



interpreters
information
exchange

IN TOUCH

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

Number 8

July, 1975

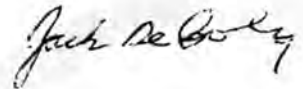


We National Park Interpreters need to remember where the visitor is--both in mental attitude and in position within time and space. Park employees are relatively stationary. They generally spend most of their time in one area, learning it and acquiring a personal intimacy with it.

The visitor, on the other hand is MOVING. The park is either just a place the visitor happened on or is one of his destinations. But, it is important to remember that when a visitor enters the Visitor Center he is in motion, whereas the interpreter he contacts is not.

If one is in motion, one views things as indicators of one's speed--be it fast or slow--and one is compelled forward. To linger requires a break in momentum, which can be difficult to accomplish.

We interpreters must greet the visitor from his or her point of view, not ours. Forget the desire to make the visitor love the Park like you do. You have had a season in which to learn to love it; the visitor has just arrived and probably won't stay long enough to satisfy you. Direct your energies toward rewarding the visitor's moment, however brief, with discoveries of his or her own.



The April-May-June issue of Trends was developed as a special issue on environmental education. We have coordinated our efforts from this office with those of the Division of Federal, State and Private Liaison, and Regional and field people interested in bringing to print an up-to-date description of the state of environmental education in the parks. Our purpose in developing this issue has been to convey to others the great variety of successful approaches and programs that have evolved and are active in parks today. This publication also provides one of the first opportunities to communicate Director Everhardt's positive thoughts regarding environmental education. A supply of Trends has been sent to the parks through the regional offices and should be there by now. If you haven't seen one, ask.

Jack de Golia
Free-lance Interpreter
Craters of the Moon N.M.
Everglades N.P.

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THE BICENTENNIAL GROWING SEASON: DROUGHT OR DELUGE?

After several months of thirst and pump-priming, some Bicentennial waters are beginning to irrigate "the field". The regional conferences of this spring revealed an exciting variety of new crops throughout the country. Many new plantings were started with the expectation that additional support would be forthcoming.

Although few doubted that there would be abundant fertilizer for the Bicentennial, many wondered how the new Hybrids would fare under local conditions. The bewildering taxonomy of programs probably increased the general level of anxiety that we had hoped to alleviate. Undoubtedly, our own "green revolution" will be filled with the same uncertainties that have attended its launching.

To abandon this overworked metaphor, let's summarize where we stand near the beginning of FY'76. Although "The Birthday Party" film has generated few written responses, it seemed to evoke interest and a sense of some relief that there is no single message of "truth" for all to champion for the Bicentennial. The information kits distributed this spring also attempted to equip each park interpretive staff with the basic tools for the job. And now the second training film, "Interpreting the Bicentennial", is available for park use through the regional offices.

The first wave of Harpers Ferry Center productions is reaching field areas, with encouraging responses. The pilot tour of the play "We've Come Back For A Little Look Around" has opened to enthusiastic

park audiences in the Boston and Washington areas. "The People of 1776" traveling show has been in rehearsal at Shepherdstown, West Virginia since late June, and it will take to the Road August 5 in Boston. The Artists-in-the-Parks slide kit is nearing completion. This kit and the first five motion pictures of the Film Festival will be in park hands early this fall. So these products are arriving on schedule as announced at the regional conferences.

Coordination is bound to be difficult with anything of the sheer size and urgency of the Bicentennial. Many park programs depend at least partly on additional funds from the special Bicentennial appropriation still awaiting Congressional approval. And, since we've never celebrated a Bicentennial before, there has to be a considerable amount of "learn while you earn". Your regional staffs are well prepared to respond to park needs; the Washington types rely on your feedback in order to pull in the right direction. So let's keep the communication lines open as we discover problems and gain experience. The 1770's were not the last tough years for "summer soldiers".

Steve Lewis

The following article was sent to In Touch by Marc Sagan, Manager of the Harpers Ferry Center. He found it in the August, 1974 issue of FORD TIMES. Mark felt that perhaps it illustrates the kind of experience we are encouraging our visitors to find while in the parks.

HONEYSUCKLE ON THE FIVE IRON

by Zibby Oneal

There's a snapshot of a battered golf bag tacked to the wall above my kitchen sink. I keep it there because every time I look at it it makes me happy. It reminds me of the summer I never played golf.

I'd always heard about other people's restful summer vacations - lemonade and hammocks and listening to crickets - but I'd never *had* such a thing. We spent our vacations playing golf. Also tennis. And, in between, just to keep our blood moving, we swam, boated, fished, bicycled, snorkeled and jogged. In the evening we got up games of touch football. If we ever happened to sit down, we played Monopoly. We were determined not to waste a second being idle. After all, it was our vacation!

This was all right for the children, I guess. You can stand anything if you're young enough. But my husband and I can remember running boards and Roosevelt and I, at least, returned from vacation ready for the intensive care unit.

The summer I didn't play golf began like any other. We rented a cottage at Martha's Vineyard, loaded the car with enough sports equipment to conduct a private summer Olympics, and set off. The cottage turned out to be charming, a ramshackle, gray-shingled place set in a

field of Queen Anne's lace. There were woods behind it, ocean in front. But did we notice? Of course not. We were looking for the nearest tennis courts.

I *did* notice that there were four wicker rockers on the cottage porch. I nearly tripped over one as I lugged swim fins and tackle boxes in from the car. They were wide and ample and painted dark green and they rocked seductively in the breeze off the water. I remember feeling a momentary stab of envy for the owners of these rockers who obviously somehow found time to rock.

The first few days the rockers held nothing but wet beach towels and tennis balls. I eyed them sometimes as I hurried by on my way to the next event, but it was almost a week before I used one. Then, for some reason, one afternoon I sat down. It was a revelation.

From that rocker there was a view across blue-green water to a distant lighthouse. The beach roses and honeysuckle smelled like heaven, and the bees droned in the hollyhocks along the porch rail. "Why on earth haven't I done this before?" I wondered.

The porch door slammed. The telephone rang. Bicycles took off in a splatter of gravel. I felt quite decadent sitting there, but I didn't get up.

I rocked that whole warm afternoon watching seagulls dive. Butterflies visited the hollyhocks. The air hummed. I hadn't done so much nothing since I was a child.

About five o'clock my husband came jogging around the side of the house with the children. "You sick?" he said.

"Nope," I said, "I'm grooving with Nature."

The children made retching noises and told me to stop talking like a teen-ager. I ignored them. I'd said what I meant. "I like it," I said. "I plan to keep doing it."

I did, too. I took time in the morning to stand at the kitchen door and watch the early sunlight warm the surrounding fields. While everyone else played catch at the beach, I sat and watched the barnacles that clung to the jetty rocks open and close as the tide washed over them.

"You're wasting your whole vacation!" the children protested.

"No, I'm not," I said. "I heard a bird today who sings the first four notes of Beethoven's Fifth. Nobody else has heard him. I'm the only one who sits still long enough."

"I heard him," my daughter said two days later. "Also I saw a bird that whirrs."

"A hummingbird," I nodded approvingly.

She was my first convert.

She and I began taking walks on the beach to search for shells. We found a dozen different kinds: whelks, jingles, angel wings, crab and clam shells bleached bone-white. One day we found the enormous shell of a horseshoe crab. We brought it back to the cottage. It sat on the porch looking prehistoric. The boys were enchanted. "How did you find *that*?"

"Just looked," we said.

Not to be outdone, the boys began looking. The porch was soon littered with interesting discoveries. There were gull feathers and crab claws and piles of every available sort of shell. There

were hunks of ocean-weathered pop bottles, driftwood and several rocks that might possibly be diamonds. When the first dead fish came I put my foot down, but still, the porch began to look like a natural history museum.

One morning one of the boys found mussels. He came home with a sandpail full of them. "These things stick to the jetty rocks," he said. "A man at the beach said we could eat them." I knew we could eat them if I could cook them. That turned out to be not so hard. I steamed them and we ate them on the beach, sloppily, with melted butter. We strewed the sand with shells and washed the butter off in the ocean.

