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# IN TOUCH

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

*Number 18* *March 1977*

## Back In Touch

I would like to take this opportunity to say hi to all my old friends in Interpretation and to introduce myself to those of you I haven't had the privilege of meeting yet.

Having spent the past 3 years as an Associate Regional Director for Professional Support, I would be remiss if I don't start this assignment with the recognition that I am somewhat less than in touch with what has been happening in interpretation. I ask all of you to help fill this gap by giving me the benefit of your knowledge and advice.

On the other side of the coin, you should be aware of where I'm "coming from." Out of touch with the specifics of interpretation but, thanks to the past 3 years, in touch with the necessity and value of integrating all Park Service disciplines into a single unified effort, one designed to utilize all our diverse skills to accomplish the only job we have--to preserve the resources of and provide for the enjoyment of--the national parks.

As we start this new year working together (a real honor for me) let's all ask ourselves a question: are we really doing all we can to help accomplish the park's management objectives--for resource preservation--for visitor use and enjoyment--for safety? If the answer is not an unqualified yes, let's make it one.

Dave Dame
Chief
Division of Interpretation
and Visitor Services

Now ensconced in a new job and new part of the country - "new challenges" as they say - I'd like to reflect on what's happened to NPS interpretation in the recent past. During my three-plus year stint at HQ I saw some very positive developments - a new emphasis on interpretation as a profession, greater recognition of those involved in visitor services at all levels, greatly improved communications with more opportunities for face-to-face exchange along with the blossoming of In Touch, and a reaffirmation from the top that personal service interpretation is a vital hub in the mission of the Service.

To be sure, much remains to be done, but you continue to have a superb crew on board in WASO representing you as individuals and representing interpretation/visitor services in the scheme of NPS priorities. And Dave Dame comes to wear the chief's hat with a well-deserved reputation as one of the most sensitive and effective NPS interpreters in the business.

For me, some truly fulfilling years, thanks to a lot of great people "out there". For you, in the profession of making the parks come alive for our visitors, excelsior!

Bill Dunmire
Superintendent
Coulee Dam NRA

*Vol. 1* *No. 18*

*Guest Editor - Norm Bishop, SERO*
*Design Keith Hoofnagle*
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*Published every other month by NPS Division of Interpretation and Visitor Services, WASO*
*Address contributions to:*
*National Park Service*
*Division of Interpretation and Visitor Services*
*Washington, D. C. 20240*

*This is the fourth issue of IN TOUCH produced by a specific region. Interpreters in the Southeast Region, under the coordination of Bob Bennewis and Norm Bishop, have provided most of the articles and all of the effort that goes into putting an issue together, to offer us an insight into their Region and especially a fresh perspective on seasonal interpretive training.*

SEASONAL TRAINING - THE BIG ISSUE

Bless y'all's hahts. We thought it would be hahd to get 'nuf matiyul foah the Southeast Region's big issue on seas'nl trainin'. But y'all sent us so much that we had to fo'wahd neahly haif of it to Rowie Graybiyul foah the next "In Touch."

You'll find in these pages a comprehensive overview of the seasonal training process by Superintendent Dave Karraker, Mather Center, the Midwest Regional training program by Jim Schaack, a summary of seasonal training as the trainee would like it, by Jim Shives, and a reminder about the worth of pre-season mailings to seasonals by Peggy Dixon. Gene Cox reveals Cumberland Gap's approach; Danny Brown tells us about VIP training at Kennesaw Mountain.

From Jim Warner on the Blue Ridge, we learn the advantages of including old-time maintenance personnel in our training programs; and from the North District, John Stockert shares two ways to accomplish orientation. From Horseshoe Bend, *Paul Ghioto takes us back a few years to* re-examine principles for living history demonstrations. Yellowstone seasonal Jean Merriman shares her "Thoughts on Walks." Peter Baril briefs us on the cross-training he effects between a fort and the historic city nearby. Camps of Military Instruction, in Ron Gibbs' view, offer means of more effective seasonal training. Mike Strock leaves us with a poetic perspective on "The First Week."

Jim Murfin summarizes the recent seminar on children's publications for us under COOPERATING ASSOCIATIONS. Bob Binnewies urges us to re-learn to interpret the language of tiny tots and living history gets its due with comments by Ron Gibbs and Janet Wolfe.

Fonda Tomsen and Mike Wiltshire RAP UP with the sequel to their Curator's Corner notes on light damage, with A Method of Measuring Light Levels in Exhibit Areas.

Norm Bishop
Interpretive Specialist
Southeast Region

AIN NATIONAL WORKSHOP

The Association of Interpretive Naturalists National Workshop will be held April 6-9, at Texas A & M University, College Station, Texas 77843. Dr. John W. Hanna, Recreation and Parks Department, from whom you may request a registration packet, will be the program chairman. Topics at the workshop will include:

- Evaluation of Interpretive Effectiveness
- Application of Marketing Techniques to Interpretation
- Social and Psychological Aspects of Interpretation
- International Solutions to the Provision of Interpretive Services
- Research in Interpretation and Allied Fields
- Innovation in Interpretation

We suggest you submit an OF-170 for training to attend.

# OFF TO A GOOD START
## OR: OF TRAINING, TILDEN, AND TURNIPS

"The seasonals are the front line of the park program." "They are the cutting edge." "Without the seasonal employee the parks would grind to a halt during the visitor season." These are current cliches and truths with which we live. We believe that the seasonal is responsible for perhaps 90% of the Park Service personalized interpretive effort.

Therefore, very careful planning must occur regarding the support required by these members of the park team. Such support is often built on a knowledge of "how it went last year" and the changes that could affect this year, and development of a plan for the oncoming season.

O. K. Your program objectives and goals are in order for the year. You have the money and your staff has been selected. Now let's begin to establish in the mind of the seasonal, arriving in a month or two, the following:

1. The park programs are well thought out and really function to preserve the resource and benefit the visitors.

2. Park management is efficient and dedicated.

3. Park management responds effectively to the needs of the individual employees.

4. Park management values the service of the individual who is returning, or who is joining the staff for the first time.

