In this issue:

Send a shout out to Lu Ann Jones, Brenna Lissoway, Alison Steiner and team for planning and writing the features in this issue’s oral history section. They envisioned the section months ago as a way to inform, educate and share their passion for oral history with ANPR members and readers.

Now that the ANPR Oral History Project has preserved nearly 70 accounts about life in the National Park Service, it’s hard to imagine that it didn’t exist before 2010. NPS and ANPR are indebted to Lu Ann and team for this feat, as well.

If you think about it, every issue of Ranger encapsulates the history of ANPR. Whether contributors are writing directly about park or Park Service history or relaying information that will become historical in context, they are serving the past, present and future.

In this issue, references to history can be found in Alan Spears’ Cultural Resources column about Fort Monroe National Monument in Virginia, Jeff Ohlfs’ World Ranger roundup, and Kevin Moses’ review of Butch Farabee’s new book about search and rescue in Yosemite National Park in California. And the Gap Analysis program Moses writes about in his Law Enforcement column relies on oral history to help keep rangers safer in volatile situations.

An opportunity to exchange oral histories in person is coming up at the ANPR Ranger Rendezvous annual conference in October. Please join us in Estes Park, Colorado, where nearly every presentation and conversation could be a candidate for an oral history.

Rendezvous can also contribute significantly to a ranger’s career history. As Dan Moses said in his oral history interview: “...That one person that might be sitting across the table at dinner from you might be the next supervisor that’s going to hire you.” You can find all the details you need to attend Rendezvous in the center of this magazine and at ANPR.org. We hope to see you there!

Ann Dee Allen, Ranger editor
What keeps us going?

Each other

I recently attended a World Ranger Day Celebration put on by the World Wildlife Federation. It was a nice ceremony where they gave the rangers dozens of thank-you cards received from children all over the world.

So let me start by wishing everyone a belated Happy World Ranger Day and expressing my thanks for all you do. I know we do our jobs for the love of the Mission. That’s what keeps us going: our love of our mission, our staff, our visitors. What else keeps you going? What’s your story? Why did you become a ranger? If you were to do an oral history interview, what would you say?

On the “eve” before the 101st anniversary of the National Park Service, I reflect on why I became a ranger and why I remain one. I love the parks but the employees keep me going. Getting them the equipment, supplies and training they need to do their jobs keeps me hopping.

Another thing that keeps me hopping is our 40th Ranger Rendezvous. We have a flurry of activity as Cadence Cook, Elizabeth Jackson and the rest of the crew plan for a spectacular Rendezvous. I hope you can attend. We have new sessions planned and new training and networking events.

While we have been to Estes Park recently, it’s still a great location to get some hiking in with old and new friends. For those who want to return East next year, I think you will be pleasantly surprised at the location for the next Rendezvous.

Other events around the service include: Senior Passes selling like hotcakes and rainchecks distributed, the debate about Confederate monuments, and watching and waiting to see who will be our next director.

As with past administration transitions, we are in the midst of change and need to show patience and diligence. We need to do our jobs to the best of our abilities, serve our visitors and, most importantly, look after our co-workers. Let’s remember why we got into the Service and decide what keeps us going.

I look forward to seeing many of you at Ranger Rendezvous 40 in Colorado. If not there, then at Ranger Rendezvous 41 in ??? Come join us!!

If I can ever be of assistance to you, please call.

Thanks for all you do for the service and for each other.

Ranger on!!

Jan Lemons
President, ANPR
Reflections on the first 40 years means to us

By Brenna Lissoway
BIL HALAIINEN, who joined ANPR in 1982, emphasized important issues tackled by the organization: “It made a lot of difference, particularly in its early years. Why was it effective? It was created by rangers to talk about issues that weren’t being talked about by the agency.”

“I think it’s been good for the Park Service to have a group like the Association hanging around and nipping at its heels and trying to remind it of what’s important and what isn’t,” said RICK SMITH, ANPR president from 1979-1980.

