



interpreters
information
exchange

IN TOUCH

APRIL - 86

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



By N. Woodbridge Williams

NOTES FROM THE IVORY TOWER

If you have lots of patience and don't lose hope, your prayers will be answered. We were patient (sort-of) and very hopeful and our prayers have been answered. After only a year and a half the WASO interpretive staff is once again at full strength. We actually have a live, warm body to handle Cooperating Association matters. Robert (Bob) Huggins has accepted the position vacated by Jim Murfin. Never content to leave well enough alone, we changed the scope of the position. Bob's duties include coordinating all aspects of private sector involvement in interpretation, fee interpretation, concession interpretation, interpretive publications, etc. as well as Cooperating Associations. Just to be sure he doesn't get bored, we will also count on him to share his expertise in training and the use of mass media to get our interpretive messages beyond our park boundaries. For those of you who haven't had the privilege of meeting Bob, he comes to WASO from the position of the Chief of Interpretation at Big Bend National Park, with prior interpretive stops at Isle Royale, Lake Mead, Grand Teton and the California State Park System in addition to a stint with the motion picture industry at 20th Century Fox as both an actor and a public relations type. You will be hearing from him as soon as he gets over the cultural shock of moving to Washington D.C.

Another season is about to start up. I'm sure you are even more aware of that fact than I am. You know about the effects of Gramm-Rudman and, I hope, about the

special emphasis that Director Mott has mandated for interpretation. These are exciting times, the winds of change are blowing across the system. Our job is to build some windmills to take advantage of those winds. The other option would be to use our energies to build windbreaks to try and stop the changes, a losing option at best. Even if the windbreaks succeed (very unlikely) we would only wind up where we started - a no growth, no win scenario. Lets go for the windmills.

Dave

In January, fourteen returning Skills Team members and about twenty-five new members met at Harpers Ferry to revise Interpretive Skills I and II, and to create Interpretive Skills III. I think everyone is familiar with Skills I and II. Skills III is interpretive techniques and methods for special visitors and situations. The workshop went very well and the lesson plans are already being used.

Do you remember the "Personal Training Program for Interpreters" that was produced in 1976? It is a self study package designed to help interpreters improve their skills and to better understand the interpretive function. We have had a few copies of the package reproduced because the program still provides an excellent training opportunity. The packages contain a video tape and a workbook. They are available through Mather Training Center.

Finally, the month of March not only brought in the last whiff of winter for us, but a new program initiative, "The Park Heritage Gateway Program". Although, the program supports seven other points of the Director's 12 Point Plan, it specifically addresses the last component of number 3; which says, "We intend to promote the use of national park units as outdoor classrooms with a special emphasis on urban recreational areas as major educational centers."

Originally, we sought to satisfy this portion of number 3 with a formal course entitled "Interpretive Programming for Urban Areas" but Gramm-Rudman has forced all of us to make some changes. We were very fortunate however, seven people who know an awful lot about the subject were willing to help us out. Sandy Dayhoff (Everglades), Marti Leicester (Golden Gate), Ron Thoman (Cuyahoga), Sam Vaughn (Indiana Dunes), Linda Canzanelli (Gateway), Chris Nelson (East Bay Regional Parks), and Larry Wiese, Team Leader (Glen Canyon), produced a very impressive product for us. More on this later.

Martha

Well, having been on the job for less than two weeks, the "new kid" doesn't have a lot to contribute except to say that I have hit the ground running and should be at full speed soon. I have a lot to learn, and the best way to do that is to jump in and start swimming. Sooo, don't hesitate to call... I'll do my best to help you out. Thanks!

Bob

FROM THE EDITOR

Even though we got off to a slow and jerky start, it looks like IN TOUCH has come back to life. Most of you know that we ran into printing problems with the Jan 86 issue, causing it to dribble out to the field in a variety of ways. But, thanks to the Conference of National Park Cooperating Associations we are now in business. The Conference has agreed to fund the printing of IN TOUCH, for which we are grateful.

For those of you who may not have seen the Jan 86 issue, let me mention a couple of things you should know. This time around, material for IN TOUCH must be sent to your Regional Chief of Interpretation. Please don't send material directly to me. Your Regional Chief is responsible for collecting, editing, and sending to me enough material to fill at least the two-page spread assigned to your region for each issue.

The only exception to the above is for contributions to the "Computer Corner". What is the Computer Corner? It will be a special section of IN TOUCH where you can share information or special computere applications that you have developed, ask for help, describe solutions to problems that you have worked out, or just generally keep each other up to date on what is going on regarding the utilization of computers in interpretive program management. Contributions to the Computer Corner should be sent directly to me.

Roy Graybill

Alaska REGION



INTERPRETATION IN ALASKA: A BRIEF OVERVIEW

Two-thirds of the National Park System is in Alaska. Passage of the Alaska National Interest Lands Conservation Act (ANILCA) in December, 1980 created ten new parks and expanded three of the five existing parks. Wrangell-St. Elias National Park and Preserve could hold a half-dozen Yellowstones. Traveling from Sitka National Historical Park to the Northwest Alaska Parks is equivalent to a trip from central Georgia to northern South Dakota. The scale, obviously, is immense.

How do you interpret all this? Very carefully. Carefully, because you must put limited personal and non-personal services where they will be most effective. Carefully, because the level and location of interpretation may affect visitor use patterns for years to come. Carefully, because like all our other activities in Alaska, this is our last chance to do it right the first time.

Interpretation and visitor services in Alaska over the last five years may be grouped into three primary areas of emphasis:

1. Old parks
2. New parks
3. Interagency visitor centers

Old Parks

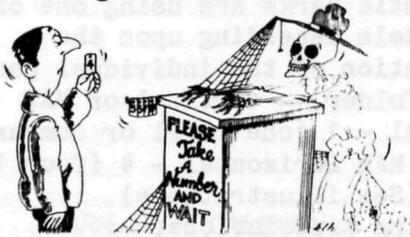
The five older Alaska Parks have traditional interpretive programs, though subjects or locations may be unique. (Sled dog demonstrations at Denali and interpretation aboard luxurious cruise ships in Glacier Bay may not sound like traditional programs, but the principles of interpretation remain the same).

Over the years, these older parks have developed programs that act as effective management tools in assisting with resource protection and visitor safety. For example, at Katmai, where visitors share the same salmon stream with the largest land carnivore in the world, the Alaska brown bear, there have been few serious bear/human incidents and no visitor injuries from bears. Every person who visits Katmai hears a talk about brown bear ecology and safety.

Interpretive facilities at these parks, however, are often below standard. Planning for major rehabilitation of interpretive facilities at all these parks has been completed by Harpers Ferry Center, and each park is at some stage in the rehab process. Plans have been completed for a new "visitor access center" at Denali, but this project is on hold until a Development Concept Plan for the headquarters area is completed. At Klondike Gold Rush in Skagway, the old railroad depot has been restored and now houses the park administrative offices and visitor center. Another

restored building, the Russian Bishops House at Sitka, will be open for viewing and guided tours this summer and at Glacier Bay a recently constructed floor on the mezzanine level of the lodge will provide space for new exhibits. So, there has been some progress in development of interpretive facilities, but there is still much to be done.

OLD PARKS:



New Parks

Staffing of the new parks created by ANILCA has been minimal and none has a full-time interpreter. Efforts have been directed toward providing basic information and orientation services and facilities. Harpers Ferry Center (HFC) has provided much needed assistance with its "new areas programs". Information desks, orientation exhibits, basic AV equipment for initiating programs, and a wealth of planning and design assistance have been provided by HFC.

However, as mentioned above, care has been necessary in determining how much interpretation and information should be provided about the vast acreages of wilderness in the Alaska parks. Information about specific sites may lead to overuse of fragile resources. Also, too much information may destroy the sense of discovery and self-reliance that should be inherent in a wilderness experience. The interpretive programs of the new parks undoubtedly will grow, but that growth should be carefully

controlled to assure these parks retain the character and pristine resources for which they were established.