"Well, now we know we'll never starve to death," the mussel-finder declared proudly. "I can always get more of these."

Apparently that was a challenge. The next day another provider appeared with a pail of blueberries he'd picked in the woods behind the house. Another day there were seven wild strawberries, partly squashed in the trip home, and once, some fairly lethal-looking toadstools. More and more I seemed to be tripping over baseball bats and bicycles and racquets because the children had abandoned them and were off exploring.

I noticed that something was happening to our vacation. The days seemed to drift. We were aimless. It's almost like one of those lemonade-and-hammock summers, I thought one day with surprise.

Sometimes we did things. Once we took a picnic to the other side of the island where we climbed red clay cliffs that, legend said, had been stained with whale's blood. We found a beach where seagulls nested, a cove where we could dig for clams and, in a patch of raspberry brambles, a rough stone altar built reportedly by Vikings.

On rainy days we explored the island towns, wandering up narrow streets where 19th century whaling captains had built tall houses to scan the harbors. We discovered a museum filled with mute testaments to the loneliness of ocean-going life - bits of scrimshaw, elaborate designs in shells called sailor's valentines, and grotesque pictures composed entirely of braided human hair.

We found a fishing village where we bought lobsters, an island market where we bought carrots the size of a child's finger. But mostly we stayed home. We were perfectly content with our own patch of sea and sky. We watched the colors of the water change, watched storms and sunsets and the patterns of stars.

"This place is turning into a little Walden," my husband grumbled one afternoon. He had just found four of us on our backs in the field watching clouds change shape. "Doesn't anyone want to play a quick set of doubles before supper?"

Nobody answered.

"That cloud looks like Ringo Starr," somebody said.

"Ringo! You're crazy! It doesn't look anything like him at all," said someone else.

My husband sighed and sat down in the long grass. "It looks exactly like Henry David Thoreau," he said.

The next day he appeared at lunchtime with a bottle of wine. "What's *that* for?" I asked.

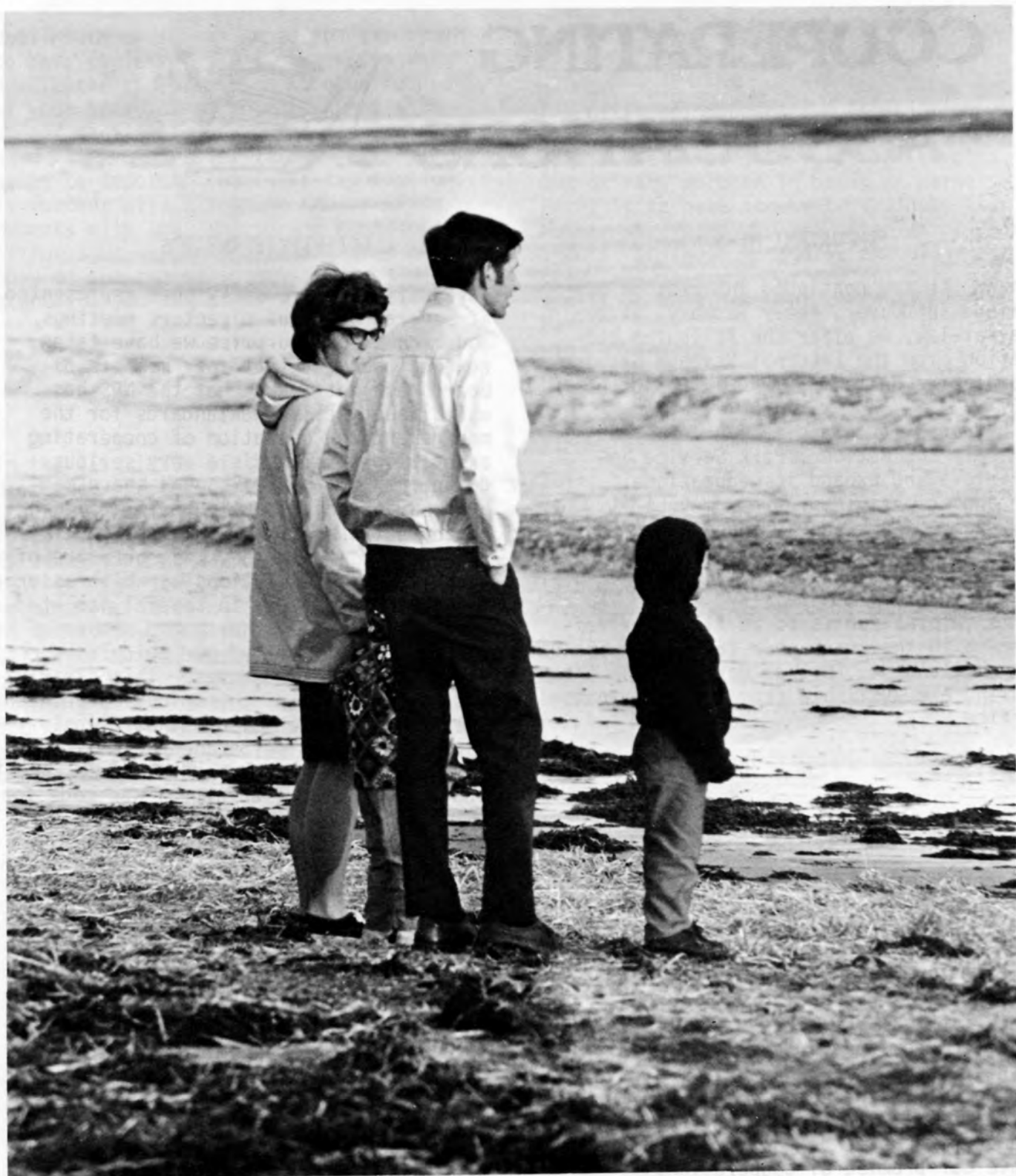
He looked embarrassed. "For us," he said. "I thought we could sit on the beach and drink it. Groove with Nature and all that."

He was the last convert, but in many ways he was the best once he got started. We sat in the sun until it was low in the sky, drinking wine and talking. I found out among other things that afternoon that, until my husband was almost 10 years old, when he pictured God, he pictured Him in a bathing suit. I was glad to know that. I still am. We'd been married 18 years and he'd never mentioned such a thing before. I suspect it's the kind of thing you only remember on lazy afternoons when you're drinking wine.

We took a lot of snapshots that summer. We always do. They turned out to be disappointing though. They were just our usual vacation pictures - people in bathing suits, lined up, grinning at the camera. Looking at them you'd never know the summer had been special unless you happened to notice the picture of my golf bag. That's why I keep it pinned to the kitchen wall.

The bag leaned against the porch rail all summer. One day someone took its picture. If you look very closely you can see that across its middle and twining up the five iron there is a tendril of honeysuckle.

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COOPERATING ASSOCIATIONS



IMPORTANT NEWS

Thanks to the continued interest of our friend in Denver, Peter Guthery, attorney-at-law, we offer the following quotation from the Internal Revenue Service Cumulative Bulletin, 1968-1, Ruling 68-307:

A nonprofit organization formed to help the National Park Service improve and expand its educational and scientific programs may be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954.

This information is to be filed for reference in the event your tax-exempt status is challenged. Further details from this ruling are available from the coordinator's office.

SUPERINTENDENT OF DOCUMENTS

We continue to struggle with your orders through the Superintendent of Documents. Although previous announcements reflected an optimism on our part, as many of you warned that was not forthcoming. We are on the phone to the Customer Service Department almost daily trying to untangle orders and locate missing shipments. Please bear with us--we are doing everything humanly possible to correct the situation. Continue to send your copies of your orders and you have our promise of cooperation.

ACTIVITY STANDARDS

This office has recently been represented at several board of directors meetings, and much to our surprise we have taken note of the fact that many members of boards are not aware that the NPS has established activity standards for the management and operation of cooperating associations. This is a very serious deficiency in that, although board members may not necessarily participate in business transactions, in order to effectively manage they must be aware of the rules and regulations by which associations are governed. In several isolated cases it was noted that board members were not even aware of our Guidelines and Management Procedures. This clearly indicates a lack of communication between executive secretaries and their legal governing body. We touched on this at the Denver conference last November, and if you will remember, an appeal was made for this office to conduct a workshop for association board members. This is physically impossible since such persons are generally businessmen and could in no way travel to such a conference. The education of these people must be conducted on the local level and is clearly the responsibility of the association executive secretary and business manager. It is their responsibility, therefore, to see to it that board members fully understand precisely how associations are required to conduct the day to day operations. This office will participate in such orientation when possible and when called upon, i.e., at board meetings, etc.

