also facilitate information being transmitted to students requesting such for school projects. Simply stuff an envelope with all the appropriate information, it saves on writing a long letter each and every time.

Photographs with captions affixed can also be displayed in the envelopes.

Visitors who have special interests can also be given copies of information quickly.

The originals of each page are kept at the front desk in a manila folder with five or six copies of each handy.

The interpretive series of "john" literature can provide a quick, concise history book of the park for new interpreters as well. As new information about certain items is discovered, the related page is revised or up-dated.

Horseshoe Bend uses a 3M copier for its reproduction but a mimeograph could easily be used instead.

Paul A. Ghioto
Historian, Horseshoe
Bend NHP

THE CASE FOR TRADITIONAL DANCE IN THE PARKS

I was standing in a clearing in a pine woods at dusk milling about with approximately 100 other folks. We had been told that something was going to happen but not what and so we waited expectantly and chatted in soft voices.

Rather suddenly, quiet rippled from one end of the gathering to the other and the pure sound of a penny whistle being played in the distance became barely audible. As our senses zeroed in on the music, it became possible to see white clad figures weaving through the woods in the diminished light. Weaving toward us. Along with the tune of the penny whistle, I was able to discern the sound of a musical triangle being struck in a tolling manner, perhaps every 20 seconds or so.

As the figures approached, I became aware that an ancient ritual dance was underway. There were dancers with antlers held to their foreheads which clashed very softly in the summer evening. There was a hobby horse figure and a boy with a bow and arrow wearing a Robin Hood hat. There were two other figures in the dance - a man/woman and a fool (It was the fool who was tolling on the triangle). A total of ten in all. Their steps made virtually no noise on the pine needle floor. The only sounds heard were the penny whistle, the triangle, and the clashing of the antlers.

The dance was done and just as they had woven their way to us through the woods, they traveled away into the deepening darkness. Our group remained quiet for what seemed like five minutes after the last note was heard - no one wishing to break the spell. This was my first exposure to the Abbots Bromley, a dance said to go back to the druidic days in Britain. It took place in Buzzards Bay,

Massachusetts.

This has been a long preface to the subject of traditional dance in the National Parks but I wanted to present a case of interpretive impact. I never asked, nor have I ever heard anyone else ask following a performance, what Abbots Bromley was all about. There's no need. The emotional impact of this particular dance or the Romanian Calusari or Macedonian Rusalia which are relatives of the British Abbots Bromley was enormous. It's something a park visitor would probably remember for a long time and the sort of thing that belongs in the national park system.

Traditional dance connects to NPS in the following ways as I see it:

1 - Dance which is indigenous to the communities adjacent to the individual park is, prima facie, a legitimate aspect of interpretation reflecting the physical and social setting of the park.

2 - Traditional dance not indigenous to the communities adjacent to the individual park is none the less reflective of the community at large (America) and segments of the people who populate it.

Presentation of the former exposes the park visitor from afar to another aspect of the diversity of American heritage and reinforces the tendency toward ethnic preservation on the part of the local populace. Presentation of the latter exposes both the local visitor and the "foreign" visitor to the diversity mentioned above. National Park Service sponsorship also, in some manner implies official acceptance of such diversity.

Dance may indeed be the mode of com-

NEW IDEAS FOR CHILDREN

munication to which people respond most easily. There seems to be a universal response to graceful movement without regard to political, racial, or religious source. The Moiseyev Dancers were a success in this country despite the state of the cold war at the time of their initial visit. There is also no need to interpret dance; there is no language barrier as in song or drama.

Strange clothing, in dance, is seen as costume instead of everyday apparel and thus is more readily accepted by the audience. This may be true of drama as well but is generally not true of traditional musicians and singers who always dress "weird."

Costs for such an interpretive program may vary in direct proportion to professional stature but I suspect are still priced modestly when compared with classical, modern, and popular dance troupes. Finally, dance troupes of various degrees of demonstration and teaching ability are available for all ethnic groups extant in the United States and locating them should not be a major problem. In fact, if you wish to contact me, I'll offer whatever assistance I can to aid you in locating or staging traditional dance or other forms of traditional culture.

