

# YOSEMITE

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YOSSEMITE CALIFORNIA

VOLUME XXXIX - NUMBER 7

JULY 1960



Dr. and Mrs. C. M. Goethe

1920 - NATURE GUIDE SERVICE - 1960



**A FREE SERVICE  
BY THE GOVERNMENT  
NATURE GUIDE FIELD TRIPS**

8 A. M. Daily from Camp Curry.

4 P. M. Daily from Camp Curry.

9:30 A. M. Daily from Yosemite Lodge.

4 P. M. Daily from Yosemite Lodge.

**SPECIAL TRIPS FOR CHILDREN**

8 A. M. Daily from Yosemite Lodge.

4 P. M. Monday, Wednesday and Friday from Camp Curry.

John C. Preston, Park Superintendent

Douglass H. Hubbard, Park Naturalist

Robert F. Upton, Associate Park Naturalist

Paul F. McCrary, Assistant Park Naturalist

Herbert D. Cornell, Junior Park Naturalist

Keith A. Trexler, Park Naturalist Trainee

## A 40th ANNIVERSARY

**Dr. Carl Russell**

**Former Superintendent, Yosemite National Park**

In this day of staggering travel records we are prone to be so concerned with current problems as to forget some of the struggle and success of the past. Generally, this is a virtue. However, an anniversary occurs this year which should be marked.

Forty years ago the "Nature Guide" idea was introduced into the National Park Service. Out of it has come a distinctive interpretive program which last year served some 10 million people in the national parks and historical areas and a still bigger total in state parks. It is hardly necessary to explain that this work has its good effects upon public appreciation of parks and the protection of our national heritage.

The man responsible for bringing the Nature Guide idea to America is Charles M. Goethe of Sacramento,

who with the late Mrs. Goethe prior to World War I observed nature guiding being done at Switzerland's "Lake of the Four Forest Cantons". Regarding this Mr. Goethe writes, "Repeated visits to Europe, following the Swiss experience, yielded more facts. In Norway, summer resorts found it profitable to maintain a staff of Nature Guides to serve their guests. In Britain field trips were called 'School Treats'. In Holland intelligent thinking about profits from bulbs and hothouse fruits was based on the grower's youthful nature studies. But more and more I am convinced that the continued urge to conduct our overseas studies grew out of that which first impressed us—the Swiss concept of indoctrination of loyalty—'what one knows best, one loves best.' "

Immediately after the War the

Goethes used their personal funds in organizing a nature guide program at Lake Tahoe. Again quoting Mr. Goethe, "Six resorts ringed the lake. At one, Fallen Leaf, the owner was a longtime friend, the late W. W. Price, who had majored in biology at Stanford. He immediately saw the possibility of what Mrs. Goethe and I were attempting. He converted reluctant owners of the other five resorts to the idea of extending hospitality to the two naturalists who conducted the Tahoe nature walks. So these naturalists covered the six resorts, one a day, each week."

The naturalists referred to were Harold Bryant, then with the California Fish and Game Commission, and Loye Holmes Miller, University of California, Los Angeles. This was in the summer of 1919, and by great good fortune the work was observed by Director Mather. "Going to register, at Fallen Leaf, he passed the crowded auditorium - and missed supper. It happened that that evening's lecturing naturalist was Dr. Miller. He had rare ability to call wild birds. His talks on their music packed Fallen Leaf auditorium that

night. Folks stood outside the windows. Seeing this popular outpouring induced Stephen Mather to ask transfer of our experiment to Yosemite National Park." Regarding the transfer Dr. Miller writes, "Mr. Mather asked me to confer with him on the subject of Nature Guide work in Yosemite and urged me to come at once to the Valley. It was late in the season and I had spent most of my free time for the year . . . I therefore urged Mr. Mather to wait until 1920 for the inauguration of an official Nature Guide Service. He agreed and we parted with a definite plan for 1920."

The definite plan for 1920 saw Harold Bryant first on the job. Dr. Miller arrived soon afterward. Between them they offered the first public interpretive work of the National Park Service. In 1921, Miller and Bryant again combined their efforts. Enid Michael joined them as ranger-naturalist. Ansel Hall, a year-around ranger in Yosemite, had been busy assembling the collections for a Yosemite Museum which was opened to visitors at this time. By 1922 a Park Naturalist Department was formally

—Photo by Russell



created with Hall in charge, - a forerunner of a program which quickly spread to all major scenic parks with a counterpart in historical areas.