NEW PARKS:



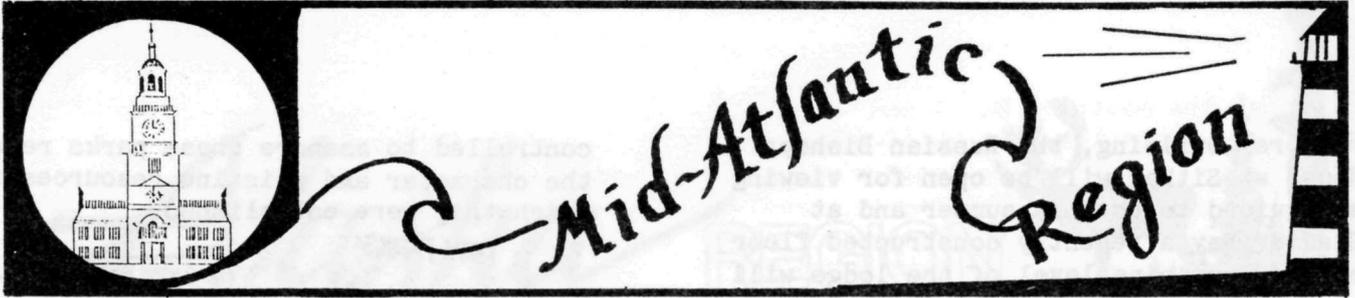
Interagency Visitor Centers

Though Alaska is vast, access to the state is limited to a few main entry points. So it made sense to include a section in the Alaska Lands Act that called for investigation and planning for four interagency visitor centers located throughout the state to assist visitors and residents. For the past six years, eight state and federal agencies have been combining efforts to plan and develop these centers.

In July 1984, the first center operated by the Alaska Division of Tourism, was dedicated in Tok, Alaska, on the Alaska Highway. The U.S. Forest Service is planning a center in Ketchikan that will serve visitors entering Alaska on cruise ships and state ferries.

The NPS is the lead agency for development and operation of the centers in Fairbanks and Anchorage. The Fairbanks center opened last summer and the Anchorage center is due to open in early 1987. These centers are designed and operated to provide Alaska visitors and residents with "one-stop shopping" for information about Alaska's millions of acres of public lands.

(continued on pages 24 & 25)



Special thanks to Nancy Fischer, Park Ranger at Colonial NHP, for our creative masthead.

NPS FOLDER SALE DISPLAYS

MAR parks are having better than expected results from folder sales. In August 1985, parks began using attractive alternatives to displaying and selling folders. Available for the basic Unigridd folder (8-1/4"x3-7/8") are following custom-made clear and/or black lucite holders:

- (1) Horizontal, single slot design
- (2) Horizontal, four-slot design
- (3) Vertical, single slot design, 11/3/4" high back or 9-1/2" high back

Drawings and specifications of the horizontal single slot design are available from the Mid-Atlantic Regional Office. The holders are made by Creative Acrylics, 2170 Hilltop Lane, Warrington, PA 18976.

Sales are on the honor system and security has not been a major problem. We suggested that the coin collection would be less likely to be "ripped off" if kept within the "sight line" of park staffs. A small padlock can be installed for \$3.00 on holders (1) and (2), above, for those who feel the need to "secure the cash." However, it is doubtful this would deter the hardened criminal!

Mid-Atlantic parks are using one of the above models depending upon the configuration of the individual park Unigridd folder -- vertical or MAR Horizontal - 1 (one level or compartment high) or MAR Horizontal - 4 (four levels high). (See illustrations). Cooperating Associations, or concessioners, are encouraged to try these at information counters.

Our most encouraging conclusion is that visitors do not object to buying the official NPS park folders. We feel the challenge is to improve the per visitor ratio - which we feel can be done through presentation.



MAR HORIZONTAL - 1



MAR HORIZONTAL - 4



MARK YOUR CALENDAR. . .

Come East in '86 to the 25th Anniversary AIN Workshop to be held in the Delaware River Valley in Pennsylvania and New Jersey, September 21-25, 1986. Workshop events and offerings will be located in and near Delaware Water Gap National Recreation Area, where New York, New Jersey, and Pennsylvania meet. Recognizing the interdependence of cultural and natural properties, and the importance of expanding educational horizons and understandings, AIN's National gathering will focus on interpreting our cultural, natural, and built environments.

YOU ARE INVITED

If you are employed, or do volunteer work as an educator, tour guide, naturalist, docent, historian, archaeologist, geologist --- in a public or private school, university, park, forest, nature center, museum, preserve - - - you will find the Conference and Workshop informative, informal, and inexpensive. Come share your ideas - and challenges - with interpretive colleagues in a setting rich in cultural and natural history. Your attendance will prove to be a wise and cost-effective investment! Spark your interest -- guide your career --- come, experience the Gap.

To receive additional information, as well as registration materials write AIN National Office, 6700 Needwood Road, Derwood, MD 20855.

C. Harris



The Midwest Region is grateful to Park Ranger Greg Bruff of Saint Croix National Scenic Riverway for our artistic masthead.

INCONVENIENCE? FRUSTRATION? OPPORTUNITY?

THE CHALLENGE OF INTERPRETING AN ONGOING PRESERVATION PROJECT

When visitors enter the Lincoln Home and see furniture in disarray, gaping holes in the walls, and an interior design that seems to feature loose plaster and hanging sheets of plastic, reactions range from acceptance to surprise, confusion, and annoyance. This is the challenge interpreters have found in the architectural preservation project which began during 1985 and will continue for several years. The staff response unites careful preparation with utilization of the best interpretive tools.

The tools architects and preservation specialists employ in the physical investigation of the Lincoln Home come in a variety of shapes and sizes, such as blueprints, hammers, saws, chisels, and drills. These instruments must be carefully selected to fit the particular task at hand. Similarly, interpreters utilize an array of tools: a sense of humor, the ability to compare and contrast, to probe and examine, the desire to answer and enrich, and an infectious spirit of enthusiasm and delight. The interpreter must select the proper tools which will best enable each visitor to see the value and benefit of the project.

Interpreters point out that the work is necessary to insure preservation of the Lincoln Home. The structure was originally designed for use as a family residence; it has subsequently become a furnished historic house museum, entered by a half million visitors annually. Adjustments must be made, damage repaired, and the framing strengthened so the only home Abraham Lincoln ever owned can continue to be open to the public.

Even visitors who are aware of the project and its purpose from news coverage, Visitor Center exhibits, and informational handouts may experience and adverse reaction to what they see upon arrival. What was supposed to be composed and attractive has become disheveled and chaotic. The interpreter can explain that the house is a little "out of sorts," an experience we've all had. Perhaps the Lincolns would have preferred that guests not view their home in this condition; nevertheless, even during the family's years of residence, the house underwent extensive redecoration and remodeling.

Each phase of the project is unique and will not be repeated. The interpreter can mention that the visitor is seeing something others have not had the opportunity to observe. For example, they may witness core sampling of material from the walls or ceiling. In this way, the architects and preservation specialists are mining for

precious ore in the form of new knowledge concerning the history of the house and Lincoln family. The visitor is with the National Park Service while its representatives pursue clues in the manner of detectives. In another metaphor, project specialists are looking into the walls of the Lincoln Home like a doctor examining X-rays of a patient. On this basis, the proper treatment for the Lincoln Home can be prescribed to insure its preservation for future generations.

The interpreter may decide to depart from the usual route to display to visitors a particular area of the project which might otherwise be avoided or missed; this adds freshness and variety to the interpretation. Conversely, if an area is closed, it affords the interpreter an opportunity to "paint" the room through description of past events and family personalities. In this manner, the interpreter can make the room "come alive" in the visitor's mind. If furniture is covered for its protection, the shape of the covering becomes a shadow of the object, just as history is a shadow cast by past events.

The strongest tools in the interpretation of the project are knowledge and enthusiasm. No other tools will be effective if these are not present. To respond to visitor's valid concerns, the interpreters needs to understand the reasons behind the project and its various aspects.