Wally Macnow, WASO
Folklife Research
Coordinator

Last spring school groups visiting Fort Frederica received special attention that they had not received before. Instead of merely giving the usual thirty minute tour of the town and fort, interpreters scheduled groups for a special children's activity session. During this session students were allowed to actively participate in the learning process. They were exposed to models of the fort and town, worksheets, and all sorts of tangible goodies, puzzles for example. The program was designed by Janine Sharpe, Fort Frederica's seasonal interpreter who gained many ideas from her teaching experience in a local elementary school. Janine uses inexpensive household items to build the models, items like plywood, cardboard, toothpicks, buttons, needlepoint canvas, felt, and paint. Not only can the children carefully view the models, they can touch them as well. Some even have removable pieces. The pieces represent various elements of Frederica such as the river, fort, house lots, barracks for the soldiers, etc. The pieces are passed around the group and, each student in turn, puts them back in their proper position.

Worksheets are also incorporated into the activity session. Approximately ten sheets have been prepared to date, all geared for a certain grade level ranging from Kindergarten through eighth grade. When a teacher calls to arrange a visit to the park, worksheets are mailed to the teacher that are suitable for that grade. The worksheets are both fun and educational. While students are coloring or working on a crossword puzzle or writing a short story and reading poetry, they are gaining some background information on Frederica.

A third aspect of the activity session deals with puppetry. The program is in the infancy stage right now; however, we have seen some results because a few student groups have been exposed to puppets on the tours. This technique is used only with very young children, kindergarten through second grade. One or two historic characters are present on the tour in the form of a puppet. They tell the children first hand what it was like back in the colonial days at Frederica. Therefore children are receiving a tour from different points of view, from the twentieth century when the ranger is speaking, and from the British points of view when the settlers are speaking through the puppets. Very young children seem to forget or disregard the fact that the ranger is there holding the puppet. Instead they are very intent on what the historic character says and how he/she feels. When the program is developed further, children of all ages will be able to view an actual puppet show with the characters relating to each other. The puppets need not be expensive. Janine made four puppets using styrofoam for the heads, yarn and string for the hair, and scrap material for the clothing.

There are a couple of important factors to incorporate when planning an activity session. One is atmosphere. The session must be held in a comfortable place, with little distraction from other visitors. At Frederica we gather students at the outdoor program area where we all sit on benches, two groups facing each other with models in the center. Participation is also a vital ingredient, both individual and group. We ask many questions during the session and verbally reward each student for a correct answer. We let whole group

answer questions too. At one point in the session a student holds up various pictures of the environment and people of Frederica and the group decides what the picture represents. Throughout the activities, the interpreter and students work together as a team.

It seems that everyone has benefitted from the children's activity session; the teachers can better prepare their class, the interpreters are fulfilled, and best of all, the students' interest is stimulated. It's another way for the National Park Service to say to children, "We care about you!"

Jan Edwards
Park Technician
Fort Frederica National
Monument

BLIND VISITOR TAKES A "LOOK" AT FREDERICKSBURG BATTLEFIELD

To get a firsthand evaluation of how a blind visitor "looks" at a park, the Mid-Atlantic Region interpretive staff invited Frederick W. Noesner to tell his experiences at its spring superintendents conference, held in April at Fredericksburg, Virginia.

Noesner, now an administrator with Volunteer Services for the Blind in Philadelphia, has been totally blind since early childhood.

First, Noesner was taken on a tour of the Fredericksburg and Chancellorsville visitor centers and to the Sunken Wall area of the battlefield.

Later, he reported his findings to the superintendents.

"At one visitor center," he said, "I had the overall feeling I was simply in a room that contained a lot of glass cases."

"If only I could have touched a cannon, or several minie balls, or a Civil War canteen, I would have felt more a part of the scene."

Noesner had a number of other suggestions for the superintendents, including audio stations, Braille labels, captioned films for the deaf and small models to help blind persons visualize a historic building.

"But facilities for the handicapped are definitely improving in many places," he said. "And the fact that you asked me here today demonstrates how the National Park Service is trying to give a more meaningful park experience to special populations."