Recently Ronald F. Lee reported, "Today the total park staff of permanent interpreters numbers over 300, and our seasonal staff over 400-700 in all. Last year almost 10 million visitors heard talks by these interpreters or took conducted walks with them." Lee reminded his listeners that the National Park philosophy is still challenged by those who advocate the use of park lands for commercial purposes. "These threats will grow as our multiplying population presses ever harder. To

preserve the parks requires ever deepening understanding and appreciation of their irreplaceable values. Toward this end a vital program of park interpretation can contribute a great deal."

It is timely to salute Mr. Goethe on this his 85th birthday (March 28) and quite appropriate to recognize at the same time that the interpretive program launched by him and by Mrs. Goethe 40 years ago has indeed matured to become the highly significant conservation force visualized by them. May he take joy in witnessing the evidences that a young generation of interpreters is prepared to make the work everlasting.

Ansel F. Hall demonstrating snakes to Yosemite visitors in 1923.





## NATURE STUDY IN NATIONAL PARKS INTERPRETIVE MOVEMENT

Dr. C. M. Goethe

As to National Parks' Nature Study's roots, a couple of observations may first be worth reflection. This, because such interests may begin in very early childhood. Writer's Australian-born father had 2 years with his family's black-fellows in the Never-Never. The party, no firearms, lived by boomerangs. This nature-contact gave him deep nature-insight. Mother's influence was colored by her Huguenot ancestry. These deeply religious folk really live such biblical texts as Solomon's "Go to the ant, thou sluggard", also Jesus' "Consider the lilies." Thus writer's boyhood, even earliest years, were saturated with Nature lore.

Followed volunteering of us-2\* with Sacramento Orphanage Farm Nature Study classes. These 18 years' actual teaching made us receptive to what then happened in Switzerland:- We planned to climb, roped to Swiss guides, Uri Rotstock. Enroute, on a Four Forest Cantons lake's steamer's deck was a teacher. Her class had some 20 children. They were to make a minor ascent. This to inculcate love of country by learning about its birds, wildflowers, the Why of scenery. Fortunately, we both spoke all Switzerland's three languages. We became fascinated with this teacher's skill. We were invited to join their Rigi Kulm climb. Impressed, we asked for further particulars.

We were told of an organized Swiss movement, were given its President's address. He received us very kindly, gave us numerous canny suggestions. One was to make

separate studies of the nature study techniques of some 5 European nations. He said each was colored by its peculiar national psychology. He advised our returning to America between each study. Otherwise, at least, a considerable interval. This to digest what we saw.

1. Germany. He commented its nature study education was tied to overwhelming German ambition to dominate world markets. He said "You will find its industrialists deep in biological research. They also know the boy that can catch the color flash and identify, say, a bullfinch from a greenfinch or a chaffinch is one to be sent to some commercially strategic Oriental port - Yokohama, Shanghai, Singapore."