Until such occasions arise you are urged to have copies of the activity standards duplicated and presented to each member of your board of directors. This will indeed facilitate your operations and make life much easier for you when it comes to important business transactions. It further will eliminate embarrassing moments with the IRS and NPS management. If for some reason you do not have a copy of the recently published activity standards you can contact us immediately.

ISBN

In the last issue of this newsletter we discussed the use of ISBN (International Standard Book Number) for ordering books. Establishing an ISBN for a published book is of equal importance. In order to obtain an ISBN for your publications--and we urge you to do so--you should write to the following person with a simple letter of explanation stating that you are a publisher and that you desire to have a publishers ISBN assigned to you. You will be given complete instructions on how to prepare the number for each book that you do.

Ms. Jacobson
ISBN AGENCY
R. R. Bowker Company
1180 Avenue of the
Americas
New York, New York 10036

NEW CAC OFFICE

The office of Cooperating Association Coordinator has moved for the third time within the Harpers Ferry Center complex. Our primary purpose in being at Harpers Ferry is to have access to trainees at Mather--trainees who are often association agents, business managers, executive secretaries, etc. Our new quarters will assist in this frequent contact. The Harpers Ferry contingent of the Division of Interpretation (Steve Lewis, Assistant Chief, Interpretation; Jim Murfin, CAC, and Tracey Rissler, secretary) is now located on the second floor, north end of Mather Training Center. Our new phone number is FTS (304) 535-6226 or comm. (304) 535-6371 ext. 226. You are cordially invited to stop by and discuss problems, etc., at any time.



ON THE OUTSIDE



OUTSIDE TRAINING OPPORTUNITIES

The number and variety of training materials continue to increase, with emphasis recently on self-instructional units, communication and management films, and numerous "package programs." The trend among "outside" training organizations is toward individual instruction which can be accomplished without extended periods away from the job. Tuition and travel costs are so high that development of self-training devices has become a necessity for many organizations.

The following are brief synopses of training materials that are available now. A number of topics are covered - to give you an idea of the breadth of opportunities that exist on the outside.

"Myself and Others: A Tough and Tender Dialogue" is a ten presentation cassette program available from International Dynamics, Inc., Dept. 3000 166 E. Superior St., Chicago, Illinois, 60611. The brochure describes the courses as a "truly unique program that addresses feelings and values people share in common". Topics include: The refusal to mourn, Coming to know myself, Be glad you're bad. The price is \$39.50.

Behavioral Sciences Resources, P. O. Box 411, Provo, Utah, 84601, offers an interesting program at minimal cost. It consists of three parts: individual management style indicators, organizational effectiveness measurements, and organi-

zation analysis. For \$15.00 you can elect the entire package, which includes cassettes, measuring instruments, and instructions on how to conduct the program.

American Management Associates is presenting, January, 1976, a two and one-half day seminar on "Employee Attitudes". Topics to be dealt with include: why employees refuse to speak openly in the presence of management, the questions to ask to elicit responses, how to conduct employee surveys, how to analyze information from employees. The Seminar will be held in New York and costs \$380.00.

The U.S. Department of Agriculture Graduate School has prepared an 80 hour Supervisory Training Package, available through the USDA correspondence school. It is recommended as a SUPPLEMENT to formal supervisory training, although it could satisfy the CSC 80 hour requirement if personnel cannot get to formal training. The cost is \$200.00. If you are interested in this package, please check with your Regional Training Officer.

Some excellent films (which have been reviewed) are available from BNA Communications Inc., 9410 Decoverly Hall Road, Rockville, Md., 20850. There are five films, each dealing with an aspect of two-person communication. Two of the best are "Don't Tell Me What's Good For Me", and "How Far Can I Trust You?".

The three day rental fee is \$60.00 each, purchase price is \$450.00 each.

I have brochures and information on all of the above materials; please let me know if you are interested in any, or all of the materials discussed. None of the foregoing are suggested as substitutes for formal NPS training. They are offered as supplemental opportunities that may meet individual needs and fill some training gaps.

Mike Strock
Branch of Training
WASO
(202)523-5166

★ ★ ★

PROFESSIONALIZE THE PROFESSION

Direct and indirect references have been made in several articles to the need for communication channels between other interpreters of disciplines other than naturalist, other agencies and private groups, as well as personal contact. There are two professional organizations: the Association of Interpretive Naturalists and the Western Interpreters Association. The latter, though somewhat limited to the Pacific Slope at this time, has members across the United States and a couple in Mexico and Canada. As the title states, the organization is open to ALL interpreters regardless of their personal or working disciplines. Their purposes are:

To promote excellence in the interpretation of history and natural history;

To assist in the improvement of the interpretive profession;

To foster the development of highly competent, professional interpreters.

The organization began in the San Francisco Bay Area to serve the needs of the many city and county park and historical site people. As their success in the exchange of ideas, personal contacts and pressures to upgrade the profession became more widely known, State and Federal personnel joined with a broader group of city and county people along the Pacific Coast. The last annual conference, a joint conference with AIN, at Asilomar, California, last April, drew interpreters from across the United States and Canada. Workshops have also been held at other times of the year. Usually, conferences are held on the home grounds of one of the member agencies.

The much-praised quarterly, THE INTERPRETER, is published by WIA. It is the only professional publication on interpretation outside of house organs such as In Touch. There are guest articles from proven interpreters. There are such novel ideas as the Supermarket Guided Walk, and setting up a requested awareness week for the California State Highway Engineers, where they got their feet and legs in the marsh muck from an involvement standpoint, not a week of "This is how it works" lecturing. Cartoons, book reviews, job opportunities, and much more fill its pages.

Three chapters have been established plus the membership at large. The association direction is guided by the several chapter officers on a two-year rotation. The 1975-76 term will be in the hands of the Southern California Chapter.

Robert C. Zink
Editor, THE INTERPRETER
Kings Canyon National Park





What happened to those men who signed the Declaration of Independence?

"Five signers were captured by the British as traitors, and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons in the Revolutionary Army, another had two sons captured. Nine of the 56 fought and died from wounds or the hardships of the Revolutionary War."

"What kind of men were they? Twenty-four were lawyers and jurists. Eleven were merchants, nine were farmers and large plantation owners, men of means, well-educated. But they signed the Declaration of Independence knowing full well that the penalty would be death if they were captured."

"They signed and they pledged their lives, their fortunes, and their sacred honor."

"Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept

from the seas by the British navy. He sold his home and properties to pay his debts, and died in rags."

"Thomas McKeam was so hounded by the British that he was forced to move his family almost constantly. He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward."

"Vandals, soldiers, or both, looted the properties of Ellery, Clymer, Hall, Walton, Gwinnett, Heyward, Rutledge, and Middleton."

"At the Battle of Yorktown, Thomas Nelson, Jr., noted that the British General Cornwallis had taken over the Nelson home for his headquarters. The owner quietly urged General George Washington to open fire, which was done. The home was destroyed, and Nelson died bankrupt."

"Such were the stories and sacrifices of the American Revolution. These were not wild-eyed, rabble-rousing ruffians. These were soft-spoken men of means and education. They had security, but they valued liberty more. Unwavering, they pledged: 'For the support of this declaration, with a firm reliance on the protection of the Divine Providence, we mutually pledge to each other, our lives, our fortunes, and our sacred honor.'"

Bill Brown (Islands of Hope, pp. 97-98) reminds us "Most...historical interpretation hews to the Fourth of July level of rhetorical generality, or, alternately, burrows deep in antiquarian specialization. The result is heroic, glorified political history; buttons-and bows social history."

