

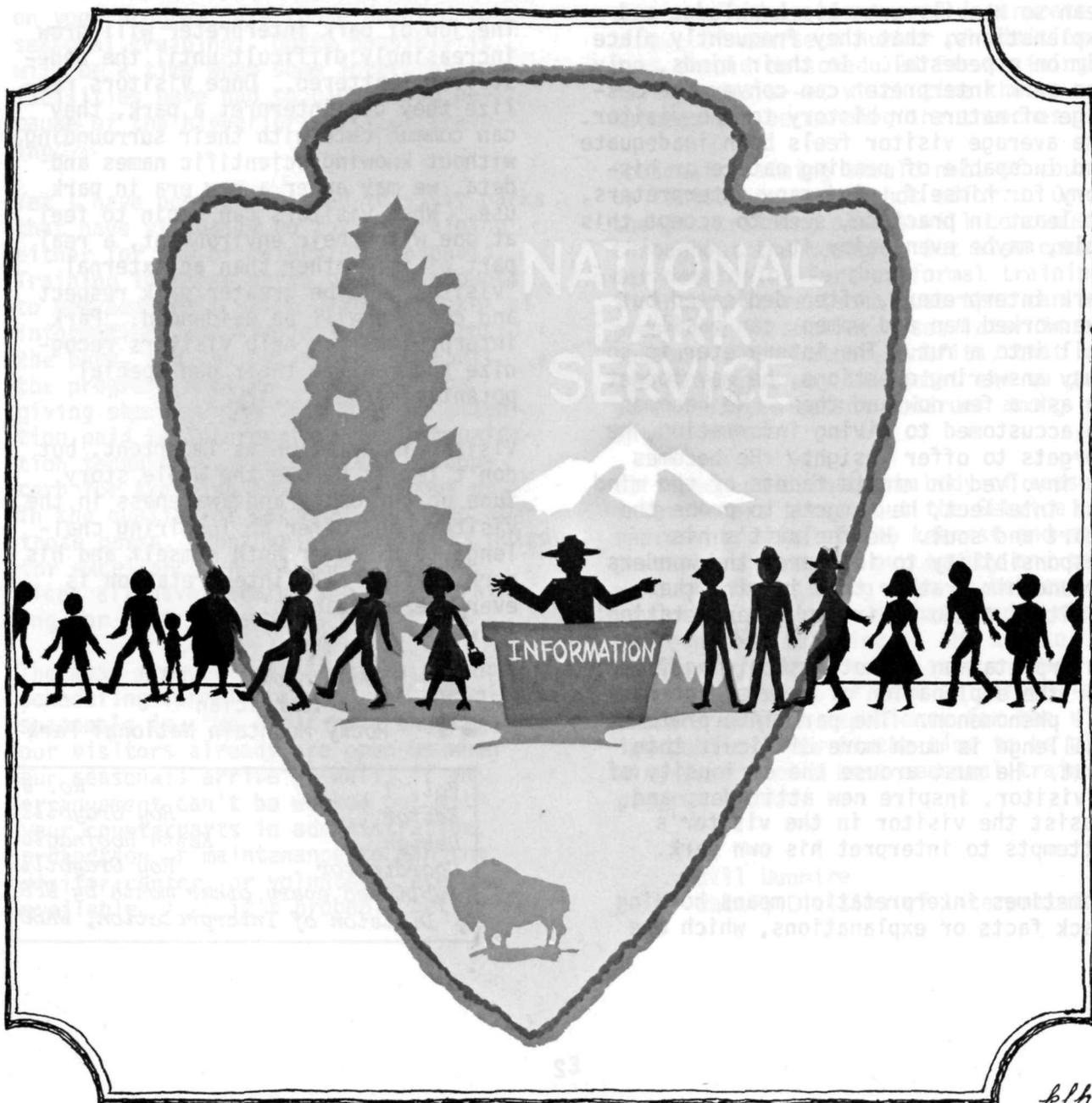
interpreters
information
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IN TOUCH

produced
by and for
nps people
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services

Number 6

March, 1975



WHO IS THE INTERPRETER?

Visitors often see the park through the eye of the park interpreter. They flock to campfire programs, read handouts, and stop by visitor centers to ask questions. They may hike or drive a self-guiding route using an interpretive booklet written by a naturalist or historian. On guided nature hikes or historical tours, they hang on every word uttered by the interpreter.

Visitors depend on park interpreters to tell them what it's all about. They lean so heavily upon his knowledge and explanations, that they frequently place him on a pedestal. In their minds, only the park interpreter can convey the message of nature or history to the visitor. The average visitor feels both inadequate and incapable of reading nature or history for himself. And many interpreters, at least in practice, seem to accept this role, maybe even enjoy it.

Park interpreters, often dedicated but overworked men and women, can easily fall into a rut. The interpreter is so busy answering questions, he may forget to ask a few now and then. He becomes so accustomed to giving information, he forgets to offer insight. He becomes so involved in minute facets of the mind and intellect, he forgets to probe the heart and soul. He feels it's his responsibility to interpret the wonders around him, rather than inspire the visitors to do their own interpretation!

Interpretation is not just giving facts, nor the explanation of an event or natural phenomenon. The park interpreter's challenge is much more difficult than that. He must arouse the curiosity of a visitor, inspire new attitudes, and assist the visitor in the visitor's attempts to interpret his own park.

Sometimes interpretation means holding back facts or explanations, which are

so easily rattled off, to allow the visitor to discover them on his own. If a visitor will be in the park for a few days, raise more questions to stir curiosity and heighten awareness, and warmly encourage the visitor to stop by the next day to talk over what he had seen and learned and experienced. Park interpreters are not teachers as much as they are friendly facilitators. And visitors should not be mere visitors after a few days in a park, they should be amateur interpreters themselves.

The job of park interpreter will grow increasingly difficult until the pedestal is shattered. Once visitors realize they can interpret a park, they can communicate with their surrounding without knowing scientific names and data, we may enter a new era in park use. When visitors can begin to feel at one with their environment, a real part of it, rather than an external "visitor", maybe greater park respect and concern will be evidenced. Park interpreters can help visitors recognize and realize their own special potentials.

Visitor information is important, but don't let it become the whole story. Tune up curiosity and awareness in the visitor, and offer an inspiring challenge to discover both himself and his park. After all, interpretation is everyone's business!

Tom Danton
Park Technician
Rocky Mountain National Park

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THE MOST CRITICAL TIME OF THE YEAR

For interpretation, isn't it some time in mid-season when you are breaking all records for program attendance? Or is it the day when you get to show off your program to the park's most distinguished visitor of the year?

I think not. In fact, I am certain that the most critical days for any park interpretive program, the time that will have the most important lasting impact on your program, are those devoted to seasonal training. Quite possibly it will be a time when some interpretive facilities have had to close down because of the higher priority of training.

Yet I have been astonished to visit parks that have virtually no formal training either for new or returning seasonals. Training in those parks usually amounts to new seasonals being given a packet of information, an orientation trip around the park, and the assignment to audit the programs that he or she will be giving shortly with little or no attention paid to interpretation and communication techniques. Such a lack of concern for training invariably shows up in the quality of personal services at those parks. Contrarily, the parks noted for excellence in interpretive services all have carefully planned training for their seasonals.

The most frequent reason given for not scheduling formal training for oncoming seasonals is, "We don't have the time; our visitors already are upon us when our seasonals arrive". Well, if an arrangement can't be worked out with your counterparts in administration, protection or maintenance to man the visitor center, or volunteers are unavailable, then it's probably better to

close shop in order to have at least one day when all the seasonal interpreters in the park can meet for training. You would be making a trade-off in loss of visitor services for one day in return for improved quality over the season.

That will permit the returning seasonals to join the new ones for exposure to the latest information about park operations, new research findings on park resources, and, most important, refresher training on communication techniques and an exchange of ideas about good interpretation. Of course a number of additional days should be scheduled for training new seasonals--at which time the returnees can be manning the trenches.

Seasonal training should not, of course, be limited to a one-shot effort. On-the-job training always will continue throughout the season. But also consider developing further formal training in interpretive techniques that can be presented in smaller doses later in the season. Among other benefits, that is one effective way to combat the so called end-of-the-season doldrums among interpreters.