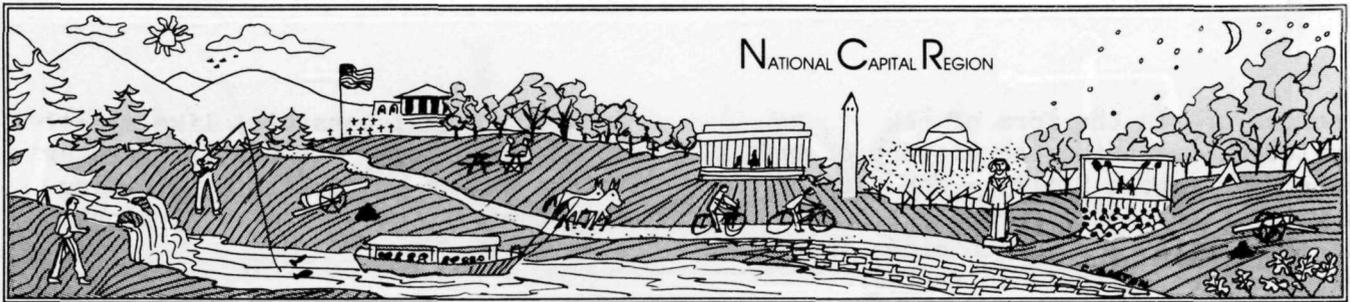
This understanding must be kept current as the work progresses; the architects, engineers, and facility maintenance crews are the best sources of information for the staff. The interpreter's own enthusiasm for the

project is indispensable; like a smile, it is contagious. If the interpreter thinks of the project as an exciting opportunity, the visitor will adopt the same attitude.

Judy Winklemann, Park Ranger,
and George Painter, Historian.
Lincoln Home National Historic Site



Park Ranger Melvin Cole interprets the findings and long-range goals of the Lincoln Home architectural project.



NATURAL. CULTURAL. RECREATIONAL

Our masthead, representing the diversity, tradition, and innovation of NPS sites in the National Capital Region, was created by Carol Barton, Park Ranger, Glen Echo Park.

WHO IS GOING TO SAY HELLO?

"Ranger, when does the program begin?" Yes, Ranger, when does the program begin? Does it begin with the "welcome to..." and end with the "have a nice..." portions of the formal interpretive presentation? More often than not the "welcome to" and "have a nice" are out of the hands of the park interpreter. One of the other park employees may provide the initial or final visitor contact. What is said or done during this contact will either negate or reinforce a positive park experience. That is why I feel that Visitor Service Training is such a vital extension of the park interpretive program. Quality visitor services can remove barriers and enhance interpretive programs and presentations.

The National Capital Region Visitor Service Training Program began as part of the Gardener Trainee Program on June 10, 1972, with 30 gardener trainees as participants. It was during this initial training session that I began to realize the many benefits to be derived from this cross discipline training.

Participants were requested to list goals or reasons for attending the training sessions. The response included the following:

"I feel good when I can answer people's questions."

"I want to be part of the team."

"To make the public's visit more pleasant."

"To build self confidence."

"To tell the Park Service Story."

"Pride in my work and the ability to relate it to the people."

Before the trainees participated in this program, many of them felt that managers did not think that maintenance employees had the ability or the responsibility to provide informational services to the visitors. As a result in this training, the participants expressed a new sense of purpose and felt better equipped to response to visitors' questions, provide information and describe how and why they care for the various plantings in the park. Obviously, many of them attained their goals.

Seeing these positive results, it seemed logical to extend the Visitor Service Training to other public contact personnel. In January 1976, the NCR Bicentennial Visitor Awareness Training Program began and by the end of May, I had conducted over 30 3-hour training sessions involving over 900 public contact employees.

The format for this program consisted of a one-hour informal exchange to discuss conditions, situations and employees' feeling about their jobs. Hour two was devoted to understanding the various park visitors and how to improve public contact skills. Participants were then involved in a workshop session to develop methods of improving services for visitors. As a result of these workshops, many suggestions were discussed for improving facilities and visitors services.

During the summer of 1976, I was visiting one of the parks when a maintenance employee came up to me and asked if I had a minute. He wanted to show me something. He proceeded to usher me into the men's restroom, and very proudly pointed to the paper towel dispenser which he had lowered to eliminate the dreaded S.E.S. (Soggy Elbow Syndrome). The S.E.S. had been mentioned in one of the Visitor Awareness Sessions. Towel dispensers had always been placed high above the younger visitors' heads so they could not reach, and thereby not waste the towels. Unfortunately, anyone wishing to dry their hands had to reach up, causing the water to run downstream to the elbows and the dastardly S.E.S. found another victim.

I am sure that many visitors have had a more enjoyable park experience due to the implementation of the suggestions discussed during the training sessions as well as the positive attitudes of the public contact employees resulting from the Visitor Awareness Program.

In the ensuing years, Communication Skills training sessions have been developed and conducted for a variety of public contact personnel as part of the ongoing Visitor Service Training. Each

year presents a new emphasis or a new concept and in some cases an entirely new dimension needs to be developed.

One such dimension was added to the Visitor Service Training in 1984, when a new orientation program was developed for the U.S. Park Police Recruit classes. This was a joint effort between the Regional Interpretive Division and the U.S. Park Police Training Division. I received complete support from all levels of management, including Regional Director Jack Fish, Deputy Regional Director Bob Stanton, and U.S. Police Chief Lynn Herring. This being a new program, training schedules had to be adapted and recruit schedules had to be changed.

Sergeant Pete Pellegrino and I planned the first 2-day orientation session. We decided at the onset that we would tour the various sites, police districts, stations and substations.

During the orientation tour, U.S. Park Police Recruit class was introduced to the various disciplines, sites and parkways in National Capital Region. Beginning at Fort Washington, they met Jeff Descheemaeker, who told them about cannons, mortars, and everyday life in the Fort. Looking downriver from Fort Washington, they learned about scenic easements and parkways. Sergeant Pete explained the particular law enforcement and safety problems an officer might encounter at this site. This procedure was repeated as each of the historical, cultural and recreational sites, and memorials. The days were filled with information about the sites, their history, visitor use, first amendment demonstrations and special events.

(continued on pages 24 & 25)



north atlantic region

RELIEF IS SPELLED - "IST"

Long before Gramm-Rudman, the Division of Interpretation began looking for ways to be more effective in support of the field areas. One of the most effective aids to interpretation here has been IST (Interpretive Skills Team). Begun 11 years ago in the North Atlantic Region, these groups of interpretive specialists have now spread to all regions.

Originally formed to conduct training for seasonal interpreters, the Interpretive Skills Teams (IST) are now designing and conducting the full range of Interpretive Core Curriculum. IST are also branching out into other areas, assisting parks in a variety of other ways. This is particularly true in the North Atlantic Region.

There are now about 25 active members on the IST in this region. Each volunteers about one day a month for regular planning meetings. The NAR Interpretive Skills Team is really two teams. The North Team (NIST) covers the parks from Kinderhook to Boston. The South Team (SIST) covers the parks around New York City, Long Island, and New Jersey. Their activities are coordinated at region by Interpretive Specialist Cindy Kryston.

The ISTs are made up of line interpreters, interpretive supervisors, and managers who share a common interest in keeping standards of interpretation high and bettering the lot of all interpreters in the region. There are currently seven certified trainers within ISTs. They are primarily responsible for coordinating and presenting interpretive training. Other members assist with special talents in publications, exhibits, audiovisual, etc. The Regional Chief of Interpretation, Bruce McHenry, (whose idea this was) says "the quality of Interpretation throughout the region, has benefited by the extraordinary talents and dedication of the IST volunteers. The esprit de corps of the team is fun to be a part of."

During 1985, the NAR-IST has compiled an impressive record of service to the parks including:

--conducting seven courses for interpreters which trained 163 staff and volunteers. The courses included two seasonal training sessions, Cape Cod and Fire Island, and a course for long-term seasonals at Hancock, Massachusetts. Besides this training in both basic and advanced interpretive techniques, other offerings included an Interpretive Management Seminar, and Exhibit

Workshop, a Resource Management for Interpreters course, and Curatorial Sensitivity given at Edison NHS.

Both teams have been involved in assisting parks in reviewing interpretive programs and facilities upon request, as well as with interpretive planning issues. These projects are carried out on both a formal and informal basis. Examples are the North Team's completion of a written assessment of a neighboring city Historic Site near Salem Maritime NHS and South Team's current assistance to Theodore Roosevelt Birthplace NHS in developing an Operation Plan. The South Team has also instituted a "NICE" visit program where they visit area parks on request and share their expertise, which Interpretive supervisors can use to gain additional feedback for program development. Sometimes it's good to have an unbiased opinion!

A number of team members participated in a Regionwide Interpretive Task Force which reviewed interpretive operations from the regional office to the field.