5. A solid program has been planned for the summer.

Certainly the feeling we do not wish to create in the minds of the oncoming seasonal is one of last minute desperation. "If he can't get me a badge by the time I get there--maybe I ought to be his supervisor." That could be the frame of mind created.

Know what you need well in advance. And of course you need buckets of stuff: Books and other orientation material must be sent. A personal letter of welcome and basic thoughts on his responsibilities forwarded. Add to this badges, keys, padlocks, tents, mattresses, vehicles, fire wood, orientation packages, sign-in time with the personnel office, drivers' licenses, training needs assessment, individual interviews, AV gear, electricity, water, cots, horses, ranger support, cash boxes, change, humane work schedules, training, refrigerators and supervision, to cite a few from my former stomping ground. These items must be scheduled well in advance, deadlines affixed, and responsibility delegated. If one item is omitted or not accomplished by the time the seasonal arrives, it begins an increasing spiral of difficulty, with little time available to get things right. Also created is a large or small impression concerning the effectiveness of you and the organization.

We must understand the immediate and primary needs of each seasonal so that we can foster the individual's effectiveness. If a new employee is terrorized by the onset of his first talk on Geology--the first in his life--next week--with all kinds of AV wonders--your initial effort should be to get him some kinds of comfort concerning this primary need. Don't ply him with the principles of interpretation--rather, help him to get the geologic story under his belt--let him get a feel for the AV set up. After that he will be able to hear and understand other things, including Freeman Tilden's good thoughts. But let us determine what the individual's

training needs may be, and work on these throughout the season and during the off season. Don't force your repeat seasonals to suffer for the sixth summer through a description of the organization chart of the park. The old guys don't need it. Plug them into something more pertinent.

Let's drag out another cliche. "First impressions are often misleading." Turn it around and look again--you are a new employee, in a new place, you are concerned about many things. Maybe you are scared. You finally find the office of the Chief of Interpretation (whatever that is) and enter. If the scene is one of competence and interest in you, many of your concerns immediately begin to melt. You are off to a productive summer. If it is pandemonium because of poor planning and implementation, your faith in your exalted new leadership is shaken. If the new employee is a griper by nature, the total program can suffer for days--weeks--and then the season is over, and what went wrong? You cannot afford to start badly; you don't have time to re-coup. The season is short, and first impressions are leading.

O. K. We have said get your act together, be helpful, know your employee, and a bunch of other stuff.

Now let's be flexible. The summer moves on, new skills, needs, problems, opportunities are identified. Let's adjust to them. The neatly printed interpretive program folder done in March may be an edifice to your artistic talent. However, it also binds and locks you, and, more importantly, the seasonals, into a vise or vice of inflexibility. The visitor doesn't much care whether or not the leaflet is neatly printed--the actual event is the thing.

Think of the turnip in regard to your overall interpretive efforts. It is a plastic turnip whose shape changes depending on the needs of the visitors, the park, the park administration, and your employees. The purple top of the turnip might represent a heavy accent on environmental awareness. The swelling belly of the vegetable represents good basic natural history programs. The hairy, tapering root--living history or art. The portion of the turnip devoted to each is an indication of the amount of program emphasis in each area. The turnip should shift into parsnip or carrot configuration as needs change during a season or a series of seasons. By this, you meet needs and fulfill objectives--you don't just present programs.

"Wow, he's suggesting changing work schedules in midseason!" "All kinds of horrors will occur!" "It took me two days to figure out the first schedule." You can change in mid season with careful pre-planning, seasonal employee involvement, and a search for potential problems that could cause difficulty. Through this flexibility you can nurture the fine art of interpretation and employee satisfaction in your park. It is a blend of fine, sinuous wires of flexibility with carefully planned, realistic management. It produces good programs and effective employees.

David O. Karraker
Superintendent
Mather Training Center
National Park Service

## CUMBERLAND GAP'S APPROACH TO SEASONAL TRAINING

At the beginning of each seasonal training session at Cumberland Gap we tell everyone that it is the beginning of the first day of preparation for next year's training session. The reason is that we start the first day collecting feedback that we use to develop the next summer's session.

Our procedure is to review in the fall the comments that our interpreters have made in our feedback questionaire. These are discussed among the staff and often at this time we can implement their suggestions as they apply to better materials, etc. that we can purchase. I might add that throughout the year we vigorously seek comments, favorable and critical, so we can improve our programs. These are again reviewed in early December, and between December and February we begin to put the summer training program together.

Last January and February we wrote Guidelines/Interpretive Objectives for every single interpretive activity. This not only included objectives and the why, but covered peculiar characteristics of the activity, (e.g., if a trail hike covers steep terrain it is tactfully pointed out to visitors,) alternatives are given, and supplies and materials needed are listed. We had a section on areas of concern which covered safety, etc. This was done before the present Statement of Interpretation and Individual Activity Statements came along in Interpretive Guideline NPS-6. We all agreed that writing down our program guidelines made us think everything through, and we came up with a much better product. I believe we ended the season with 28 separate programs for which we wrote objectives. These objectives were made available to the interpreters throughout the summer. And they were used.

Our selection process begins in the spring upon receipt of applications and ratings from the Regional Office. We go over these very carefully and then we begin to check references. When we telephone each person selected we have a list of sixteen questions that we ask them. These include uniform requirements, their housing requirements (we assist every way we can), working conditions and questions on topics such as musical ability to determine if they have skills we can use in particular programs, which may not have been listed on the SF-171's.

Upon selection, we send a letter giving the new person more information and several types of interpretive and informational literature. The books and pamphlets are checked out to the interpreter for his stay at Cumberland Gap.

We, as others do, never have enough time for training. Our training does cover the usual subjects. For those of you who do a lot of training on the NPS, you would be disappointed with our system. We do only the bare minimum. Our sessions are designed to produce interpreters, and by our professionalism and later sessions we get more into the depth of the NPS. However, don't believe we slight the greatest organization in the world. In our training we do try to have a variety of speakers. We have people come in to cover specialty programs. More importantly, former seasonals are utilized to demonstrate field interpretive programs, not classroom lectures.