BOB KRUENAKER recalled his first Ranger Rendezvous in 1984: “What I loved about ANPR then, and I hope is still true today, is that people do not wear their titles or GS grades on their buttons. There’s an opportunity for seasonals and regional directors to talk to one another, and superintendents and GS-2s and 3s and 5s or whatever to interact. I learned so much and was welcomed to the organization, and befriended by these incredibly senior people, and ANPR then and ANPR now has always given an opportunity for people to step forward and take responsibility.”

SCOT MCLVEEN, who was president of ANPR from 2008-2010, pointed to information sharing and professional networking through ANPR. In the 1980s, he noted, “We didn’t have all these communication abilities like email and cell phone and all the things that they have now. So if something wasn’t working in your park, you didn’t always know how to fix it, but somewhere in the Service another park had already addressed that problem and found a solution that was working pretty well. And you could either take it, use it outright or maybe modify it some for the circumstances in your park and get pretty positive results. And that was a powerful reason for coming to these Ranger Rendezvous.”

DEANNE ADAMS, who served as president of ANPR from 1995-1998, gained many benefits from her involvement in the organization: “I think [a] really key benefit to being a part of an association like ANPR is there’s a direct translation to the job. I could do something for ANPR and I would learn new skills. Organizing skills, networking, sometimes technical skills, computer skills, that I didn’t have an opportunity to do that on the job. But once I had that through ANPR, then I could apply it to something in the job.”

DAN MOSES on ANPR: “I really can’t emphasize enough how wonderful ANPR’s been to our [his and wife Diane’s] whole career. I sit in these meetings and see so many of the young faces, which is really wonderful. I’m really glad to see more of the younger generation taking part in ANPR. I don’t think a lot of them really realize how much help ANPR can be to them throughout their career. ...You never know who that one person that might be sitting across the table at dinner from you might be the next supervisor that’s going to hire you at the place you send your application.”

What does FLO TOWNSEND see as the benefits of ANPR? “I like the connections of people from across the Service, the interest at the personal level in the issues that the Park Service is dealing with, and how the networking in the ANPR can help an individual find a job, or find the job that they want, and how they can move through the organization. It’s a wonderful way to stay current with issues facing employees in the National Park Service.

Brenna Lissoway is the archivist for Chaco Cultural National Historical Park in New Mexico.
In 2010, the Association of National Park Rangers launched a multi-year Oral History Project to record interviews with National Park Service personnel who had shaped the agency’s history during the past half-century. The goal was to add employees’ voices to the larger NPS oral history collection.

Since interviews began more than five years ago, the project’s impact has extended far beyond the archives. Through the Oral History Project, ANPR has honored the agency’s past while helping prepare it for the future.

ANPR members conceptualized the project as a way to capture living history for the 2016 NPS Centennial and a method for preserving institutional knowledge in the face of the impending retirements of more than 50 percent of the NPS workforce. The original goal was to record, transcribe, archive and share 50 interviews with NPS employees who had experienced the effects of landmark legislation and shifts in employee and visitor demographics in the past 50 years. To date, ANPR interviewers have completed 67 oral histories.

The project proposal hadn’t covered ways in which the project might also benefit ANPR. Ironically, a 2010 ANPR Revitalization Report had provided recommendations for rejuvenating the Association. Two recommendations have since intersected with the Oral History Project:

1. Create cohesiveness among ANPR’s retired members and early-career employees.
2. Provide members with training and mentoring opportunities not readily available within the agency.

The report never mentioned the project as a way to meet these needs. Yet, it has achieved measurable results toward reaching both goals.

**HOW DID THIS HAPPEN?**

The Oral History Project addressed the recommendations through project development, which encouraged collaboration between ANPR members. Although longtime members conceptualized the project, it was implemented by early-career members, many of whom had specialized training in oral history methodology and project management.

The project’s success relied on open communication between these two groups. Senior members recommended interviewees and raised money for interview transcription services. Junior members focused on logistics and completed the interviews. Over time, the project established new lines of communication between these groups.

**LESSONS LEARNED**

The excerpts highlight training deficiencies in the NPS. The agency inadequately prepared these rangers for situations that required soft skills. When Dick Martin, Ed Rizzotto and J.D. Swed faced questions about compassion, morality and conflict, they were on their own (page 7). But their interviews offer advice on how to deal with challenges: listen, be honest and practice compassion.