The team is preparing a conference for Superintendents, Interpreters, Concessionaire and Cooperating Associations to improve cooperative

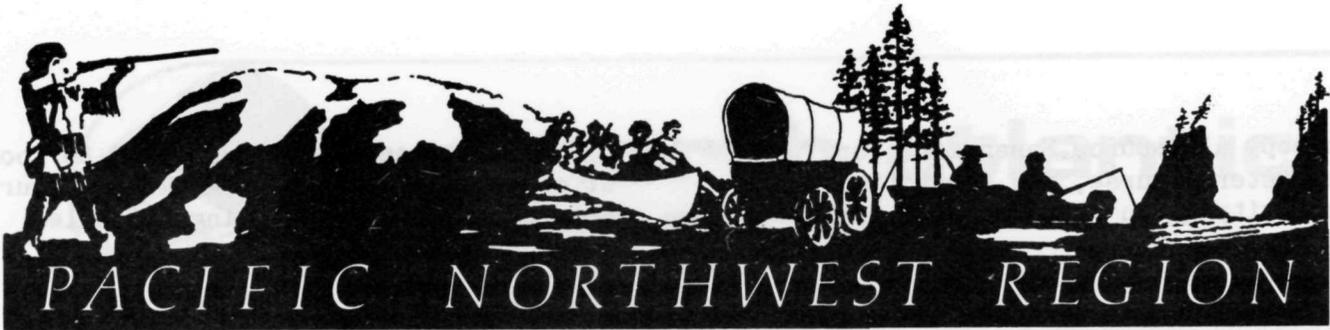
efforts between these groups and to look at other topics such as "marketing" our programs, etc. It is being scheduled for this year.

North Team members have been putting a lot of effort into a seminar on the U.S. Constitution, to be held in the Fall of 1986, to mark the document's Bicentennial. The workshop oriented program will help field interpreters better work with the academic community to infuse the meaning and dynamics of the Constitution into Parks' stories and interpretive programs.

The Teams want parks and their managers, supervisors, and interpreters to know that they are a formally recognized resource to assist both the regions and the field in a variety of ways. They are putting a lot of time and energy into helping the interpreter do their job and serve the ever growing public, So you see, RELIEF IS SPELLED..."IST".

Anyone in NARO interested in knowing more about the Skills Teams or needing their assistance should contact Cindy Kryston at the North Atlantic Regional Office.

George Price, Lowell NHP (NIST)
John Lancos, T.R.Birthplace (SIST)



PACIFIC NORTHWEST REGION

SPECIAL NOTE

The Pacific Northwest Regional Office has moved into new offices in Seattle's historic Pioneer Square district--where Seattle history begins. The street address is:

83 South King Street
Suite 212
Seattle, Washington 98104

One of the benefits of our new Regional Office location in Pioneer Square is our proximity to the Seattle Unit of Klondike Gold Rush National Historical Park. The Superintendent and his staff have been most cordial and helpful with this relocation. In addition, one of Klondike's Interpreters, Scott Eckberg, wrote the following article on an effective interpretive technique when working with children.

CHILDREN'S INTERPRETATION AND THE GUIDED DISCOVERY

In working with young people, a useful interpretive technique, which the scouting movement has used for years, is called the guided discovery. As the term implies, it is a way by which youngster realize a conclusion on their own, guided by evidence suggested by the interpreter.

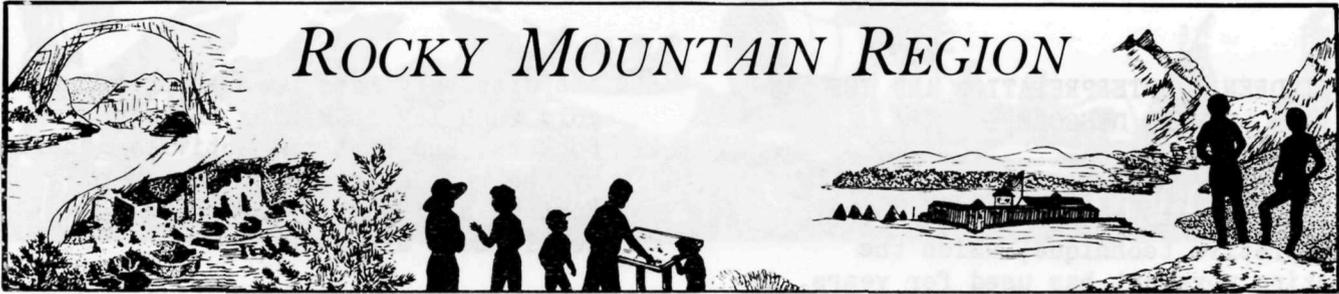
As an example, at the Seattle Unit of Klondike Gold Rush National Historical Park, visiting young people are captivated by the lingering aura of the 1898 stampede, the tens of thousands who left home for the Yukon and gold. And there the story could stay. But the interpreter builds on, asking what attracted goldseekers to Seattle, then what they did here to prepare for the journey north. On to exhibits on outfitting, freighting, maritime commerce, and the business of accommodating a gold rush. Ultimately,

the discovery hits home that the real gold rush lay in mining the miner's pockets, and that the activity generated by the rush altered the course of Seattle and Pacific Northwest development altogether.

The guided discovery utilizes children's innate curiosity and spontaneity. To succeed, it demands the interpreter be organized, know where he/she is leading, and have the patience to follow through rather than spill the beans early in the game. But the benefits are manifest: children are encouraged to think, to follow the path of thought evoked by the interpreter, and finally to achieve the destination only to find the interpreter already there, waiting for them.

That is interpretation by guided discovery.

Scott Eckberg
Klondike Gold Rush NHP
Seattle Unit



CROSS-FERTILIZATION AT NPS INTERPRETIVE SKILLS COURSES

Sound a little startling and out of the traditional NPS mold? Well, the concept of Regional interpretive skills training teams was startling in itself when the proposal came from the Regional Chiefs of Interpretation Conference at Cumberland Island in 1982. Has it worked? There's no argument like success. The Regional Skills Teams have been going strong for three years and are doing a good job of training field interpreters with little time and less money to spend on training. One of the most non-traditional yet positive aspects of Region-level training is the opportunity to involve non-NPS participants in the Skills courses. Consider the advantages of participation from the following groups: cooperating associations, concessioners, other federal agencies, state parks and agencies.

NEW IDEAS. Interpreters are always looking for new ideas and fresh ways to do their jobs. Inter-park communications provide some of the answers we seek but often our own agency's tunnel-vision prevents us from looking beyond the NPS boundaries. New ideas seem to increase geometrically with the diversity of the group. The training session environment is perfect for the exchange of ideas both in the classroom setting and in after-hours bull sessions.

BROADENED HORIZONS. Other groups of people besides the NPS provide interpretation to park/area visitors. It's that simple. And it should be important to each of us professionally and personally. Professionally it is only prudent to keep abreast of what's happening in interpretive services: what's new, what works, what saves money. From a personal standpoint, career opportunities exist in other agencies and the private sector. Whether or not they are of interest is not important if they are unknown. Again, the training session environment is perfect for the exchange of this information.

WE ALL DEAL WITH VISITORS. Park visitors partake of a variety of interpretive/educational services when they visit an area. For example, a visitor to Jackson Hole, Wyoming, could be served by as many as four different federal agencies and innumerable private businesses. It is repetitive for the visitor and ridiculous for each service provider to re-invent the wheel with each visitor contact. If all the diverse "interpreters" would work together, the visitors would be better served and the servers would individually save time and money. The seeds for working together can be planted at a Region level interpretive skills course.

COMPATABILITY, NOT COMPETITION. Interpretive Skills courses can provide

the basis for compatible visitor services. As the budget belt tightens for the NPS, it has been suggested that the private sector begin to offer more interpretive services. Rather than being threatened by this possibility, NPS interpreters should be training private sector employees and helping the managers establish goals and standards for the services they provide so that the visitor will continue to have a quality park experience. It seems the federal agencies will no longer have the luxury of competing with the private sector for visitor participation. The bonds of this cooperation can begin in Interpretive Skills courses.

MORALE BUILDING. The NPS has been in the interpretation business longer than anyone else and does it better than anyone else. It is easy to lose those facts in the everyday fog of too little money, too few bodies, and too much paperwork. Training is always a morale boost, and it's an even bigger boost to be able to share some of the NPS experience and professionalism with course participants from non-NPS agencies or the private sector.