It's difficult to stay away from lecture-type sessions, but our goal is always to try to have our training geared to interaction between the group and the instructors. We encourage initiative, and if our interpreters come up with a new program in the season that fits our theme, we will give it a try. Last year we provided a park newspaper to

publicize specific programs, and included new programs in it. This coming year we will not print a program for the entire summer, but we will have them made up for ten-day periods. Then we can change or add new programs easily. Our permanent interpreters are involved in giving programs and this year we plan to do more. Many benefits are derived from this involvement.

For those readers interested, we also include our Association people. Also, this coming year we plan to incorporate our training with the Protection and Maintenance Division as much as possible. We operate a ten-week Environmental Day Camp, and we have separate training sessions for those interpreters as appropriate. At the end of the training, one of the permanent interpreters does a campfire program before park visitors for new interpreters. We then give two days' preparation time for the interpreters to prepare for the summer season. And would you believe that after a year of preparation we still miss something, so on the first day of every training session we say, this is the beginning of next . . . . . .

William E. Cox
Former Chief of Interpretation
Cumberland Gap NHP
Now at Valley Forge NHP

## GET 'EM TOGETHER IN PARK CARS FOR ORIENTATION

Orientation of all new seasonal employees, regardless of whether they are interpretive, protection or maintenance, is handled at the same time. In order to provide on-the-spot Parkway orientation, a bus is hired. Individuals most familiar with a particular section of the Parkway give on-site orientation by using a microphone as the bus travels. One year when a bus was not available, we made use of several Government cars using channel 1 on the Park radio. Some feel that the latter was more effective than the former because it was much easier for the trainees to ask questions.

The North District used an overnight campout and hike as a means of training seasonal interpretive personnel. Various topics on visitor center management and visitor interpretive activities were discussed at several locations along the trail. The overnight campout provides a means by which interpreters who are normally separated by sometimes more than 100 miles can become acquainted, share ideas, and feel more a part of the Parkway staff as a whole.

John W. Stockert
North District Interpreter
Blue Ridge Parkway

## JOB INFORMATION PACKET/ TRAINING BOOKLET

Have you ever gotten that panicky feeling when in mid-May you realized that your seasonals were coming on soon and you had an impossible number of policies, philosophies, and procedures for them to digest in a matter of a few days? Perhaps you remember the days when you first were a seasonal and you were provided little formal orientation and training. In an effort to prevent this situation from occurring in your park, consider this two-part approach, after you have determined your training objectives:

Prepare a Preliminary Job Information packet and a Seasonal Training Information booklet. The material might be written by one person or just edited by one who compiles contributions by several people on various subjects. It is helpful to decide first those topics you want to cover as opposed to the ones you do not want to, by determining which can be dealt with more effectively in the training session and which is more important as background preparation. Work up an outline of these topics at this point.

1. The job packet is sent to an employee prior to entering on duty. It can accompany a letter of welcome from the Superintendent or supervisor. Include a synopsis of pertinent material such as area information (availability of living quarters, transportation needed, etc.), local application of NPS policies and regulations (park jurisdiction, uniform requirements, and tours of duty and park hours of operation, park's organization chart, communication skills required, and job duties and responsibilities. Reading materials on the park such as the park folder and handbook should accompany the job packet. Maps and brochures on the area are helpful for familiarizing the employee for his/her own benefit and enabling him/her to inform visitors who may have similar questions.

2. The Seasonal Training Information Booklet complements the information in the job packet and is given to the employee when she/he enters on duty. Such background subjects as the history of the National Park Service, a job description, history of the area, specifics of the job the employee is to do (detailed information on interpretation, law enforcement, etc.), miscellaneous items such as required/recommended reading, glossary of unfamiliar terms (especially in an historic area of a previous century) may be included.

Enclose handouts on NPS policies, enabling legislation, law enforcement, Management Objectives, Cooperating Associations information, or other relevant subjects. These subjects are numerous; remember your seasonals have a saturation point. Cover your topic succinctly, but completely so it can be later used as a reference.

The packets and booklets do not, of course, substitute for a park training session for seasonals when they first enter on duty.

Peggy D. Dixon
Park Technician
Fort Frederica

## THOUGHTS ON WALKS

Before you begin:

Much of interpretation is sharing. Chiefly, you will be sharing yourself. You are your best resource--so do things to renew yourself. The best sharing arises from direct experience. It is more difficult to share that which we know vicariously. Draw on the experiences you have in Yellowstone and share them in a personal way.

Sometimes interpretation is the artful joining of a "bag of tricks" with a "bag of facts." One way to fill the bag of facts is a "one-a-day policy"--make a commitment to yourself to learn one new thing each day. Another is to focus on one aspect of the park in depth (a thorough knowledge of one area of history or life history, for example).

If you are strong and feel good within and about yourself, and you have taken care to have something to share, then your dealings with others (visitors) will go well--naturally.

Beginning:

Your uniform can be an asset and an obstacle. When gathering a group or beginning an activity, it can be an attention getter. Coupled with an "I know where I'm going and why" demeanor, it helps get things underway. However, because a uniform is formal and carries the weight of authority, it can get in the way of dialogue with visitors. So, once you have gained attention, let your body language say, "At ease" with a casual stance.

Body language also assists in group control and movement. When beginning some activity, couple words and gestures for gathering your group within eye-and ear-shot. Later, the gestures without the words serve the same end without intruding on the spirit of the activity in some managerial way. Another technique which can help form a column of visitors into a sharing semi-circle is to pass the point of interest about a half a column length and then circle back to it.

Pace:

Every group has a collective personality and rhythm. Feel for it. No set of facts must be crammed into a walk merely because it fits your original plan (it is essential to have an original plan to be modified). Listen for what your particular visitors want to hear. You might tell them that you have no "canned" presentation and that you really value their questions and input and then pause-----I count to 10 silently so as to permit them the time to formulate questions.

Know when to move on. Visitor body language (fidgets) tell you clearly. Know when not to talk--Nature often speaks for itself better than we can and the respite from the steady drone of your wise words gives your visitors a chance to react and then listen again.