"Perpetuation of this kind of historical interpretation is a disservice to the public. This is a time when value systems are in flux. People are insecure. They need to know just how tough and confused and oft-times tragic the past really was. Otherwise, the tough and confused and oft-times tragic present may seem too unfair a blow."

From Regional Director's Staff
Notes, Southeast Region
Submitted by Norm Bishop, Interpretive Specialist



On the following three pages we are pleased to present the new Career Plan for NPS Interpreters which has been approved by Director Everhardt and will be incorporated in the official NPS Service-wide Career Development and Placement Plan.

The plan defines, in broad terms, the profession of interpretation within the Service and will serve as a guide to those in the profession as well as in administration and management who are concerned with the careers of interpreters. It should be particularly helpful to seasonal interpreters who are aiming for a permanent career with the NPS and want to know what kinds of college coursework and other experience will be considered by the Service as most qualifying for intake Ranger positions leading to the job of field interpreter.

Bill Dunmire

CAREER PLAN FOR NPS INTERPRETERS

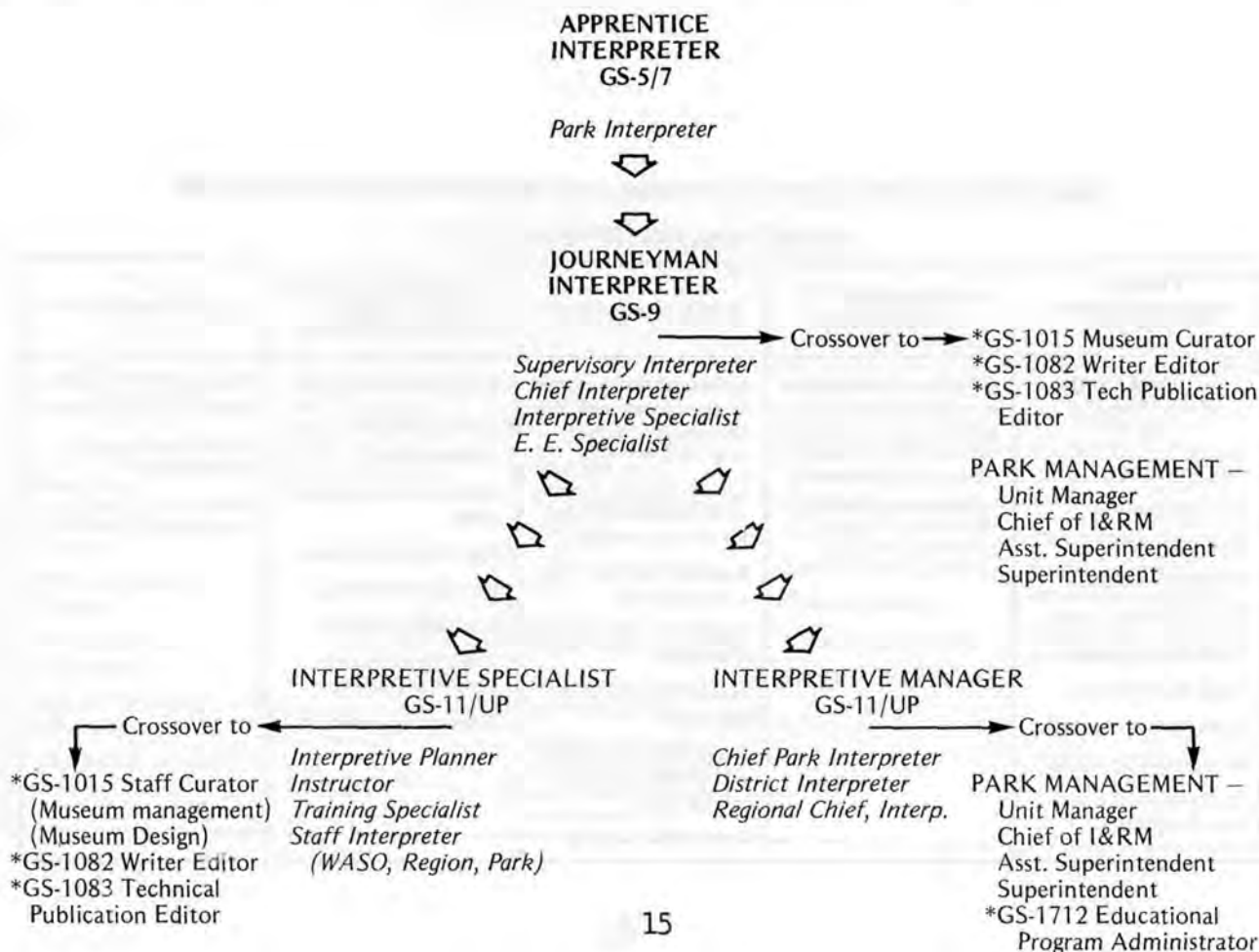
The profession of interpretation in the National Park Service requires a fundamental understanding of subject matter in the resource-oriented disciplines of cultural history, natural history or outdoor recreation combined with a balancing expertise in the field of human communications. This plan is intended to provide criteria and direction to persons looking toward a professional career in interpretation and to those who are already in the profession. It will also serve as a guide to managers in park, regional and Washington offices, whose duties include counseling, evaluating and selecting park interpreters.

The plan addresses itself to interpreters as a general group, with emphasis on developing communications and management skills through on-the-job experience, training and outside contacts. It is expected that interpreters will continue to come in to the Service with an academic major in one of the resource-oriented disciplines and that subsequent assignments will be in keeping with the appropriate discipline. In natural, historical or archeological parks the normal situation will be that the person in charge of the interpretive program will have a professional background in natural history, human history or anthropology. His or her organization title normally would be Chief Naturalist, Chief Historian or Chief Archeologist for those areas, or it may be Chief Interpreter if the assignment is in a recreational area.

The plan identifies three basic levels of responsibility for interpreters with a split at the highest level leading to interpretive management positions and other senior interpretive positions which do not involve management. The titles, Apprentice Interpreter, Journeyman Interpreter, Interpretive Specialist and Interpretive Manager, are conceptual rather than formal job titles. Typical organization titles are listed for each level; Civil Service titles would not be affected. Typical, but not exclusive, crossover opportunities into other related NPS positions are indicated.

Selective factors, listed for each level, identify the kind of experience and training that is most desirable for interpreters to have had in preparation for advancement into that particular level. For specific positions, some factors will be more important than others, and in some cases other experience and training factors may be more important than those listed. It is recognized that other general criteria such as those described on the NPS Appraisal For Promotion and Reassignment Forms will also have an equally important bearing on whether or not an individual is ready for promotion to the next higher level.

The selective factors are in no way intended to be a formal requirement for advancement, but they will serve as a general guide to identify the most highly qualified candidates for promotion or transfer.



**SELECTIVE FACTORS TO IDENTIFY HIGHLY QUALIFIED CANDIDATES FOR THE
APPRENTICE INTERPRETER LEVEL**

TYPICAL ORGANIZATIONAL TITLES	ACADEMIC EXPERIENCE	WORK EXPERIENCE	TRAINING LEADING TO PROFICIENCY IN THE FOLLOWING—	OTHER
APPRENTICE INTERPRETER GS-5/7 Park Interpreter Park Naturalist Park Historian Park Archeologist	Bachelors degree with concentration in natural history (ecology) cultural history, or recreation management. Balancing coursework leading to public communication skills with subjects such as environmental education, human behavior, psychology, and creative expression.	Direct public contact activities such as public speaking, tour guiding, and visitor center information. General interpretive operations such as museums, A/V, self-guiding devices and interpretive publications. Environmental education activities.	Basic interpretive skills Basic human behavior Public speaking Basic park operations	Membership in public speaking organizations. Professional society membership. Independent study in career related field.