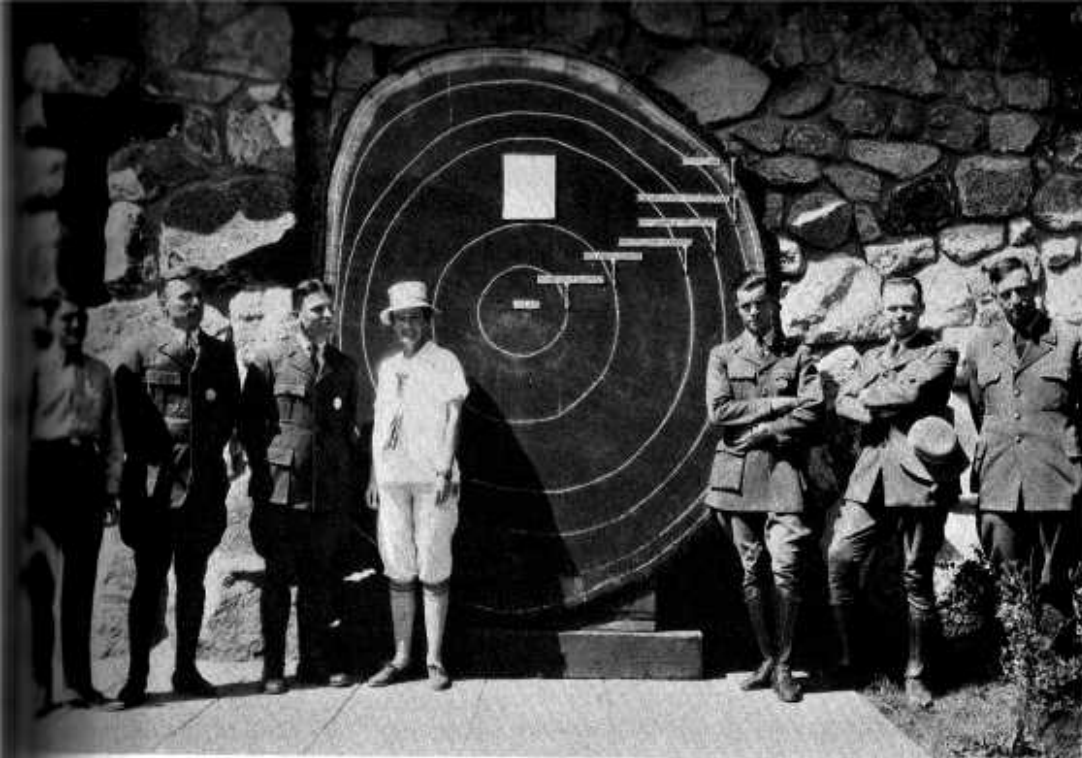
2. Norway. Here again, nature study was linked to increase of profits, i.e. to attract British tourists.

3. Holland. Here he declared Holland's worlds foremost position breeding "Dutch bulbs" was based upon their knowledge of what we now call "Genetics".

4. Britain. With much of world leadership in both Life and Earth Sciences, we found a deepseated children's desire for "school treats". An out-of-door's picnic of a nature study field excursion was made an incentive for good homework.

5. Denmark was, however, the most convincing of all this serious educator's suggestions. Deeply impressive was their teaching blind children wild bird music. We accompanied them on expeditions to Royal Deer Park, Klampenborg. Deepest, however, was testimony of

\*Dr. Goethe refers to himself and wife as "us-2".



Nature Guides of 1926. L to R - Rett, Harwood, Ruhle, Michael, McLean, Russell, Bryant.

Danish teachers working for higher degrees. Their examinations were not based upon answering questions. They were on what they had succeeded in imparting as evidenced by their pupils' subsequent compositions.

After these field studies, made with sufficient intervals to digest findings, we noted that in every case the observed country was a monarchy. Thus, certain factors unsuitable for a republic like U.S.A. We labored several years trying to adapt above to American youngsters. We simultaneously started saving money for what later became dubbed our "Tahoe Laboratory."

We asked University of California to recommend two scientists for same. Fortunately, Fallen Leaf's owner, the late W. W. Price was cooperative. Majored in biology at Stanford, he saw the possibilities.

We had selected 5 other resorts ringing Lake Tahoe. Those five others dubbed the scheme as "non-sense". Mr. Price persisted until he convinced them that here was more than a contribution to American culture. It actually was commercially an advantage for their Lake Tahoe resorts.

Our strategy was once weekly at each resort a daytime Nature Study field excursion. This was to be followed by a lecture. Returns were to follow each succeeding week. The University recommended to us-2, Dr. Harold Bryant, Dr. Loye Miller. This advice seemed Providential. Each entered heartily in the plan. Dr. Bryant had invented nature games such as barkfeeling, flower-smelling for his children. Dr. Miller, veteran paleoornithologist, combined his professional knowledge in zoology with a remarkable ability in music.

He was amazingly skillful in calling wild birds.

The incident that later resulted in moving our "Tahoe Laboratory" to Yosemite became intertwined with plans of the late Stephen Mather for a National Park System. He told writer story of his borax investments. These sold, he said he had some \$5,000,000. He had gone to writer's friend, then President Woodrow Wilson. He told him he dreamed of a National Park System, estimated cost \$50,000,000. Mr. Mather said "Congress at first will be appalled. It would require some \$5,000,000 private money "pumppriming". President Wilson, himself a former college president, with rare vision, agreed.