When things go wrong:

If you sense that a walk is not going well, ask yourself, "Am I talking at them or with them? Am I sharing or lecturing? Am I pushing the pace because I am tired or bored?" One lectures or talks <u>at</u> a group (an impersonal group) but <u>with</u> an individual. Try individualizing by directing your attention to one member of the group. If you relate well with children, focus on them. For example, having learned a youngster's name during your warm up, ask Johnny or Alice some involvement question. If you are tired or bored, see if you can come up with a new tack, some impromptu digression. Sometimes, by confronting a problem directly in this way, you can retrieve a flop in midwalk.

Jean Merriman
Seasonal Interpreter
Yellowstone NP

## ON TINY TOTS

Here I am an interpreter and I can speak only two languages, English and American. "(In-tur'pri-ter), a person who interprets; specifically, a person whose work is translating a foreign language orally, as in a conversation between people speaking different languages."

Yes, that's apt. We do interpret for people who speak many different languages, the languages of the city, of the young, the languages of the converted and the skeptical, even the blase. I remember an interpreter at Bandelier, one of consummate skill. He was of the old school. Time and time again he would take the groups through the Indian ruins. He was always one among them, interested, attentive, lucid, humorous but not corny, candid but not flip.

I asked him once how he maintained his edge as repetitiously he trod the ruins. "Easy," he said, "the ruins are the same, but the people are always different." The people are of many languages. We, the interpreters, must have conversations with people speaking different languages. It is not the bricks and mortar, trees or bees that deserve our professionalism, but the people of many languages. How else can we possibly keep the edge?

The language of the tiny tots for example. (Tiny tot defined as anyone with the verve and openess of a child). We may do many things well; we don't do tiny tots very well. If you were to take the total production of Harpers Ferry Center, add our home-grown talks and walks, multiply by visitor center lobbies and divide by tiny tots, the answer probably would fall somewhere between two and three on a scale of 10. How many of us in the flush of a routine day translate for tiny tots?

I'm getting at this in a very roundabout way, but perhaps the single most important language we can speak is the tiny tot language. It is fair to say that, presently, tiny tot language and other forms of NPS communication are add-ons, afterthoughts, or oversights. If we are to look at ourselves, perhaps we should conclude that tiny-totism is the core from which all else should extend. It seems, however, in this editorial view, that just the opposite is true.

The interpreter in the Bandelier ruins never tacked on the tiny tots to an otherwise studiously mature audience. He made them the center. He was wise enough to know that their interaction with him was infectious, and he considered them to be his most important clients. He also knew, I guess, that tiny tot interpretation is more pure form than simple. That in striving to meet the tiny tots on common ground, the big words and compound sentences must be discarded in favor of clarity of communication. Even more importantly, the message must be personally important. There is no quicker way to lose a tiny tot than to separate the message from the moment, or to abstract a story to the point of intellectual dullness.

As for the post-tiny tots, I believe that they, too, appreciate the skill of uncluttered communication. Fun,

action, and drama are very often the keystones to tiny-tot communication and the trick is to mix these ingredients with the serious business of communicating the values of a park. We need not create mini-Disneylands, but neither should we be shy about examining the perceptions of Disney, Norman Rockwell, E. B. White, James Thurber, Will Rogers, Mark Twain, and their ilk. As a Maine fisherman would say, "Can't do any harm, and might do some good."

It is heresy, of course, to mention Walt Disney in an article on National Park Service interpretation, but picture yourself as an eight-year-old boy staring eyeball-to-eyeball with an NPS urinal. Walt would never make that mistake.

Robert O. Binnewies
Chief, Interpretation and
Visitor Services
Southeast Region

## LIVING HISTORY AND HISTORIC PRESERVATION: INCOMPATIBLE?

I think not. Two cases come to mind where Living History, better called historic demonstrations, stimulated public interest where little existed before. This resulted in increased funds for historic preservation and public support of proposed land acquisition.

About seven years ago Fort Washington was an old, crumbling fort filled with rotting buildings and termed Fort Forgotten by its NPS staff. The fort was slowly slipping into the Potomac River out of neglect until a bored western protection-type ranger started firing a cannon, borrowed from Manassas, with a volunteer crew recruited from a few black powder enthusiasts who visited the fort. This evolved into a torchlight tour that proved to be immensely popular with local people. As a result of these tours, funds for restoration began to arrive and the fort is being restored and stabilized. One Fort Washington VIP has donated building materials, and the VIP's have cleaned up and restored a part of the interior of the enlisted men's quarters under the supervision of the restoration crew. The quarters have since been opened to the public.

Stones River National Battlefield and Cemetery is a little park in Middle Tennessee that was often referred to by the townspeople as, "that damn Yankee cemetery," until the park sparked local interest by employing the town's young people in historic demonstrations. Local visitation increased, and so did the favorable comments. When the park asked for local support in supporting an expansion program to save the park from urban and industrial encroachment, the people of Murfreesboro rallied to the cause and lent their support by stating verbally and in writing that they were in favor of saving the park by acquiring needed land. The staff often heard the comment, "We enjoyed your demonstrations so much that we bring all our friends out to see them."

The Stones River staff has assisted, at the request of two Murfreesboro historic sites, in advising and lending technical aid in building historic demonstrations for these sites. Both sites are now more popular than ever with the citizens of Murfreesboro.

If the Park Service fails to interpret their historic sites in an interesting, stimulating, and informative manner, then we may eventually find ourselves with little to preserve and protect for future generations. Historic preservation is expensive; let's use historic demonstrations correctly to foster the public interest in preserving their heritage.

Ron Gibbs, Chief, Interpretation
and Resource Management
Stones River National Battlefield

## MIDWEST REGIONAL PROGRAM FOR TRAINING

The National Park Service training centers and the Servicewide training program in general are conceived to meet broad needs, often more conceptual in nature. On the other hand, area training programs generally must be geared to either on-the-job training or training that is direct and has near immediate application.

What early concerned us was the question of whether there is a role for regional level, multi-area training approaches that can assume the best of two "other worlds"--a middle ground--and provide an integration for broad areas of application which cannot be handled readily by either alternative.