It's been said that the body of seasonal interpreters throughout the Service represents some of the keenest and most perceptive minds in our employ and that we ought to be using them to better advantage. I believe that, and I also believe that training is the key to developing these people as our most effective envoys of park philosophy and shapers of park experience for the visiting public. Now is the time to be planning your park's best seasonal training program ever.

Bill Dunmire
Chief, Division of Interpretation

Fenny and Dennis Knuckles
Seasonal Interpreters

In the January issue of *IN TOUCH* we mentioned that the special emphasis of this issue would be an objective and candid look at NPS on-site interpretation training for seasonal interpreters. And we asked for your input.

Our focus on seasonals interpretive training begins with Bill Dunmire's article on the preceding page and continues on the following pages, which contain a cross section of responses to our request. Most of these comments are from the people who are the closest to the situation - our seasonal interpreters.

The bus pulls in at 3:00 a.m. "Oh, no! Training begins at 8:00 a.m." As I grope around the Visitor Center the next morning, someone hands me an agenda and directions to the meeting room, all with a crooked smile. "A new seasonal?" Far more chairs than people, everyone at Nordic distance. The returning seasonals clique together in off-season conversation. An ominous silence falls as the Training Officer introduces the Superintendent. "Welcome to... it's nice to see... I've extreme confidence in... door is always...". A despondent Chief Ranger is called to the floor; it's his day off. "Our prime role... in the event... correct radio procedure...". The rash of questions is interrupted by the Training Officer: "Sorry, we're a half hour behind schedule". A rapid succession of names and faces flash by: AO, PO, Chief Naturalist (the BOSS), Chief of Maintenance, Concession Manager... Stifling a yawn, I glance at the agenda. "Oh boy, a movie!" Attitudes? A new version, I hope. Someone utters the magic words "coffee break!" A sigh of relief fills the room.

A mythical training session? Let's call it by its real name: Park Orientation. Learning the "whos" and "wheres" of a park is vital. That Visitor Center employee needs to know as much about the backcountry as the ranger himself

who patrols it. But training must not end there.

While new seasonals are being oriented, returning personnel should attend an intensive critique session of last year's programs. (Better yet, this should have been done before they left the year before). They should be instrumental in planning for the new season.

True interpretive training includes everyone: new and old employees, seasonals and permanents, the Chief Naturalist. An analysis of basic interpretive techniques is a springboard for new ideas. Do not assume that a seasonal already knows the basics; this can kill a program before it even starts. Role playing, communication exercises, mock hikes and talks, environmental living, the list of training devices is endless.

Time is perhaps the most valuable asset that you can give a seasonal interpreter. Time to attend others' programs, to work out one's own, to explore a new trail, to collect thoughts and ideas. Too often, good interpretive training is wasted on a seasonal who is nervously anticipating two hikes and a program before 500 people the very next day. When has he hiked those trails? On his day off! (Thoughts come to mind of a seasonal who was informed in August that

she was taking the "wrong" trail on a daily hike; no one had time to show her the correct one). Where the budget allows, hire seasonals a few days early so that training can progress at a leisurely pace. Or start them on an early or mock schedule that first week.

Never limit training. It is a continuous provocative experience throughout the entire season. Rap and gripe sessions, program planning, critiques, visits to other areas, visiting interpreters - take advantage of all these possibilities. Too often, permanent employees who have attended training sessions elsewhere are reticent in sharing new ideas. Seasonal interpreters are hungry to try new techniques.

Seasonals rarely, if ever, receive professional training. Bill Lewis took a step in the right direction with his "communicators". Communication is a starting point for interpretation, but it is not interpretation per se any more than information is. If communication and interpretive specialists could spend more time in individual parks, perhaps they could provide answers to specific problems. This type of program should definitely be expanded.

Most courses at Albright and Mather Training Centers are geared toward permanent employees. Seasonals, because they cannot "be spared", are discouraged from even applying for them. Accept the fact that seasonal interpreters are valuable employees. By putting as little time and effort as possible into training them, an individual park can save money. But many are not merely short term investments. By training seasonal interpreters properly and encouraging them to attend professional courses, doesn't the Park Service, and the visitor as well, benefit?

Penny and Dennis Knuckles
Seasonal Interpreters

* * * * *

A two week training session?.....Wow!
What will we be doing to keep ourselves occupied for two weeks?

That is what I asked myself after hearing about the Everglades seasonal training package. As I paged through the itinerary I became more and more interested. Steve Van Matre would be involving us in "Acclimatization"; John Hewitt, a professor of sociology would give us a visitor's eye view of interpretive programs; Von Del Chamberlain demonstrating sky interpretation; and field trips to some of the remote areas of E.N.P. and its surrounding areas. And, as it turned out, they were all good.

When a training program becomes a success, it begins to make you wonder... why? Lord knows, so many of them fall far short of all expectations!

This training session was good because, it was realistic. Someone recognized that people are individuals and, as a result, all of us had choices as to which one of three or four different field trips we would like to attend. And, believe it or not, we were given some (but never enough) time to prepare programs. The training was a good blend of inside and outside, of lecturing and active participation, and above all it contained a most important ingredient, inspiration.

Two weeks, they were over so quickly.
How about three weeks next year?

Jim Shives
Seasonal Interpreter
Everglades National Park

SEASONAL TRAINING CAN BE FUN

Training for seasonal interpreters would be easy if everyone always had a full crew of experienced seasonals, but we don't usually have that. Instead, we find ourselves with a mixed group. Some are experienced returnees, some have come from other park areas, and quite a few are brand new.

Their desires and expectations for training often differ from ours and from each other. New people want to know how it's done and to become experts in the park story, experienced people from other areas are usually after an "instant expert" course in Park subject matter, while returning seasonals may be bored with the whole process.

Last summer we tried to develop a training approach at Mount Rainier that recognized these factors and even took advantage of them, so park managers programmed all seasonal interpreters to arrive one week before the normal training period. This week was devoted to basics of interpretive methods. New people were given examples of walks, talks and other programs throughout the park to gain knowledge of how it's done, and to see the various areas of the park. They also gained an appreciation of the skills of seasonal supervisors and experienced returnees. Hopefully, this gave them an idea of where to seek help with their own programs.

During the second week, interpreters attended appropriate sessions in protection and other park functions and worked with their supervisors on program preparation and job orientation. The formal summer season started the third week, but training continued. A series of subject matter seminars were sche-

duled to help them on the road to more knowledge of the park.

This approach to initial training worked and we hope to improve it in 1975 with our new videotape equipment. Maybe in a few years we will have something; at least it beats the two and a half days of half hour per subject lectures of the past. Now, if they'd only read those pre-arrival kits, we'd be off and running by mid-June.

Harry Wills
Chief Interpreter
Mount Rainier National Park

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Recent years have seen important changes in the thrust and direction of seasonal training programs in many progressive park service areas. The old approach which centered on an orientation to the natural or historical environment of the park as well as on park operating procedures has been largely replaced by one stressing communications skills. This shift in priorities indicates a realization that an effective transfer of meaning between interpreter and visitor is not the automatic product of a thorough knowledge of the park environment. Such a shift in priorities is refreshing and valuable, but I wonder if in our zeal to find innovative ways of training seasonals we have not at times lost sight of the fact that a knowledge of the park and its operations remains an essential element of good interpretation.

A successful seasonal training program should address itself to the entire "framework for interpretation" advanced by Dr. Larry Lowery in January's In Touch. This means that it should consider not only the visitor and the

interpreter, but the subject matter (the park) as well.

Seasonal training must of course vary with the people to be trained. Obviously, new seasonals will require a more thorough orientation to the area than will returnees. At some parks, new seasonals are entered on duty earlier than returnees in recognition of this need for additional orientation. However, returning seasonals can be very helpful in the training of new employees and should be actively involved in the orientation process.

Too often it is left to the individual to seek an orientation on his own. Because such mundane things are often ignored in training sessions, it is usually up to the new seasonal to contact a returnee to find out how to operate a projector, or to learn just what is supposed to go on at an activity he will soon be conducting, or to find out what some of the plants and animals are along a trail used for guided walks. I see no reason why this kind of orientation should not be a part of the formal training program of a park, especially when a high proportion of the incoming seasonals are new to the area.

