

# IN TOUCH



HOOFJAGLE

## OUR PARKS, OUR EARTH...OUR LIFE

There's much in modern life that's dangerous to the health. Though we recognize that our outdoor activity in the National Park System aids physical health, the parks' potential for aiding our spiritual health is not yet so well understood.

The human spirit suffers nowadays from worsening fragmentation. We feel ourselves separate from nature, so our inner rhythms lose the great orchestra in which we evolved to harmonize. In factories we make fragments, few of us experiencing the material's source or completing a functioning product. In offices most of us deal endlessly with in-between fractions without beginnings or ends. Schools tend to separate from real life. Science denies our feelings and keeps dividing into narrower and more numerous specialties. Exercise tends to separate from work, even from play. Art and literature often neglect basics--the basics "have been done"--it's novelty and shock

that bring attention. Youngsters clan with each other and see elders as foreign. Philosophy fails its unifying function. Even history seems irrelevant, focusing mostly on political and military surfaces while fuzzing the depths. Divided, we fall into boredom, alienation, violence, me-first rat-racing, failure to feel at one with ourselves, our world, or earth, our home.

But history at least is showing signs of recovery. Will and Ariel Durant, after producing their multi-volume *Story of Civilization*, linked people with nature and found that "the laws of biology are the fundamental lessons of history." And Arnold Toynbee, near the end of his career, broke through to integration and wrote *Mankind and Mother Earth*. Our National Park System's embrace of history along with nature, though diversely motivated, is proving serendipitous. It is becoming a significant factor helping us to melt

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"ENERGY INTERPRETATION"

down the fragments and feel the unity that our conscious mind alone hasn't been able to hold.

We visit Voyageurs or Death Valley, say, and feel human and non-human nature interacting in our heritage. We appreciate at Mesa Verde or Casa Grande how the ancients combined their deepest longing with their living through symbols and rituals of creation. We gaze into Grand Canyon or Yosemite or the Smokies, and the essence of earth seeps into us. We look up at Mount Rainier or Mount McKinley or visit the mission at Tumacacori and feel God.

We watch wild creatures and rejoice that human action is saving the Everglades, for instance--or Yellowstone and Glacier--ecosystems to keep our fellow forms alive

along with us. We visit Cumberland Gap, say, or Golden Gate, and sense the melding of our planet and our lives. We explore Shenandoah and discover earth and human culture cooperating in deep integration and spring-like renewal.

Visits to national park areas have multiplied threefold in less than a generation. Far more of us than ever before walk in wilderness now and time-travel in history simultaneously. As we enjoy and save our parks, building their defenses in our hearts, the parks help save us. Interconnections form in our depths. The pattern of the whole grows stronger. We hear again the great orchestra of earth and life, and our spirit begins again to sing, tentatively yet, but more and more in harmony.

*The above commentary, by Darwin Lambert, was taken from the November 1980 issue of National Parks And Conservation Magazine.*

Phil Walsh  
Park Ranger

## PEARL BUCK ON INTERPRETATION

Who has not read The Good Earth, the great novel by Pearl Buck? As the daughter of American missionaries, she grew up in China, and wrote her masterpiece, which was so true to Chinese thought and ways that it became a best-seller and was honored by Chinese critics for its insight.

What is little known is that Mrs. Buck had definite ideas on what might be termed the anatomy of interpretation. She set them forth in the course of a talk at International House, Columbia University, in 1933.

"Interpretation," said Mrs. Buck, "is only another name for understanding." She went on to say that although she herself was not a "professional interpreter" (professional or not, she certainly ranked with the best), she knew of only two qualifications for being an interpreter.

"First and foremost," she said, is "a spirit of humility and of inquiry which keeps one constantly learning at every source, constantly distrustful of one's own knowledge and ability to interpret."

The second qualification is "the unalterable conviction that one conveys, that one interprets, far more ... by what one is than by what one says. Speech, writing, are important and may have influence, but they have influence only when they are pervaded by this spirit of humility, of all detachment in the cause of truth. An angry or partisan point

of view, however sincere, falls short of its aim. It fails because, however, good it is, people discern its weakness and know it is one-sided."

"Detachment in the cause of truth!" Of what importance this is when the interpreter deals with subjects that may be controversial--the continuing issue of conservation (and it will always be a continuing issue, until the planet is dead or vanished) is an example which comes readily to mind.

"Humility!" The subjects that an interpreter deals with are always greater--or should be--than himself, his opinions and prejudices. It is not the interpreter who is his proper subject, depressing as this might be to the ego.

"A spirit of inquiry!" Had Pearl Buck not had this spirit in abundance, The Good Earth, which has so enriched American letters and contributed so importantly to American understanding of the Chinese people, would never have been created. And neither, it goes without saying, would many a fine piece of interpretation in the National Parks.

(Mrs. Buck's talk at Columbia University was later published. It may be read in the chapter entitled "Interpretation of China" in the book China As I See It (New York: John Day Co., 1970) by Pearl S. Buck, compilation and editing by Theodore F. Harris).

Charles Konopa  
Seasonal Interpreter  
Bryce Canyon NP

## "ENERGY INTERPRETATION??"

Is the topic of energy included in the interpretive programs at your park? If not, perhaps it should be -- interpretation can give the public a better understanding of the energy problem. A better understanding can result in more conservation. Different parks may lend themselves to different types of energy interpretation, but the basics are similar for all.

If you already interpret energy, or if you are planning to, additional perspective can be gained from a recently published booklet. Entitled "Energy Interpretation: A Guide for Idaho State Parks," the booklet is the result of a project conducted by the Cooperative Park Studies Unit of the National Park Service at the University of Idaho. Although designed for Idaho parks, the guide can be used anywhere as the authors focused on the basic principles of interpretation given by Freeman Tilden and others. Each principle is followed by an example of how that principle can be applied to energy.

Energy interpretation is difficult, though, and must be carefully approached. For this reason, the authors have included sections of the problems of energy interpretation and the rhetoric of energy. Additional information on energy and interpretation in general can be obtained through the dozens of entries in the annotated bibliography.

Written by Sam H. Ham, Gary E. Machlis, and Robert P. Deyerberg, all of the University of Idaho, the guide would be particularly useful as a training aide for seasonal and aspiring interpreters. The thirty-four page booklet costs one dollar. Copies and additional information may be obtained by writing to the authors at the Department of Wildland Recreation Management, College of Forestry, University of Idaho, Moscow, Idaho, 83843.

Malcolm Montgomery  
Old Mission State Park  
Cataldo, Idaho



Dear Editor,

If at all possible, I would like to use the "Rap Up" section of an issue of IN TOUCH for a project I am working on. Working at Arlington House was my first experience working at a historic site. A good portion of questions asked were pertaining to ghosts or strange tales concerning the house. In turn they would tell me of stories they had heard at other National Parks or Sites. I found these stories fascinating, and then after a few "encounters" of my own at Arlington House I decided to do some research and investigating of ghosts and folklore in the National Parks.

I concluded that it could get quite expensive to send a letter to each National Park, so hopefully I could make such a request through IN TOUCH. Asking anyone with any stories or tales to please write them down and send them to me at, National Park Service, George Washington Memorial Parkway, Turkey Run Park, McLean, Virginia 22101, care of Arlington House. Thank you for your help and assistance in this matter.

Phil Walsh  
Park Ranger

## "PLUMY WHO ???"

Plumy Clay (Park Technician Maude Salinger) is 4'11" tall and has abandoned her NPS uniform for the garb of a mill girl of the 1820's. Donna Grau (Park Technician) is 5'10" tall and has also temporarily retired her NPS uniform to adopt the dress of a farm girl of the early 1800's. Though their sizes and appearances are decidedly individual, together, they bring the powerful story of the Industrial Revolution to 5th grade classes in the Lowell school system.

Less than two years ago the city of Lowell Massachusetts received due recognition as an area whose planned industrialization set a precedent for similar, nationwide industrial expansion. From its inception the Lowell National Historical Park has maintained a strong commitment to education. While the park was not yet a year old an interpretive program was developed in an effort to bring the story of the Industrial Revolution in Lowell, to the city's schools. A Park Technician turned mill girl was the vehicle chosen to convey the information. Known to all as Plumy Clay (PLOOMY), her assumed name was discovered in a diary of the period.

The Lowell Industrial Living Experience is an interpretive program which is presented in individual classrooms on two consecutive days. The first day finds the farm girl, Donna, arriving with a large oak basket in hand. A variety of farm and household implements contained in the basket become the focal points of a discussion concerning local farm life in the 1800's. As each visual is pulled from the basket various aspects of 19th century life can be discussed.