Everything ran smoothly until Manhattan's Commercialized Vice exploiters found that the Mather plan would destroy their scheme to utilize Yosemite's background for a gigantic Monte Carlo. Fought out in Congressional committee, Mather finally triumphed. This, only to learn that his enemies had sufficient power to hamstring him by deleting future appropriations.

Mr. Mather told writer he was very depressed when said news finally came to Yosemite. He felt his dream was ended. He said he, on his trips from San Francisco over the Tioga to his borax properties, had learned to adore Yosemite. He declared it, to him, was as sacred a cathedral as Chartres, Canterbury, Cologne. He declared he then felt so completely defeated, he felt physically unable to make his overland train connections, Sacramento to New York. He decided to go to Sacramento via the Tioga by way of Tahoe. Reaching latter point at dusk, he stopped for overnight at Fallen Leaf Lake.

At its little auditorium, just before he reached their office, he noticed

an assemblage. The meeting hall was so crowded, folks trying to listen stood outside doors, windows. Dr. Loye Miller was lecturing on how he called wild birds. Mr. Mather said that, with his own knowledge of politics at Congress, he immediately saw here was a way of victory over his Opposition. With it he still could translate his National Park System dream into actuality.

This, in midsummer 1919. In October, writer received a telegram from Mr. Mather, then a complete stranger. It invited him to a Christmas Party he was giving his University of California class. It was a class reunion. Writer, not a member of that class, decided to wastebasket the telegram. Mrs. Goethe said "You certainly must attend. There is something important in this." When later writer met Mr. Mather, latter said "Forget our festivities. Take the telegraph key. Do not leave it until Mr. Bryant, Dr. Miller both pledge to come to Yosemite in 1920." That was the beginning of National Parks' Interpretation.

The Mather political strategy was "When folks, after 1920 field excursion, or at any campfire talk, express appreciation, the Ranger Naturalist was to explain Washington happenings. Then he was to say: "If you want a part in this war, send even as little as a postcard to both your Senators, your Representative." These poured into Washington clinching the victory.

For a few years the Yosemite effort was privately supported by Mr. Mather, Mrs. Goethe, and writer. Later it, taken over by Government, has continued ever to expand. After Mr. Mather's passing, fortunately Mr. Horace Albright became Director. No one else then had such insight into Mr. Mather's plans.



## THE NATURE GUIDE MOVEMENT IN NATIONAL PARKS

Dr. Loye H. Miller

Professor (Emeritus)

University of California at Los Angeles

It is difficult sometimes, to say just where, when or how a great movement began. As a small boy, I learned from my big "joggerfy book" that the Mississippi River began in the small Lake Itasca up in the north country and that was O.K. with me in the little desert schoolhouse of Riverside Co. It satisfied the teacher who was very busy with all eight grades in one small schoolroom. But my mental horizon grew as well as my bones and muscles so I came to know of the Ohio River, the Missouri, the Yellowstone, the Canadian, the Red — all parts of the Mississippi. Just because some fellow said that the little trickle of water running out of lake Itasca was Mississippi to the exclusion of all those other streams, we seem to have accepted the dictum of one moccasin-footed traveler and ruled out all those wide ranging Mountain Men who pushed their way to the ultimate passes of the Rockies. The Mississippi in my natal Louisiana was very definitely the Mississippi—but where it began, I'm not so sure.

Something like the beginning of a great river system is the beginning of the Nature Guide Movement. Did it begin in Yosemite forty years ago? Goethe had become interested years earlier while traveling in Europe. Bryant had been doing comparable work in Berkeley and the Bay Region; while I had done the same in Los Angeles, the San Bernardino Mountains, in Berkeley, Yosemite and the Tahoe Area since 1898. To be sure we met in Yosemite in 1920.

Yes. But John Muir was there a generation before us (see Russell's "One Hundred Years in Yosemite", pp 138-140) and I know not how many others came along in between.