The Oral History Project helps ANPR identify the messages early-career employees need to hear and provide educational tools to fill training gaps. To this end, the oral history team has worked to convert project content into digestible formats and share it with ANPR members and others. The team has published 16 interview excerpts in *Ranger* magazine in the past four years. Through a partnership with the NPS Park History Program, it has also created audio podcasts on SoundCloud.

These materials condense decades of experience into powerful messages that people might not otherwise hear. You can find these resources at [http://www.anpr.org/Oral-History-Project](http://www.anpr.org/Oral-History-Project).

ANPR envisioned the Oral History Project as a way to contribute to the historical record at a critical time in the agency’s history. The project has accomplished far more than intended. Both the project process and the results serve to connect our past to our future in unexpected and lasting ways.

Lu Ann Jones is a staff historian in the Park History Program in Washington, D.C.

Alison Steiner is a historian at Point Reyes National Seashore in California.
ANPR is what’s given me my career because of what I’ve learned to read between the lines, because of the conversations you have at events like [Ranger Rendezvous]. If I were to look at the training the Park Service has provided for me, that would not have done it. It’s only because I knew what to pursue because I’d been coming to these events. And if somebody in the Park Service told me ‘no,’ then I’d find a way to do it with or without them. ANPR has taught me, you can do it inside or outside of the boundaries.

Project interviewers also asked rangers to recount their NPS careers and reflect on lessons learned. Their stories revealed gaps in ranger preparation and provided invaluable advice about how to handle difficult situations. For example, Dick Martin spoke about the controversy he faced as the second superintendent of Wrangell-St. Elias National Park & Preserve in Alaska:

I felt in my particular case, I was poorly prepared, to put it mildly, for the level of controversy, acrimony and in some cases downright hostility to National Park Service management. And it became obvious to me that there were few people I could go to in the National Park Service to provide me with advice on how to deal with this issue productively. Productively again being how do we move the park forward, how do we establish NPS principles in management, and do this in a way that does not result in a mushroom-shaped cloud of acrimony, hostility and political repercussions. The adoption and approach that finally evolved in my mind after going to a few very unhappy locals meetings was that my role was to listen.

J.D. Swed described how he developed a personal ethic of dealing with fatalities as a young ranger in Grand Teton National Park in Wyoming:

A young woman [had] rolled her truck and died, and her parents wanted to go to the exact location. Of course, there was a large bloodspot, and I took the fire truck out there and tried to wash it all off and I couldn’t. Then, morally, I had to decide whether or not I’d take them to the exact spot because of that bloodspot. I battled with that internally for a little while to try to figure it out, and I don’t think anybody told me. I don’t know if I asked for any help. I don’t recall that. But I decided that it was best to be honest, and I’ve always done that with all the deaths, and I’ve handled hundreds with the Park Service in my career now.
Almost 1,900 white students and 200 faculty and staff were at Little Rock Central High School in 1957 when a federal district court ordered that the school be integrated. Nine African American students enrolled. When the governor attempted to keep the “Little Rock Nine” out of the school with Arkansas National Guardsmen, President Dwight Eisenhower took action.

Eisenhower declared the situation a national emergency, federalized the Arkansas National Guard and deployed more than 1,100 soldiers from the 101st Airborne Division to keep the peace. Hundreds of Arkansas National Guard members secured the school as part of Operation Arkansas while the Nine attended classes from September 25, 1957 to the end of May 1958.

More than 125,000 visitors a year have a chance to hear directly from the Little Rock Nine and others who were part of these historic events through oral histories recorded for permanent exhibit at the Little Rock Central High School National Historic Site. The interviews are a primary resource for interpretation and education staff in developing ranger talks, guided tours, Junior Ranger materials and park programs.

Hundreds of students access the videos every year for National History Day projects and school assignments. Excerpts from the interviews were also featured on the site’s Facebook page during the National Park Service Centennial in 2016.

The Little Rock Nine – Ernest Green, Thelma Mothershed Wair, Gloria Ray Karlmark, Elizabeth Eckford, Minnie Jean Brown Trickey, Melba Patillo Beals, Carlotta Walls LaNier, Terrence Roberts and Jefferson Thomas – are featured in the oral history interviews. There are also oral histories with white students at Central High, teachers, paratroopers and National Guard soldiers.