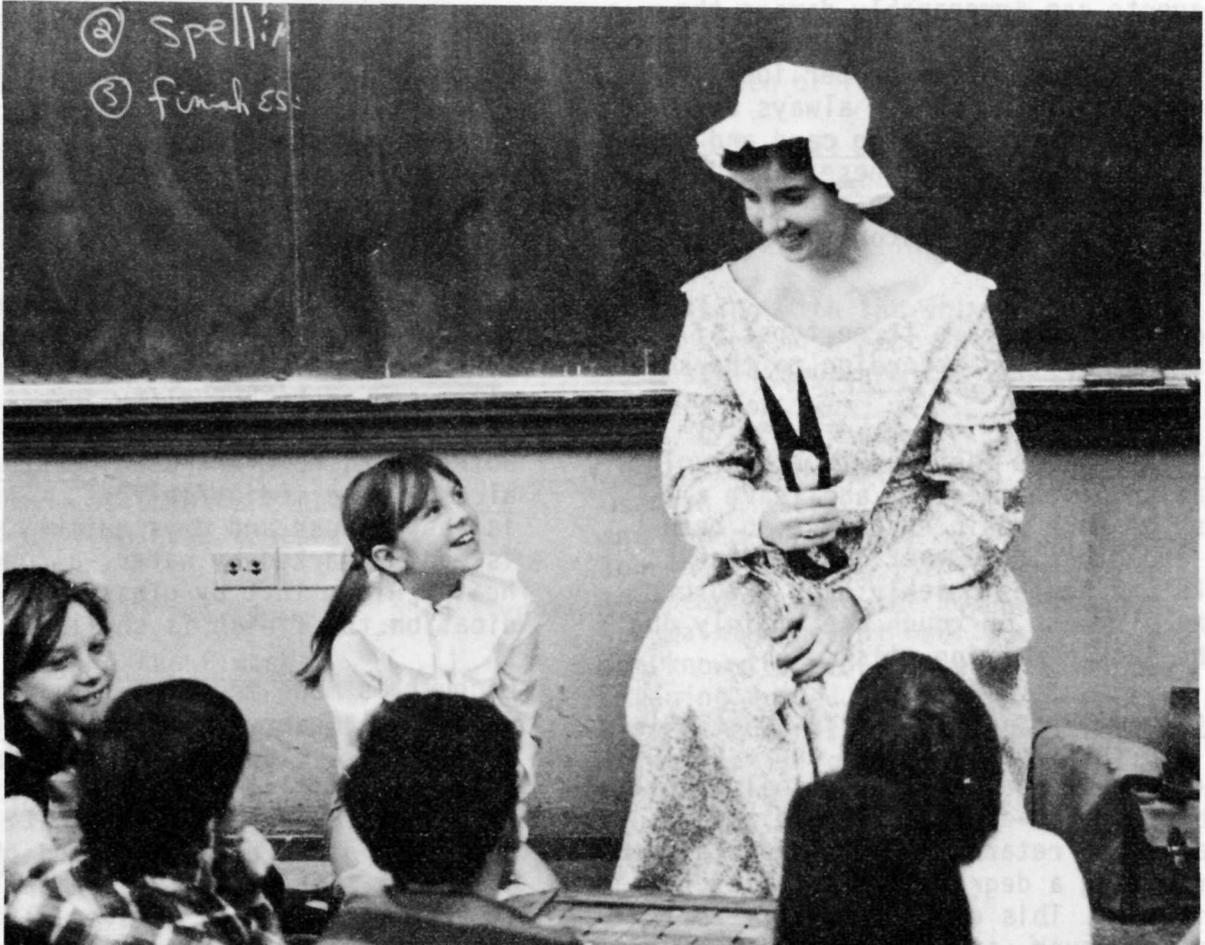
Some of the areas covered include daily and seasonal chores, food preparation and preservation, and the hand processes involved in the making of woolen cloth. The students are always eager to handle the "SHEEP FUR," their predictable term for fleece. To prepare the class for the subsequent visit of Plumy Clay, and to the weaving process, the students each look at their own clothing under a magnifying glass. The activity culminates with each student making, and weaving on, a paper loom.

With the arrival of Plumy Clay the classes are introduced to the life of a mill girl of the Industrial Revolution. Clad in a full length calico dress and cotton apron, Plumy demonstrates the processes of picking, carding, hand-spinning and weaving wool. Each child participates in all the phases using the necessary equipment, which includes table looms. The sound of tape-recorded factory bells signals the end of the weaving activity. Similar sounds accompany a brief sequence of slides which depict the early Lowell Mills and machinery. Plumy, speaking in the first person, then presents a slide illustrated narrative describing her life in the mills and boarding house. Current scenes of the city may be observed throughout and serve as familiar points of reference for the class. As the program concludes, questions are encouraged and students are usually eager to ask Plumy how old she really is!!!

Student participation has been the key to success and learning throughout The Lowell Industrial Living

Experience. The combined enthusiasm of both teachers and students has greatly contributed to the success of the program. Lowell's importance in the Indus-

trial Revolution comes alive through the visits of Donna and Plumy who visited every 5th grade class in the city.



With sheep shears in hand, Donna Grau and students at the Bartlett school in Lowell Massachusetts discuss the processes of making woolen cloth, 19th century style. (Period dress, circa 1860, courtesy of the Longfellow National Historic Site, Cambridge, Mass.)

Donna Grau  
Park Technician  
Lowell NP

### Identification of Historic Wood Finishes

A necessary part of properly cataloguing historic wooden objects is the proper identification of the finish. This is essential, as the use of improper cleaning agents can irreparably damage the surface finish of fine specimens, particularly furniture. The proper identification of the finish should always be entered both on the \*catalog card and the \*condition report, and these records should be consulted prior to any cleaning, maintenance or restoration of the item.

In general, there are three types of finish, classified according to the solvent used:

Spirit types dry fast due to rapid volatilization of the medium, and leave a finish of pure resin excellent in hardness and gloss. However, the finish cracks and scales quickly upon exposure to the elements or rough use, mainly due to the lack of drying oils.

Turpentine types contain a resin, a solvent (in the form of Turps) and a drying oil (generally boiled linseed oil or oil of copal). The drying oils are added primarily to retard cracking and scaling by providing a degree of elasticity to the finish. This elastic quality is gained, however, at the expense of hardness and gloss.

Oil types generally use linseed oil as a medium, but historically both poppy oil and walnut oil were also used. Oil finishes stand up well to exposure and

use, but have the unpleasant quality of turning gummy and sticky with age; attracting dust, dirt and masking the true value of the wood.

### Common Names and Properties of Finishes

Shellac is made from purified lac, the resinous secretion of the female lac insect, laceifer lacca, native of Southern Asia. There are two types, orange and white, depending upon the purity of the lac used. Both types were used in giving a mellow tone without the use of stain; white was generally used on high quality furniture and over painted and stenciled items. Both types, however, used denatured alcohol as a medium/solvent. Shellac is easy to use and dries quickly, but is easily marked by water, alcohol and heat. Rings left by glasses is an indication the finish is shellac.

Lacquer is made from the sap of the Japanese lacquer tree, taxi-codendron verniciflum, also a native of Southern Asia. The finish is hard, slick, shiny and generally resistant to heat, water, but will not take rough usage, chips and scars with ease. Historically its use was limited, however, 19th century imported furniture and lacquered boxes will be found in Service collections. There are generally black or deep red (due to pigments added to the lacquer base) and may have painted or stenciled designs. Lacquer used a petro-chemical base, but careful

testing is required before cleaning with turpentine or stoddards solvent (varsol).

Varnish (in the specific sense) may use one of a number of resins (dammer or sandarac being the most common) in a turpentine medium/solvent with drying oils often added. Varnish is the most durable of the traditional finishes; resists heat, water, alcohol, and is elastic enough to take fairly rough use. Varnish was by far the most common of the historic finishes used.

Oil finishes are going to be rare, and easily identifiable no matter what type of oil was used. The surface will be dirty and crusted with grime, with absolutely no shine. It will look like exactly what it is; oil soaked wood. Few examples of oil finished furniture have survived, as they were generally shellacked or varnished somewhere along the line.

### Testing the Finish

This should always be done in an inconspicuous spot (chair bottom or the back of a bed post) and the result should always be listed on the catalogue card and condition report. This saves the necessity of having to repeat the process.

To test for shellac: sponge a small area with denatured alcohol. If the finish is shellac, the spot will soften, become sticky. Do not use water or alcohol in cleaning.

To test for lacquer: sponge a small area with lacquer thinner. Lacquer will soften or rub off.