Through some success and some failure in developing and presenting individual training sessions, we learned there is definitely a place for, indeed a need for, regional-level training. As we review, in the following paragraphs, the development of a training system in the Midwest Region, we believe it will become apparent by subject and title that we have tried to aim at a level that is of immediate application but beyond the ability or mechanics of most individual parks to handle, yet does not intrude upon the prerogatives of the Servicewide training program. We are convinced that training and development must be a high-priority, identifiable subcategory of the overall interpretive program at the regional level.

The Midwest Regional Office initiated an intensive regional interpretive training program in 1974. Emphasis was placed on oral communications for the seasonal interpreter, with theme-related topics given secondary importance.

Developing skills in oral communications is not a new idea in the National Park Service. Bill Lewis at Yellowstone National Park has been at it for a number of years. Most of us know Bill through the Washington Office's interpretive video tape series, even if we do not know him personally.

At the time the planning was done for the program, the old regional boundaries were still in existence, and many of the field areas were in the present Rocky Mountain Region. New boundaries were established in the winter of 1974. Consequently, during the 1974 season the program was financed and carried out jointly by the Midwest and Rocky Mountain Regions.

In addition to the Yellowstone program, six seasonal "communication specialists" were employed for a 3-month period from approximately May 15 to August 15. A 3-day review seminar was held in the Regional Office in Denver during mid-August.

The review proved the program useful to the field areas. Plans were made to continue the project in both regions during the 1975 season using the review and critique of the 1974 program to bolster weak phases and expand useful aspects. A preseason orientation and training meeting was held at Mather Training Center in January, and a total of 11 "specialists" were employed by both regions for the summer. By this time the two regions were operating independently, and in the Midwest Region, financing the program was shared by the Regional Office and the benefiting field areas.

In the Midwest Region funding by the Regional Office was discontinued for

the 1976 season, but two field areas picked up the financing costs and employed the "specialists" for their own programs. The Rocky Mountain Region continued to fund their own by allotting specific amounts to the benefiting field areas.

Theme-related seminars and workshops have been held for the past 3 years. These have included such topics as: interpretation for winter and backcountry use, natural history, history and archeology, water-oriented interpretation, cooperating associations, military and related arts, and sky interpretation. Just recently a workshop on oral history was given at Indiana Dunes National Lakeshore, and a historic demonstrations seminar is planned for this coming spring at Herbert Hoover National Historic Site.

Participants in this interpretive seminar series have been both seasonal and permanent, with several different regions being represented. The sessions have been well received and plans call for a continuation of the series as long as time and funding prevail.

If we have learned anything from the experience we have had, one *concern overrides all others--the* real value of intraregional training is its flexibility and ability to respond quickly to training needs.

Jim Schaack
Chief, Interpretation and
Visitor Services
Midwest Region

## PREPARATION, PLANNING, AND HARD WORK

Seasonal training is probably the single most important factor leading to a good season. Seasonals look toward training as an opportunity to learn how to interpret the park and to find out just what is expected of them for the rest of the season. If the training is done well, it can set the tone for the entire season.

Training should be put together like a good interpretive program. It should have pre-established goals, and all training activities should point toward those goals. All too often seasonal training is a hodgepodge of activities which lead the seasonal employee in circles and accomplish little or nothing to prepare him/her for the coming season.

Training should be a good blend of inspiration, information, and fun. It should also be a good mixture of indoor and outdoor activities. Sitting inside all day, talking about what we will be doing outside all season, just isn't effective. Training should also provide time for interpreters to work on programs for the coming season.

To sum it all up, putting together a good training program requires a great amount of preparation, planning, and hard work. *In other words, before preparing your* summer seasonal training program, think about it.

Jim Shives
Free Lance Interpreter
Everglades/Mt. McKinley

## VIP TRAINING AT KENNESAW MOUNTAIN

The Volunteers in Parks have brought many benefits to park programs. Here at Kennesaw Mountain we are especially aware of the benefits since at present we have 130 VIPs enrolled. Through their participation two major park interpretive programs, Living History and SUM-NEED (an overnight environmental camp) have been greatly expanded, offering more and better visitor services.

With these expanded programs and large number of VIPs have come some special problems. One of the principal concerns is insuring that those involved in direct visitor contact have the necessary training. This is especially true of the volunteers working with the Living History program, a complex and highly visible part of the interpretive effort.

Through three years of trial and error, this process has been refined. Some of the methods employed here may be helpful to those faced with a similar problem. I might say that effective training is an ongoing process, as we are always looking for new ways to improve the methods used. The main point of the program is that it places a great deal of responsibility on the volunteers themselves. This is a twofold advantage in that the participants seem to learn faster and a small park staff (like ours) is capable of administering the training.

The training program is divided into three categories:

1. Formal Training Sessions
2. On-the-job Training
3. Individual Study

The formal instruction is conducted in a series of camps that are held throughout the year. In 1976 four of these camps were held. The park staff is responsible for writing training schedules, arranging for supplies and overall organization. Funding is provided by the Kennesaw Mountain Historical Association, the park's cooperating association. Instruction is given by designated park personnel, visiting speakers, volunteers and the occasional itinerant Regional Office specialist.

The camps usually last two and a half days. Orientation to the park, the place of Living History in interpreting the park story, and safety form the main body of the material covered. General sessions in period drill and adherance to the proper military camp routine enhance the trainees' feeling for the Civil War era and transmit a bit of the taste of mid-19th-Century soldier life. Specialized lessons are given in subjects ranging from food perparation to uniform construction.

The camps have proven successful in giving the participants a foundation level understanding of the period and have boosted overall morale and promoted a definite "esprit de' corps". This feeling of comradeship has contributed greatly to the overall success and effectiveness of the Living History program.

Informal training is conducted on an ongoing basis. Volunteers are encouraged to come out and work during the less busy times. This allows an experienced person to relate and instruct on a more personal level, and gives the advantage of learning by doing. If a volunteer is ready to give a talk on his own, the more experienced interpreter is available as a backup and to give instant feedback and critique of the material presented.