Inspirational speakers, discussions of interpretive theory, instruction in new and innovative communications techniques, and encouragement of creativity and originality are all essential elements of a good training program. I have been a new seasonal at five parks now, and know that these factors can profoundly influence employee morale and the quality of interpretation offered at a park. At the same time, I know that my most basic problem when arriving at a new area is the acquisition of the data I will soon need to

communicate effectively to others. A training session which effectively addresses itself to this problem while inspiring a high level of personal involvement and creativity will best prepare me to meet park visitors.

Steve Nelson
Everglades National Park

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I noted with interest your call in the January issue of In Touch for comments from seasonal interpreters. Based on my experience working as a park aid at the Statue of Liberty National Monument last summer, I have some observations regarding interpretation.

After giving several tours of the Statue and surrounding grounds, I quickly realized that while learning the history of the Statue, identifying nearby Ellis Island as well as Manhattan, and making the ritualistic climb to the Statue's crown are interesting, they are not the most meaningful parts of the tourist's visit. What is more important is the total impression the visitor gains of the symbolic meaning of the Statue as America's most famous immigrant, the importance of immigration in American history, and the uniqueness of America as history's most striking experiment.

The lessons for teaching interpreters are clear. The name of a plant or historical figure is less important than the total, overall view of the Park Service, nature, and American history. One week, one year, or one decade after his visit, the tourist will probably not remember too many of the specific facts told to him. If his interaction with National Park Service personnel and parks results in a spiritual experience,

a communion with history or nature, the visitor will long remember and treasure those memories. In short, interpretation must be goal-oriented, resulting in a greater awareness of fundamental truths that may affect minds and lives.

Joseph A. Sena, Jr.

* * * * *

Seasonal training programs are a lot like the weather: everyone talks about how important they are, but nobody does much about them. Sure, we spend a few days helping seasonals fill out all the right forms and showing them where all the comfort stations are, but if we've spent a whole week on them, we figure that's about all we can afford.

Everglades Interpreters felt that since our seasonals provided our main interpretive effort, we owed it to them to give them the best training program possible. Even if it required spending money.

Our goals were to provide factual information, give some instruction in basic interpretive skills, and develop an emotional commitment to the park and to its interpretive effort.

Before reporting to the park, each person received a personal library of materials costing approximately \$20, including Interpreting Our Heritage by Freeman Tilden, and The Invisible Pyramid and Immense Journey by Loren Eiseley.

We invited guest speakers from far and wide. Most were willing to come to Florida in December if we would pay only part of their travel expenses. Steve Van Matre talked to us about Acclima-

tization; Sociologist Jack Hewitt from the University of Massachusetts discussed the role of the Interpreter As Guru; and the Smithsonian's Von Del Chamberlain gave us some ideas about interpreting the skies. For our two-day "show me" trip, we toured the park by chartered bus equipped with a public address system, accompanied by an assortment of biologists and others with special knowledge of the area. Finally, two days were set aside for visiting, in small groups, other visitor attractions in South Florida. We tried to provide a variety of activities affording valuable knowledge or insights related to our purpose. Our big disappointment was that the Good-year blimp was not available on the day we needed it. They were covering a football game.

I've only summarized some of the highlights of our two week long program. In developing and coordinating our plans, we found Harpers Ferry, Washington, and the Regional office willing--even eager--to help with advice, active participation in the program, and money. All we had to do was ask. In addition to the two weeks personnel costs, we spent over \$1,000 from various sources on the program.

Our program is far from perfect, but we feel that our efforts were well spent. After all, our seasonals represent our main interpretive effort. Why not spend a little money on their training?

Pat Crosland
Asst. Chief, Interpreter
Everglades, NP

Let's say you're a naturalist or historian who arrives in the park the night before his EOD, participates heavily in the training sessions, puts in long days at interpretation, works on his talks in his free time, unwinds on days off at home with family or "doing the park", and works until the next-to-last day before returning to his teaching job. If this fits, as I think it does for most of us, then it will take years to develop the understanding that comes from practicing what we preach.

There has to be in one's summer sufficient down time for coming to personal terms with the park, whether this means spending a week in the back country of a wilderness area or hitting the pertinent libraries and museums for an historical park. However it's done the main idea is to have fun, because if you fail to satisfy your personal need for freely enjoying what the park has to offer, this little dark area will haunt you as you carry out your duties.

Would you take your automobile to a mechanic who doesn't drive, or whose car is a wreck? There's more to it than doing the job. It is the QUALITY of our experience that determines the QUALITY of the job we do.

Wayne L. Hamilton
Seasonal Interpreter
Zion National Park

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Last year Olympic National Park introduced interpretive themes applicable to the different areas within the Park. These "specialized" themes aid in providing programs pertaining to the area where the visitor is at, stimulate questions about other areas and features

and eliminate duplication of information by interpreters in other areas. They also eliminate the "generalized" program.

An additional aid which would benefit both interpreter and visitor is the hiring of the interpreter one week before regular duty (either as a V.I.P. or on the payroll). During this week interpreters could become familiar with their area and possibly others in the Park. Hiking the trails, talking with local old-timers and learning where things are in general will in turn provide information to the visitor which will be more accurate because it has come from experience.

Robert Keatts
Seasonal Ranger (Naturalist)
Olympic National Park

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I believe that while new interpreters should learn the principles covered in the general and protective division training sessions, there should also be a more comprehensive training session solely for new interpreters. It should be organized not only so there is time allotted for permanent staff to speak, but also so there is time for experienced seasonals to present their ideas, whether on the subjects of new audiovisual techniques, the natural history of the park, or other topics. The interpretive staff should visit important sites in the areas as a unit in order to foster a unity, exchange of ideas, and a greater knowledge. The presentation of several walks and evening programs as a group would help to communicate what is going on in the park interpretive program. I also believe that new seasonals should be en-

couraged to be original-creative. The park areas should be receptive to such interpretive ideas as overnight tours, night walks, and other innovative ventures at least to the point where their success or failure is verified. Training should include practice of talks for new seasonals.

Lloyd S. Parratt
Seasonal Ranger Naturalist
Lassen Volcanic NP

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Homestead National Monument's Park Ranger, Roger D. Pearson, directed a carefully planned three day training program. Although he structured most sessions in a strict lecture/film and discussion format, some opportunities for a spontaneous interaction between the seasonals and the permanent staff did occur. Two visiting specialists from the regional office provided a fruitful session exploring basic elements of visitor communication. Future training should expand this approach with more attention to actual challenges at each park. Returning seasonals could relate their past experiences, perhaps even organizing some sort of role playing activity to examine approaches to common situations. Past training has failed to develop a means of relating the special spirit of the National Park Service. A film, "My Job", could serve as a catalyst to an informal exchange of ideas by the permanent staff about their conception of their careers.

Perhaps the greatest deficiency in past training centered on a solid definition of seasonal responsibilities and a clear explanation of living history's relation to the visitor's park experience. Were the returning seasonals to guide

the new personnel? When did personal initiative approach interferences in the authority of the park ranger? Were we in living history to assume the role of mere demonstrators, or to totally immerse ourselves into the nineteenth century frontier? Were the veteran seasonals expected to direct the living history projects? A special follow-up meeting later in the season might clear up such confusion and also provide an opportunity for sharing evaluations between all of the staff.

Overall, Homestead's training greatly exceeds the conventional method of smothering seasonals with reference books. Since last summer's program clearly reflected suggestions made by seasonals in previous years, hopefully the coming summer will bring even more refined approaches. The park ranger should schedule more informal discussions stressing attitudes and actual situations, while including fewer lectures and films. In responding to these suggestions, however, the program should not sacrifice participation by the maintenance staff. Discussions of resource management, safety attitudes, and emergency procedures helped to develop an outstanding spirit of cooperation between the maintenance and interpretive divisions. In such a small park, this sensitivity provides a key to offering a quality experience for every visitor.