To test for oil finish: clean a small area with stoddards solvent. An exposed wood surface with no shine will appear if an oil finish has been used.

If testing with the solvents listed above show no effect on the finish, it is most likely varnish, and should be treated for such.

The proper identification of finish used on historic furniture is easy, and a necessary part of proper cataloguing. However, it is useless if the people doing the actual cleaning and maintenance of your furniture do not know the proper precautions and cleaning procedures necessary to preserve the finish. Make sure the information is recorded, and those that have a "need to know," do.

Kent Bush  
Curator  
Hubbell Trading Post

## CONSIDER THE CHILDREN

### CREATOR'S CORNER

Scenario I - Family of 9 (in a VW bug) pulls into Mount McKinley National Park after non stop driving from the Everglades...

1. Mom hasn't used a restroom since Florida
2. Dad is a little tired from driving
3. 7 darling children (Grandmother finds them darling) are mildly quarreling

Scenario II - You, the Interpreter, are wondering how to get that "one magic slide" you need to tie together the two parts of your brilliant slide program: "The Zen of Grizzly Bear Garbage Dumps vis-a-vis the mating ecology of the Arizona Horned Toad"

Scenario III - You, like the other Naturalist/Interpreters, are hoping to contract the bubonic plague so you won't have to face that dreadful Visitor Center again

Scenario IV - Visitors comment that your slide show brings back fond memories of kindergarten nap time

The daily life of a friendly N.P.S. Interpreter!

Do these scenarios resemble recurrent nightmares? If they do then BEWARE! you have "end of the season blahs"! (even if it is the beginning of the season). These scenarios can/should be seen as marvelous challenges to your creativity and interpretive skills...BUT - what happens when you don't quite see them in that light? What happens when you see

these challenges as problems? Well...

One good initial strategy is to be as disagreeable as you can, hating everyone and everything, complaining about everything to everyone. Later, if you are lucky, you might stumble on the essence of your unpleasantness and frustration: dormant creativities. Often times we are not able to deal with challenges properly because our thought processes are holding us back. How to stimulate new perspectives and awaken our Rip Van Winkled creativities? There is a wonderful, inexpensive solution that never fails: runny nosed kids. Yes! Children do not have to be Dennis the Menaces, they can be wonderful interpretive resources because they naturally have many of the interpretive qualities we are trying to regain: sensitivity, freshness, energy, innocence, enthusiasm, adventure, and mind boggling creativity.

How to use them? One way to liven up your park would be to suit up some kids in NPS green and turn them loose as interpreters. A slightly less terrifying alternative would be to plug yourself into the child's energy source, directing the energy flow with your more sophisticated skills of organization, abstract reasoning, and information synthesis. That is the key to recharging yourself, your programs, and your creativities.

Some Ideas On How To Direct The Children To Interpreter Energy Flow how to get that one "special slide": ask children to make it for you! Describe your desired theme as clearly as you can (ex. - "the ferocity of Alaskan mosquitoes") then turn them loose with crayons and

colored paper. Their creations will challenge the marvels of Mount McKinley - you will be amazed. Make slides of those you like, and you will have links in your slide program that will touch even the crustiest visitor. Children-made slides force visitor smiles and generate a more personal message between you and the visitors.

If your slide program is beyond repair (or so severely in trouble that a couple "magic" slides won't save you): let children inspire you! Listen to their interests in your park, look at their drawings, ask them to draw pictures or tell you what is special about your park. A great program might even be "A Child's View of X National Park," the possibilities are endless. Where does all this picture drawing happen? The Visitor Center of course! While grumpy Mom and Dad are thrashing with campground reservations (and each other), Junior can be in the "Kid's Corner" (out of parent's hair) releasing some of his energies constructively. Stimulating the creativity of children is good interpretation and benefits to the Visitor Center, the park, and the spirit of parents, children, and interpreters are almost beyond measure. The artistic creations can be hung in the Visitor Center, announcements or awards for outstanding work can be presented at campfire programs (this also

acts to encourage program attendance), and good drawings can be converted to slides for the permanent slide file. The largest benefit from this program, however, is accrued by the visitors themselves - the involvement encourages a sense of belonging and vested interest in the park - and this warm feeling is long lasting. It is fun thinking about 30 years hence when a now adult revisits the park with his children...might his drawing of 30 years ago be used in a slide program his children are attending?

This project encourages involvement and environmental awareness and can result in a more personal, memorable visitor experience. It also energizes sleepy Interpreters and is very inexpensive (just a few reams of colored paper and some crayons will last the season).

Return to the 4 opening scenarios and use your imagination and children life and kids aren't so bad after all!

Jeffrey Hughes  
Seasonal Interpreter  
Mt. McKinley NP

*The emphasis of the remaining portion of this issue of IN TOUCH is on the training and supervision of seasonal interpretive employees. Last Fall we asked the interpretive staff at Everglades NP to share with us their ideas and techniques on this subject. The following pages were taken from the very generous amount of fine material that they sent in. We want to extend our special thanks to George Robinson and his fine crew for taking the time to share this with us.*

*Ed.*

## WHO BUYS THE COFFEE AND DONUTS?

As an "administrator," I tend to look at training from a totally different point of view than the students or the instructors; I'm worried about how the whole thing is going to come together and remain organized. Granted, the instructors are responsible for the majority of this organization, but it seems that it's the little things that can often make or break a training course. What, you may ask, are the "little things?"

Well, to begin with, WHERE is this whole thing going to take place? Are you aware of all possibilities of facilities to accommodate a large group of people and the audio-visual equipment at each location? And think about mundane things like FOOD -- are folks going to have to bring a lunch, or is there a place to eat nearby? Remember, the predominant number of people in our society today love a cup of coffee in the morning -- do you have access to a large coffee pot, and WHO'S GOING TO MAKE IT/PAY FOR IT??? I found taking up a collection of \$1 from all coffee drinkers on the first day works pretty well...leftover bucks can be used on the last day for treats like donuts, cookies, etc.

Perhaps you think the above is too trivial to worry about; not so. It's all part of trying to put together an

ENJOYABLE session. You'll find that grumbling stomachs tend to lead to grumbling temperaments which usually leads to disinterest on the part of the participants.

Perhaps you will have folks from outside your park attending the course. If so, things get a bit more complicated, but not overwhelmingly so. It's important to make them feel "at home" which could be achieved by various social activities, predominantly beer-drinking and lots of conversation with "meet and greet" the theme. Setting up quarters for them is important, so try and have everything prepared (i.e., motel room arrangements, bunk space, etc.) several days in advance. It's no fun to arrive in a strange place with new faces and get caught in a screw-up over a place to lay your head!

I feel it's important that you designate a small section of the training course to the role of administration/the-paperwork-end-of-things. However, much we may complain about the bureaucratic hassles encountered daily, they are a REAL part of survival in the NPS, and it's imperative that the seasonal (or anyone) realize that he/she is more than likely going to get caught up in the mess in some form or another. I propose that you ask the administrator

for your division to spend a few minutes detailing such subjects as: paychecks (where/when to receive, what to do when errors show up, who to contact in the event of screw-ups), uniform allowances and regulations (where to buy what and with what amount of cash), rehire procedures ("Do I have to do that 'blankety-blank' seasonal application all over AGAIN in order to come back???" ), as well as any miscellaneous idiosyncracies of the administrative aspect of working in your NPS area. It is important that you let the participants know that there is someone they can contact when they feel totally frustrated with "the system." The administrative position in your division is the "link/liason" which will hopefully smooth out the myriad of seemingly ridiculous

regulations and processes for the seasonal (and permanent!) personnel. Such a resource must be identified!

In conclusion, you must be aware of the fact that presenting a "smooth-rolling" image of your operation is very important, especially to new employees. Contact your administrative person and have him/her be ready to present something on their role in this "big picture" to the group at the training course. Their importance in your activities may not be immediately recognized, but come the day when overtime is overdue, your staff will appreciate knowing who to turn to!!

Lu Setnicka  
Administrative Technician  
Division of Interpretation  
Everglades NP

#### PLATFORM PLANK

It's like a political convention. Left and right wings battle to dominate the platform. Only in this case, the left wing is the subjective side of seasonal training (methods and philosophy of interpretation), the right wing, the objective, hard-core faction (explicit facts, the nitty-gritty about the park, etc.).

New seasonals often vote to the right, figuring that Tilden and acclimitization are nice, but only icing -- tasty enough, but lacking the solid cake beneath. Give us first the Park Biologist, later if there's time, the poet.