The interviews were recorded in 2005 in preparation for the NPS Visitor Center dedication during the 50th Commemoration of Central High Desegregation. They were conducted by Johanna Miller Lewis, professor of history at the University of Arkansas-Little Rock, and recorded on video by public information officer and ranger Spirit Trickey.

Over time, the exhibits have been criticized for not including more people’s perspectives about the events at Central High. Oral histories are voluntary, however. Many people who were directly involved or eye witnesses to the desegregation chose not to be interviewed, despite public calls for participation. Considering that “All the World is Watching” was a headline at the time of the events and many residents said the media gave a distorted view of Little Rock, people may be wary to speak on the record.

It is common for Central High rangers to meet visitors who were witnesses or participants in the 1957 crisis, however. The rangers ask these visitors if they would be willing to be interviewed, to add their experiences to the archives. Many demure. However, a few do agree to be recorded and more share their stories off the record.

Pathways park guide Tammy Roberson related a transformative experience she had with one visitor who came to the park in search of a letter that white ministers had sent to Gov. Orval Faubus during the crisis. The letter beseeched the governor to support integration.

The Rev. Charles McDonald, who had openly preached for integration in his southeast Arkansas church, signed the letter. His son, David, told ranger Roberson that his father had a terminal illness. David was anxious to find a copy of the letter for his father and family.
As a result of meeting with David McDonald, Roberson was able to interview Charles McDonald for the Central High oral history archives. The site provided copies of the video to the McDonald family, who watched it with Charles many times in his final days.

**STUDENTS LEAD MEMORY PROJECT**

Other oral histories have been recorded in partnership with the Memory Project at Little Rock Central High School – a student service learning activity that was launched as part of a Library of Congress project. Civics teachers assigned students to interview elders about their social justice memories and write essays reflecting on how the interviews affected their perspectives.

The essays were so powerful that a Memory Project extracurricular organization was formed in association with the park. Student volunteers selected and edited the best essays for a book, *Beyond Central, Towards Acceptance*, which is available at the Visitor Center. Some students and faculty gradually extended the project in partnership with the National Park Service, Smithsonian Institute and its local affiliate, the Historic Arkansas Museum.

The Memory Project has also published a second book. The books include curricula intended to encourage other schools to start memory projects.

Memory Project students also received a grant from the NPS and National Park Foundation to attend the National Council for Social Studies conference and Oral History Association Annual Meeting in 2014 and present their work there. They were the only teen attendees or presenters.

After attending conference sessions, the students created a theater script using excerpts from oral history interviews they had done for an Asian American Experience project. Central High park staff connected the students with spoken word artist “Apollo,” aka Marquese McFerguson, who became a coach and judge for spoken word performance readings of the script.

The students also developed films associated with the project for a Smithsonian-sponsored short-form video challenge. The films were selected for the Center for Asian Americans in Film festival in San Francisco. Four students, including Joseph Hwang of the NPS Central High Youth Leadership Academy, presented their films.

The film project also prompted the students to turn their cameras on Central High. One day, a student group was working on a video on the school steps when an elderly man walked up. They asked if he had any questions about the school and its history. The gentleman laughed and said no, he had lived through it. The desegregation crisis had been his first big story as a reporter for United Press International wire service. The students asked his permission for an interview and recorded it on the spot.

The latest Memory Project initiative is an audio app that walks park visitors through the Little Rock Nine's first attempt to enter Central High on September 4, 1957. It is scripted from primary source materials and student interviews with Elizabeth Eckford of the Little Rock Nine.
**IMPROVEMENTS PLANNED**

As the 90th anniversary of the school’s construction, 60th anniversary of its integration and 10th anniversary of the Visitor Center opening coincide this fall, the park is reaching out to the community and inviting people to share their views about the school’s history, integration and what the future of an inclusive society might look like. In addition, the Memory Project is transitioning to a Park Service Learning Project to include youth from other schools and community organizations.

Visual information specialist Randy Dotson is also leading an event planned for November 2017 that will focus on the military history of the Central High crisis and will include some members of the 101st Airborne Division and 1957-58 Arkansas National Guard. The event will provide an opportunity to capture more oral histories and perhaps photos and other artifacts for the museum collections.