Art Miller
Mid-Atlantic Region
Office

GETTING INVOLVED IN THE "OFF-SEASON"

Another busy summer season is beginning to wind down and the staff here at Bent's Old Fort National Historic Site are starting to again develop and implement ways of utilizing the fort facility during the off-season (approximately 8 months of the year). In line with our own Master Plan and the NPS Servicewide Goals for Interpretation, we've been establishing relationships with outside service organizations in the local area. Planning and implementation of these special interpretive projects (and other Bent's Fort activities) is conducted at our weekly roundtable staff meetings. All personnel are encouraged to develop, implement and spearhead projects which interest them personally. We find that this freedom of action is helpful in developing good employee relations and moral. It also serves to provide a conducive environment for stimulating creative thought for program development.

Our special event for the winter is the Bent's Old Fort Rendezvous held over the New Year holiday. Hobbyists of the fur trade era and the American mountain men will camp in tipis and primitive lean-tos during the four day event. These "buckskinners" will relive the life and times of the mountain men of the past. Much plunder will be traded and the participants will compete in tomahawk throwing, blackpowder shoots, fryingpan throw, a greased pig race and rumor has it--a cow chip throwing contest.

Another continuing project is a cooperative program with the Child Development Service (the administrator of Head Start for Bent, Otero and Crowley countries). This program gives 225 pre-schoolers (4 year olds) a chance to experience the fort. Rather than emphasizing a historical perspective, it creates experiential and tactile opportunities for the youngsters. We feel that this

is a much more effective approach than a strictly verbal one. Apple drying, candlemaking, bread baking are all part of the experience as are discussions of the fur trade. The children get a chance to spring a trap (with a long stick), see a flintlock being fired and feel the buffalo hides and beaver pelts.

During this winter, we try to make maximum use of our V.I.P. program. We've been able to get the fort established as a "station" for the local Retired Senior Volunteer Program. One senior comes in to help us interpret the blacksmith and wheelwright shop, another is going to help us with our rawhide braiding projects (reatas, bosals, bridals, reins and bullwacker whips) and three others are helping us put together our interpretive costumes for the summer.

An especially interesting program that we participated in, in past years is the establishment of a Bent's Old Fort Series of workshops offered cooperatively by the Continuing Education Department of Otero Jr. College and ourselves. The 10 week courses were offered to community members on Saturdays during the Fall, Winter and Spring. Instructors came both from the community and fort personnel. All administrative paperwork was handled by the college, while we provide the facility. We had advanced blacksmithing, traditional carpentry, rawhide braiding, primitive pottery, a seminar on horsepacking and emergency hoofcare and a "Life at Bent's Old Fort for Children" program. We had good response to our basic blacksmithing "test" course and a fair amount of interest in the other activities. Not only did it enable community members to explore some traditional skills, but it also helped to integrate the fort into the life of the surrounding community. In other

words, we can be more than just a place to bring Uncle Joe and Aunt Helen when they visit on Christmas. The fort can be a place where skills can be shared, ideas discussed and a number of a community activities can find a home.

All in all, we think we've made some good steps in putting together a year round program. Things are falling together and we look to the off-season for a valuable interpretive learning experience. If any NPS folks are interested in more information about our activities, do not hesitate to write.

The Bent's Old Fort
Staff



SEASONALS

SUMMER MEMORIES

by keith hoofragle

PART 3



I'VE JUST LED THE LAST HIKE OF THE SEASON!

OH, THAT'S ENOUGH TO BRING WATER TO MY KNEE!

DON'T BE SO ELATED. THAT EVALUATION DOESN'T SAY, "HIGHLY RECOMMENDED FOR RE-HIRE"...

...IT SAYS, "HIGHLY RECOMMENDED FOR RETIRE"!

THUNK!

IT ARRIVED! IT ARRIVED! MY FASHUN WURLD UNIFORM ARRIVED TODAY!!
FASHUN WURLD
TOO BAD YOU TERMINATE TOMORROW!

YOU'RE THE INTERPRETERS, AREN'T YOU? DO EITHER OF YOU SPEAK TAGALOG?

АБВГ
ДЕЖЗИ

SEASONALS JUST DON'T HAVE A TRUE APPRECIATION AND RESPECT FOR THE TRADITIONS OF THE NPS AND THE RANGER UNIFORM. THEY DON'T KNOW WHAT THE UNIFORM MEANS AND THEY DON'T KNOW HOW TO WEAR IT!

OH, IZZAT SO?