On the other hand, the leftists say that anyone reasonably intelligent can learn cold facts by reading about them. Gaming, communication technique, and soul are what make those facts come alive to

intrigue and provoke the visitor. If you can't turn your audience on, the facts along will not speak for themselves.

The political moderate will, of course, opt for a mixture, typically in the middle, or just a little off center in either direction. This usually wins the most votes provided that the seasonals are towards the middle themselves. But suppose half the seasonals are strong on facts, weak on interpretation, while the other half are the opposite? Trying to please everybody with a centrist position would be like standing in a tub of hot water with an ice pack on your head, claiming that on the average you feel comfortable.

Professional politicians take a poll to see in advance how the people stand on

certain issues. Perhaps supervisory naturalists should do the same. It could be done over the telephone when initial contact is made with each seasonal several weeks before the E.O.D. date.

You might even find that most seasonals would prefer less formal training but more personal preparation time to put their slide shows, nature walks, and other presentations in working order. You may also find that they really don't know what they want, especially when they've never worked for you before.

Why not, therefore, program optional time for part of the training? Each seasonal would be free to choose how best to spend that time, after working it out with his immediate supervisor.

But whatever you finally decide, make sure that during the training, appropriate feedback is demanded and immediately received from the seasonals. This can often steer an aimless training program back on course and also provide new ideas for next time.

Robert Kramer  
Interpreter  
Everglades NP

### INTERPRETING TO OUR DISABLED VISITORS

Because of a change in attitude, legislation and awareness the disabled population has emerged as a 'recreating' group that is visiting the National Parks in increasing numbers. The Park Service has committed itself to providing accessible facilities to ensure access to those who have previously been unable to share in much of our national heritage.

As we approach our training season, we as interpreters must look at our commitment to providing meaningful programs to the disabled visitor. We need to look at (1) Our attitude concerning the disabled; our understanding of their special needs; (2) Interpretive and community resources available to us; (3) Development of programs designed for interpreting to groups of disabled visitors and those that integrate all visitors.

Thankfully, the stereotypes of the helpless blind person or amputee have fallen by the wayside. We see these people realistically, as people who happen to have a disability. They are people who

are eager to experience the sounds, textures, hues of this world. They are no longer just picnic goers but are on the ski slopes in Colorado and canoeing the waterways of the Glades. But, for the interpreter who has not had any contact with a disabled person, he/she may have certain apprehensions or misgivings as how to affectively include that person in a program. Questions arise: Does one mention color when describing a Parula Warbler to a blind person? Should one offer to assist a person in a wheelchair? In training we should provide a forum for exchange of ideas, experiences that our interpreters have had in dealing with these questions.

Here at Everglades we use two films, "A Different Approach" and "The Invisible Children" to stimulate discussion on attitudes and feelings. Both films are upbeat and display humor and sensitivity in making us aware of certain misconceptions that we may have due to a lack of contact with disabled people.

At training we should include a variety of resources from the community as well as from other divisions within the park. Are we in touch with the disabled community to know what their needs are? Are there people available that could offer instruction in signing or make us sensitive to little things like speaking slower to the deaf visitor so he could read our lips? Have we discussed our ideas with staff from other divisions? What ideas does the maintenance division have on removing architectural barriers? Drawing on these other resources will strengthen our ability to offer a greater variety of programs.

In reevaluating programs we need to decide if alternative programs should be offered where physical logistics make participation impossible. Could adjustments be made in existing programs? (a hike down a lesser grade to allow

participation by someone with a heart condition). Could we use sensory activities to interpret an area as well as traditional methods.

We will always want to provide programs geared to specific age groups, interests, backgrounds and special needs. But by discussing and planning programs in training sessions, I think we will find that it is also quite easy to adapt programs to participation by the disabled and non-disabled population. Just as we are integrating ramps and lower water fountains into an overall architectural plan, our interpretive programs reflect variety and innovation in achieving a goal of integrating the needs of all our visitors.

Shirley Beccue  
Park Technician  
Everglades

## TRAINING OBJECTIVES

### A FABLE -

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse, proudly.

"You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee, thanks." said the Sea Horse, and zoomed off into the interior of the Shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else - and not even know it.

I can guess what you are thinking, "A clever and cute story, but everybody talks about objectives and almost nobody does anything about it." When supervisors mention objectives you can usually hear comments like "busy work, bull, and @!#\*)?!!," above the background noise of moaning. If this is your experience, then you have not been exposed to good objectives writing. From this point on I want to condense a remarkable little book I recommend you read, Preparing Instructional Objectives, by Robert F. Mager, Fearon Publishers, Belmont, California. Mr. Mager writes about preparing behavioral objectives which is different from the busy work objectives we seem to be saddled with so often.

"The training objective is an intent communicated by a statement that describes measurable attributes observable in the learner that has completed their instruction. It must be realized that this statement is a collection of words and symbols. What you are reaching for is a statement that communicates your intent exactly as YOU understand it." You must avoid the use of words that are open to misinterpretation like; to know, to understand, to appreciate, to enjoy, and many others.

"How can you write objectives that describe behavior of the learner?

First, identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.

Second, try to define the desired behavior further by describing the important conditions under which the behavior will be expected to occur.

Third, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable."

#### IDENTIFYING THE TERMINAL BEHAVIOR

"The way to write an objective that meets the first requirement, then, is to write a statement describing one of your educational intents and then modifying it until it answers the question,

What is the learner DOING when he is demonstrating that he has achieved the objective?"

#### FURTHER DEFINING THE TERMINAL BEHAVIOR

"Here are some questions you can ask yourself about your objectives as a guide to identifying important aspects of the terminal behaviors that you wish to develop:

1. What will the learner be provided?
2. What will the learner be denied?
3. What are the conditions under which you will expect the terminal behavior to occur?
4. Are there any skills that you are specifically NOT trying to develop? Does the objective exclude such skills?"

#### STATING THE CRITERION

"If you can specify at least the minimum acceptable performance for each objective, you will have a performance standard against which to test your instructional programs; you will have a means for determining whether your programs are successful in achieving your instructional intent. What you must try to do, then, is indicate in your statement of objectives what the acceptable performance will be, by adding words that describe the criterion of success."

#### FINAL SUMMARY

1. A statement of instructional objectives is a collection of words or symbols, describing one of your educational intents.
2. An objective will communicate your intent to the degree you have described what the learner will be DOING when demonstrating his achievement and how you will know when he is doing it.

3. To describe terminal behavior (what the learner will be DOING):
  - a. Identify and name the over-all behavior act.
  - b. Define the important conditions under which the behavior is to occur (givens or restrictions, or both).
  - c. Define the criterion of acceptable performance.
4. Write a separate statement for each objective; the more statements you have, the better chance you have of making clear your intent.
5. If you give each learner a copy of your objectives, you may not have to do much else."

Get a copy of Mager's book, study it, write your instructional objectives as he outlines the process and I can guarantee that the Shark will not eat you.

David Whitman  
 Interpreter  
 Everglades NP

#### TAKE A CHANCE!

Have some of your programs become routine and monotonous? Do they lack the zip, enthusiasm and sparkle that once was there? Do you dread giving a program or using a certain theme? Have you fallen asleep while presenting your own program? Was the audience grateful that you did?

If so, discard that old program or theme that you've used the last few seasons and take a personal and professional challenge to innovate and create.

This does not mean that programs or interpretive schedules should be changed solely for the sake of change. The objective is to change to improve personal skills, to improve the interpretive schedule and to provide better visitor services. It should be understood that new programs must meet the interpretive objectives and goals of that area.

In the Everglades each interpreter is required to present one program or theme that is creative (unique; completely original; never been done anywhere before) or innovative (something new to the Everglades interpretive program although it may have been done elsewhere). Initial reaction from interpreters to this requirement was mixed. Comments ranged from "I don't have time" to "I have several ideas I'd like to try." End of season comments were generally supportive and positive. Comments from local repeat visitors were extremely supportive since they had participated in most of the old programs.

Some prerequisites for creativity and innovation:

- An open atmosphere where new ideas can be tried and where failure of

a new activity can be accepted; the important thing is to try new ideas

- Supervisory concern and help with the planning and evaluation
- A budget for the low-cost items that may be needed
- News releases or in-park publicity to inform the public of these new activities
- Adequate, readily available research materials and information
- Scheduled, paid preparation time; time to present the activity, to revise and modify it if needed and to present it at least once more

How to encourage creativity and innovation:

- Try brainstorming ideas with the interpretive staff; during the brainstorming do not try to evaluate ideas; do not allow any "that won't work because" or "we tried that before and it didn't work" statements; remember that all ideas have some positive value
- Isolate a concept or aspect of your area that could better be explained and brainstorm solutions
- See your supervisor for ideas; supervisors see your seasonals for ideas

- Take a common object or gizmo and consider uncommon uses for it (mind-stretching); perhaps it can graphically illustrate your idea
- And if all positive encouragement fails, supervisors may fall back on the threat of a poor evaluation; some people perform miraculously when there back is to the wall and the screws are tightened

How to evaluate your new program or activity:

- Did it meet your written objectives?; is there concrete evidence of this or is it just a feeling?
- Did the audience respond favorably?; was it merely polite response or genuine?
- If a radical analogy or unusual technique was used to present an idea, was the idea remembered or only the technique?