**SELECTIVE FACTORS TO IDENTIFY HIGHLY QUALIFIED CANDIDATES FOR THE
JOURNEYMAN INTERPRETER LEVEL**

TYPICAL ORGANIZATIONAL TITLES	ACADEMIC EXPERIENCE	WORK EXPERIENCE	TRAINING LEADING TO PROFICIENCY IN THE FOLLOWING—	OTHER
JOURNEYMAN INTERPRETER GS-9 Park Interpreter Park Naturalist Park Historian Park Archeologist Chief Park Interpreter Chief Park Naturalist Chief Park Historian Chief Park Archeologist Interpretive Specialist Environmental Education Specialist	Additional college level or equivalent courses in natural history (ecology) cultural history, behavioral science, communications, environmental education or other career-related fields.	Field experience in two or more areas, including apprentice interpreter in at least one area. Giving regularly scheduled interpretive talks for at least one year. Planning, programming and budgeting. Cooperation Association operation. Interpretive facilities operation. Recruiting, supervising and training seasonal interpreters. Interpretive writing.	Interpretive operations Basic supervision Training others Interpretive demonstrations Basic law enforcement Interpretive writing Curatorial methods Administrative and fiscal management Resource management	Memberships in public speaking organizations. Professional society membership. Independent study in career related field.

**SELECTIVE FACTORS TO IDENTIFY HIGHLY QUALIFIED CANDIDATES FOR THE
INTERPRETIVE SPECIALIST LEVEL**

TYPICAL ORGANIZATIONAL TITLES	ACADEMIC EXPERIENCE	WORK EXPERIENCE	TRAINING LEADING TO PROFICIENCY IN THE FOLLOWING--	OTHER
INTERPRETIVE SPECIALIST GS-11/UP Interpretive Specialist Interpretive planner Instructor Training specialist Staff interpreter (WASO, Region, Park)	Additional college level courses or graduate work in natural or social sciences, communication and/or education.	Journeyman interpreter at one or more areas. Teaching/coordinating interpretive training courses. Park and interpretive planning. Interpretive program evaluation. Technical aspects of interpretive equipment and facilities operation.	Park and Interpretive planning Advanced adult education Advanced curatorial methods Human relations Interpretive facilities design and construction	Professional society membership Publication authorship Internships Exchange assignments with other agencies Professional conferences in and beyond NPS

**SELECTIVE FACTORS TO IDENTIFY HIGHLY QUALIFIED CANDIDATES FOR THE
INTERPRETIVE MANAGER LEVEL**

TYPICAL ORGANIZATIONAL TITLES	ACADEMIC EXPERIENCE	WORK EXPERIENCE	TRAINING LEADING TO PROFICIENCY IN THE FOLLOWING--	OTHER
INTERPRETIVE MANAGER GS-11/UP Chief or District Park Interpreter Chief or District Naturalist Chief or District Historian Chief or District Archeologist Regional Chief of Interpretation WASO Chief of Interpretation	Additional college level courses or graduate studies in management, public administration, and/or behavioral science.	Journeyman interpreter at one or more areas. Chief interpreter in at least one area. Park and interpretive planning. Long range programming. Direct supervision of five or more employees. Cooperating association management. Working relationship with community representatives and professional specialists.	Cooperating association management MBO and NPS management systems Park and interpretive planning Resource management Human relations Advanced supervision Employee development	Professional society membership Leadership in community and civic organizations Independent study Participation in public speaking organizations Professional conferences in and beyond NPS.

FORUM



Pardon the intrusion of a non-interpretive type into the interpreter's domain; but it's hard to resist the opportunity for sounding off on such solid a platform as In Touch about energy conservation and the parks.

As you probably know, the National Park Service has an ongoing energy conservation program. The major thrust now is on cutting usage, and for the first three quarters of FY 1975, we have reduced consumption about 19%. This effort will continue as long as we "burn" energy we can't get back. We are also looking into applying alternative energy technology, such as solar or wind, to many areas. Big Horn National Recreation Area is getting a solar heating and cooling system for its new visitor center, and several others are in the works.

So here is where I begin to step, somewhat gingerly, on the interpreter's turf. Clearly, the greatest impact NPS can have with energy conservation is not how much the parks can save, but how much the visitors to the parks can save. Investing an energy conservation ethic into the visitor at the park that he can take home with him seems to be our most valuable service--and this is where the interpreter can ably step in.

Every park and area in the system is unique, so I wouldn't even begin to

advise you on the approach to take vis-a-vis energy conservation in your interpretive presentation. Besides, the approach you may have already developed undoubtedly is particularly well suited for your parks' individual environment.

The message I do have to offer though, is mainly this: Heed your own words. Practice what you preach. Anyway you put it, it amounts to the same thing. The example you set probably has more of an impact on the visitor than any number of words can.

For illustrative purposes, suppose you've just completed a presentation to a number of visitors and decide to break off for lunch. Do you hop into your car, when it's close enough to walk or ride a bike? If you do then you may just have blown the entire intent of a beautiful exposition or presentation on energy conservation as easily as that.

In the same vein, a positive possibility might be carpooling among a group of visitors when possible; for example, if the entire group has to transport itself some distance during the course of a tour. Of course, this might inconvenience some people, but can you think of many better first hand demonstrations for energy awareness? Hopefully, you can.

The whole energy conservation program begins and ends with the individual

consumer. I really believe that as NPS employees, we can do a lot to make sure it sticks with him. After all, we're the living link between the visitor and this "abstract" energy crisis. If what we do is consistent with what we say, and practically meaningful to him, we've done as much as we can do.

Gene Krug
Assistant to the
Energy Conservation Coordinator
WASO

★ ★ ★

I read with much interest the various articles in the last In Touch dealing with ways that "non-Bicentennial" parks could celebrate the fast approaching Bicentennial. Imagine my consternation when a fellow Civil War Battlefield should submit what I initially thought was the most simplistic and least thought out proposals of those printed.

I mean, REALLY, labeling all their ongoing programs a Bicentennial Program? Come on, guys. We at least did better than that for the Great Environmental Education Bandwagon!

But that was my initial reaction. The more I thought about it, the more logical it seemed to consider all your regular programs as such, especially if you're an historical area. After all, this is supposed to be a celebration of our nation's short history as a whole, not just the Revolution. All our historical areas were established to commemorate some uniquely important aspect of our nation's history. Therefore, if we interpret (celebrate?) that, aren't we celebrating our part of the Bicentennial?

All we have to do is our job, guys and gals. Quit reaching for that "special" Bicentennial program that just doesn't fit, stop stretching for that missing link to connect Harvey Foonman's Birthplace to the Revolution. Cut out the BS!

Instead, pull out that program you haven't had the funds for all these years. Label it Bicentennial for those up at the Regional office, if you have to, and get to it. Celebrate our nation's Bicentennial, but do it in a way that interprets your park's unique niche in history.

And if you don't get the coins to run that special program? Never fear, Stone's River has shown the way: "Ladies and Gentlemen, our Bicentennial Civil War Musket Firing demonstration will begin in 5 minutes at...."

Michael D. Tennent
Chief of Interpretation
Manassas National
Battlefield Park

★ ★ ★

I am one interpreter who hopes that In Touch continues to exist and to provide the types of information Mr. Shedd envisioned in his opening editorial. I recently reviewed the issues I have received so far, and found much more than I had remembered reading. But I also found some areas of neglect, and would like to make a few suggestions to the editors and to potential contributors. It's great for us interpreters to share ideas. But we need input from other sources also. Issue #2 listed six people in the Washington (WASO) interpretive office, plus the responsibilities of that office. There's room for much more here - what have they done, what are their programs and plans,

and how do they go about representing us? Contributions from each of them would be in order, I think. How about book reviews of and how to obtain publications like John Hanna's Interpretive Skills for Environmental Communicators? Or excerpts or summaries from the Cantu/Baker report, or the final release on the Career Plan for Interpreters, which came from the Director's office? I was surprised not to find all kinds of reports from the Association of Interpretive Naturalists Conference. How about regional or topical lists of the cooperating associations and how we help each other? That whole area is extremely foggy to me since I work at a very small site where the National Park Service does not handle any sales or publications.

Perhaps each issue of In Touch could have a theme - a problem, technique, etc. That way, we would hear several opinions at once, and might be more inspired to respond.

Admittedly, this letter, and my first contribution are late. I've thought about contributing ever since the first issue. But I have gotten good information from In Touch, and I hope to give and get more in the future.