MONEY. Non-NPS participants can be charged a course tuition which in turn helps fund instructor travel and some materials for Interpretive Skills courses. Money shouldn't be the only reason to invite these folks to participate in a Skills course, but every red cent helps make skills training a reality.

So how does it all work? Each Regional Skills Team should set up its own guidelines for non-NPS course participation. The Southwest Region has split course participants 50/50 NPS and non-NPS. Rocky Mountain Region has a course quote of 30, 24 of which are NPS, 3 concession, 3 anybody else. Both

teams have taught special request training sessions for state parks and groups of concessioners. Obviously, NPS personnel should have the first opportunity for training and Director Mott would like for all uniformed NPS employees to take Skills I at some point. But each Regional Skills Team should consider carefully the merits of "cross-fertilization" in the Region-level skills courses. It's good for all participants and instructors alike.

Linda L. Olsen
Rocky Mountain Region
Interpretive Skills Team

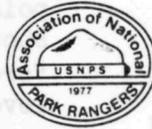
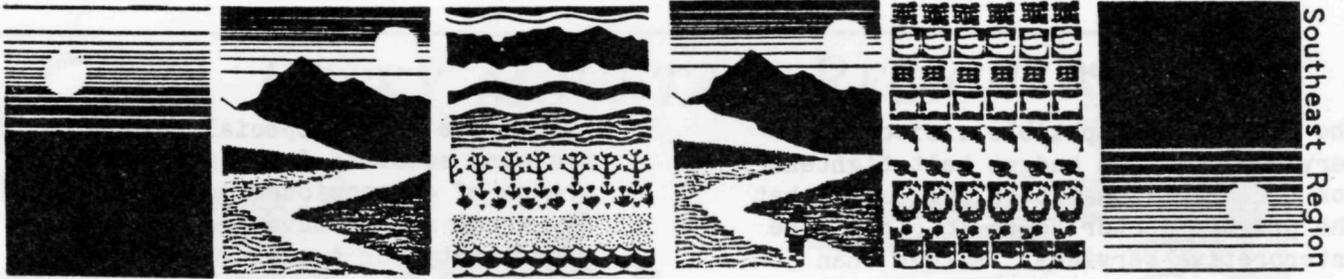
SUPERVISION OF VOLUNTEERS

Some Good News for a Change

Hundreds of interpreters (and other rangers, too) have chafed under the irritation that managerial efforts with VIPs are largely ignored during Personnel Management Evaluations, desk audits, and new position classifications. A salve for that chafing is now on the market, but it's a prescription item -- not available over-the-counter for everyone with an itch.

Last fall, the Rocky Mountain Regional Director and her Personnel Division asked WASO to reexamine this very complex issue in light of our increasing involvement with -- and benefits from -- the VIP program. On March 3, 1986, Acting Director Galvin transmitted WASO's position paper to the Service Directorate.

One could successfully argue that only a Classifier can make heads or tails of it, but we will try to digest salient points. There's little hope, first of
(continued on pages 24 & 25)



TOWARDS A MORE PROFESSIONAL YOU

The Southeast Region believes in and promotes the professional growth of interpretation throughout the National Park System. As part of this belief, we encourage interpreters to become more aware of the numerous outside organizations that enhance an Interpreter's professional growth and potential. Therefore, we will devote a section of each "In-Touch" issue to providing information on organizations relating to the development of a more professional cadre of Interpreters in the National Park System. One such organization is the Association of National Park Rangers.

The Association of National Park Rangers has grown from an informal gathering of friends with a predominantly social agenda to a professional organization whose purpose is to "communicate for, about and with park rangers; to promote and enhance the park ranger profession and its spirit; to support management and the perpetuation of the National Park Service and to provide a forum for social enrichment."

Some of the many benefits to interpreters who hold membership in this organization are: receipt of the Quarterly Journal of the Association of National Park Rangers entitle, "Ranger," that contains timely information from

the field and from Management on topics of interest to all park rangers. Perhaps more importantly, membership could promote more contributions of articles relating to the field of interpretation. Members also have the benefit of voting for officers, holding office and voting on policies to represent the opinions and attitudes of the ranger profession. Attendance at the Annual Ranger Rendezvous (you do not have to be a member to attend the Rendezvous) can be a social and educational experience, as you meet others who have or share the same interests and concerns about Interpretation and the National Park Service.

We encourage membership in this organization as one of many opportunities to increase the professional image of the Interpreter in the National Park Service.

Note: Membership information is available by writing to:
 Association of National Park Rangers
 P.O. Box 222
 Yellowstone National Park, WY 82190

Suzanne Lewis
 Management Assistant
 Gulf Islands National Seashore

DID-JA-KNOW

DID-JA-KNOW? at Wright Brothers National Memorial an annual event called the FLY-IN is held the last weekend in April. Pilots from all over the country fly into the First Flight Airstrip located on the historical grounds of the memorial. Antique, classic, homebuilt and Warbird aircraft are displayed for the general public. In addition to the aircraft, blimps and military helicopters are exhibited at the annual event. Fly-bys and buddy rides are made available to the visitors. This year's FLY-IN will be held April 25-27, 1986 with most major activities scheduled for April 26th.

DID-JA-KNOW? at Martin Luther King, Jr. National Historic Site a souvenir postal cachet was issued by Eastern National Park and Monument Association to commemorate the first nationwide celebration of Martin Luther King, Jr's birthday.

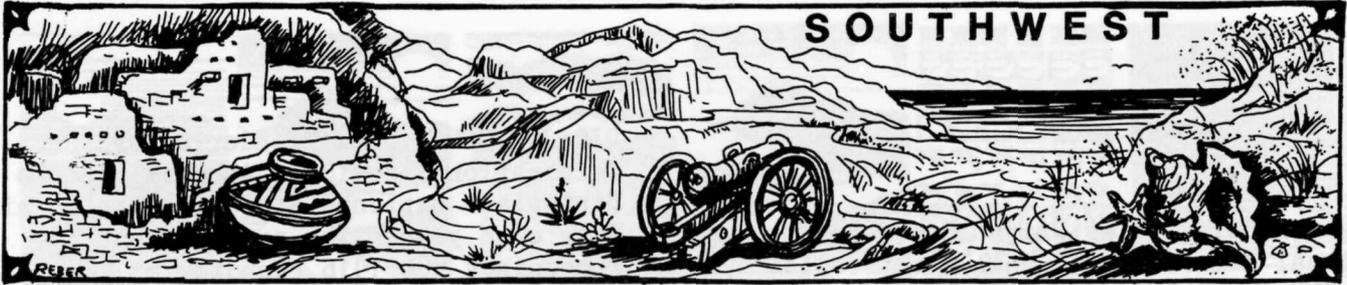
DID-JA-KNOW? Mammoth Cave National Park celebrates Christmas in the cave. The annual event, Christmas Sing in the Cave, is held the third Friday in December. Local chorus groups and choirs are invited to participate. Favorite carols and melodies are performed for the general public at an area called "Methodist Church" in the cave. A nostalgic atmosphere is recaptured with the placement of kerosene lanterns and the use of candles all ablaze in the cave chambers. A decorated Christmas tree is included as part of a tradition from the past commemorating the first Christmas celebrated in the cave. Anywhere from 300 to 1,000 people have attended this event in the years past.

DID-JA-KNOW? ... a Founder's Day Celebration is held at Abraham Lincoln Birthplace National Historic Site in mid-July each year. The annual event recognizes the 1916 founding of the federal park. Among the activities scheduled for the two-day celebrations are log hewing, rail splitting, and 18th Century craft demonstrations. An art exhibit is on display in the Park Visitor Center as well as singers from My Old Kentucky Home State Park.

DID-JA-KNOW? in the Great Smoky Mountains National Park music has helped to reunite the park to the people that once lived in the area. Old Timer's Day is a biannual event in Cade's Cove. A reunion of people who once lived in the park or had family ties there are invited to come back and bring their instruments for a music day. Originally this all started when rangers went to Cade's Cove to play their own instruments. The people wanted to know if they could also come and join in on the music making with them. Now, twice a year, the event occurs on one Saturday in May and one Saturday in September. Record crowds of up to 6,000 have been reported as attending this event.

DID-JA-Know? about Night Prowls in Everglades National Park. Visitors are escorted through the tropical hammocks at night without their flashlights! Slew Slogs or Wet Walks help the visitors to experience the marsh environment by actually getting into the marsh.