Make the commitment, accept the challenge, take the risk and innovate! And above all else...If it works, use it!

Bill Laitner  
Interpreter  
Everglades NP

We were so impressed with what the folks at Everglades NP have worked out to measure performance of both Seasonal Interpreters and their supervisors that we asked them to share it with all of you IN TOUCH readers. So here it is!

ed.

To: In-Touch

December 19, 1980

From: Michael D. Watson, Everglades National Park

Subject: Performance Standards for Interpreters at Everglades National Park

Two years ago, the Unit of Interpretation at Everglades National Park felt impelled to formalize performance standards for seasonals beyond the informal ones that had been used. Several things caused us to feel this way: our personnel office did not feel that we were supporting our rehire recommendations well enough; we felt that we could be more consistent from district to district in our ratings and support for the ratings we gave; and we felt that seasonals should be treated as the professionals they are. Consequently, permanent and seasonal interpreters produced a set of performance standards using past standards, other park's standards, and ideas of our own.

The final product was longer than we hoped, but we decided to include as much as we felt was necessary. We wrote them in a format which uses the summary ratings from the Seasonal Employee Evaluation and Rehire Recommendation Form (#10-153). The first season we used them, some people were initially overwhelmed by the size of the document. But upon use and familiarity with the standards, most seasonals and supervisors liked the system. The standards were revised a year later and are reproduced here.

At the same time the seasonal standards were revised, a set of performance standards was developed for supervisors. They were developed so the seasonal could know what to expect of his or her supervisor and to make evaluation a two-way process. Since permanent employees are evaluated under a different system than seasonals, these standards were written at a satisfactory level of performance. They are reproduced here as well.

The standards are not perfect, and they never will be. But we have found them to be quite useful in Everglades and share them in this vein. Since their institution, the personnel office no longer questions our end-of-season ratings; we are more confident in the consistency and fairness of our evaluations; seasonals know what supervisors expect of them and vice versa; and evaluations have become more of a two-way process.

*Michael D. Watson*

## memorandum

DATE: October 25, 1979

REPLY TO  
ATTN OF: George Robinson, Chief of Interpretation

SUBJECT: Satisfactory Standards of Performance for Interpretive Supervisors at  
Everglades National Park

TO: Interpretive Staff

The following set of standards of performance apply to interpretive supervisors at Everglades National Park. They are written at the satisfactory level of performance. They will be used by the Chief of Interpretation for quarterly evaluations, and by supervisors to induce two-way communication throughout the evaluation process. The standards are grouped into four areas:

- I. Interpretive Ability
  - II. Relations With People
  - III. Supervisory Ability
  - IV. Work Habits
- I. Interpretive Ability--For satisfactory performance, an Everglades interpretive supervisor:
    - A. Usually utilizes accepted interpretive techniques such as questioning, structuring, and responding, as defined in Personal Training for Interpreters.
    - B. Prepares programs that are informative, accurate, and at times, utilizes imaginative or experimental methods.
    - C. Evokes an audience reaction characterized by a basic interest and attentiveness; an enthusiastic or emotional response, however, may be lacking at times.
    - D. Prepares written objectives for programs and usually meets these objectives; shows some interest in self-improvement by modifying techniques to improve these objectives.
    - E. Prepares programs that are usually effective as measured by how intriguing, imaginative, involving, informative, and influential they are; occasionally utilizes the six principles as defined in Tilden's Interpreting Our Heritage.
    - F. Improves the quality of new interpretive programs throughout the season.
    - G. Presents programs which exhibit high interpretive standards.



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

II. Relations With People--For satisfactory performance, an Everglades interpretive supervisor:

- A. Sets the example by exciting the interest and curiosity of visitors and employees alike, using a personal, two-way communication.
- B. Influences visitor and employee behavior in a tactful, positive, and non-threatening manner.
- C. Conveys a spirit of cooperation among all people contacted or supervised.
- D. Treats what visitors have to say with the importance deserved.
- E. Shares and stimulates new ideas.
- F. Possesses insight into the problems encountered by supervisors, park visitors, school children and teachers, members of other divisions, and concession employees.
- G. Communicates and works effectively with management, employees of other divisions, school children and teachers, and concession employees.
- H. Makes regular visitor contacts similar to those made by supervisors on the average of one day per week over an interpretive season.

III. Supervisory Ability

A. Leadership: For satisfactory performance, an Everglades interpretive supervisor:

1. Has adequate self-confidence.
2. Establishes an atmosphere of mutual trust with employees.
3. Makes every effort to keep promises.
4. Is a leader in the day-to-day district activities.
5. Sets a positive spirit in order to achieve unity, teamwork, and high morale.
6. Keeps employees informed by holding regular staff meetings.
7. Absorbs new data quickly, analyzes complex issues and problems and makes sound decisions.
8. Accepts responsibility for decisions, and does not shift the blame for the decisions.

9. Adjusts to changes and pressures without undue stress to self or employees.
10. Accepts constructive criticism from employees and uses such criticism to improve programs and areas of supervision.
11. Presents accurate and thorough information during the hiring procedure; thoroughly explains the job description and duties, housing situation, housing termination date, environmental factors, physical requirements, uniform standards, end-of-season dates, training opportunities, and other pertinent data.
12. Discusses performance standards at beginning of season.
13. Has knowledge of pertinent details of employee's work; compliments employees appropriately and sincerely; uses positive reinforcement.
14. Stimulates people to use their talents to best advantage for themselves and the interpretive program.
15. Offers constructive criticism to employees and helps them improve their programs and meet professional goals; assists employees in self-evaluation of programs and job effectiveness.
16. Is consistent in employee relations and does not play favorites.
17. Discusses performance problems at first sign of trouble.
18. Offers constructive criticism to employees for work or programs that are incorrectly done; insists that the work be done correctly by the employee rather than the supervisor.
19. Is readily accessible for employees who request personal help, advice, or information.
20. Looks at problems from both the employees' point of view as well as the supervisor's.
21. Reacts to personnel problems head on and does everything possible to resolve such problems as quickly as possible.
22. Controls temper and reprimands employees in a fair manner; never reprimands employees in the presence of others.

23. Goes to bat for employees when necessary.

B. Scheduling: For satisfactory performance, an Everglades interpretive supervisor:

1. Distributes work schedules at least five days in advance.
2. Assigns duties and work projects in advance; makes equipment available to complete the assigned duty or work project.
3. Defines assignments and explains why they are necessary; gives clear expectations as to the quality of the end product, and makes it clearly understood; delegates authority to accomplish assignments.
4. Adapts and adjusts schedules to accommodate unforeseen problems.
5. Actively seeks ideas of employees and incorporates some of them into new schedules.
6. Resolves scheduling problems, balancing the needs of employees and visitors.
7. Assists with the planning of supplemental interpretive activities so that timely press releases are possible.
8. Schedules assigned duty, professional development, and supplemental time as prescribed by the Chief of Interpretation.
9. Accepts responsibility for scheduling errors.
10. Coordinates the issuing of press releases.
11. Schedules training as time and budget allow.

C. Knowledge of the District: For satisfactory performance, an Everglades interpretive supervisor:

1. Has a good knowledge of past interpretive programs and their various successes and failures.
2. Has a good working knowledge of the human history, natural history, and geologic history of the area.
3. Has good knowledge of the basic administrative plans (i.e. General Development Plan, Back Country Use Plan, et al.) as they relate to the specific district.