Debby Griffin, Park Technician
John F. Kennedy Center for the
Performing Arts,
Washington, D. C.

How about the rest of you out there? Is In Touch meeting your needs and/or expectations? If not, take a hint from Debby and speak out. We want to know!

★ ★ ★

The Director's memorandum of June 13, 1975 (A42-MX) was quite clear. We will all sell the 1972 National Park Medallions. I seem to remember something about each area being asked, four or five years ago, if they wanted a medallion struck for their park. This was probably done to give Roche Juane, Inc. an indication of how many they should make. Perhaps they didn't believe the results, or perhaps my memory is as befuddled as ever, but apparently Roche Juane has more antique medallions than they can profitably melt down for scrap. What more logical dumping ground than the National Park Service areas, each with its vast shelves of empty display space, next to the bumper stickers and rubber tomahawks. After all, who knows better than Washington what sells well in the parks? A little twist of the arm goes a long way. Even more fun is sitting back and watching everyone say "yes SIR!" while scurrying to get out an order for five hundred thousand medallions depicting Fort Fred. It is such bold initiative and perceptive creativity that builds progressive nations.

Nicholas J. Bleser
Supervisory Park Ranger
Tumacacori National Monument

★ ★ ★

I hear In Touch is winding down. Perhaps the "how" and "why" of interpretation are limited topics. Discussion of the methods and philosophies of communication is certainly worthwhile; but, perhaps it is time to broaden our base. The "what" that is communicated, the ideas that we interpret are limitless; they are limited only by our own self-censorship.

Why can't In Touch be a forum for some self-criticism and reconsideration of park service ideas and policies? Why can't some of the bitches and gripes that park people express privately find their way into these pages? We are facing problems today which threaten the very structure of our society. It is time to rethink all our ways of doing things and time to reexamine our own personal and professional lives. We should question the National Park Service and National Park Service interpretation. Here. Some questions follow.

Why is the National Park Service generally liked and respected by all American people except by those who live near the park? Do people resent the federal government? Is it because our local public relations are ineffective?

What is our role in the face of America's dogged commitment to the gluttonous consumption of our own and the world's resources? Should we try to awaken people to this folly or simply continue to encourage their appreciation and knowledge of an ever diminishing natural world?

When parks expand, how well do we deal with the land and home owners who are affected? When they approach waving their xeroxed notices, should we have answers or should we cautiously refer them to the master planners or the land acquisition people?

Do all our parks really have significant stories to tell? Have some of our natural areas become big playgrounds? Do some of our historical areas honor people whose contribution to American history is minimal? If our parks have no real meaning, what do people gain from experiencing them?

Sometimes we talk as if all park service

people share the same beliefs. Do all NPS people really understand why we don't kill snakes, throw trash, or collect potsherds? Do historic parks realize that in clearing a woods or brushy field to recreate the scene of the battle, signing, or birth, that they destroy much natural habitat? Is there a sincere commitment to energy conservation in the park service? If so, how many visitor centers or offices are air conditioned to a temperature below 78F? If so, is all this grass mowing necessary? Is the planting of exotic shrubs and trees to improve the "grounds design" of visitor centers consistent with our philosophy? Interpreters could do a lot of teaching without offending one visitor.

My point again is that everyone has a responsibility to rethink, personally and professionally, our American way of life. NPS people, with their knowledge and experience, could be leaders in this. In so far as this thinking concerns the National Park Service, the thoughts should be expressed in In Touch.

Ben Miller
Staff Curator
Harpers Ferry Center

★ ★ ★

My discontent over uniform standards for women in the National Park Service has prompted me to write this letter in the hopes that it will be published in the interpreters newsletter In Touch:

Why is it that so much inconsistency exists concerning uniforms for women in the interpretive field? Amongst the various National Parks you can find women spanning the spectrum dressed in tan and white, grey and green and, now, green

and beige in an assortment of styles that includes shirts and pants, pants suits, culottes, A-line dresses and skirts.

If the purpose of a uniform is uniformity and recognition, the policy of the NPS defeats this objective. To a visitor a different attire signifies a different function. The distinction based on dress hits home to any employees to whom a visitor has approached asking to contact a "real ranger".

The situation is particularly exasperating for women employees confronted with a public that, in many cases, is not yet accustomed to seeing women in traditionally male positions. By placing women interpreters in an odd assortment of uniforms you are segregating them not only from those in the protective divisions, but from their male colleagues as well.

If the Park Service wishes to establish a uniform standard to distinguish those in interpretation from those in protection or maintenance, it should do so for men as well as for women.

Having spent four seasons as an interpreter for the National Park Service, I have worn four different uniforms. It seems to me an unjustified waste of funds on uniform allowances.

I will unhappily spend the summer season in the new "official" work (?) uniform for women interpreters which seems to me unfit for anything other than boardwalk interpretation---something I thought we were trying to avoid.

Lorraine Lagna
Fire Island National Seashore

★ ★ ★

Being a Cancer with Leo rising, which instills great loyalty to one's associates and the flag-waving type of patriotism, creates much personal conflict when one sees one destructive of the other.

Interpretation can be a vital link in our mission to preserve our heritage (...use and enjoyment, unimpaired, for future generations,...etc.) but if it destroys instead of reconstructs, perpetuates, or preserves, it is the opposite of our mandate. It can be criminal mismanagement of our country's irreplaceable historic resources.

Few can claim greater support for our interpretive goals when done properly.

Last issue of In Touch revealed a fine Bicentennial program where children would have the opportunity to handle and discuss artifacts from the Colonial period. Sounds great! But, if the artifacts are the real McCoy, consider this article my screaming about the Bicentennial! And every other consumptive-use and environmental factor not conducive to the continuing survival of our "artifacts" rates another scream; i.e., living history demos, refurnished house displays, open exhibitry, poor security, etc. Everything that contradicts our mission of preservation - shortsightedness, indifference, carelessness, mismanagement.

The Bicentennial should also be a period of rededication to the principle of perpetuating the things (especially including artifacts) that are (at least for now) and will be representative of our revolutionary activity of yesterday.

If the NPS mission is the preservation of our heritage (am I wrong?), then how long can we preserve artifacts if used in consumptive interpretive programs. I

honestly believe our present generation would prefer "reproductions" if they knew also that the originals are being properly preserved for future generations. In too many situations the tail (interpretation) is wagging the dog (preservation) while our heritage is going down the drain.

Our efforts for half of our history have provided the museum collections representative of our entire history - "living history" - while they last. We can treat them properly and have them "live" beyond the "Tercentenary" and "Quadricentennial", ad infinitum, or destroy them in the current moment of celebration.

Think about it!

Herb Martin
Harpers Ferry Center

★ ★ ★

INTERPRETATION FOR THE HANDICAPPED

The increased emphasis, of late, in designing facilities for the handicapped prompts the thoughtful interpreter to consider whether an appropriate shift in message and thematic approach is indicated. The prospect is engendered by the axiom that all interpretation should relate directly to the visitor's experience.

Knowledgeable commentators on the subject state that the handicapped need to be a part of society rather than isolated; facilities should be useful to everyone. Carrying this concept into the sphere of interpretive themes, it might be said that we are all handicapped, in varying degrees, by dissociation from the natural

world. Our reliance on machinery and man-made information systems has dulled our senses to the cues of nature. As a species, man has neither the keen eyesight of an eagle, the acute hearing of a deer, nor the quickness of a fox. Man has compensated for the lack of such particular excellences with a superlative ability to adapt to a variety of conditions, and to adapt the conditions to suit his needs.

In view of this characteristic, a theme for facilities designed partly for use by the handicapped suggests itself: adaptation. Those who have experienced a reduced capacity in one form or another are aware of the necessity of adapting to it. Blind people make greater use of hearing and touch. The deaf learn to interpret visual cues which are obscure to those who can hear. People who have lost the use of their legs develop powerful arms and special techniques for maneuvering.