DID-JA-Know? A money-saving hint from Gulf Islands -- Obtaining donations of paper (cases, reams, etc.) can cut your printing costs drastically, because paper costs are over 50% of the overall
(continued on pages 24 & 25)



Here in the Southwest Regional Office, where this stuff is compiled, we recently had a history lesson from Chaco Canyon. Jeff Manly, a ranger there who often enough has had to respond to some unreasonable, interfering request from here, was rummaging through their files and unearthed this letter. It's genuine, dated January 7, 1940. We get the message, Jeff!

That's old "Doc" McKinney that wrote it; he knew a thing or two about making the system work. In those days, he was supposed to ride the perimeter of the park occasionally and had a horse to do it with, but region didn't give him any money to feed the horse with. So he named the horse "Ruins" and used money from the "ruins stabilization" budget. That sounds like one of those ranger campfire stories but I met a retired archeologist here in Santa Fe who confirmed it; he was the seasonal who rode Ruins!

Well, as the rest of you, we could fill this space with successes we see in the field, and feel pretty good, hoping you never found out about the goofs that happen along with them. I suspect we are all pretty much in the same boat,

and maintaining equipment necessary for the operation.

The list goes on, and will be added to as the program develops.

While the program developments are impressive, the change in job duties for field level staff is a far more significant result of NERNA's volunteer program.

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only maybe the leaks in it are bigger than we are used to. As you, we are surrounded by new emphases and "thrusters," all connected to savaged budgets to do them with. It seems to us the way out is to pretty much cling to the fundamentals. We agree with the big pushes, but it turns out that mostly they are aimed at a "push" that's been the same since the Service began: Does every visitor, everyday, get a good visit? And that breaks down to little things, like bulletin boards that are up-to-date, good interpretive materials in the sales area, programs that start on time, rangers that talk loud enough, well-written trail guides, well-kept exhibitry. Excellence is in the details.

Specifically, the program developments are impressive, the change in job duties for field level staff is a far more significant result of NERNA's volunteer program.

That's the report from the Southwest Region. Things aren't good -- but I guess you could say they are sure a heck challenging. We are going to keep assuring that every visitor, everyday, gets a good visit. This regional office pledges to stay out of the way as much as we can; the front line rangers will keep taking care of visitors even when things get crazy, and will carry us through.

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Dan Murphy



GROWING PAINS

How could it not work?

A huge new park, surrounded by a sophisticated urban population of 6 million, created through direct public involvement and featuring a variety of natural, historic and cultural resources. The public agreed with the idea to bring all these resources together and nearly 20 million people each year come to visit Golden Gate National Recreation Area (GGNRA).

A park like GGNRA is the stuff of which a Volunteer Coordinator's dreams are made. With more than twenty inquiries a week about volunteer opportunities, GGNRA is in a position that many parks would find enviable.

The tremendous backlog of unfunded work projects, combined with an aggressive desire by park management to provide more services and programs despite funding cutbacks, created a need at Golden Gate for a professionally managed Volunteers In Parks (VIP) program to efficiently and effectively link the public's desire to help with the park's need for assistance.

The results of GGNRA's new VIP program are more than our statistics showing over 1000 volunteers performing 56,000

hours of work last year. The real results indicate dramatic changes in the way projects are planned and paid staff is utilized.

Complete programs and projects have been developed in the park which would not have been started without our VIP program. The long-closed Point Bonita Lighthouse was opened and staffed entirely by volunteers who are responsible for making it one of the San Francisco Bay Area's most popular attractions. Without them it would still be closed.

A scientific research program studying raptor migration was begun only because volunteers were interested in collecting this vital scientific data. Today, this nationally acclaimed program, still operated by park volunteers, is able to attract grant support into six figures because of the dedication of VIP's building community support for a cause they believe in.

A few years ago, GGNRA's famed historic ship collection was in danger of sinking and needed massive amounts of money and labor. The ships still need money, but they are being kept afloat with thousands of hours of skilled and unskilled volunteer work. The park's Nike Missile site, long forgotten and in disrepair is now open and functioning (without warhead) only because a group of dedicated volunteers spent untold hours researching, acquiring, repairing

and maintaining equipment necessary for its operation.

The list goes on, and will be added to each year as the VIP program really gets going. But, though these projects and program developments are impressive, the change in job duties for field level staff is a far more significant result of GGRNA's volunteer program.

While embracing the VIP program as a way for Golden Gate National Recreation Area to grow and develop in this period of austerity, park management has also recognized the need for paid staff to change the very nature of their jobs. Quite simply, field level personnel must become supervisors and managers for a VIP program to grow successfully.

Specifically, a ranger must stop presenting two program a day to a total of 50 visitors, so that she can help train the forty VIPs who present Point Bonita Lighthouse programs to 600 visitors. The park's Natural Resources Specialist has to turn over the feral pig removal program to another staff member/volunteer manager in order to coordinate the Raptor Research Programs's training sessions for 70 volunteers. The ranger on duty in the Visitor Center is replaced by a volunteer so he can train the Nike Missile volunteers in equipment procurement policy. The historic ship deckhand misses six hours in the rigging so that a dozen volunteers can be trained by her. They wind up spending 150 hours in the rigging because of the initial investment of six hours of training.

These are the consequences of a park's commitment to a large VIP program. But to field staff untrained as supervisors and wary of such massive changes in work

assignments, these consequences are of critical importance.

GGNRA's management was quick to realize that the influx of volunteers would mean change for field personnel. They recognized that volunteer supervision and management are more than "other duties as assigned" in a job description. Support from the top came in the form of communication and training... communication of management support for this shift in job responsibility, and training in program management and supervision.

Acting on the recommendations of park VIP Coordinators and interpretive staff, GGNRA's Superintendent took the lead in Senior Staff meetings to point out that the hours of volunteer service that division chiefs were chronicling in their management efficiency reports were going to exact a price in staff management and supervision time. The Personnel Division developed a policy to give volunteer managers and supervisors documented credit to heighten consideration for special details, and initiated discussions with WRO and WASO to obtain improved crediting (in spite of OPM) for volunteer management. In addition, the Interpretation Division arranged a three-day training course in "VIP Program Management and Supervision" for all staff involved with supervising or managing volunteers. Finally, involving staff from different districts and divisions was critical, so a committee has been formed to involve maintenance staff with ranger staff to supervise volunteer work projects.

Because of this communication and training, and inspired by the visible success of the volunteer program, field staff have been open to the changes in duties. They still have ample

(continued on pages 24 & 25)

(NCR continued)

The recruits used the tour and additional research materials we provided to produce the required 5-minute talks on NCR parks which they had to prepare as a part of their training at the Federal Law Enforcement Center (FLETC). At the request of the U.S. Park Police, this orientation tour has now been expanded to a total of 4 days: 2 before and 2 after their training at FLETC.

As a result of being involved with the U.S. Park Police Recruit Orientation and other Visitor Service Training sessions, I have learned that most public contact employees share the same goals as that first group of Gardener Trainees. They want to be part of the team and they feel good when they can answer the visitors' questions. Cross discipline training is good for the Park Service, good for the employees and particularly good for the park visitors. Won't it be terrific when every employee gives each visitor a "Welcome to" or "Have a nice visit?"

Joe Geary, Site Manager.
Ford's Theatre NHS

(Western Region continued)

opportunity to maintain their skills in public contact, and many have found those skills developed even more when they train others. The rewards which come from seeing others carry on your techniques, coupled with the career benefits which come from supervisory and management experience more than make up for diminished field responsibilities.

These experiences reflect the volunteer program in one park, but the directions taken by GGNRA will be taken by other parks. Preparing for the changes

brought about by a successful VIP program, and supporting the paid staff as they go through those changes are critical to the continued growth of the program and to the growth of the park.

Tom Ryan, Park Ranger
VIP Coordinator, GGNRA

(SER continued)

printing job costs, regardless of whether or not it is a GPO or local vendor project.

Some sources for paper donations:

- Newspapers
- paper companies
- local paper sales
- large printing companies
- large office supply companies
- buying paper with donated money

Note: If your printing job is a GPO contract, specify on your DI-1 that the paper already exists and is not a bid consideration and will be shipped via GBL to the selected bidder.

Be sure to specify the size, color and weight of the paper. This avoids one of the major complaints associated with GPO orders: poor paper quality! If you obtain the proper weight, color and size of paper thru donation, over half your fears have been dispelled!!