4. Has a good working knowledge of the local community.
  5. Has good working knowledge of concession activities, goals, and problems; assists concessioner when possible.
- D. Equal Employment Opportunity: For satisfactory performance, an Everglades interpretive supervisor supports and follows all EEO policies and goals.
- E. Administrative Responsibilities: For satisfactory performance an Everglades interpretive supervisor:
1. DIPS
    - a. Maintains accurate and timely payroll records.
    - b. Reports payroll errors immediately to the fiscal office.
    - c. Keeps employees informed of actions taken on pay problems.
  2. Housing:
    - a. Assures that all Everglades housing policies are followed, and insures that employees are aware of these policies and follow them.
    - b. Mediates interpersonal living problems.
    - c. Respects employees' rights to housing privacy; notifies employees in advance when it is necessary to enter government housing.
    - d. Coordinates with Maintenance the repair of housing.
  3. Other
    - a. Orders supplies and materials for interpretive programs and support functions.
    - b. Makes every effort to meet responsible administrative deadlines.
    - c. Is thoroughly familiar with Interpretive Annual Program Plan and follows it accordingly.
- F. Program Audits: For satisfactory performance, an Everglades interpretive supervisor:
1. Audits each major interpretive activity occurring on a regular and frequent basis at least twice each season.
  2. Audits other activities once per season if possible.

3. Makes positive suggestions to improve programs while allowing latitude for individuality and creativity.
4. Makes verbal comments on day of audit.
5. Writes comments within three days of the audit.
6. Unless requested, does not audit first programs.
7. Uses critiquing principles outlined in the audio visual series, "The Fine Art of Critiquing."

G. Evaluations: For satisfactory performance, an Everglades interpretive supervisor:

1. Schedules mid and end-of-season evaluations with employees.
2. Evaluates against the written standards of performance for seasonal interpreters at Everglades National Park.
3. Writes a draft of the evaluation for the employee to see.
4. Sets the evaluation tone in an open, friendly manner.
5. Bases comments on factual data.
6. Lists both strengths and weaknesses of the employee and makes suggestions for improvement.
7. Insures that employees receive a written copy of their final evaluation.
8. Safeguards employee privacy and renders personal evaluations inaccessible to other employees.
9. Provides adequate time for supervisory evaluation by the employee and accepts criticism in a constructive manner.
10. Allows employees to react to an evaluation, and informs them of how to grieve an evaluation considered unfair.

IV. Work Habits--For satisfactory performance, an Everglades interpretive supervisor:

A. Attendance Record

1. Works the assigned schedule without requesting leave to avoid working a particular day, or to avoid working an assigned duty or program which is disliked.
2. Does not use sick leave in place of annual leave.

B. Punctuality

1. Always makes the effort to be on time to report for work; it is understood that occasionally one will be unavoidably

detained and late for work.

C. Initiative

1. Does duties called for in a position description or as assigned.
2. Is generally willing to offer new ideas or to try unproved interpretive programs.
3. Occasionally needs assistance from seasonals or Chief of Interpretation.
4. Usually initiates action when aware of a problem.
5. Occasionally cannot accept failure.
6. Sets goals for personal growth at the beginning of the season.

D. Amount of Acceptable Work

1. Does what is expected as described in the position description and activity standards.
2. Does as many interpretive programs as other commitments allow.
3. Keeps up with the flow of paper work.

E. Utilization of Time & Quality/Organization of Work Assignments

1. Seldom misses deadlines.
2. Seldom wastes time and does an adequate amount of work for a day's pay.
3. Generally is able to analyze task, set priorities, and seldom bogs down.
4. Generally begins a task with adequate time, materials, tools, space, or manpower available.
5. Is usually clear about what the end product should be and can usually communicate this clearly.
6. Normally can be described as being organized, efficient, and needs little assistance to get back on track.
7. Completes tasks in the expected form as described in the position description and activity standards or by Chief of Interpretation.

8. Produces written assignments needing little editing.
9. Occasionally lacks purpose, enthusiasm, detail, and imaginative-ness toward the work, but can revitalize self without great difficulty.
10. Exhibits a positive attitude during training and a willingness to learn throughout the season.

F. Adaptability

1. Generally accepts changes in scheduling, assignments, programs, priorities, rules, etc., without much grumbling.
2. Does not let change affect performance, productivity, and morale of seasonals.
3. Seldom thinks only of self, and generally displays a flexibility toward changing or trying new ideas or new methods.

G. Safety and Regulations

1. Follows recognized or approved safety procedures and park and employee conduct regulations.
2. Wears seat belt whenever in vehicles.
3. Sets the example and when necessary informs people of safety procedure or regulation.
4. Makes safety suggestions when necessary or advisable.
5. Wears the uniform in accordance with park and division policy.



# United States Department of the Interior

NATIONAL PARK SERVICE

IN REPLY REFER TO:

**EVERGLADES NATIONAL PARK  
AND  
FORT JEFFERSON NATIONAL MONUMENT  
P. O. BOX 279  
HOMESTEAD, FLORIDA 33030**

September 21, 1979

Memorandum

To: All Interpreters

From: George Robinson, Chief Naturalist

Subject: Performance Standards

Each interpreter (including environmental education specialists) will be evaluated at the end of the season by his or her supervisor and will receive one of the following summary ratings:

- A. Recommended for rehire in competition with new applicants
- B. Highly recommended for rehire
- C. Not recommended for rehire

Interpreters receiving the first rating will compete for future jobs with all other applicants. Those receiving the highly recommended for rehire rating will normally (but not always) be offered a job in the interpretive division at the same grade, and will not compete with other applicants. Those not recommended for rehire will normally not be considered for future employment at Everglades National Park. The highly recommended category insures preferential consideration in all districts and the EE group.

Interpreters are evaluated with reference to the individual interpretive district's activity standards, the interpretive division's overall performance standards, and the position description for the job. Activity standards will vary from district to district, since different activities occur. Each individual district supervisor will be responsible for developing and communicating the district's activity standards to his or her employees. An interpreter either meets the district's activity standards, or does not. There is little room for variance in activity standards. To receive either a rehire in competition or highly recommended rating, an interpreter must meet the activity standards of the district. The not recommended for rehire (or possible dismissal in mid-season) will result when they are not met.

In addition to meeting the activity standards, an interpreter must meet the interpretive division's performance standards. Performance standards are largely consistent for all interpreters, but involve more variance than activity standards. They are more difficult to define and evaluate.



After much consideration by the permanent staff, however, the following performance standards have been agreed upon. In large part, these performance standards will determine which of the three ratings an interpreter will receive at the end of the season. They are grouped into three large categories:

- A. Interpretive Programs
- B. Relations With People
- C. Work Habits

A full explanation of each category follows.

Each interpreter (including environmental education specialists) will be evaluated at the end of the season by the management and will receive one of the following ratings:

- A. Recommended for rehire
- B. Highly recommended for rehire
- C. Not recommended for rehire

Interpreters are evaluated with reference to the individual interpretive district's activity standards, the interpretive division's overall performance standards, and the position description for the job. Activity standards will vary from district to district, since different activities occur. Each individual district supervisor will be responsible for developing and communicating the district's activity standards to his or her employees. An interpreter either meets the district's activity standards, or does not. There is little room for variance in activity standards. To receive either a rating in competition or highly recommended rating, an interpreter must meet the activity standards of the district. The not recommended for rehire (or possible dismissal in mid-season) will result when they are not met.

In addition to meeting the activity standards, an interpreter must meet the interpretive division's performance standards. Performance standards are largely constant for all interpreters, but involve more variance than activity standards. They are more difficult to define and evaluate.

## PERFORMANCE STANDARDS FOR INTERPRETERS AT EVERGLADES NATIONAL PARK

### INTERPRETIVE PROGRAMS

1. To be recommended for rehire in competition with new applicants, an Everglades interpreter:
  - a) Usually utilizes accepted interpretive techniques such as questioning, structuring, and responding, as defined in Personal Training for Interpreters.
  - b) Prepares programs that are informative, accurate, and at times, utilizes imaginative or experimental methods.
  - c) Prepares the required number of activities called for by the supervisor.
  - d) Evokes an audience reaction characterized by a basic interest and attentiveness; an enthusiastic or emotional response, however, may be lacking at times.
  - e) Prepares written objectives for programs and occasionally meets these objectives; shows some interest in self-improvement by modifying techniques to improve these objectives.
  - f) Prepares programs that are occasionally effective as measured by how intriguing, imaginative, involving, informative, and influential. They occasionally utilize the six principles as defined in Tilden's Interpreting Our Heritage.
  - g) Improves the quality of interpretive programs throughout the season.
  - h) Attempts an innovative interpretive program once during the season; program failure is acceptable. (An innovative interpretive program is a presentation that you have never done before and has been created by you from your own personal inspiration.)
  - i) Makes suggestions for improving the overall district interpretive program.
  - j) Reads Everglades National Park literature and becomes more knowledgeable throughout the season; this increased knowledge is apparent during interpretive programs.
  