Bryant and I reported for duty in the summer of 1920 but there was no such thing as a Park Naturalist. We were merely appointed as temporary Rangers and assigned to special duty as Naturalists for which we were best suited, though at times we were entrusted with the responsibility of "Traffic Cops" when things became congested out in front of the old headquarters at Sentinel Village (and they did even in those days). The broad-minded Director "Steve" Mather was a great lover of Yosemite and strove valiantly to prevent the beautiful valley from becoming the "Coney Island" that some commercial interests were trying to make of it. He threw all his weight (inspired partially by Goethe) into a counter movement of emphasis upon the natural beauties of the park. I strongly suspect that the modest salaries of two "temporary rangers" came out of his own pocket.

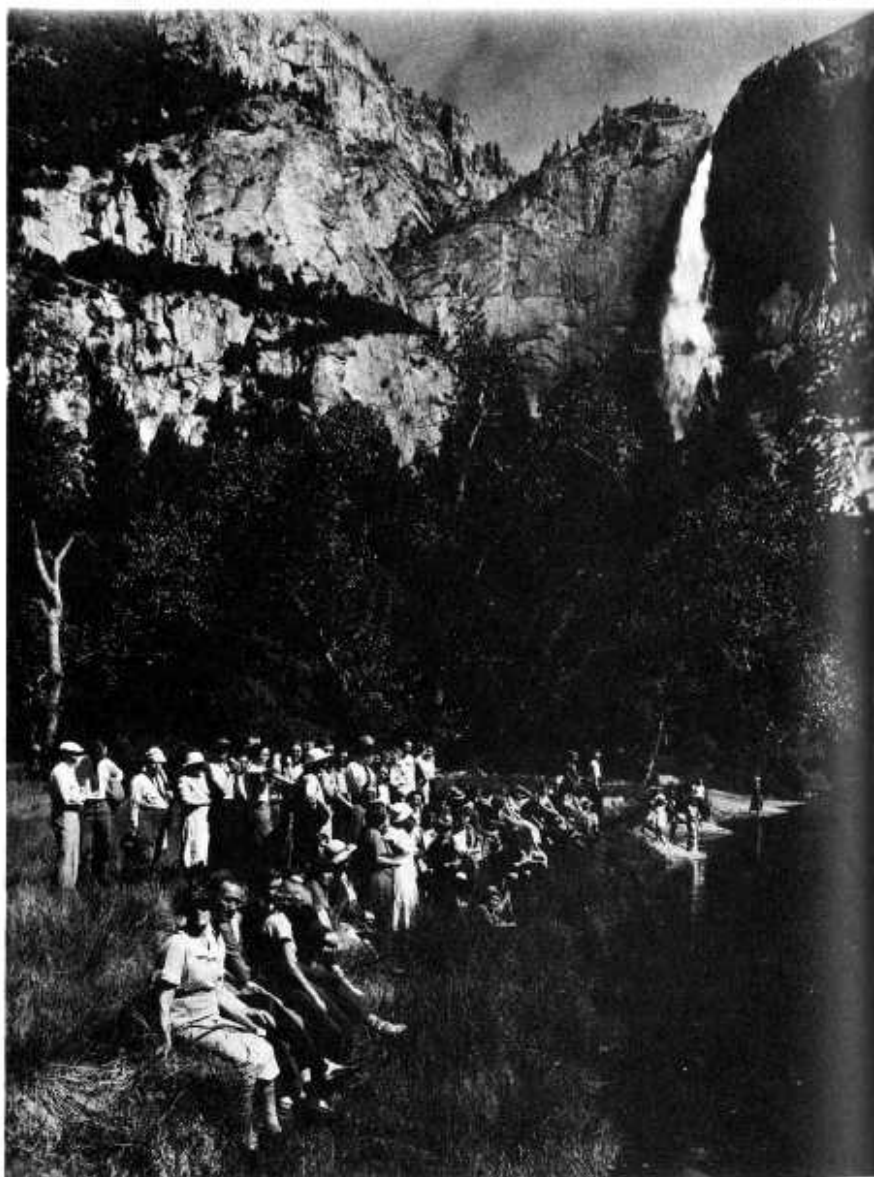
I know not how long it took but the pressure continued and ultimately the budget provided for "Park Naturalists" as such and their appointment was extended to provide a year round service. Better still, a new office was created in Washington and Bryant was placed there in charge of Nature Education to be extended as rapidly as possible to all the parks. I salute my former colleagues

Mather, Goethe and Bryant now as I see Park Naturalists in all the National Parks and Monuments and feel justified in taking pride that I had a small part in the beginning of a great movement. That tiny

stream that issues from little Lake Itasca has become a nationwide system reaching out over the several continental divides to include the Hudson, the Columbia, the Colorado and the Rio Grande.