For individual study, a selection of reference books are made available for loan. Books which are put in this category are ones that will help create a better understanding of the 19th Century and the Civil War in particular. Further, notebooks containing specific information on the

military are available for use. These contain sections of manuals, patterns for equipment and uniforms, and even a recipe for hard bread.

These three general methods of instruction have proven very successful. This year a comprehensive system of qualification in specific skills is being introduced. It is designed so that an individual will be able to choose those skills he/she wishes to become proficient in, and, through a series of prepared lesson plans and instruction, pass a series of practical and knowledge tests. It is felt that this will help the feeling of accomplishment by the individual and give the park a solid documentation of the level of training and skill of those in the program.

We would be greatly interested in other programs in use in other areas for the training of volunteers. Any suggestions would be very welcome, and if any one is interested in our program we will be happy to share our experience with you.

Daniel A. Brown
Kennesaw Mountain
National Battlefield

## PUT THE OLD-TIMERS ON YOUR TEAM

We talk about running the Parks as a team, yet all too often we neglect or leave out other divisions and the concessioners in our training and orientation for new and returning seasonals.

Probably most park areas have maintenance personnel who have been living in or near their work station most of their lives. If interpreters would include these "old timers" in their orientation tours, working relationships might vastly improve and we could all learn more about the place. We don't give these people credit for seeing and learning about "their" parks over the years. Who are we "newcomers" to tell them what might be found, or what might have happened in an area? Many times they are the living history of the parks.

Include them in your programs, orientation, and training. We and the park visitors will surely gain from the experience. These "old timers" just might find out you are interested in them, and they just might show you a rare flower or secret relict that will make the whole summer worthwhile.

The same idea applies equally to the protection and concession personnel. Keep up the friendly, interested, cooperative effort all the time, of course, not just a false front for a few hours.

Jim Warner
Blue Ridge Parkway

## A FEW THOUGHTS ON LIVING HISTORY

Living history is one of our most effective interpretive tools, but every site is not suitable for this approach now, should our scope be primarily military or craftsy. Once an area's interpretive objectives are ascertained, then determine whether a living history program can help achieve them (if you decide to use this technique, do it accurately -- no eyeshadow, watches, etc.) If this approach adds little, don't bother; we are not here to provide expensive side shows. When planning your program, remember that the visitor will probably have already been exposed to the more obvious demonstrations such as spinning, candle making and weapons demonstrations. While the "bang-bang" seems to appeal to visitors, volunteers, and park staff, we should be seeking demonstrations or other techniques which focus on the unique aspects of the area and story we are interpreting. We claim we are the leaders in interpretation. Let's prove it with new and innovative approaches, not with standardized programs.

Janet C. Wolfe
Superintendent
Fort Frederica

## SEASONAL TRAINING AT CASTILLO DE SAN MARCOS AND FORT MATANZAS

Seasonal training must, of necessity, address a large number of topics in a short period of time. In park areas that emphasize military history this is especially true because of the need to mention the background of the place, and the civilian life that underlaid the military setting.

On a battlefield, the problem is lessened somewhat by the short duration of the period of historic significance. For example, if one were to interpret the great and glorious battle of Natural Bridge, in April 1865, in which our gallant Confederate lads repulsed large numbers of Yankee troops attempting to capture strategically vital Tallahassee, it would not be all that important to show battleground visitors what life on a farm in north Florida was like in 1865. But for a garrison town, the history does not stop at the fort walls. It must extend into the community where the soldiers lived.

Castillo de San Marcos is fortunate in that there is a restoration of the old city of St. Augustine in existence, San Agustin Antiguo, administered by the State of Florida. The question faced by the staffs of the National and State agencies was how to integrate the two through training, so that employees of each would get a better understanding of both.

We felt, first of all, that lessons on interpretive techniques would be applicable to both areas. There were, therefore, few problems involved in integrating new staffs for these segments of training. Examples of problems and solutions were merely broadened enough to include both areas. Narratives of the history of St. Augustine and its Castillo were treated in about the same way.

Historic demonstrations were another area in which joint techniques and discussions could be applied. A film, "This is Frederica" was used to illustrate an extreme example of how to verify the visitor's experiences. Booing and hissing were encouraged whenever the anti-Spanish bias of the characters and narrators was heard. Questions for debate by both staffs centered around things like, "Suppose you're in historic dress in the Gallegos house. Do you tell people you are Senora Gallegos cooking a one-pot meal, or that you are Mary Anglo illustrating a facet of Spanish cooking?" We'll assume your name is Mary Anglo. How about "You're about to fire your Spanish flintlock on the fort gundeck after explaining it in English. Do you give commands in English, in Español with translation or just in Spanish?" The replies were lively and thoughtful, and each trainee began to understand better, we think, the problems and opportunities involved with this sort of approach.

We were greatly tempted to carry further the joint training of new employees, and might still in the future, but we found our community of interests lessening from this point on. Castillo places heavy emphasis on weapons handling and firing, and San Agustin does not. Castillo is less concerned with the domestic functions of Spanish women than with the restored town, and even less involved with domestic and civilian crafts. Life in the fort was dull, competency tests, drill, gambling and drinking, and walking guard duty. Interaction between the fort and town may have been extensive (after all, the soldiers lived in town with their wives and kids, and youngsters, then as now, must have loved to play in and around it), but in precisely what ways is hard to say. Emphasis must surely be placed, then, on the military at the fort, and civilian life in the town.

Like anything else, we expect this integration of training courses between the Castillo and San Agustin Antiguo to get better as we do it more. For any park area in proximity to another responsible institution, we suggest you explore the

possibility of some sort of cross training. Try it, you may like it!

Peter E. Baril
Interpretive Specialist

## ZONE TRAINING FOR MORE EFFECTIVE DEMONSTRATIONS

For the past six years the Southeast Region has held Camps of Military Instruction at various parks in the region. Here career interpreters, seasonals, VIP's, and other agencies have learned how to handle and fire blackpowder weapons safely, as well as about the life of the common soldier of 1776 and 1861.