(ALASKA continued)

The Fairbanks and Anchorage centers are housed in historic government buildings, but they are being equipped with the latest technology for providing visitors with information and orientation,

interpretation, and trip planning assistance. Along with a variety of exhibits and short videotapes about the six major regions of Alaska, there will be trip planning computers featuring interactive touch-screen access to information about more than 200 sites on public lands throughout Alaska.



The Future

Tourism is Alaska's fastest growing industry. The main reasons people visit the state are to view the spectacular scenery and wildlife and to observe cultures and lifestyles different from their own. The National Parklands of Alaska are helping to preserve these things for Alaskas visitors and residents of today and tomorrow. Interpretation and visitor services programs in Alaska are challenged to provide people with enough services to enable them to have safe, enjoyable visits, while at the same time, allowing for the individual's sense of discovery and adventure that will retain the flavor of the Last Frontier.

Frank J. Deckert
Chief of Interpretation
Alaska Regional Office

(ROMO continued)

all, for reclassifying positions into the "Supervisory" category because of VIP supervision, but incumbents can and should be credited (in grade determinations) for the scope and complexity of functions performed as a result of work accomplished, regardless of whether that is achieved with the assistance of VIPs.

The WASO position paper does state that position currently classified as "Supervisory" GS (General Schedule) positions "may receive credit for also supervising VIP's in several ways", and goes on to describe three possibilities. Furthermore, existing standards for "Supervisory" FWS (wage-grade) positions specifically allow "for counting non-Federal employees in determining the scope of operations supervised".

As already stated, this is a very complex, and historically nettlesome issue. The WASO reexamination is not going to quell a Servicewide malady, but it does recognize that there may be some outbreaks and that there is medicine available -- properly prescribed. The Rocky Mountain Region has advised Superintendents to take another look at positions affected by supervision of VIPs, and send petitions for a closer look to our personnelists in Denver.

Bill Sontag
Chief, Division of Interpretation
Rocky Mountain Regional Office

NATURAL RESOURCE NOTES

This column will look at natural resources research and management in the national park system as they relate to interpretation. How can new knowledge be better incorporated into interpretive messages? What resource management issues are most pressing, and how might they be presented to the public? Today: a few thoughts on resource management.

Part of any park's story is the effort to protect and manage its resources. But this important piece of the tale has been rather neglected. Hence Director Mott's Point 4 in the 12-point plan: "Share effectively with the public our understanding of critical resource issues." If a visitor sees a field being burned or a bear being tranquillized, he or she may be alarmed, and in any case needs to know why we're doing it. And more generally, visitors need to understand that managing a national park is a complex and expensive job. Further, an informed visitor is more likely to respect park resources and support the protection of all our public lands.

Management actions are also interesting to interpret, because they are a test and an application of our knowledge of how nature works. To explain a prescribed burn, for instance, you need to go into the natural role of fire and the response of vegetation to it, as well as the Park Service's reasons and methods for deliberate burning.

Many parks have indeed interpreted natural resource management issues, as made clear in Dick Cunningham's survey, Interpretation of Natural Resources Management, Cultural Resources Management, and Visitor Safety in the National Park System. A copy of this report was sent to each park and a summary article was published in Park

Science, Winter 1985. But a multitude of topics still need more attention from interpreters. Consider, for instance, the following:

The Role of Parks in Maintaining Biological Diversity. The conservation of species, their genetic resources, and ecosystems is a major purpose of national parks but one little appreciated by the public. Every natural park protects an array of these biological resources. What are they? Are the populations large enough to maintain themselves? What sort of management do they require? If your park has any endangered species or gene pools of economic importance, this is one good way to lead into the subject.

Biosphere Reserves--A New Kind of Protected Area. Some 22 NPS units are now part of the international biosphere reserve network. What is a biosphere reserve? How does this designation broaden the role of an NPS unit? What can biosphere reserves do for conservation and development around the world? There is great potential but not yet much public awareness or understanding of this newest type of protected area.

Acid Rain in the National Parks. Aquatic systems, vegetation, and cultural resources in parks are affected by acidic deposition. What do we know? How do we know it? What are the trends? What can be done to address the problem? This is only one, though prominent, part of the air pollution problem. And only one of the many external threats to parks which are so difficult to handle. New legal and administrative tools may be needed, and a supportive public is fundamental for obtaining these.

Controlling Exotic Species. Wild pigs in the Smokies, Brazillian pepperbush in the Everglades, goats and pigs in the Hawaiian parks are just a few of the exotic species that are disrupting native ecosystems in national parks. If your park has exotic species whose effects are known, you have a good story on the impact of these invaders, any efforts being made to eradicate them, and why the Park Service makes these efforts.

Pest Management. The usual response to disease or insect infestation is to take action against it. Park visitors need to know why in most cases the Park Service doesn't take action, the natural history of such epidemics, and how we practice integrated pest management when we do step in.

Animal and Plant Restorations. This is an upbeat, positive kind of story. And how you go about restoring something to its former home involves knowing a lot about the species, including why it disappeared, and how it fits into its ecosystem.

Wherever possible, you should relate topics such as the above to your own park but let your audience know that they are systemwide or worldwide in scope. Bring in examples from other places if you can.

I am hoping to put together, in cooperation with the WASO Branch of Interpretation, information packets for interpreters on selected resource management topics, starting with biological diversity. These would

include, 1) a briefing on the subject, 2) a few articles on the subject, 3) a list of further references, emphasizing those that are most accessible, 4) suggestions on ways to present the subject, and 5) graphic material-mainly slides. I would appreciate any comments or suggestions. Is this a good idea? What kinds of information would be most helpful? What resource management topics do you consider most important to interpret? My address: Napier Shelton, Department of the Interior, National Park Service (498), P.O. Box 37127, Washington, D.C. 20013-7127. Phone: 202-343-8135.

Sources of information on park resource management issues includes: 1) your park's natural resource management plan; 2) your park library or headquarters: among other items, there should be on file reports of all research done in the park, both NPS-funded and non-NPS-funded; 3) resource managers and scientists working in you park; 4) your Regional Chief Scientist; 5) Park Science magazines; 6) the George Wright Forum; and 7) slides and other interpretive material on air quality available from Dee Morse, NPS Air Quality Division, 655 Parfet Street, P.O. Box 25287, Denver, CO 80225. Phone: 8-776-8761 or 303-236-8761.

Napier Shelton
Technical Writer-Editor
Office of Natural Resources, WASO

THE NATIONAL PARK SERVICE INTERPRETIVE
SKILLS TRAINING PROGRAM

During 1983, the first two Instructors' Workshops in Interpretive Skills were given at the Stephen T. Mather Training Center in Harpers Ferry, West Virginia. About fifty interpreters attend those original workshops, making up ten Regional Interpretive Skills Teams. By all accounts, those workshops were very successful in their goals of training and organizing skills teams which in turn trained field interpreters in basic interpretive skills. Almost 1500 employees (and others like concession or association employees) have been trained by the Regional Interpretive Skills Teams.

In January 1986, the third Instructors' Workshop in Interpretive Skills was held at Mather Training Center. Forty interpreters attended the workshop, twenty-six of whom were new to the program, the other fourteen returning for their second or third time.

During the two-week workshop, the new members participated in a mini-fundamentals of training workshop. They also created a new 80-hour curriculum, Interpretive Skills III, and field tested every lesson plan in the Skills III program at various NPS areas in the Mather Training Center vicinity.

While the new members worked on their program, the returning members modified and upgraded the Interpretive Skills I and II curricula. They also assisted the new members in their training skills, and helped critique the field presentations.

Two events brought about the third Instructors' Workshop in January. One; several of the original fifty members of the skills teams transferred, creating a shortage of team members in some regions. (Only three of the original

group of fifty have dropped out altogether.)

The other influencing event was the arrival of Director Mott. His emphasis upon interpretation and visitor services has greatly influenced the path of training for interpreters in 1986. When the Chief of Interpretation first met with the Director and explained the Minimum Core Training Concept of interpreters, Mott's reaction was that the Minimum Core should be vastly increased.

One proposal was to greatly expand the Interpretive Skills programs. Without a flinch, Mott approved the plan. Consequently, all Skills curricula have been increased from 40 to 80 hours of instruction time, which creates some interesting drawbacks as well as advantages over the old setup.