This next fiscal year will also see the installation of a Flex Park grant to update park exhibits, including adding LED captioning to Memories of the Crisis listening stations, audio-only stations and better controls for visually impaired visitors at the touchscreen listening stations. A new descriptive narrative audio tour will also guide visually impaired visitors through the entire exhibit space.

Accessibility will also be vastly improved through a partnership with University of Arkansas-Little Rock in which primary source material, including oral histories and other archival and museum collections, will be digitized to create a central online repository for primary source materials relating to the desegregation crisis of 1957-59.

All of these updates will make visiting the Little Rock Central High School National Historic Site even more meaningful – and provocative – in the months and years ahead.

Jodi Morris has been a park interpreter/interpretive park ranger since 1993. She began her career with the Arkansas State Parks, Arkansas Game & Fish Commission and Arkansas State University Heritage Sites. Morris joined the National Park Service in 2008 and became a ranger at Little Rock Central High School National Historic Site in 2009. Morris’s father was an Arkansas National Guardsmen called to duty at Central High in 1957. She experienced school desegregation firsthand as a grade school student in Wynne and Blytheville, Arkansas. She is currently pursuing a doctorate in heritage studies. Her dissertation topic is "Interpreting Racism in the Age of All Lives Matter.”

**CAPTURING THE SPIRIT OF HISTORY: ORAL HISTORY IN THE National Park Service**

By Lu Ann Jones

The Association of National Park Rangers Oral History Project is an important addition to a rich National Park Service legacy. The ANPR project builds on a body of work that has become an essential part of the interpretative resources at scores of NPS sites. These sites use oral history interviews to document and interpret the people and events they honor.

The recollections of eyewitnesses to history enhance museum exhibits and digital interviews allow virtual visitors to experience the spirit of history. Visitors to sites (and websites) that interpret World War II, for example, find inspiration in the living memories of veterans and civilians alike.

People who visit the Tuskegee Airmen National Historic Site in Alabama can hear airmen describe their training at segregated facilities at Moton Field. They learn what it was like to be among the first African American military aviators – from the airmen.

To create the exhibit, curators drew upon some 850 interviews with fighter pilots and military support personnel conducted between 2001 and 2005. Narrators described life during the era of racial segregation, resistance to racism and discrimination in the United States and fascism overseas, and the role the airmen played in the modern American civil rights movement.

World War II Valor in the Pacific National Monument uses oral history interviews to document and preserve the experiences and memories of people who witnessed the Pearl Harbor attack in Hawaii. The collection includes interviews with civilians and military personnel from the United States and Japan that support interpretive programs and museum exhibits. People can listen online at https://www.nps.gov/vahr/learn/photosmultimedia/index.htm.

Rosie the Riveter/World War II Home Front National Historical Park has secured interviews with more than 75 people about their wartime experiences in the San Francisco Bay area. Narrators discuss family life, attitudes toward education and gender roles, and the war’s effects on race relations. They can be heard at http://www.rosietheriveter.org/visit-discover/oral-histories.

At Manzanar National Historic Site, oral histories and the deep personal connections upon which they are based have been crucial to resource management and interpretation. Interviews document the wartime experiences of Japanese Americans detained at the California camp and of camp staff and nearby residents. Personal memories
help visitors better understand daily life for the people who had been uprooted from their homes without due process and relocated to cramped barracks encircled by barbed wire and guard towers. Virtual visitors can hear interviews at https://www.nps.gov/museum/exhibits/monz/oral_history_videos.html.

Rangers at George Washington Memorial Parkway in the District of Columbia have interviewed dozens of veterans of secret assignments at Fort Hunt Park, known as “P.O. Box 1142” during World War II. Army and Navy veterans interrogated prisoners of war there, including high-ranking German and Japanese officers and renowned scientists. Clips of interviews are at https://www.nps.gov/museum/exhibits/FOHU_oral_history/index.html#Interviews.

INTERVIEWS ENHANCE SOCIAL AND CULTURAL HISTORY

Parks that explore social history topics such as ethnicity, labor and industry, and social movements find oral history essential to their mission.