Bird walks have been a popular feature of the Yosemite interpretive program since 1920. Former Park Naturalist Bert Harwell conducted this group of 101 persons along the Merced River in 1936.

—Anderson, NPS



## THE BEGINNING OF YOSEMITE'S EDUCATIONAL PROGRAM

Harold C. Bryant

Former Superintendent, Grand Canyon National Park

The summer of 1920 marks the beginning of the now well-known program of helping the visitor to find and understand the chief features of the National Parks.

First attempts at stirring the interest of people in the wonder of nature had been by teachers, Audubon Societies, museums, botanical and zoological societies and hiking clubs but vacationists in the National Parks had to go home without having their questions answered. A few years earlier, Enos Mills, a resort owner in Rocky Mountain National Park, found his guests enthusiastic over his attempt to help them know rocks, wild flowers, birds and animals and he coined the word "Nature Guide" and wrote magazine articles and a book about the adventures encountered in such guiding.

Then, in 1919, came an experiment to test the reaction of vacationists to nature talks and trips, conducted at Lake Tahoe resorts, which caught the attention of Director of National Parks, Stephen T. Mather. He and a friend, C. M. Goethe of Sacramento urged that a like program be started in Yosemite National Park. As a result, two university men, Harold C. Bryant and Loyal H. Miller, who had participated in the Lake Tahoe experiment, were secured to organize a program in Yosemite in the summer of 1920. Housed in tents and with a table in the Chief Rangers Office, but armed with enthusiasm, these two men organized a full program of short and long field trips, evening campfire talks, and office

hours for answering questions. By the end of the summer, there was no doubt that the park visitor was enthused over an opportunity to learn first hand about his surroundings. A report on the results was published in the 1920 Report of the Director of the National Park Service. Advocated was a trained naturalist on the staff of every National Park to administer an educational program.

During the winter of 1921, the Director of the National Park Service arranged a speaking tour to include the large eastern cities as a means of publicizing Yosemite's new program.

Those who found profit and enjoyment in following nature guides told their friends and soon there developed an increasing group who returned to Yosemite year after year. Because a whole family could secure useful knowledge of fauna and flora, vacations were planned to make use of the opportunities afforded. Well remembered, is the architect Johnson family of San Diego who camped regularly in Yosemite because of its nature program. Many years later, one daughter returned to graduate from the Yosemite School of Field Natural History and is now the wife of a park naturalist.

One of the first innovations was a display of wild flowers presented in tin cans and bottles obtained from the dump, carefully labeled with both common and scientific name. This display quickly attracted many people who recorded newly discovered ones so as to check with those found along the trail sides.

It was soon apparent that children's interest could be caught by making a separate children's trip a game full of competition and exploration. Identification of plants by feeling and smelling and identification of birds and animals by voice sounds became popular. The Junior Ranger Program and Nature Center now covers this specialized field more adequately.

When it was discovered that a general field trip was basic but that the participants soon chose a field of special interest, such as geology, insects, wild flowers and birds, and felt they wanted instruction on these specialties, some trips were designed to be helpful in this respect. Such field trips were led by men with advanced training in these fields. This afforded variety in the program and an opportunity for advanced training.

A trip that gained great popularity was one to watch parent water ouzels feed their young. This was possible because a nest could nearly always be located either on lower Tenaya Creek or beneath Sentinel Bridge. When more than fifty would show up on such a trip the leader discovered he needed a helper to take care of the stragglers, or one to take half of the crowd on a separate basis.

Charles Michael, who was a post-office employee and his wife, Enid, were among the early enthusiasts and soon he, with an interest in birds, was donating his service on bird trips and she, a field botanist, on wild flower trips. Later Mrs. Michael was employed as a naturalist and still later developed a native wildflower garden behind the museum.