This past November the Washington Office held Phase III of the Camp of Military Instruction at Camp A. P. Hill, Virginia. This course gave the supervisory interpreters from the various military parks safety training that will enable them to train their staff in how to handle blackpowder and blackpowder firearms. During this course a need was expressed to continue this training on a zone basis for the front line seasonal and VIP interpreters.

The main thrust of this training could be put on interpretive methods more than the handling of weapons. Ideally, trainees would be given an in-depth study of the life of the common soldier. Subjects would include a study of social life and speech of the period and region where the training is given. Trainees would be instructed and coached in what type of historical demonstrational theme could best be applied to their area. By sharpening their own talents they could decide which method of interpretation, first person, third person or a combination would work best in their own situation. A careful study of uniforms and equipment could be made to establish which type would be most appropriate.

The trainees of Phase III felt that, with the help of the instructors at the course, the zone method of training would be a step toward more effective seasonal training that would eliminate the Mickey Mouse and carbon-copy historical demonstrations of the past.

Ron A. Gibbs
Stones River National Battlefield

Dear Editor:

We read with interest Tom Danton's contribution to your January edition, Never Button a Pocket Again.

The Department of the Interior has a very effective program designed especially to keep good ideas from going down the drain for want of a listener. We refer Mr. Danton to Form DI-398, Employee Suggestion Form, thence to the Incentive Award Committee in his area. This is the best route we know to flush out the "high-up in charge of pockets."

Maxine Christensen, Chairman
Incentive Award Committee
Canyonlands Complex

## SIX PRINCIPLES FOR LIVING HISTORY DEMONSTRATIONS

Since the interpretive themes of many parks are often expressed through the medium of living interpretation, it might be worthwhile to glance once again at SERO memo promulgated in December, 1968, concerning living interpretation principles. It is important that these principles be instilled in the seasonal as well as permanent interpreter for the benefit of the interpretive program.

1. PURPOSE - In planning a demonstration, the planner must ask himself, "What is its purpose?" The only valid purpose is to introduce a significant part of the park story, illustrate it, and lead the visitor to an appreciation of the park's features and theme. As simply another form of interpretation, a demonstration, when used in conjunction with other interpretive devices, is valuable if it aids in the visitor's understanding of that most important of exhibits - the park itself.

Demonstrations should be designed to include the visitor. Not simply showmanship, and being neither too long or intricate, they should spark enthusiasm for the story.

2. PRACTICALITY - Can we do it properly? Do we have the time, the people and the money to carry it off? Do we have the time to properly train our people to do a competent job? Are our employees interested enough in their roles to train themselves in techniques of the period? The planner must determine what compromises can be made without destroying the demonstration.

3. AUTHENTICITY - Details deserve meticulous attention. Easy shortcuts must be discarded. A demonstrator needs the most authentic materials available. Authenticity is not achieved simply in planning and preparation, but derives from attention to detail, continuous training and expanding knowledge and interest on the part of the demonstrators. To be valid, a demonstration must relate to the park. Let there be no cotton planted where no cotton grew; no howitzers fired where there were no howitzers.

4. INDIVIDUALITY - A park should not duplicate the demonstration of a nearby park that shares its visitation. We don't need to try to outdo each other nor do we need to produce "spectaculars."

5. PROVOCATION - Do not limit the demonstration to a single obvious objective. Insure that it leads the visitor to inquire into other facets of the park story.

6. STAGING - Look with the cold eye of a tired spectator at theme and setting, cast and costume. The setting must fit the endeavor. Check on the audience size that a demonstration is meant to reach. Be alert for modern and/or distracting intrusions.

The period-dressed demonstrator must fit his role — look the part. A trace of the method actor should be inherent in each along with an unending curiosity of era and area.

The planner is therefore not only stage manager, but casting director, psychologist, instructor and listener.

It is important to not only know how to begin and how to carry on a project, but also to know where to STOP!

Paul A. Ghioto
Park Historian
Horseshoe Bend NMP

## A METHOD OF MEASURING LIGHT LEVELS IN EXHIBIT AREAS

A photographic light meter or a camera with a built in light meter can be used to measure light levels. If your light meter does not read footcandles directly, you can convert your meter reading to footcandles by the following method:

There are basically 2 types of light meters: (1) an incident light meter which measures light directly from the light falling on the object (bulb-meter) and (2) a reflectance light meter which you point at the object. Cameras with built-in light meters are this type (bulb - object - meter). Many reflectance light meters have an attachment which can be put on to take incident light readings.

Using an incident light meter:

(1) Set the ASA film speed at 100.
(2) Lay the meter down next to the object or on it, if possible, and take a reading - exposure value.
(3) Set your light meter on the observed exposure value and read the suggested time of exposure at f4.

Follow the chart below:
Film speed - ASA 100 aperature f4 - if the time reads 1 sec. you have 5 footcandles of light - recommended for the most sensitive object.
1/4 sec. you have 15 footcandles of light-sensitive objects.
1/15 sec. you have 125 footcandles of light - maximum daylight - damaging on sensitive objects.
1/25 sec. you have 375 footcandles of light - call HFC for help.

Using a reflectance light meter:

(1) Set the ASA film speed at 100
(2) Set 2 sheets of GSA white bond paper on the object you wish to check
(3) Point the light meter at the white paper and take an exposure value reading. Set your light meter on the observed exposure value and read the suggested time of exposure at f4.

Follow the chart below: ASA 100
aperature f4
1/8 sec. at f4 5 footcandles - most sensitive objects
1/15 sec. at f4 15 footcandles - sensitive objects
1/60 sec. at f4 125 footcandles - maximum daylight, damaging on sensitive objects
1/500 sec. at f4 375 footcandles - call HFC for help

Recommended light levels:

Most sensitive objects - 5 footcandles maximum: textiles, costumes, watercolors, tapestries, wall papers, prints and drawings, dyed leather, fur, porcupine quill, feathers and natural history objects.

*Sensitive objects* - 15 *footcandles maximum:* oil and tempra paintings, undyed leather, horn, oriental laquer.

Daylight coming through windows of room - 125 footcandles maximum.

Fonda Thomsen
Mike Wiltshire

## THE FIRST WEEK

The forms and the schedules -
  the papers came through
A seasonal worker - at last I'm one too!!