Immigrants help tell the story at Statue of Liberty National Monument and Ellis Island in the New York City harbor. Since 1973 the site of the federal immigration center has recorded some 2,000 interviews with immigrants who arrived between 1892 and 1954, when Ellis Island was in operation.

The narrators describe life in their countries of origin, family histories, the reasons for emigrating, their journeys, their arrival and processing at Ellis Island, and how they adjusted to the United States. Also included are interviews with Ellis Island staff and members of the U.S. Coast Guard stationed there at the time.

At Keweenaw National Historical Park, interviews with some 150 former mining company employees and local residents are part of exhibits that examine hard rock copper mining history in Michigan. Workers and managers give firsthand accounts of mining blasts, casting copper and the corporate side of mine operations.

A number of national parks in Alaska have collaborated with the University of Alaska Fairbanks Project Jukebox, the digital branch of the university’s oral history program (http://jukebox.uaf.edu/), to document their natural and social histories. The Denali National Park & Preserve interviews feature 42 climbers, bush pilots, park rangers and concessionaires’ insights into climbs and routes, accidents and rescues, and climbing philosophy and technology.

In other Alaska parks, ethnographers have used interviews to document subsistence activities of native Alaskans, including hunting and fishing practices.

As the National Park Service continues to commemorate historical events with living memories, oral history will become a more important way to document, interpret and manage the agency’s resources.

More recently, at Flight 93 National Memorial oral histories were central to planning and interpreting the site of the airliner tragedy in Pennsylvania. More than 700 interviews capture the stories of September 11, 2001 and the fate of the Flight 93 passengers from the perspectives of family members who lost loved ones, witnesses to the airplane crash, first responders, Federal Aviation Administration supervisors, clergy, mental health counselors and students who were at school near the crash site.

At Minuteman Missile National Historic Site, oral history interviews recall the tensions of the Cold War. Interviews with more than 20 members of the missile crews at Ellsworth Air Force Base, South Dakotans who grew up close to the Minuteman Missile site, and people who protested deployment of nuclear weapons enliven the museum exhibits and site interpretation. Information is online at https://www.nps.gov/mimi/learn/historyculture/oral-histories.htm.

Finally, the Park Service uses oral history to document its own past. Interviews with former NPS directors, retired superintendents and rangers illuminate management decisions and changes in agency culture over time. “I Remember Yosemite” has used oral history interviews to capture the stories of people – including park employees and longtime residents – who have helped shape and been shaped by, one of the nation’s iconic national parks.

When parks write administrative histories, oral history interviews with key personnel are usually part of the research plan. The ANPR Oral History Project, conducted at a time of generational change in the NPS, has helped capture and preserve the agency’s spirit of history for current and future generations.

Lu Ann Jones is a staff historian with the National Park Service’s Park History Program in Washington, D.C.
Whether your oral history project focuses on family members or a large organization like the Association of National Park Rangers, planning is the key to success. Here are some pointers for effective oral history interviews and projects.

1. GET ORIENTED TO ORAL HISTORY METHODS BY EXPLORING HOW-TO GUIDES ONLINE


2. ORAL HISTORY IS MORE THAN THE INTERVIEW

It is a process that begins with setting goals and ends with preserving and using interviews. Answering a series of questions can help you set goals for the project. What do you want the oral history project to accomplish? Who is to be interviewed? What is the budget? What is the timeline? Who will do the work? How can you develop a partnership with a library, archive or museum that can plan for the preservation and continued usability of the interviews once they are completed? When you’ve answered these questions, write a mission statement that defines project objectives concisely and provides flexibility as goals change to meet evolving needs.
3. Invest in Good Digital Recording Equipment

Does video or audio fit your needs, budget and capacity to store and maintain the recordings? Will the recording formats be acceptable to repositories that may be the final destination of the interviews?

4. Ethical and Legal Issues Shape Oral History

Make sure the narrators know the interview’s purpose and what you plan to do with the information. This is known as informed consent. One way to establish this understanding is to have the narrator and interviewer review and sign a legal release form. Release forms also establish copyright, ensuring the future usability of the interviews in various contexts. An example of the release forms used by the National Park Service can be found at https://www.nps.gov/parkhistory/oralhistory/resources.htm.