2. To be highly recommended for rehire an Everglades interpreter:
  - a) Consistently utilizes accepted interpretive techniques such as questioning, structuring, and responding as defined in a Personal Training Program for Interpreters.
  - b) Conveys accurate information in all programs and consistently shows imaginative methods in their execution.
  - c) Does more than the required amount of activities called for by supervisor.
  - d) Evokes an audience reaction decidedly positive as evidenced by: involvement, attentiveness, emotional response, positive facial expressions, and/or numbers of visitors staying after the program.
  - e) Establishes a noticeable rapport and/or feeling of sharing with the audience.
  - f) Consistently uses self-evaluation to change and improve programs.

- g) Prepares programs that are effective, which will be largely determined by how intriguing, imaginative, involving, informative, and influential they are. (See Everglades Interpretive Prospectus for additional discussion.)
  - h) Utilizes the six principles as defined in Tilden's Interpreting Our Heritage.
  - i) Prepares written objectives for interpretive programs, meets those objectives most of the time, and modifies techniques in order to accomplish objectives.
  - j) Improves the quality of interpretive programs dramatically during the season.
  - k) Attempts several innovative programs or develops one excellent innovative program that is used for most of the season.
  - l) Makes suggestions for improving the district operation and, actively implements these changes with permission.
  - m) Actively seeks (and finds) not readily accessible Everglades literature; condenses and makes this information available to other district interpreters.
3. To receive a not recommended for rehire (or dismissal in mid-season), an Everglades interpreter:

- a) Consistently fails to utilize accepted interpretive techniques such as, questioning, structuring, and responding.
- b) Prepares programs that often contain inaccurate information and show little or no imagination in planning, content, or presentation.
- c) Prepares less than the required amount of activities called for by supervisor.
- d) Evokes audience reaction characterized by: little or no interest, inattentiveness, negative comments, decidedly unenthusiastic response, or leaving before program is completed.
- e) Does not prepare written objectives for programs.
- f) Shows little or no interest in self-evaluation or improvement.
- g) Prepares programs that are ineffective, as measured by how informative, and influential they are. Does not apply Tilden's six principles.
- h) Shows no or very little improvement throughout the season in interpretive programs.
- i) Does not try innovative programs, even though time is provided.
- j) Makes no constructive suggestions; does not really care about the overall district interpretive program.
- k) Shows little or no interest in increasing knowledge of Everglades National Park.

#### RELATIONS WITH PEOPLE

1. To be recommended for rehire with new applicants, an Everglades interpreter:
- a) Treats visitors, all park and concession co-workers, and other contacts in a friendly, courteous, and tactful manner.
  - b) Conveys a spirit of cooperation among all people contacted or worked with.
  - c) Helps visitors by suggesting ways for them to better enjoy and experience Everglades National Park; offers more to the visitor than asked for.
  - d) Offers constructive criticism to co-workers; is willing to help co-workers improve their programs and job performance by offering suggestions.
  - e) Accepts constructive criticism from supervisor and communicates

- D. successes and problems to the job to the supervisor on own volition.
2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
    - a) Excites the interest and curiosity of the visitors by interacting with them on a personal, two-way level.
    - b) Influences visitor behavior in a tactful, non-threatening manner by allowing them to examine their own values and attitudes in a new way.
    - c) Seeks constructive criticism from co-workers and supervisors and strives to use such criticism for improvement.
    - d) Freely shares personal skills with co-workers by helping them learn such skills.
    - e) Shares new ideas.
    - f) Listens to what others have to say and treats what they have to say with the importance it deserves.
  3. To receive a not recommended for rehire (or dismissal in mid-season), an Everglades interpreter:
    - a) Ignores the needs of the visitor and co-workers by being non-communicative and unhelpful.
    - b) Ignores constructive criticism of supervisor and co-workers; does not attempt to improve.
    - c) Does not cooperate or maintain a team effort.
    - d) Does not offer suggestions to improve the interpretive program.
    - e) Is not tactful, courteous, or friendly in contacts with visitors or co-workers.

#### WORK HABITS

##### A. Attendance Record

1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Works the assigned schedule without requesting leave to avoid working a particular day, or to avoid working an assigned duty or program disliked.
  - b) Does not use sick leave in place of annual leave. (These statements are not to be misconstrued to mean that taking a legitimate sick leave is discouraged.)
2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Is adaptable to schedule changes and willing to make last minute schedule changes, or work paid overtime to solve unforeseen schedule problems.
  - b) Is willing to suffer occasional schedule inconveniences for the benefit of the overall interpretive program or a co-worker.
3. To receive a not recommended for rehire (or dismissal in mid-season) an Everglades interpreter:
  - a) Takes unauthorized leave.
  - b) Uses sick leave in place of annual leave.
  - c) Takes sick leave when not sick.

- d) Takes leave to avoid a particular working day, assigned duty, or program.

B. Punctuality

- 1. To be recommended for rehire with new applicants or highly recommended for rehire, and Everglades interpreter:
  - a) Always makes the effort to be on time to report for work. It is understood that occasionally one will be unavoidably detained and late for work.
- 2. To receive a not recommended for rehire (or dismissal in mid-season), an Everglades interpreter:
  - a) Is occasionally late reporting for work because of inattention, disregard for the schedule, or inability to manage personal affairs or time.

C. Initiative

- 1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Varies between doing things not called for in the position description or assigned duties, and looking the other way to avoid involvement.
  - b) Is generally willing to offer new ideas or to try unproven interpretive programs.
  - c) Occasionally needs direct supervision.
  - d) When aware of a problem will sometimes initiate action.
  - e) Occasionally cannot accept failure.
  - f) Sets goals for personal growth at the beginning of the season.
- 2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Rarely needs direct supervision.
  - b) Is anxious to become involved and accepts challenges with enthusiasm.
  - c) Frequently offers new ideas and tries new, unproven interpretive programs.
  - d) Accepts the possibility of failure.
  - e) When aware of a problem frequently initiates action to resolve it.
  - f) Sets goals for personal growth at the beginning of the season and achieves noticeable growth by season's end.
- 3. To receive a not recommended for rehire, an Everglades interpreter:
  - a) Frequently needs direct supervision in order to complete assigned duties or duties called for in the position description.
  - b) Frequently is reluctant to offer new ideas or to try unproven interpretive programs.
  - c) Cannot accept failure.
  - d) When aware of a problem, frequently will not initiate action.
  - e) Does not set goals for personal growth at the beginning of the season.

D. Amount of Acceptable Work

7

1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Does what is expected as described in the position description and activity standards.
  - b) Does no more than the required number of interpretive programs.
  - c) Rarely goes the extra mile.
2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Generally does more than is expected as described in the position description and activity standards.
  - b) Takes on extra work and begins unsolicited project(s).
  - c) Does more than the required number of interpretive programs by developing a wide variety and number of walks, talks, evening programs, demonstrations, etc.
3. To receive a not recommended for rehire, an Everglades interpreter:
  - a) Does less than is expected as described in the position description and activity standards.
  - b) Does less than the required number of interpretive programs.
  - c) Does work haphazardly, never doing more than is required and often needs direct supervision to do what is expected.

E. Utilization of Time and Quality/Organization of Work Assignments.

1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Seldom misses deadlines.
  - b) Seldom wastes time and does an adequate amount of work for a day's pay.
  - c) Generally is able to analyze task and set priorities, and seldom bogs down.
  - d) Generally begins a task with adequate time, materials, tools, space, or manpower available.
  - e) Generally is clear about what the end product should be, but may or may not get clarification.
  - f) Normally can be described as being organized, efficient, and needs little assistance to get back on track.
  - g) Completes tasks in the expected form as described in the position description and activity standards or by supervisor.
  - h) Produces written assignments needing some editing.
  - i) Sometimes lacks purpose, enthusiasm, detail and imaginativeness toward the work.
  - j) Exhibits a positive attitude during training and a willingness to learn throughout the season.
2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Meets deadlines and sometimes completes work before deadlines, allowing time to complete extra work.
  - b) Almost always analyzes a task and sets priorities.
  - c) Almost always knows what the end product should be and gets clarifi-

- cation if there is any doubt.
- d) Consistently begins tasks with the adequate amount of time, materials, tools, space, and manpower available.
  - e) Rarely if ever needs assistance because of being bogged down, unorganized, or inefficient.
  - f) Frequently exceeds what is expected by completing tasks described in the position description and activity standards, in an imaginative, polished professional form.
  - g) Produces written assignments rarely needing editing.
  - h) Displays an unquestionable purpose and enthusiasm toward the work, including training.
3. To receive a not recommended for rehire (or dismissal in mid-season), an Everglades interpreter:
- a) Consistently misses deadlines.
  - b) Consistently wastes time and does not care about giving a good day's work for a day's pay.
  - c) Frequently gets bogged down and is unable to analyze a task and set priorities.
  - d) Frequently begins a task without adequate time, materials, tools, space, or manpower available.
  - e) Is frequently unclear about the end product and will not try to get clarification.
  - f) Can generally be described as unorganized, inefficient, and frequently needs assistance to get back on track, or may never see the track.
  - g) Does not meet what is expected by providing incomplete work on tasks described in the position description and activity standards.
  - h) Produces written assignments that require extensive editing.
  - i) Displays a lack of purpose, enthusiasm, attention to detail and imaginativeness toward the work, and a positive attitude during training.