They say that they'll teach me what I
  need to know
About best locks, the safe, and the
  park radio

To be trained for a week - a pleasure sublime
History, nature, on concepts I'll dine

The agenda is tricky and somewhat confusing
There won't be much time for wenching and
  boozing

Fern feeling, tree hugging, scholarly talks
Twelve-pounders, projectors, philosophy
  walks

And what of these spidery webs and
  five-strands?
How many acres make up the park lands?

Some topics look strange -
  esoterically wild
I'm anxious to see someone teach
  to this child:

  "The Judeao-Christian tradition
  in NPS interpretation - from the
  beginning of time to 1968 - as seen
  (strand-wise) through the eyes of a
  virgin gumbo-limbo tree at sunset
  overlooking the Palatka Sanitary
  District Memorial shelter and picnic
  grove."

This in two hours by someone named Kardos
Certainly hope he isn't a hardnose

Then a Felicitator known as Karraker
On turnips and liver - must be a character

I see where the Superintendent takes two-
minutes-plus
While how to count traffic is a four-hour
must

There's a Ms. Terri Barr for the distaff
side
Our Rangerette persons will not be denied!

Also P. Stanek - on radishes yet?
How environmentally sound does she want
us to get?

And last to close out, this Tom Thomas
fellow
A silver-tongued speaker to make us all
mellow

I hope that I'm ready for all that is
coming
They're liable to think that I'm just
a dummy

But I'm not afraid -
I'm a SEASONAL Ranger
No longer outside, no more just a stranger

I'll learn all the good things -
to make me so smart
And the Service I'll work for -
with all my heart

And maybe one day - if all goes well
I'll get to be permanent -
and give seasonals Hell!!!

G. Michael Strock
Southeast Region

# COOPERATING ASSOCIATIONS

CHILDREN'S INTERPRETIVE MEDIA WORKSHOP

A major step toward interpreting national parks for young people was taken at Mather Training Center, February 4-5 -- the Children's Interpretive Media Workshop, two days of intensive discussion and planning on the NPS and cooperating association role in the publishing and sale of children's literature. More than 30 NPS/association persons attended the "training class" conducted by Don Reynolds, children's librarian and media consultant (1975 meeting in New York; Albuquerque conference). Reynolds assembled a number of fellow librarians, artists, designers, writers, and others from the field of communications to share their expertise. This, too, was the first meeting of the joint American Library Association/NPS-Cooperating Association committee, a group of nine persons who will work as advisors for future concerted efforts in our goal to improve interpretation for the young.

A future special issue of In Touch will be devoted to the committee's work and to the highlights of the workshop. In the meantime, a word of explanation is in order for the manner in which the workshop was organized. Sanctioned by WASO as a training session, trainee selection was made from the eastern regions because of costs and in the interest of time. The whole thing was put together rather rapidly to take advantage of the mid-winter session of ALA which was meeting in Washington, D.C. It was determined that if successful, a similar workshop would be attempted at a later date to benefit the western regions.

Every minute, some 14 hours, was videotaped. Upon some minor editing and duplicating, copies of the major sessions will be made available for park and region viewing. Some of the highlights include members of the staff of National Geographic Society's World Magazine discussing their approach to children's literature; Peter Spier, children's book artist, demonstrating how he puts a book together; Ava Weiss, children's book designer, discussing the trade publisher's criteria; three hours of professional story-telling and how to go about it; and children critiquing our books.

We would like to think that this training session will not be taken lightly. While individual park projects received some attention and will undoubtedly be channeled in more thoughtful directions following the workshop, we are hoping for NPS-wide support and a greater over-

all emphasis on communications toward a long-neglected audience. The committee has been charged with the responsibility of continuing the interest. While it has certain functions, which will be discussed in the "special issue" of this newsletter, there is something you can do.

We would like to hear from you. The Coordinator's office will edit the issue using your letters, articles, examples of your work, and illustrations. If you attended this workshop and would like to critique, or if you have thoughts on the subject in general--whatever--write, soon.

## COOPERATIVE AGREEMENTS

It was announced at Albuquerque that the Department of Interior Solicitor would soon draft cooperative agreements for all cooperating associations. Such are his intentions, still, but the best laid plans ... Apologies, on behalf of the solicitor's office. Involvement in the administration transition has delayed attention to this project. We have hopes of presenting sample agreements to you in early March.

## GPO ORDERS

This is a reminder to continue calling this office to get up to date prices and carton counts. The Sales Publications catalog may have outdated information now. Also please specify "Ship UPS" on all orders to help avoid damaged packages. Please write in your name and telephone number on the special GPS order blanks. They will call you if a problem arises.

Training the SEASONAL!
THE SUPERINTENDENT'S WELCOME:
I LOOK FORWARD TO GETTING BETTER ACQUAINTED WITH EACH AND EVERY ONE OF YOU!
YOU'LL NEVER SEE HIM AGAIN!
NOW IN THIS SIXTH WEEK, WE WILL DEAL WITH PSYCHO-SOCIAL CORRELATES OF INTERACTION BETWEEN INTERPRETERS AND SELECTED PUBLICS
MARSHMUCKEE NATIONAL PARK
GO GET 'EM, SAM! REMEMBER, YOU KNOW MORE THAN THEY DO. YOU'VE READ THE ENTIRE MINI-FOLDER
GOLLY, HE'S ONLY BEEN IN THE PARK FOR TEN MINUTES
SHOVE
UNIFORM
INFO ON THE PARK
TALKS
STONEWALL NATIONAL HISTORIC SITE
YOU'VE GOT TO LIVE IT, KID!
GRAPESHOT BATTLEFIELD NATIONAL
TURNABOUT'S FAIR PLAY... A NEW SUPERVISORY INTERPRETER ARRIVES AND, YOU GUESSED IT...
HERE WE GO AGAIN, ANOTHER PERMANENT SUPERVISOR TO TRAIN
SEASONALS
SPECIAL THANKS TO NORM BISHOP AND CO. FOR THESE CARTOON IDEAS
-hoofmag le HAVO