5. Before the Interview

- Conduct background research that will help you put the narrator’s life in context and inspire good questions. For example, are you planning to interview military veterans? Read about the branch of service in which they served, combat operations in which they engaged and the kinds of duties they performed.
- Conduct a pre-interview with each narrator so he or she knows what to expect and so that you can begin to build the trust and rapport for a good interview.
- Schedule a time for the interview that is best for the narrator and choose a location that is quiet and free of interruptions.
- Make a list of topics to be explored during the interview and share them with the narrators to help them prepare.
- Practice using the recording equipment.
- Plan carefully and be prepared to improvise as new challenges and opportunities arise.

6. Conducting the Interview

- Arrive as scheduled and allow time to visit before and after the interview.
- Begin the recording with a simple opening statement that includes the names of interviewer and narrator, the date, the location of the interview and the project name.
- Start with comfortable questions such as basic biographical information (birthplace, family of origin). Ask sensitive questions later.
- Use eye contact and other nonverbal signs to encourage the narrator and demonstrate your interest in his or her stories.
- Be comfortable with silences. People need time to contemplate questions and formulate answers.
- Remember that you are there to listen. Save your own stories for another time.
- Ask one question at a time.
- Phrase open-ended questions that invite elaboration. Ask what, when, how and why questions.
- Avoid leading questions that suggest preconceptions of appropriate answers.
- Probe by asking: Can you explain? Can you describe the situation in more detail? Can you give me an example of that?
- Use cues to memories such as artifacts, photographs, timelines and maps.
- As the interview winds down, ask summary questions: What else would you like to talk about? What else do you think I should know about this subject?
- Limit interviews to about 90 minutes per session. The interview process can be tiring. Schedule a second interview if the narrator has more to say.
- Ensure that the narrator completes and signs the legal release form.

7. After the Interview

- Make at least two copies of the digital interview and store them in different locations, if possible. Keep in mind the acronym LOCKSS – Lots of Copies Keep Stuff Safe.
- Write a thank-you note to the narrator.
- Create a written record of the audio or video files. Arrange to have the interview recording transcribed or indexed, or make detailed notes about the topics covered. Express Scribe Transcription Software (http://www.nch.com.au/scribe/index.htm) can make transcribing and indexing easier.
- Share a copy of the interview audio or video with the narrator. When people tell their stories they are offering a gift; give a copy of the interview in return.

8. Preserve and Protect Oral History Interviews for the Future

Prepare audio and/or video files with good data about the files and all supporting materials for deposit in an archive so they will be safe and accessible.

9. Share Interviews in Publications, Exhibits, Podcasts and Presentations

For an example, listen to excerpts from ANPR Oral History Project interviews at https://soundcloud.com/npsoralhistory.

10. Interviewing Skills Get Better with Practice

Oral history makes the past come alive, and narrators and interviewers alike enjoy the process. Have fun!

Lu Ann Jones is a historian in the Park History Program in Washington, D.C.
Brenna Lissoway is the archivist for Chaco Cultural National Historical Park in New Mexico.
We look forward to seeing all of you at this year’s Ranger Rendezvous, ANPR’s 40th. Longs Peak Lodge in Estes Park, Colorado, is a beautiful spot for gathering and learning. Rendezvous will feature a wide variety of keynote speakers, professional development opportunities and breakout sessions that appeal across National Park Service divisions and service levels.

With 20 breakout sessions available, there is something of interest for every NPS employee and those interested in rangers and the mission of the NPS.

**Keynote Speakers**
- Ani Kame‘enui, Director of Legislation and Policy, National Parks Conservation Association
- Sue Masica, Intermountain Regional Director
- Dan Wenk, Superintendent, Yellowstone National Park
- Darla Sidles, Superintendent, Rocky Mountain National Park
- Reed Robinson, Midwest Region Program Manager for the Office of American Indian Affairs
- Panel of superintendents, with Darla Sidles, Rocky Mountain National Park; Ken Mabrey, Colorado National Monument; and Bruce Noble, Black Canyon of the Gunnison National Park.