F. Adaptability

1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Generally accepts changes in scheduling, assignments, programs, priorities, rules, etc., without much grumbling or whining.
  - b) Does not let change affect performance, productivity, and morale.
  - c) Seldom thinks only of self, and generally displays a flexibility toward changing or trying new ideas or new methods.
2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Frequently accepts changes in scheduling, assignments, programs, priorities, rules, etc., with little or no grumbling.
  - b) Frequently thinks of others welfare and the program, curtailing personal wants.
  - c) Displays a high degree of flexibility in changing or trying new ideas or methods.
3. To receive a not recommended for rehire (or dismissal in mid-season), and Everglades interpreter:

- a) Frequently cannot accept changes in scheduling, assignments, programs, priorities, rules, etc., without it affecting performance, productivity, and morale.
- b) Argues with the supervisor and others over changes, and displays excessive grumbling and whining.
- c) Frequently thinks only of self and is unconcerned about the total program and others.
- d) Will go behind the supervisor's back grumbling to other employees about changes in order to whip up support within the group against the change.

G. Safety and Regulations

- 1. To be recommended for rehire with new applicants, an Everglades interpreter:
  - a) Follows recognized or approved safety procedures and park employee conduct regulations.
  - b) Wears seat belts whenever in vehicle.
  - c) Occasionally informs people of a safety procedure or regulations.
  - d) Is only partly interested in detecting safety hazards.
  - e) Rarely makes safety suggestions.
  - f) Wears the uniform in accordance with park and division policy.
- 2. To be highly recommended for rehire, an Everglades interpreter meets the previous standards and:
  - a) Sets the example; frequently informs people of safety procedures and regulations.
  - b) Frequently is on the lookout for safety hazards and is prompt in rectifying the hazard or notifying the supervisor.
  - c) Makes frequent safety suggestions.
- 3. To receive a not recommended for rehire (or dismissal in mid-season) an Everglade interpreter:
  - a) Occasionally will not follow recognized safety procedures and regulations, or consistently makes safety mistakes which violate common sense precautions.
  - b) Will not always wear seat belts when in a vehicle.
  - c) Rarely if ever will inform people of a safety procedure.
  - d) Is never really interested in detecting safety hazards.
  - e) Never makes safety suggestions.
  - f) Generally is not in proper uniform or the uniform is unkempt during the assigned tour of duty.

## THE PARADIGM AND THE HULA-HOOP

"Creativity has no definition; it isn't a thing or a goal or a law. Creativity is an attitude, a process, a happening. There is no shape to creativity; like people, it comes in assorted sizes, shapes and colors. It is an event not limited to art or science, an event that takes place in the kitchen, on the street, at the office. Sometimes its results are tangible, in a good soup, a painting, a special filing system. Sometimes its results are intangible and seen only in passing, by the manner of a walk, the joy of a greeting, the revelation of a dream. Creativity means freedom, it means risk, it means reflection."

Develop the faculty of looking at things, as though they have never been seen before. Just as perspective adds dimension to a work of art, so can it broaden your field of vision. "At the core of the inventive act is the capacity to see the commonplace as strange."

The essence of creativity is constructive discontent...dissatisfaction with things "as they are..."...the willingness to deviate from the norm, the set of common assumptions and shared beliefs about things that constitute the "right way," or the "only way" of doing things.

When a creative person challenges this paradigm, a hula-hoop becomes more than a child's plaything. It is a way of defining a miniature world for exploration with a magnifying glass. A discarded pop top from a beer can, dipped in soapy water, becomes the hand lens. The creative person sees in a model sailboat a precursor of space vehicles, and a frisbee as an entree to discussions of bird flight and hurricanes. Convention would dictate that snowshoes obviously are intended for use only in northern latitudes, but to an innovative interpreter they may become an effective device for walking on tidal mudflats.

Creative insights flourish in an atmosphere in which occasional failure is an acceptable prerequisite to growth. Risk is a concomitant of innovation. There is a vignette called "FOOLING AROUND" in the wonderful film "Why Man Creates." Try it! You may be surprised and pleased at the results.

## IN PURSUIT OF DIVERSITY

In any group, there is a virtually infinite array of individual characteristics that are collectively expressed as the "group" or "work" culture. It is the composite of similarities and differences that individually personalize the members of the group. Too often we emphasize the similarities. We attempt to "pattern," or "mold" the individual into a socially or culturally acceptable profile.

I believe that it is our differences that strengthen us, that give us character...

that individually distinguish us and make encounters with or through us memorable and meaningful experiences. I believe that it is important to allow our differences free expression through our interpretive presentations...to DO IT WITH STYLE! Share yourself with those visitors with whom you come into contact. Personalize your presentation and visitors will become personally involved.

## GROWING OLD AND STAYING YOUNG

I believe that a special kinship exists between the very young and the elderly. Both are more sensitive and responsive to the sensory and emotional influence of the natural world...perhaps it's because both are closer to their origins than those of us in our middle years.

One of the principle objectives of environmental education activities is to forestall the apparently inevitable pro-

cess of alienation from earth and sky that seems to characterize our passage to adult life.

Conversely, environmental interpretation is concerned with helping adults to recapture the simple, unsophisticated, and natural sensitivities of childhood...to rekindle the "sense of wonder" that Rachel Carson found in every child.

George Robinson

# From the Rangeroons: **PART 2** CARTOON IDEAS

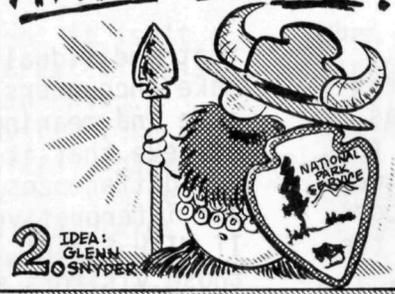
BY KEITH HOOFNAGLE

I WOULDN'T WANT TO BE A SUPERINTENDENT... IT'S A DEAD END JOB. I MEAN, AFTER YOU'RE SUPERINTENDENT, WHAT CAN YOU BE?



1.

## ATTILA THE HUN!



2. IDEA: GLENN SNYDER

# IDEAS FROM OUR READERS!



I'M AFRAID WE CAN'T HIRE YOU... YOU'RE ON THE WRONG REGISTER !!!

CARTOON IDEAS FOR "IN TOUCH"?  
SEND THEM TO:  
KEITH HOOFNAGLE  
P.O. BOX 1744  
FORKS, WA. 98331  
(SUPERINTENDENTS CAN SEND THEIR IDEAS UNDER A PSEUDONYM, IF DESIRED)



IT'S ORANGE FLAGGING - WHAT'S SO FUNNY ABOUT THAT? MY STETSON IS ABOUT THE SAME COLOR AS AN ELK'S RUMP - AND I AM ON ELK HUNTING PATROL - SO IT SEEMS TO ME THAT A LITTLE FLAGGING IS COMMON-SENSE PROTECTION, BUT I FAIL TO SEE THE HUMOR IN IT. WILL YOU COME OFF IT?

IDEA: MEKO MEIKLE & JANET KENNEDY

THANK: HOWARD YANISH



THAT SIGN IS HAND-LETTERED! DON'T DENY IT! YOU KNOW I HATE HAND-LETTERED SIGNS! YOU'RE DOING IT TO SPITE ME, AREN'T YOU?

BUT... BUT... IT'S NOT HAND-LETTERED, SIR... I SWEAR IT!

PLEASE KEEP YOUR PARK CLEAN

IDEA: JACK HUGHES



RANGER STATION

PLEASE DO NOT FEED THE ANIMALS

WATCH FOR



CIVIL WAR LIVING HISTORY BLACK POWDER MUSKET DEMONSTRATOR FOLLOWING OSHA GUIDELINES

HIS OUTFIT IS QUITE ADVANCED, BUT THE WEAPON LOOKS ANTIQUATED TO ME!

DO YOU THINK IT'S A RE-ENACTMENT OF THE WAR OF THE WORLDS?

IDEA: CHUCK WARD