An office hour was advertised and visitors found they could get satis-

factory answers about geology, plant and animal life. Typical of the questions were these: What bird steals butter from our camp table? What is the plant that looks like a giant red asparagus tip? What is the name of the bird with a red head, yellow breast and black wings? What lizard has a red head and a blue tail? Is it poisonous? What about rattlesnakes? Does the sequoia grow in Yosemite Valley? Sometimes more than fifty questions were answered per hour by actual count!

In trying to reach park visitors with nature information, operators were approached with the proposal that their guests would enjoy reading brief nature notes if they were presented on the back of menus. They agreed and for several years guests could read about flowers currently in bloom, where a sequoia could be seen on the floor of the valley, become informed about the sugar pine, most beautiful of all pine trees, and about the western tanager, the bird with the red head, yellow breast and black wings, get an explanation of the plume tail of the gray squirrel and the jumping ability of the pine squirrel (chickaree), the animal made famous by John Muir. Soon a mimeographed Yosemite "Nature Notes" was produced which a little later became a printed monthly magazine, now in its 39th volume.

As an aid to those who prefer studying trailside features quietly by themselves, nature trails were developed with rocks, trees and plants labeled. Such self-guiding trails became popular as an accessory but were found to have certain limitations that cannot be overcome: moving animals cannot be labeled, and success of the trail is largely dependent on the content and attractive-

ness of the marker; contagious enthusiasm furnished by a nature guide is lacking.

Satisfying was the early evidence that the contacts with visitors could have lasting effect and influence attitudes and interests of individuals. In 1921, a retired man became interested in wild flowers as a result of the scheduled field trips. Returning in the summer of 1922, he reported that previously he thought botanizing a suitable pursuit for women but his experiences had changed his point of view and he had decided to choose it as his hobby. During the winter season he had collected 367 different species of plants, labeled and mounted them. He then asked to be assigned to some sort of work that might aid him in his studies. He was given a job of collecting, arranging and labeling the plants exhibited in the flower display. His donated services improved the program and stirred his interest to the extent that he reported enlarging his herbarium by 200 specimens during the following year. This man was launched on a serious career as an amateur botanist and may even have become a professional eventually! One of the trip leaders passing through a town in Southern California was approached by a lady who said: "You do not know who I am, but I was out with you on field excursions in Yosemite last summer. With the start these trips gave, I have become intensely interested in the study of birds. I live at Laguna where many shore birds are to be seen along the beach. What bird is it that answers this description?" Her careful description of color and mannerism left no doubt that the bird was the Western Willet. This lady had successfully moved her interest in Yosemite birds to those close at home and left no doubt that

bird study would become a life interest.

By 1925, it became evident that field trained naturalists to fill park positions were hard to find, that most university trained botanists and zoologists lacked field experience and found nature guiding difficult. In order to fill the growing demand for better trained naturalists, a summer school was established to give the needed additional training. In order to reveal its aim, it was named the Yosemite School of Field Natural History. Emphasis was placed on gaining experience in the field, with lectures and textbooks taking second place. Field observation and identification occupied most of the student's time. So it was "Knowledge never learned of schools . . ." of the wild-flowers time and place . . . "of the tenants of the wood . . ." "how nature does her work." There were daily trail trips and high country trail trips for studying geology, plant and animal distribution, life zones and ecology. No college credit was offered but teachers found that a certificate indicating completion of the course was useful in securing credit for advanced training. Students found that by taking this course, taught largely by employed park naturalists, that then could qualify for Civil Service naturalist positions, teachers of nature study, and boy scout and girl scout camp positions. For many years this training school furnished the man power needed and had much to do with the high standard educational services rendered visitors to the National parks. Part of its function is now assumed by the National Park Service Training Center in Yosemite, which indoctrinates many new employees with three months of intensive training on objectives, methods, equipment used in park operation.