It is not necessary, and would be in questionable taste, to make actual comparisons between plant and animal adaptations and human ones. The analogy is not an exact one, in any case. It should be sufficient to develop the theme of adaptation in the usual manner of any theme-oriented interpretation, and leave the individual to make comparisons. In the case of wildlife, individual cases of adaptation are seldom to be observed--the matter will be treated with the usual description of a species being adapted to a specific environment. With respect to plant life, there is more opportunity to dwell upon examples. In designating a trail, a site should be chosen which offers such things as stunted trees growing between rocks, broken and windblown trees which have assumed a new direction of growth--plants which are more interesting and beautiful as a result of their struggle to survive.

While the foregoing applies to natural history interpretation, the presence of man-made elements adds another dimension. Man's survival to date has been based upon a balance between adapting himself to an environment and causing a change in the environment. Our success in effecting change suggests an imbalance

and a need to make some adjustment in ourselves. In this regard, the handicapped have something to teach the rest of us.

Clifford Soubier
Interpretive Planner
Denver Service Center



RAP UP



In the March 1975 issue of In Touch, Neal Bullington of Timpanogos Cave National Monument asked what happened to park photographs sent to the old Western Museum Lab.

The Western Museum Lab (San Francisco 1957-68) kept a very careful record of all materials received during the design and production of exhibits, logging them in and out. These records are now in the exhibit plan files at Harpers Ferry and they usually tell whether and when borrowed specimens, photographs, books, etc. were returned to the lending park or individual. What photo files the Lab had have been merged with the Eastern Lab files at Harpers Ferry Center, but neither of these files contained many negatives.

If a park has reason to believe any of its negatives or specimens have not been returned after exhibit construction, write to the Branch of Reference Service, Harpers Ferry Center, and we will be glad to check the files.

David H. Wallace
Chief
Branch of Reference Services

TRASH PITS REVEAL CLUES AT FREDERICA

Perhaps one of the best ways to learn about the daily lives of people is to examine their garbage. By doing so, one can see what things they ate and drank, the quality of items chosen, and from this an idea of their socio-economic status. Investigations of this type provide clues to their material culture such as their furnishings and tools. A recent archeological project, undertaken by University of Florida students at Fort Frederica National Monument, had this purpose.

In an effort to understand how the people of Frederica lived two and a half centuries ago, we took a prehistoric approach to historic archeology. Attention was on refuse areas (referred to as "middens" in prehistoric archeology) rather than structural foundations as is often done in historic archeology. "Backyard Archeology" is the term applied to this examination of backyard refuse pits.

The 18th century Hird property was chosen over other lots for several reasons.

First, it was accessible both to the archeologists and the visiting public. Second, the lot had been undisturbed, so information discovered there would not be distorted due to any previous interference, and any artifacts recovered would most likely be in better condition than those taken from a disturbed site. Third, Hird was a dyer and more information about this little known trade was desired.

The backyard approach proved to be profitable for the visitors and the archeologists. School groups, specialty groups, and regular visitors had the benefit of seeing a scientific reconstruction of past life at Frederica through the ongoing interpretation of the excavation. As objects were recovered, the archeologists showed them to the visitors, explaining how their use or purpose fit into the Hirds' personal lives.

Janet C. Wolf

★ ★ ★

Place this definition of "interpretation" in your growing list:

Interpretation is the art of transforming the esoteric into the exoteric.

Definitions from the American Heritage Dictionary of the English Language of words used in the above definition:

1. "esoteric...2. Difficult to understand; abstruse."
2. "exoteric...2. Comprehensible to or suited to the public; popular."
3. "art...8. A specific skill in adept performance, conceived as requiring the exercise of intuitive faculties that cannot be learned solely by study."

4. "transform...2. To change the nature, function, or condition of."

Transmutation may be the better word though. Good interpretation is like turning lead into gold.

Billy Townsend
Historical Interpretive Specialist
Georgia Dept. of Natural Resources

★ ★ ★

Have bulletin boards outlived their usefulness? Certainly they have been an important interpretative device presenting useful and sometimes vital information to the park visitor. But in today's modern visitor center, how can static displays of a bulletin board compete with the lure of an audiovisual presentation or the drawing power of colorful panel exhibits?

Seasonal interpreters, Clara Jones and I, set out to update the bulletin board at Chiricahua National Monument's Visitor Center and to involve visitors in the displays. We transferred interpretive information to 3 X 5 cards and illustrated them with color photographs. The photos and cards were then assembled with thread and wire into a mobile which has been very successful in attracting attention. Multitudes of fingerprints on the photographs attest to the visitors' interest.

If you feel your bulletin board in your area doesn't get the attention it deserves, try dangling a "bait" of interpretative information, and if you hold your mouth right, you too may "catch" a visitor.

Michael L. Sipes
Seasonal Naturalist
Chiricahua National
Monument

CURATOR'S CORNER

HINTS FOR GLUING WOOD

All surfaces to be glued should be cleaned well of dust, dirt, old paint etc., before fresh glue is applied.

Old, dry, hard glue should always be removed from the surface of the wood before applying fresh glue. This can be done by picking with a sharp pointed instrument, scraping with a knife's blade or with the toothed edge of a hacksaw blade, always being careful to remove just the old glue and as little as possible of the wood under it.

If a chair rung fits too loosely into the hole in the leg as the result of wear or former repairs, a good glue joint can be made by the use of narrow cloth strips (muslin or similar material) folded lengthwise over the end of the dowel as much as is needed to make a snug fit. Apply glue to the wood, fold strips over the dowel, apply glue to the cloth and inside of hole, then clamp the rung back in place. If the ends of the strips show after the joint is made trim them off with a sharp knife before the glue dries.

When gluing a tight fitting dowel into a hole, always cut a small groove or channel the length of the dowel to allow trapped air to escape.

Use only enough glue to cover the parts to be joined. After the joint is made any glue that is forced out of the joint should be cleaned off immediately. For most glue recommended for wood, a cloth dampened with water, followed by wiping with a dry cloth, will do the job.

When using clamps for gluing or other furniture repairs always use soft wood

blocks between the metal clamp jaws and the finished surface to prevent damage to the surface. Thin pieces of plastic or wax paper placed over the glue joint will prevent the block from sticking.

Do not use excessive pressure, just enough to do the job.

Glue can be worked under loose veneer with a very thin blade knife or spatula.

Epoxy's should not be used for repairing furniture, it cannot be removed if future repairs are required. It is not flexible, it will not move with the wood in changing relative humidity.

Irregular or rounded surfaces are difficult to clamp. Soft wood strips or blocks can be band sawed or jig sawed to fit the surface leaving the opposite side of the block flat to receive the clamp.

Narrow strips of rubber cut from old innertubes and wound tightly around irregular or rounded surfaces make excellent clamping devices. Always start applying pressure by stretching the center of the strip over the area to be glued, then wind the ends tightly in opposite directions, one to the right and one to the left. This distributes the pressure evenly and will not pull the joined pieces out of alignment.

Two good glues are Rivet and Franklin Liquid Hudu glue. For more information write or call Division of Museum Services, Harpers Ferry Center, Harpers Ferry, West Virginia, 25425. Phone 304-535-6371.

Ralph Sheetz

★ ★ ★

"A refreshingly new way to interpret the natural scene." These were the words of a park naturalist as he described Rocky Mountain's newest conducted walk. A soft pencil, a masonite backboard, a heavy clip and paper (newsprint) is provided for each participant. The walk is explained to the visitors with a few introductory remarks to the effect that artistic ability is not a requirement.



The purpose is to develop a more critical eye in observing nature. Typical sketch subjects are: several tree species such as quaking aspen or ponderosa pine, flowers, profiles of some of the principle mountain peaks and some of the more picturesque rock formations.



Visitors' response has been ecstatic with remarks like: "I've looked at it hundreds of times and have never really seen it at all", and "I had no idea I could learn so much and have so much fun at the same time!".

So far, the sketch walk looks like a winner!

Matt Miller
Seasonal Interpreter
Rocky Mountain N.P.



HISTORICAL INTERPRETATION AT YOSEMITE: The Pioneer Yosemite History Center

In 1955, flood waters swept down the South Fork of the Merced River, severely damaging the 1879 vintage covered bridge at Wawona. As the water subsided, park managers faced the decision to destroy or restore the historical structure. Through efforts spearheaded by former Chief Park Naturalist Doug Hubbard, the bridge was restored in 1957 and a Mission 66 project was founded to preserve significant structures associated with the formation and development of Yosemite National Park. The idea of the Pioneer Yosemite History Center began.