Tom Richter
Seasonal Park Ranger
Homestead National Monument

A well planned and sound seasonal interpretive training program must emphasize the fact that the art of interpretation consists of a thorough knowledge and understanding of various communication skills. In my opinion, the basis or framework for understanding communication skills includes not only a basic knowledge of interpretive or communication theory, but must also include the following essential elements: (1) A thorough understanding of Tilden's Interpretive Principles, (2) The knowledge and use of "Figurative Language", and (3) The knowledge and use of several examples of "Non-Verbal Language" such as touch, taste, texture, odor, kinetics, etc.

Once these "ingredients" are learned, and are combined with enthusiasm, innovation, and a sincere desire to experiment with new interpretive techniques, on the part of the seasonal interpreter, then I feel that the interpretive messages given to the public will be of a high quality and interesting nature! Above all, any interpretive program must be flexible enough to "experiment" with new approaches and to learn from past mistakes. One of the biggest criticisms that I have for present seasonal interpretive training programs, is that there is too much emphasis on attempting to cover all aspects of interpretation. Due to the fact that most seasonal training periods are relatively short in length (2-3 days), I feel more emphasis should be given to the "nuts and bolts" of how to specifically prepare campfire programs, nature walks, and other forms of interpretation for the rapidly approaching visitor season. Too often, seasonal interpreters discover that they must rush and hurriedly put together programs that must be of high quality, within a

very short period of time. I feel that there should be more time set aside for the preparation of these programs, so that the season gets off on the right note. One other suggestion for incorporation into the seasonal interpretive training program, is that I feel every interpreter should read the article entitled, "The Challenge of Professional Interpretation" by Nelson T. Bernard Jr. in the April/May/June issue of Trends magazine. I sincerely believe it can make a difference!

Alan D. Capelle
Seasonal Naturalist
Theodore Roosevelt NMP

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To wind up this feature we asked Dale Thompson, Training Specialist at the Albright Training Center to give us his thoughts on putting together a training program.

SOME THOUGHTS ON INTERPRETIVE TRAINING IN PARKS

We are concerned about training results.

Not all training is good training.

You're not likely to dispute either of these statements. Our best recruitment efforts notwithstanding, few "Complete Interpreters" arrive on the scene. Thus, we train.

But, how do we know when we've trained well?

There's an expression, "If you don't know where you're going, any road will get you there." In training, we need to know our

destination and we need a roadmap to get us there. To accomplish this, a good trainer does a job analysis, writes measurable objectives, selects the best training method for each task, prepares a training outline, presents the training, and follows up with an effective evaluation of results.

What we're really saying is...to get the desired results from our training programs we need a step-by-step systematic approach. But, how often does it happen that way? Take seasonal training programs. More typically, we experience that sudden, panicky awareness that another busy season is fast approaching and the crew needs to be trained. We reach for the files, pull out last year's training schedule, and with hardly a thought, dole out assignments to various "instructors". It's as though training is some sort of necessary evil, a ritual, something to be gotten out of the way in order to get on with the important work.

On the other hand, if you follow a Systems Approach to Training you must take the whole business more seriously. The Systems Approach offers a logical progression through a training cycle that greatly increases your margin for success. Let's look at the steps involved:

1) Job Analysis - Take the jobs of the people needing training and break them down into their simplest elements. When you know the detailed anatomy of the jobs to be done, you are ready to proceed to the next step...

2) Determine Training Needs - Matching the knowledge and abilities of your employees against the jobs they are to do ought to tell you what training is needed. Seems self-evident doesn't it? But, how often do we really make an effort to learn "Where our employees are at" in terms of their readiness for

their assignments? More typically, we spoon out the same instruction to everyone and pay little or no heed to individual differences. This can lead to training that is out of reach for some and deadly boring to others.

3) Develop Course Objectives - Perhaps the most crucial step of all. Here's where we answer the question, "How do I want my employees changed as a result of my training?" Writing definitive, measurable objectives is not an easy task, especially where efforts to effect attitudinal change are concerned. But, the exercise is well worth it. Without instructional objectives to measure against, you really have little more than an intuitive evaluation of your training product.

4) Identify Major Subjects - Now's the time to key in on the content of your program. Your job analysis and training needs diagnosis should make this a fairly easy step.

5) Arrange Subject Sequence - A number of things to be considered here. You may want to progress from the general to the more specific material. Or, move from lesser to higher skill tasks. It's a good idea to start out with something of special interest to everyone and seed other high interest units among the others. Don't forget the importance of allowing time for practice.

6) Determine Presentation Methods - We're all well aware of the anesthetic qualities of most lectures. Yet, we choose this instructional method more than any other, usually with predictable results. Maybe too many supervisors are too little aware of the array of presentation methods to select from. The NPS "Training Methods Manual" may need updating, but is still available and useful. Another good source of tips on

classroom methods is "The Supervisor As An Instructor" by Broadwell, available from Addison-Wesley. There also are excellent training courses in effective classroom techniques offered by educational consulting services. In any case, try to select the best presentation method for the job.

7) Draft Course Outline- Another important part of your "roadmap". The assignment of time blocks to the various subject matter.

8) Identify Training Resources - Choosing the best people to handle the instructional topics. Preparing teaching aids, graphics, etc. Identifying such needs as slide and motion picture projectors, opaque and overhead transparency projectors, chart boards, felt pens, and equipment necessary for practice sessions, etc. Maybe this is also the time to give serious consideration to the physical training environment. Are you using a room without windows? What about ventilation? Are your trainees looking at the backs of heads of those in front of them? Is the communication flow likely to be mostly one-way? Too much formality precludes effective interaction among the trainees.

9) Finalize Course Outline - Capitalize on the input of others. You may identify the need for changes to your initial agenda.

10) Prepare Lesson Plans - Tough to avoid thinking of these as anything but a chore. Yet, without them, the "comfort factor" for most instructors is pretty slim. Lesson plans can clarify your class objectives, break your instruction into workable units, outline your methods, aids, and time required. They can prevent omission of important material and, best of all, they build the instructor's confidence.

11) Conduct Dry Run - A luxury? Maybe.. considering the demands of most jobs today. But, a dry run pays handsome dividends. It permits time to correct mistakes, check on limitation of the training environment, correct possible equipment malfunctions, allows for preliminary critique, etc. CAUTION! Bear in mind that the feedback may not be the most valid since your actual training group is not there to do the reacting.

12) Present Training - Self-evident. This is the REAL THING!

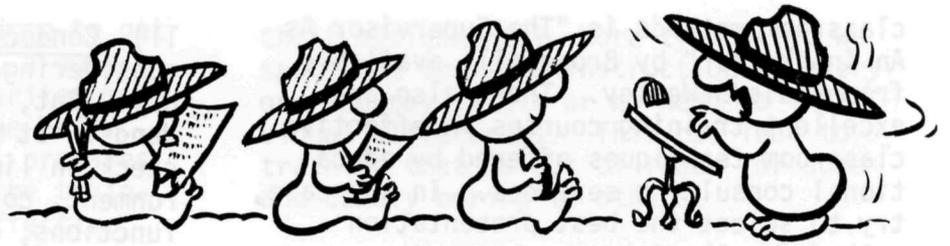
13) Evaluate On-The-Job Performance - "No amount of training will make an employee do a job better if the training is done poorly" (Broadwell). Here's the proof of the pudding. If done well, items 1 through 12 of the Systems Approach can make you pretty confident your training will produce the kind of results you want. But, you still need to be sure. We can only pass judgement on the training when we see how the employee is using the training under everyday conditions of the job. Such evaluations generally support the contention that training cannot be a "one shot" thing. Deficiencies may be revealed that can be corrected by follow up training. Evaluations are absolutely crucial if we honestly want to do a better training job next time around.

There you have it. The SYSTEMS APPROACH TO TRAINING. If you aren't using it, you may want to give it a try.

Dale Thompson
Training Specialist
Albright Training Center

From - INTERTALK
The Interpreter's Newsletter
of Parks Canada

FORUM



"Being an elementary teacher, as well as a V.I.P, I am familiar with the sabbatical program and am surprised that the NPS has not adopted it for their seasonal employees. The benefits are that the employee can (1) increase his knowledge by taking summer courses, (2) be renewed by doing something different, (3) increase his awareness of other national parks by visiting them; and the NPS can benefit by (1) having new "blood", therefore new ideas, and (2) save money by hiring replacements at a lower salary. Many seasonal interpreters have admitted their programs are becoming stale after 20-25 years, but can't take one summer off for fear of not being rehired.