By 1928, there was need for a group of educators to evaluate accomplishments and outline improvements. The Secretary of Interior appointed a Committee on Study of Educational Problems in the National Parks, to do this. Appointed to this committee were Doctors John C. Merriam, Chairman, Wallace W. Atwood, Harold C. Bryant, Herbert C. Bumpus, Vernon Kellogg, Frank R. Oastler, and Clark Wissler. In reporting, the committee outlined some basic principles as guides, made some specific recommendations on organization and listed the steps to be taken in the development of programs where no programs existed. Also pointed out were the special responsibilities involved and the special opportunities presented for education and research in the fields of history and science. Later, this committee was merged into a permanent Advisory Board on National Parks, Historic Sites, Buildings and Monuments, established by law, which continues to advise the Secretary.

Forty years after the beginning of an experimental educational program in Yosemite we find a greatly enlarged and improved project throughout the park system. We find similar programs expanded into state and municipal parks. We find that the words historian and naturalist have a new meaning because such positions are now professionalized. With but a few major changes the objectives have remained the same. There still remains to be accomplished, however, original aims expressed in the words "appreciation" and "inspiration."

Examine a Yosemite naturalist program today, and a remarkable growth in size is evident. Five permanent and more than twenty seasonal naturalists are employed. Full

programs are offered at several activity centers, instead of just one. Museum talks now number four daily. In 1920 the Natural Parks Portfolio was the only sales publication, now it takes four pages to list them. Most are now illustrated in color. There is a central museum with attractive exhibits to explain main features and act as headquarters for activities, a nature center at Happy Isles, and a Pioneer History Center is being installed at Wawona. The count of a few hundred visitors served in 1920 has mounted into hundreds of thousands annually.

In addition to the organized educational program in every major National Park and Monument, such programs are now found in State Parks which have followed the lead of National Parks and appointed park naturalists and historians. Many a metropolitan and city park system must now be credited with like programs. Officials of parks in foreign countries visiting ours go home enthusiastic over the interpretive programs offered in American parks.

Apparently the basic principles adopted in 1920 have proved so satisfactory that there have been few changes found necessary. Several features were tried out and abandoned. Once a Pageant Master was appointed, a Yosemite Zoo lasted only a few years, once popular auto caravans had to be abandoned when heavy traffic presented too many difficulties, guided saddle horse trips did not work out and story telling and childrens' ballet dances on campfire programs soon became a thing of the past. The greatest changes in program have resulted from improved facilities such as museums, campfire circles, trailside exhibits, nature trails, and such useful tools on the job as audio-visual

apparatus. The early objective of "a maximum of understanding and appreciation of chief features by every visitor" remains the same. The present day use of the term "interpretation" is a fine step forward.

As a direct result of the National Park Educational Program, there is a new meaning to the terms historian and naturalist. Individuals so designated find they have a profession of their own, separate from that of guide or teacher. The public knows now what an historian and naturalist is and does and there are hundreds of permanent established positions at good salaries.

Guided trips as a superlative method of bringing about acquaintance and appreciation of nature has been effectively demonstrated by the program.

The educators who planned the educational program in the National Parks could see that there were

higher goals that should be attained eventually. The dispersing of knowledge about park features was a goal, important and useful, but it was hoped the park visitor could be taught to think great thoughts, could be sent home full of new ideas, actually inspired. Based on what was seen and heard a visitor could be aroused to contemplate the origin and evaluation of the world we live in, the laws which control it and the interrelations of its parts. If Crater Lake presents an outstandingly beautiful landscape, how can the visitor be helped to appreciate it? In the fields of esthetics, of art and nature appreciation there is much to be accomplished. And probably in the word "inspiration" is found a goal which, if not entirely forgotten, is seldom stressed, probably because it is so difficult to attain. The teaching methods to be successfully employed to reach this goal are probably yet to be found and put into action.

An auto caravan in Yosemite Valley in 1932. This popular activity had to be discontinued due to traffic jams being created by the many cars on the tour.

—Anderson, NPS








Junior Nature School  
Museum

Beginning June 23  
Ending August 3



9:00-10:30-Grades 1-3  
10:00-12:00 Grades 4-9

Every week-day except Saturday  
Museum & Field Trips

- Monday  Trees
- Tuesday - Birds
- Wednesday - Mammals
- Thursday  Flowers
- Friday  Miscellaneous

Come and learn about  
Nature - with a  
Ranger Naturalist  
as your guide





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Dan Anderson