Between 1959 and 1963, eight historically significant structures were identified and relocated from their original sites in various parts of the park to a plot on the north side of the river opposite the covered bridge. Fire controls were added, the buildings furnished, the grounds landscaped and in 1963, the Pioneer Yosemite History Center became a reality.

Early interpretive efforts were few, the buildings themselves serving as the major feature of the center. An art exhibit was set up in Jorgenson's Studio, a tape-slide program developed and an interpreter provided for informal visitor contact. A series of short, taped messages for playback at the various structures provided a glimpse into each building's significance. Yet, the people associated with the buildings, their feelings, their views, their working for or against the idea of a national park is the important message of the history center.

In 1973, the people returned to the buildings, adding the dimension of living history to the program. "Ahrrg," you say, "another living history program." But, wait! Living history is a new and exciting concept to many Californians and our

situation is somewhat different from many historical areas. We are not interpreting an event, but the birth and growth of the National Park Idea over a period of years. Our living history goal is to have visitors drop back in time and progress through this period of history in order to gain a better feeling for the park they enjoy today. We try to avoid interpreting by the "day in the life of" approach. Rather we try to engage the visitor in conversation about the pertinent issues of the time.

Visitors enter the Pioneer Yosemite History Center on the south side of the river where they are greeted by an interpreter who introduces the program. The covered bridge is treated as a time tunnel from which the visitor emerges into the early 1860's. By proceeding through the center in a clockwise direction, the park idea is developed. First encountered is an artist, the publicity man of 1861, whose paintings helped draw attention to the wonders and sights of Yosemite. Then, on to 1879, and the crude cabin of a trailbuilder-rock climber-explorer. The explorer is followed by the homesteader. We have now reached 1887, and the prospect of a national park is becoming more and more popular. The homesteaders express mixed feelings. One says we worked hard to get our claim and should be able to keep it; another feels the idea of a national park is exciting and he would be willing to give up the homestead if the park becomes a reality. In 1896, the park has been established for several years and the cavalry is detailed to the area from San Francisco in the summer to clear out sheepherders, build trails and administer the area. By 1913, visitors are coming. Travel is by stagecoach and coaches arrive and depart the stage office, permitting the Center's visitors to experience this means of travel. In 1914, the cavalry does not return and a

handful of civilian rangers care for the park. Here the pioneer story ends. Visitors are encouraged to return to buildings of personal interest and explore that era of the park's history in more detail. When one is ready to leave, he returns through the time tunnel to enjoy Yosemite National Park with added insight into what was involved in establishing the park he enjoys today.

The program is not without its problems. Our buildings are clustered in a small area and give the false impression of a pioneer village. Separating the various time periods can be confusing, especially for the visitor with limited time whose conversation with the pioneers may be so brief that he misses the significance of the time period. We are considering a means of introducing each time period at the individual buildings in order to add continuity to one's visit but without losing the living history atmosphere. Undoubtedly for some, the center will turn into a self-guiding trail. But for those willing to spend some time in conversation with the pioneers, an in depth understanding of the national park idea is the reward.

William F. Dengler
Yosemite National Park

★ ★ ★

Editor, IN TOUCH

Here, for your consideration, is an outline of a "Bicentennial Blurb" program, used as a pre-program program. The Bicentennial is a marvelous opportunity to reflect upon the values and real historical happenings of the past in order to add new direction to the present and future. The Bicentennial Blurb challenges the hearer to think, re-evaluate, and rededicate his life as an American.

A Bicentennial Blurb may last only 30 seconds or 10 minutes, depending on the message and the audiovisual means of presentation. I would hope this article might give other interpreters ideas on creating Blurbs of their own (or they are welcome to steal from this one, though I would hope they would improve on it!).

"A BICENTENNIAL BLURB!"

Pondering how to insert a Bicentennial message into evening campfire programs at Rocky Mountain National Park, I happened to hear Charles Ives' "Variations on America", a 7 minute symphonic collage of different rhythmic styles of playing "My Country Tis of Thee".

To this audio I added an array of slides depicting American heritage in keeping with the ever-changing flare of the music.

Short narratives spoken over the music at intervals would compliment the slides and music. A rough outline and script for the Bicentennial Blurb follow:

VARIATIONS ON AMERICA with appropriate slides. About 30 seconds into VARIATIONS:
First Narrative: "Americans are celebrating the 200th anniversary of the United States of America. The United States of America -- e pluribus unum, one out of many. The United States is a land,
one land out of many.
many forests
many streams
many lakes and waterfalls
many mountains
many animals, some frightening
some appealing,
but all necessary.
many prairies
many farms and fields."

MUSICAL INTERLUDE...

Second Narrative: "The United States

is one people --

but of many origins.

some true Americans, native Americans,
noble Americans

some torn from their families and
brought from Africa to be sold
as slaves

also noble Americans

some fled Europe with visions of a
better social order

some were criminals exiled to a
distant land

some wished only to worship in
peace --

all were noble Americans

some came across the Pacific to
build railroads while others
came across the Atlantic to
work in factories, -- all
became noble Americans

some came from the South adding a
Latin flavor to much of the
land

and all were our ancestors, all
were noble Americans.

For the United States is one people,
but of many origins!"

MUSICAL INTERLUDE...

Third Narrative: "One out of many.

We were one nation out of 13 inde-
pendent colonies.

We were one very lonely democracy
in a world ruled by kings
and dictators.

We were a people wrapped in intro-
spection, urged by doubts,
confusion and dreams."

MUSICAL INTERLUDE...

Fourth Narrative: "The United States
of America --

Not an answer, but a question.

Not a solution, but a problem.

Not an end, but a MEANS to an end.

Not my country right or wrong,

but MY country, MY country, it will
be what I make it!"

BRIEF MUSICAL INTERLUDE...

Fifth Narrative: "The United States
of America,

Not freedom and liberty preserved,
But freedom and liberty pursued!"

VERY SHORT MUSICAL INTERLUDE...

Final Narrative: "The United States
of America,

one out of many,

a land, a people,

an active challenge to all of us
today!"

MUSIC AND FINAL NARRATIVE END ALMOST TO-
GETHER.

The Bicentennial Blurb is usually presented
without introduction just before the sched-
uled interpretive campfire program begins.
The Blurb is one effort to get park visi-
tors to think about the meaning of the
Bicentennial.

Tom Danton
Park Technician
Rocky Mountain N.P.

★ ★ ★

During the past few months, several
publications have surfaced that pertain
to environmental education. Some of the
ones we recommend are listed on the
next page. If you have reviewed copies
of any publications you would like to
share, we would like to hear about them.

Stan Lock
Environmental Education Coordinator
Division of Interpretation
WASO

One of the newest NESA publications is this fine workbook by Bob Huggins in Grand Teton National Park. Bob has created and pulled together philosophies and activities that directly relate the participant to the Oxbow Bend-Joe Pfeiffer Homestead NESAs, as well as establishing a sense of place with the total environment. This workbook is available for \$1.00 from the Grand Teton Natural History Association, Grand Teton National Park.

Two new "Environmental Quickies" are fresh off the press for the Pacific Northwest Region. Glenn Hinsdale, environmental education specialist, has authored these two. The "NEED Program" describes the interrelationships of the Strand Concepts and human behavior from before birth to death. This article also appears on pages 15-17 of the April-May-June issue of Trends.

Glenn's second quickie, "On the Interpretation of Nature", is a very useful tool in interpreting the broad picture-Nature-or in the interpretation of specific environments in any locale. For copies of either of these quickies or for information regarding their series, contact Glenn in the Seattle office.

Another 1975 publication is "A Better Place To Be" from the Department of Interior's Johnny Horizon Program. This 40 page booklet contains the framework for environmental projects and activities, school programs, raising funds, and ways to obtain family participation. It is listed under stock number 2400-0085 and sells for \$1.25 from the Government Printing Office.



LET'S HEAR IT FOR Handouts!