I would suggest one summer off (with no pay) after seven years of service. The person hired as replacement would only be on contract for that one summer."

Lita Robinson
Denver, Colorado

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In view of the energy crunch (make believe or real), the thought came to me that the National Park Service needs another concept in transportation for the interpreter. Many of our large parks - and some small areas - must invite the visitor to travel via a car caravan from a known assembly point to an unknown trailhead or other site. This wastes fuel and pollutes. I would like to suggest that the Harpers' Ferry Group contact the manufacturers of mini-bus types of equipment and propose a new bus.

This new bus would consist of a power source tractor (propane or other non-polluting engine) and several rows of seats. To this unit, small trailers, consisting of two to three rows of seats can be added quickly and conveniently. Thus, the interpreter taking the walk can add as many trailers as necessary for any given walk up to a set limit at the visitor assembly point (or drop off unnecessary ones). This limit would be the number of trailer wagons possible to handle and steer properly and, at the same time, limit the number of persons which can be easily and efficiently handled by one interpreter. For areas which experience large turn-outs to a given walk, it would be imperative to have some stand-by interpreters to take a "second" group of the remaining persons. Not only would it reduce the number of cars on the road, but it would give each visitor a better interpretive experience resulting from the controlled number in the group. Interpretation could begin as the vehicle moves out, and also give the visitor a relaxed ride to view the park.

Robert C. Zink
District Interpreter
Kings Canyon NP

* * * * *

Period dress does not an interpreter make. If an interpreter is not comfortable in the role, he can't have a meaningful program. Keep this in mind when hiring your seasonals. One has to live the part, think and do what an individual of that period did. This involves deep

research into primary sources. One can't expect good living history interpretation from someone who has no feeling or knowledge in the area. To use half baked programs can only ruin the whole system and bring down the rath of the academic historians, closing down a worthwhile interpretive system.

The above is an excerpt from an article on Living History, sent to us by Bob Gibbs, Chief of I&RM at Stones River NB.

* * * * *

Self-reflection is an interesting, sometimes painful but hopefully valuable attribute we humans have. Occasionally, when I wonder where I am going as an interpreter, I fall back on this device as a measure. It reminds me why I became an interpreter, where I am falling down on my work, and how I can become a better one. It also reminds me that Interpretation is not a complex, unmanageable Pandora that is almost mystical in its ability to baffle the "unbaffleable". It is more like a nose: obvious to all but the wearer!

In retrospect I see my ideal naturalist as the old, wind-whipped face of experience that is found in those who have always lived close to nature. In written form, I see the words of Grey Owl, Robert Service, Seton and an author many may not know - Phillip Keller. Every one of these individuals had "experienced" the stories they have told or they were able to recount vividly the experiences of others who had shared their stories around a campfire or in some other friendly, personal encounter.

On the vocal side of things, I recall the true (or nearly true!) stories told to me by my uncle - an old man of 85 seasoned years: most of them spent as a

guide in Banff. Those stories transported me to many of hair-raising imaginary experience that I frequently hoped would happen in my own real future. They certainly were motivating - and definately shaped the life I led thereafter.

Again, with present interpretive events in mind, I recall that my most impressive guided walk was actually two personal trips with a much older friend. Both were so thrilling I'll never forget them - but they were also very simple: one was a walk to the river where I was shown how to catch a fish; the other was into the hills behind our house where I learned how to snare a gopher by doing it!

Simple things - all of them - but they all carried one - no two - common characteristics! Each one of these "naturalists" had experienced nature intimately, and each had been a "friend" if not in person, then in his written message.

Perhaps we as naturalists are searching a little too far for the answers to a non-existant dilemma and in so doing are the creators of our own real one. Let's enjoy ourselves more by getting out and really developing an intimacy with nature and a friendship with our listeners. And don't forget - your seasonals need it too!

By doing so, we may discover that it isn't as difficult as it seems to turn our visitors on! My hope is that as I become that "old man" myself, I shall one day wake up to discover that I too have developed that talent I so admired in the voices of those true interpreters of my younger days: the voice of experience.

Jack Schick
Elk Island Park, Canada

*From - INTERPTALK
The Interpreter's Newsletter
of Parks Canada*

THE ENVIRONMENTAL DIMENSION

Since the earliest days of the Environmental Age, interpreters have exhibited confusion about environmental education versus interpretation. Although vaguely associated with interpretation, our initial over-reaction was to identify environmental education as a distinct program. Interpreters with few or no qualifications were thrown into the new specialty. (Some managers incorrectly assumed a professional synonymity between interpretation and environmental education.) The program and its objectives were poorly defined and even more poorly articulated. Much of the fog has since cleared, but even to this day we grope for a common definition of environmental education.

Now, that ubiquitous pendulum of over-reaction is beginning its inevitable swing towards the center, and sighs of relief can be heard throughout the ranks, "At last! Back to interpretation!" But now, thanks to the environmania of the past decade, it's back to interpretation which is greatly enriched by a much deeper environmental dimension.

Interpreters have traditionally perceived interpretation in two dimensions: factual and conceptual. The factual dimension comprises the purely informational aspects of interpretation such as directions, distances, dimensions, statistics, names of places and objects, etc. Although fundamental to any interpretive effort, the factual dimension is the least meaningful and the most mechanical level of interpretation. The conceptual dimension deals with ideas. It coalesces facts and details into a unified whole, and relates them in ways meaningful to visitors. This is the ecological dimension which gives meaning and body to interpretation. The

Strands approach is a good example of conceptual interpretation.

There has always been a third dimension to interpretation, that of environmental morality. We haven't always been fully conscious of this dimension, and it rarely has received its deserved emphasis. The environmental dimension transcends the mere communication of facts and ideas. It is the human dimension that adds soul to the body of interpretation. This dimension doesn't expose so much as it challenges and questions. Its questions have a heavy component of "you" in them, and help to lead visitors toward a greater awareness of their own thoughts and feelings. They see how their lives are related to the web of life, and how human actions can alter that relationship. They are asked to examine alternative actions, and to consider their consequences.

Let's look at some examples of the three interpretive dimensions.

Factual Dimension

Kangaroo rats live here.

Conceptual Dimension

Kangaroo rats are well adapted, through natural evolution, to thrive in this desert environment.

Environmental Dimension

If you were a park manager, would you be concerned about kangaroo rats? Why? Of what value are they? How would you manage them and their habitat?

Factual Dimension

Lake Mead National Recreation Area gets over 5,000,000 visits per year.

Conceptual Dimension

Crowded city living produces tension, frustration, and distrust. Parks can provide respite from the ills of overcrowding. But, now, parks are getting crowded, too.

Environmental Dimension

How do you feel about crowded beaches and park roads? Do you mind waiting in line to launch your boat? Or to use the restrooms? If you were a park manager would you limit the Area's use to insure uncrowded recreation? How?

Factual Dimension

Bighorn sheep live in these mountains.