In the revision of Skills I and II and in the development of Skills III, all curricula were developed for 80 hours of course work. Forty hours of formal, on-site training was developed for each course. The other 40 hours were packaged to allow Regional Teams to have flexibility--flexibility in presenting 40 hours of formal on-site and 40 hours of more informal, off-site training; or 64 hours of on-site and 16 hours of off-site training; or even 80 hours of formal, on-site training with no off-site training. Options were created to allow team members and participants to meet realities of their normal job duties. Curricula revision emphasized practical, skills-related training, with secondary emphasis on philosophy and bureaucracy. Interpretive Skills I deals strictly with Personal Services Interpretation. Skills II is Non-Personal Services Interpretation. Skills III is Interpretive Techniques

and Methods for Special Visitors and Situations. (An 80-hour Interpretive Skills IV, Interpretive Writing and Site Bulletins Workshop, is also offered yearly at Mather Training Center.) Objectives for Interpretive Skills I, II, and III are listed below.

The revision of Skills I and II and the creation of Skills III at the January Workshop were carried on keeping in mind that the curricula serve ten teams, and that consistency from Region to Region is necessary to preserve the Servicewide nature of Skills programs. When a Regional Skills Team develops and presents its own programs to meet the specific needs of the region, it does not advertise the program as being part of the NPS Interpretive Skills program.

As team members created their lesson plans at the January workshop, they wrote them on word-processing equipment at Mather Training Center. All 42 lessons plans making up the Skills I, II, and III curricula have been entered onto computer disks for easier revision, update, and transmission.

Presently, there are 75 interpreters who have taken the Instructors' Workshop and who actively participate on the ten Regional Interpretive Skills Teams. Mather Training Center and the WASO Division of Training are providing \$2000 "seed money" to each Regional team in Fiscal Year 1986 to allow interpretive skills programs to continue during this cost-cutting time. It is only enough money to support the activities of the regional instructors; park participants will have to continue to participate through park benefiting accounts.

Following are the overall objectives and curricular topics of the three Skills programs:

INTERPRETIVE SKILLS I: PERSONAL SERVICES INTERPRETATION (FY86)

At the end of the Skills I training course, each participant will be able to:

Primary Objectives

- write a personal definition of "Interpretation," compare it to Tilden's definition, and describe its role in the National Park Service throughout NPS history;
- apply communication skills to prepare, present, and evaluate his/her personal interpretation;
- present an effective interpretive talk, walk, and illustrated program;
- demonstrate key concepts all interpreters should apply when operating a visitor center, during roving interpretation, and when making individual contacts.

Secondary Objectives

- list methods for keeping his/her interpretation fresh and for avoiding burnout.

Interpretive Skills I Topics

- (1) Interpretive Skills I Orientation
- (2) NPS History/Interpretation Philosophy*
- (3) One-to-One Communications*
- (4) Themes and Objectives*
- (5) Talks

- (6) Program/Performance Evaluation*
 - (7) Walks*
 - (8) Illustrated Talks*
 - (9) Keeping Fresh/Avoiding Burnout
- (*Primary Objective Topics)

INTERPRETIVE SKILLS II: NON-PERSONAL SERVICES INTERPRETATION (FY86)

At the end of the Skills II training course, each participant will be able to:

Primary Objectives

- apply sound principles of writing and design to park interpretive publications;
- outline strategies for preparing park press release and PSA's and for conducting spontaneous media contacts;
- perform basic mechanics for producing a video program and a multi-image slide program;
- produce a concise, well-edited label/exhibit for his/her park.

Secondary Objectives

- apply non-personal interpretive skills to a real park problem;
- describe approaches for interpreters to use when dealing with other park operations;
- list ways computers can aid an interpretive operation;

--utilize advanced slide and overhead transparency technique.

Interpretive Skills II Topics

- (1) Interpretive Skills II Orientation
 - (2) Problem-Solving/Course Problem
 - (3) In-House Communications
 - (4) Interpretive Writing*
 - (5) Publications: Planning and Preparation*
 - (6) AV Application: Multi-Projector Set-Up and Video Workshop*
 - (7) AV Applications: Advanced Program Techniques
 - (8) Media Relations*
 - (9) The Computer as an Interpretive Tool
 - (10) Exhibit Planning and Preparation*
- (*Primary Objective Topics)

INTERPRETIVE SKILLS III: INTERPRETIVE TECHNIQUES AND METHODS FOR SPECIAL VISITORS AND SITUATIONS (FY86)

At the end of the Skills III training course, each participant will be able to:

Primary Objectives

- prepare and deliver a variety of special interpretive presentations, including demonstrations, story-telling costumed interpretation, living history, and dramatic/creative arts;

--utilize special techniques for interpreting to the physically disabled, the sensory impaired, the mentally disabled, the elderly, and ethnic and international visitors;

--prepare interpretive programs for children and school groups, using environmental education techniques to do so;

--implement outreach/off-site interpretive programs;

--utilize sound interpretive methods for dealing with controversial issues.

Secondary Objectives

--formulate strategies for implementing special interpretive emphases/events such as the Statue of Liberty or the U.S. Constitution;

--describe the global, international scope of NPS interpretation and how it fits into international efforts of conservation;

--use sky interpretive techniques that are relevant to his/her park.

Interpretive Skills III Topics

(1) Interpretive Skills III Orientation

(2) Development and Application of Interpretive Strategies*

(3) Solving Park Problems with Interpretive Solutions

(4) Presentations:*

(A) Living History Philosophy, Planning, Skills

(B) Creative/Performing Arts

(i) The Area and the Event

(ii) Using Drama in Interpretive Programs

(C) Demonstrations

(D) The Art of Storytelling

(E) Costumed Interpretation

(5) Environmental Education and Children's/School Interpretation*

(A) Environmental Education

(B) Environmental Education Workshop Plan

(C) Children's Interpretation

(6) Interpretation for Special Populations*

(A) Program Accessibility for Special Populations

(B) Program Accessibility for the Mobility Impaired

(C) Interpretation for the Elderly

(D) Interpretation for the Mentally Disabled

(E) Interpretation for the Sensory Impaired

(F) Cross-Cultural Interpretation

(7) Special Events/Emphases

(8) Extending the Park Influence (Outreach/Off-site)*

- (9) The Inter-Park Perspective
- (10) Skill Development in Interpreting Controversial Issues*
- (11) Sky Interpretation
- (*Primary Objective Topics)

Now called the Recommended Minimum Core Competency Training Program for Interpreters rather than the Minimum Core Training Concept, an interpretive training program exists for Interpretive NPS Rangers which includes a possible 320 hours of Interpretive Skills Training. This represents an increase from two available skills courses totally 80 hours in FY85 to four available courses totalling 320 hours in FY86. Three-fourths of this training (Interpretive Skills I, II, and III) is given at the Regional level by Regional Skills Teams. The program is working well largely due to the dedication and hard work of the Skills Team members. It is they who have decided what should be taught and how to teach it. They have a stake in the success of the program since they helped create it. Past and future participants, the Division of Training, and the National Park Service are grateful to the employees who have worked to make the program successful.

Michael D. Watson
Mather Training Center

COMMITTEE FORMED FOR CONSOLIDATION OF
ASSOCIATION OF INTERPRETIVE NATURALISTS
AND WESTERN INTERPRETERS ASSOCIATION

It's been a long time coming and it's about time! AIN and WIA have each designated three members to serve on a committee to develop a plan for the consolidation of the two national interpretive organizations. Since the designations have been very recent, no specific information is available at this time, but with the deadline for the next issue of "IN TOUCH" close at hand, NPS interpreters' comments are welcome and needed.

Don't be bothered if you aren't a member, you're a member of the profession and will be effected by the new organization's success, like it or not. You therefore should have input.

Please send comments about any area of interest, concern or recommendation (dues, chapter or regional structure, publications, etc.) to any of the committee members:

Tom Christensen, Inside Outside, Austin, TX

Rich Koopman, Boulder County Parks, Boulder, CO

Donna Pozzi, California Dept. of Parks & Rec., Lodi CA

Jim Tuck, National Park Service, RMR-MI, Denver, CO

Dave Vincent, California Dept. of of Parks & Rec., Sacramento, CA

Anne Wright, TVA, Land Between the Lakes, Golden Pond, KY

Jim Tuck
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