Conceptual Dimension

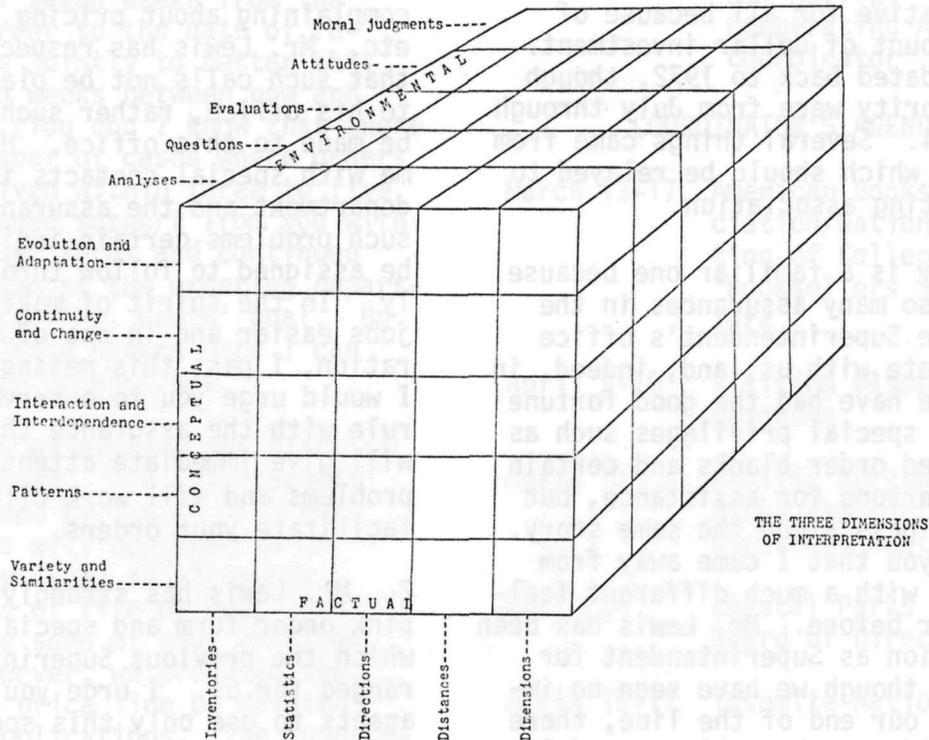
Bighorn populations are controlled by water and food supplies, disease, and predation.

Environmental Dimension

How do you feel about trophy hunting? Or predator control? Should every herd be hunted? Are non-hunted animals of benefit to man? How?

The environmental dimension of interpretation encourages visitors to rely on their own abilities to evaluate environmental questions. Rather than appealing to authority to make these value judgments for them, they are exposed to another channel of a more self-directed nature. And, the conclusions they reach may depend to a large degree on your skills as an interpreter in all three dimensions of interpretation.

Doug Evans
Interpretive Specialist
Southwest Region



COOPERATING ASSOCIATIONS



SUPERINTENDENT OF DOCUMENTS

On February 27, I met with Mr. Wellington Lewis, the Superintendent of Documents, and two of his assistants on matters of vital importance to cooperating associations. With me was Vince Gleason, Chief, Division of Publications, and a representative from the Department of Interior Publications Office. The primary purpose of my visit was to discuss the increase in backlogged orders of NPS publications. I had with me documented evidence on \$17,200 worth of back orders from ENPMA and SPMA. I had purposely selected these two associations as representative for all because of the large amount of dollar investment. Some orders dated back to 1972, though the vast majority were from July through December 1974. Several things came from this meeting which should be relayed to each cooperating association.

1. The story is a familiar one because we have had so many assurances in the past that the Superintendent's office would cooperate with us, and, indeed, in some cases we have had the good fortune of obtaining special privileges such as individualized order blanks and certain designated persons for assistance, but once again I pass along the same story. I must tell you that I came away from this meeting with a much different feeling than ever before. Mr. Lewis has been in the position as Superintendent for one year and though we have seen no improvement at our end of the line, there is strong evidence that this new administration is making efforts to change

things at GPO. There is a marked improvement in business procedures and it is just now beginning to filter down to the warehousing and ordering departments. Mr. Lewis has given us his assurances that by our working together every effort will be made to improve the ordering procedures for cooperating associations. One of those areas of mutual cooperation between the Office of the Coordinator and the Office of the Superintendent of Documents is direct communications on individual problems. Recently several associations and/or agencies have placed personal phone calls to the Superintendent, either seeking information or complaining about pricing, reprinting, etc. Mr. Lewis has respectfully asked that such calls not be placed directly to his office, rather such calls should be made to this office. He has provided me with special contacts in the ordering department and the assurance that on such problems certain individuals will be assigned to follow through immediately. In the spirit of making both of our jobs easier and in one of complete cooperation, I pass this message on to you. I would urge you to observe this simple rule with the assurance that my office will give immediate attention to all problems and will work diligently to facilitate your orders.

2. Mr. Lewis has strongly endorsed the pink order form and special envelope which the previous Superintendent arranged for us. I urge you and your agents to use only this special order form and none other for NPS publications. For the most part, this form has worked

and we have assurance it will continue to receive special attention. It is not necessary to itemize single items on separate order forms, although some associations indicate from past experience that it works best this way. This is your option. The important thing is to use the pink order form. If you do not have these special forms and envelopes contact this office immediately. We cannot help you if your order is placed on any other form than the one indicated.

3. Although Mr. Lewis and his assistants were most encouraging in their remarks about future developments, I have decided that it is well worth the extra time involved for the next six months to follow through on a personal basis each of your orders. As a test I am asking that from now until the end of this fiscal year you send this office a xerox copy of any purchase order to the Superintendent of Documents. The Superintendent has requested a maximum working time of seven weeks from the date of your order to the date of receipt. We hope jointly to better this by at least two weeks between now and September 30. (You and I know that there have been a number of cases where orders have been received within three to five weeks.) Continued support from you with the special order forms and continued special attention at the ordering department should better Mr. Lewis' goal. By receiving duplicate orders here I can run a time check on each one.

4. The problem of pricing was discussed at great length. The 25% discount will continue and by law it will not change. Prices will continue to be raised again by legal requirements. These two facts of life we must live with. To solve some of your problems on pricing, however, we proposed that henceforth the price line be deleted from all GPO publications. The Superintendent's office is in agreement and is proposing this to the Joint Committee

on Printing. This proposal also has Vince Gleason's complete support. As a matter of fact, as of this date new sales publications coming from Mr. Gleason's office will no longer carry a price line. If we have our way on this matter, reprints will be affected also.

If this report sounds optimistic I intend that it should. For years we have been fighting for more association recognition at SupDocs. Although this office will not relax any concern for your problem, we fully intend to give the new Superintendent every opportunity to prove what seems to be a sincere interest in correcting past wrongs. I respectfully submit to you that we have nothing to lose at this point and that one more trial before we give up completely might well produce the magic we have so long awaited.

Jim Murfin
Cooperating Association
Coordinator

COORDINATOR'S AGENDA

- | | |
|-------------|--|
| March 13-17 | American Booksellers Association/National Association of College Stores "Booksellers School", New York |
| April 9-10 | Visiting Olympic and North Cascades |
| April 11 | Pacific Northwest National Parks Association Board of Directors meeting |
| April 14 | Coastal Parks Association Board of Directors meeting |
| April 15-17 | Yosemite National Park |
| April 17 | U.S. Forest Service at Lake Tahoe |

ON THE OUTSIDE



OUTSIDE TRAINING OPPORTUNITIES

A major problem in discussing outside training opportunities is the lack of course evaluation - course announcements do not include data on the value of the training to the participant after taking the course. In most cases, we must rely on the reputation of the offering organization and/or word of mouth comment on particular courses given in the past.

"Interpretive" courses, as such, are difficult to find; although many are related (some distantly) to interpretation and interpretive management.

Valid information, other sources of training, evaluations, will have to come from you. Those training opportunities you wish to share information about will find a place in In Touch on a continuing basis. Please let Roy Graybill, or me, know - in a short note or by phone - about any good - or bad - non NPS training you have received.

A factor to always keep in mind when thinking about outside resources is the cost - ranging from almost nothing to more than \$600.00 for a 40 hour session.

The University of Michigan has an excellent reputation in the management training field and their brochures look very good. The following are titles only, all coming up in 1975 and all with more than one offering date: Making the Training Process Work, Management of Behavior Change Workshop, Management Briefing for Women, Basic Management for the Newly Appointed Manager, and

many others. Anyone wanting more information on any of these courses should write or call me and I will send you brochures. You may get on the U. of Michigan mailing list by writing:

Division of Management Education
University of Michigan
1735 Washtenaw Avenue
Ann Arbor, Michigan 48104

The American Management Association offers hundreds of courses, seminars, and meetings each year. Most are geared to business and industry, but government employees are invited to attend. For a fee, you can become a member of AMA which reduces tuition costs somewhat. They put out a 250 page Management Development Guide, listing all their offerings, for \$3.75. It is available from this office on a loan basis. The address for AMA is:

AMA
135 West 50th Street
New York, New York 10020

National Training Labs Institute is heavily engaged in training for Organizational Development (OD) through behavioral sciences techniques. Course titles include: Basic T Group, Life Planning, Couples Workshops, Conflict Management, Communications Skills, Sex Stereotyping, etc. We have a general catalog and a Weekend Workshop brochure for loan. Their courses are given in many parts of the country. NTL's address:

NTL Institute
P. O. Box 9155
Rosslyn Station, Virginia
22209

Two universities with excellent correspondence schools are the U. of California, Berkeley, and the U. of Wisconsin, Madison, Wisconsin.

Realizing that this merely scratches the surface of training opportunities other than NPS, we request your help in gathering data on offerings which you, as interpreters, and interpretive managers, have found valuable and that you would recommend to others.

Mike Strock
Branch of Training
WASO

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When in Doubt, Mumble: a bureaucrat's handbook

James H. Boren - 172 pages hard and soft-bound - VanNostrand Reinhold Co. New York 1972

While superficially this book appears to be a brutal satire on professional bureaucrats, it also serves as a practical lesson, by allegory, in communication. Understanding of the pitfalls and excesses of bureaucracy can help us all ensure that they do not reflect themselves in our own programs to any measurable extent. Understanding what not to do is an embarrassing book to read - at least it should be since we are all bureaucrats. The important thing is to reflect upon your own management style while reading it. If you can manage to take remedial action the cost of the book will have been a good investment.

From INTERPTALK
The Interpreter's Newsletter of Parks Canada

Visitors Wrestle With Resource Decisions
Tahoe N.F., California

Near the Lake Tahoe Visitor Center a guided walk is taken around the grounds of some old estates that the FS has acquired. The walk is concerned with the meeting of human and natural history and how they influenced each other. After discussing the forests on the shores of the Lake, and how they were affected by early inhabitants of the basin, and after walking through and seeing how individual tracts of land affected the Tahoe area, the visitors are then asked to put themselves in the place of the Forest Service for awhile and to discuss the problems of making a decision on how to use these properties. The group is given an imaginary \$300,000 to use any where in the Lake Tahoe Basin on any type of FS project. The question is, "What is the most beneficial expenditure of this money in view of all the alternatives?" By the end of the discussion, the complexity of the decision has become quite apparent to the group.

Mary McCoy
Voyageur Visitor Center,
Superior N. F., Minnesota

*From V.I.S. Exchange
Eastern Region, U.S.F.S.*



RAP UP



THE BICENTENNIAL STEW IS BUBBLING

One superintendent called the process "brain-busting." How can you relate your park to the Bicentennial? We're all grappling with this question, and the process of building on each other's experience is underway. Naturalists are talking with historians, superintendents with their chief interpreters, regional interpreters with the counterparts in other regions. And to expand and help focus this discussion, the Division of Interpretation is producing a film and some printed materials of, by, and for field interpreters.

Since travel restrictions have forced the cancellation of plans for a major national conference on Bicentennial interpretation, we thought that support materials for regional and park training sessions would be the next best investment. So plans took shape to make a training film in time for the 1975 visitor season, supporting it with written materials for each park. Both projects are still in process, but here's how they're shaping up.

Shortly before Christmas Steve Lewis and a contract film crew of Joe Gyovai's arrived at Minute Man for a shake-down cruise. By the end of the day they had two hours of film, including VIP John McCauley on the town meeting living history program, Cindy Kryston on park plans for the Bicentennial, and "Reverend" Greg Stiles' blistering eighteenth-century sermon calling for union of the

colonies. The experience proved valuable for the marathon filming trip during January, which took the crew to Independence, Grand Teton, Yellowstone, John Muir Home, Fort Point, Pecos, Santa Fe, Shenandoah, and Frederick Douglass Home. Citizens on the street found themselves talking to the camera in Santa Fe, around the Washington memorials, and on the sidewalks of Georgetown. The camera was turned also on Bill Everhart, Freeman Tilden, and Gary Everhardt before the filming work was put to bed.

Now being edited is a 20-minute training film that parks can begin to use in-house during April. A diverse, spontaneous, and colorful collection of hopes and plans for the Bicentennial is emerging from the wealth of ideas, projects, and questions from dozens of people interviewed. People everywhere have voiced a yearning for a stronger sense of unity with their neighbors and fellow citizens, for a clearer knowledge of our nation's roots, and for a renewed commitment to share goals. Economic concerns, political divisions, intergroup suspicions appeared frequently behind what people said. But, most interestingly, a strong sense began to emerge of the potential each park has to speak with people about what it means to be an American and to instill hope for a renewal of the founding principles of the Service and the nation.

Also available in April will be a renewable package of written materials for

the interpreter's desk. Clarified guidelines, current budget information, study materials on the Revolutionary heritage in the National Park System, and information on media available to supplement park programs will all be packaged in easily-usable form. Revisions will be distributed as they're needed, and each park interpreter can add his/her own contents to the package. And the desk stand will be reusable following the Bicentennial period.

The Division of Interpretation is also riding herd on another project of potential value to park interpretive programs. Bob Strobridge, a writer-artist with teaching experience, is designing a chart for school distribution. Aimed at 10 to 14 years-olds, the chart will contain a profusion of images representing this land-its people-1776 - 1976. The text will encourage children to arrange the materials according to time and place in ways that are special to them, and to share their ideas with others. The chart should be off the presses and in park hands about September 1975.

As regions begin using Bicentennial support funds this spring for interpretive conferences, you will probably be seeing and hearing more on these projects from central office types like Jack LaCovey, Gary Howe (Harpers Ferry Center), and Steve Lewis. With lots of projects in the pipeline, from both Harpers Ferry and the field, these people will be giving and looking for feedback to assist in the fine tuning essential at this stage of Servicewide preparation for the Bicentennial. But you don't have to wait for an invitation. In-Touch is also a proper forum for your questions, ideas, and feelings about the "teachable moment" of our approaching Bicentennial.

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WANTED: Fort Laramie National Historic Site is looking for the following items to refurbish an 1876 Cavalry Barracks. These should be generally of the period 1872-76; army kitchen cooking utensils, heating and cooking stoves, composite army bunks, tables, desks, chairs, cavalry enlisted men's uniform parts, leather accoutrements and equipment, Colt M1873 .45 caliber revolver, Springfield M1873 carbines, M1860 Cavalry Sabers, mess gear, lamps, military manuals and examples of blank forms, ammo boxes, foot lockers, military saddler's equipment, etc.

Will accept transfers and donations, or will buy. Send complete description and condition.

Also have a few surplus items that can be used for trade or transfer; mainly furnishing and post-1890 military items. Write for list from Superintendent, Fort Laramie National Historic Site, Fort Laramie, Wyoming 82212.

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ACCLIMATIZATION

Two special workshops are being sponsored by the Institute for Environmental Awareness of George Williams College on May 9-11 and May 15-18 at the College's Lake Geneva Campus.

Conducted by Steve Van Matre, author of Acclimatization and Acclimatizing, the workshops are offered as an opportunity for educators, students, interpreters, camp counselors, youth leaders, and recreation directors to experience and develop techniques using the "Acclimatization" approach to environmental education and interpretation.

"Acclimatization" is designed to stimulate the deepest kind of identification with the earth--the patterns of life and man's role within them. Its techniques help increase sensory awareness and conceptual understanding of the natural world. Its goal is to break down the barriers and remove the disguises between man and nature through the use of direct involvement experiences. Acclimatization offers a carefully outlined alternative to the approach of pitting one's self against the environment.

A further information and registration, contact:

ACC Workshops
George Williams College
Williams Bay, Wis. 53191

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Announcing a workshop

HISTORIC PRESERVATION MAINTENANCE
FOR DECISION MAKERS

May 4-10, 1975 Harpers Ferry, W.Va

Sponsored by the National Trust for Historic Preservation and the National Park Service Training Institute

The workshop is designed to help property managers, administrators and others with decision--making roles in historic preservation learn to solve the problems of maintaining historic structures. The course will focus on the needs of decision makers, will stress organization and problem-solving techniques and will include demonstrations and practical applications of the techniques presented. The development of long and short-range maintenance plans and infor-

mation about the methods and materials available for effective preservation of historic properties will be emphasized.

Funding by the National Trust through the National Park Service Training Institute covers tuition for 30 students; an additional 20 places are available for students who do not need tuition assistance. Address all correspondence to:

Training Institute
National Park Service
Harpers Ferry, W. Virginia
25424

HELP!

At some of the parks in which I have worked, the photo files have contained empty negative envelopes, bearing the notation "Negative sent to Western Museum Lab." These photos were mostly ones used in construction of exhibit panels and many were unique and irreplaceable.

I have never been able to find anyone who could tell me what happened to the Western Museum Lab. photo files. Do they still exist in a warehouse somewhere, and would it be possible to recover material from them? Perhaps someone who reads In Touch could give me the answer.

Neal R. Bullington
Timpanogos Cave National
Monument

SOME DO'S AND DON'TS ON THE CARE OF MUSEUM FURNITURE

1) Do keep any part or piece (veneer, glue block, broken drawer pull, caster, parts from carvings, etc.) with the piece from which it came. It may be put in an envelope, labeled and put inside a drawer.

2) Do use all floor cleaning equipment with care. A great amount of damage is done to the base (legs, feet, bottom rails) of furniture by improper use of floor cleaning equipment.

3) When painting walls or woodwork and the furniture cannot be moved out of the room, do cover it completely. A surprising amount of furniture which comes to us for restoration has dry, hard paint spatters on the finish.

4) Do check for insect infestation, mice, excessive moisture, molds, etc.

5) Do not carry: (1) Chairs by the top rail; (2) heavy pieces (desks, heavy tables, sideboards, etc.) by the top; (3) upholstered pieces by the arms. INSTEAD, pick them up by the frame, seat rails, or bases.

6) Do not move heavy pieces through doorways, corridors, etc. without covering them to protect against bumps, scratches and rubbing against painted surfaces which might embed paint in the finish. This is very difficult to remove, and does permanent damage to the finish.

7) Do not place furniture in direct sunlight. This will cause fading and deterioration of finish and fabric.

8) Do not attach stick-on's, scotch, masking or any other gummed tapes to the finish. They are difficult to remove and may damage the finish.

9) Do not use linseed oil mixtures as a polish. You will eventually get a buildup of oils which collect dirt and darken the finish.

10) Do not wax on unfinished wood. Wax is not a finish itself. It is a protective coating to be used over a finish. Once wax is applied to bare wood it is very difficult to remove and will discolor with age.

11) Do not wax over a dirty finish. Clean first!

12) Do rewax when a finish becomes worn and dull and will not shine when buffed with a hard cloth.

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UPCOMING MEETINGS OF INTEREST

April 8-12 Association of Interpretive Naturalists Annual Workshop at the Natural Bridge Hotel, Natural Bridge, Virginia. Further information is available from Dr. Carl B. Holcomb, 1975 AIN Workshop Chairman, 304-E Cheatham Hall, VPI & SU, Blacksburg, Virginia 24061.

April 16-19 Organization of American Historians in Boston, Massachusetts.

May 8-10 Society for American Archaeology 40th Annual Meeting, Adolphus Hotel, Dallas, Texas. Deadline for contributed papers and research reports: December 1. Program Chairman: S. Alan Skinner, Department of Anthropology, Southern Methodist University, Dallas, Texas, 75275. NOTE: Meeting place has been changed from Montreal to Dallas.

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There is growing interest throughout the National Park Service in newspapers for park visitors. One of the newcomers to the field is the Grand Canyon SAMA (meaning "spirit" in Havasupai). Publication began in April, 1974. Through the summer and fall useful editorial guidelines were established. These focus on the paper's role as an interpretive and management tool.

There are many good reasons for publishing park newspapers and most of these reasons became apparent after publication began. It quickly became obvious that the SAMA represents the park and the Service in greater depth and to more people than any previous form of interpretation. This realization led to serious examination of the papers content, which led to the four guidelines listed below. They are not absolute; they are not complete. They provide here and now answers which may evolve further in the future.

1. The paper must dispense information on park and concessioner activities accurately and efficiently. This department includes schedules of ranger activities, hours of concessioner operations, locations of activities and services, and, of primary importance, the why, where, when, and how of the new Grand Canyon Shuttle, a free public transportation system.

2. The paper must provide features that compliment and supplement the interpretation offered by park interpreters. Feature articles have provided information and a feeling for historical figures, flora and fauna, the Colorado River and river-running, hiking, Indian crafts, and current scientific research. These articles have two advantages over live

and exhibit interpretation. Individual themes can be examined in greater depth and impact is not dependent upon the visitor's recall abilities.

3. The newspaper can bring together the visitor, the National Park Service, and other agencies concerned with Grand Canyon in either a geographical or operational way. Two examples would be: the Kaibab National Forest is adjacent to both the north and south boundaries of the park, and the Museum of Northern Arizona is conducting extensive investigations of the Canyon and the Colorado River. Such articles help visitors develop a feeling of "our park", as opposed to "their (the NPS's) park". They foster an awareness that many private and public agencies are involved with park management and benefit from its public resource; they say in another way, "This is a public park".

4. It has long been accepted that resources require interpretation. Management and policy decisions also require interpretation. If the public is informed of the nuts and bolts of park operations, then the already high credibility of the National Park Service is enhanced. Articles on management and policy must be written in a straight forward and truthful manner. They may examine wilderness ethics, the decisions park managers must make when faced with, for example, public demands for recreation vs. Congressional mandates for preservation, and such topics as human carrying capacities, safety, fire suppression and "let-burn" policies, campground regulations, and a host more. Articles that open new avenues of communications and that increase public trust receive the highest priority.

The two constants limiting the potentials of park newspapers are imagination and budget.

All of us have much to learn from each other. I invite parks with newspapers and parks that want newspapers to correspond with me and among yourselves. My address is: Grand Canyon SAMA, Grand Canyon Natural History Association, P. O. Box 219, Grand Canyon, AZ 86023.

Richard Ach
Editor, Grand Canyon SAMA

Bill Clark
Interpretive Supervisor
South Rim Unit
Grand Canyon Nat'l Park

EARLY 17th CENTURY PUBLICATIONS

We recently came across a series of reprinted books originally published before 1650. The books are in modern binding, but the title page and contents are reproduced in the 17th century text. We bought several books for reference, but by rebinding the books, they would be excellent for use in period houses and living history programs. The series includes accounts of early explorations, volumes on dress and life style, craft books, and at least one very early dictionary.

This information may be of use to others and perhaps should be included in one of the "In Touch" issues. The series, "The English Experience" is published by Theatrum Orbis Terrarum, O.Z. Voorburgwal 85, Amsterdam, The Netherlands. Delivery is fast and payment is made in U. S. dollars to Walter J. Johnson, Inc., 355 Chestnut Street, Norwood, N. J., 07648. Information on these books can be sent by this company.

W. Glen Gray
Saugus Iron Works NHS

In the National Park Service, it is something that we are all continually striving for whether it's in the field of protection or the interpretive grouping--the art of rendering a better public service. At the present time, I am thinking of one area in particular, displays and set ups. Actually, displays are one of the oldest means of communicating. Displaying wares in open market places, on wharves or even on wagons became a form of silent communication used successfully in barter.

NEW--according to Webster dictionary is something novel, unfamiliar and unaccustomed. What's the novelty bit?--our shell display in a small sand box.

What are the people unaccustomed to seeing?--a large sign saying, "PLEASE TOUCH!"

We have had this display for the past three years and everyone really enjoys it--the small youngsters, school groups, and oldsters (even our senior citizens!). Believe me, it's quite a conversation piece!

The display box is 4½ feet long by 25 inches wide and 2 inches deep. It is filled with clean beach sand. On this sand we display 27 different kinds of shells and beachcombers' delights that are found in our seashore area.

We always have plenty of items to fill this display. I collect them when I go dragging--fishing on my days off.

All remarks about this exhibit have been laudible--people just can't believe it. We often hear visitors commenting that signs usually say, "DON'T TOUCH" or "PLEASE DON'T LEAN ON THE GLASS!"

Warren L. Perry
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ideas for the '75 SEASON