**Breakout Sessions**
Our breakout sessions this year will be diverse and engaging. A few highlights include:
- The Importance of Building Lasting Relationships with Local Communities
- Great Old Broads for Wilderness
- Pride Outside: The LGBTQ Community and the Outdoors
- Rogue Ranger
- Emotional Intelligence: Why it’s Critical in the Workplace
- Seasonal Perspectives Part I and Part II
- Defining New Standards for Interpretation Excellence
And so much more.

**Field Trips**
Field trips are a wonderful way to network while you explore. This year’s field trips include a full-day hiking trip in Rocky Mountain, a visit to the National Eagle Repository and Rocky Mountain Arsenal National Wildlife Refuge, and a half-day ranger-led bus excursion into Rocky Mountain.

**Evening Activities**
Evening activities include square dancing and a performance by Brad the Singing Ranger, as well as our traditional Movie Night, Trivia Night and hospitality suite meet and greets. These events are wonderful ways to connect with ANPR members and NPS employees, retirees and others. Connections made at Ranger Rendezvous can last a lifetime.

**Photo Contest**
We’d love to see your talent, so consider entering the photo contest! Be sure to take your camera along on your day trips and travels so that you can enter photographs in the Rendezvous photo contest (photos from the past are eligible, too). Check online to read the photo contest guidelines, and bring your photographs to Ranger Rendezvous.

**Raffle**
Remember to contribute to the raffle and auction! Whether or not you come to Estes Park, please donate to the Rendezvous raffle and silent auction to support ANPR. Desirable donations include national park-related and one-of-a-kind items. If you are flying or unable to attend, please send raffle items now to:
Elizabeth Jackson
1439 Desert Willow Drive
Carlsbad, NM 88220

**Volunteer**
If you can volunteer to help out at Ranger Rendezvous, please contact Cadence Cook at:
anprinternalcommunications@gmail.com.

**Program & Registration**
Program and registration details can be found online at:

We hope to see you there!
— Cadence Cook
Life members who contribute $125 to ANPR are recognized in the Second Century Club. Once you are a Second Century Club member, each additional $250 donation will increase your life level by one century. If you are a life member, please consider raising your contribution to the next level!

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- Jim Brady
- Paul Broyles
- Rod Broyles
- David Buccello
- Robert Butterfield
- Michael Caldwell
- William Carroll
- Bruce Collins
- Roberta D’Amico
- Bruce Edmonston
- Joe Evans
- Mitch Fong
- Erv Gasser
- Hal Grovert
- Fred Harmon
- Warren Hill
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- James Hummel
- Craig Johnson
- Margaret Johnston
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- Rick Smith
- Barry Sullivan
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6th Century Club
- Rick Erisman
- Scott Pfeninger
- John Townsend

7th Century Club
- Dennis Burnett & Ginny Rousseau
- Don Chase
- Butch Farabee
- Gary Hartley
- Edward Rizzotto

8th Century Club
- Deanne Adams & Tony Sisto
- Dick Martin

9th Century Club
- Stacy Allen

10th Century Club
- Wendy Lauritzen

11th Century Club
- Bill Wade
Public Law 100-571, “An Act to Establish the National Park of American Samoa,” states: “Congress finds that tropical forests are declining worldwide; tropical forests contain 50 percent of the world’s plant and animal species, contribute significantly to advancement of science, medicine, and agriculture... The loss of these forests leads to the extinction of species, lessening the world’s biodiversity, reduces the potential for new medicines and crops and increases carbon dioxide in the atmosphere contributing to the greenhouse gas effect that is altering the global climate.”

As Americans, we have a tradition of designating our nation’s most sacred places as national parks. Some places are so powerful, so meaningful they inspire us to see beyond ourselves and our species, to sacrifice for future generations of all life, to put aside the petty and rectify our relationship with the planet.

The islands of Ofu, Olesega, Ta’u, Aunu’u and Tutuila have instilled love and respect in humans for millennia. The first inhabitants called them Samoa: “sacred earth.”

I recently visited the National Park of American Samoa (NPSA). Every person I met there, whether an innkeeper, fisherman, farmer or barkeep, was working in one way or another to protect the land and water for everything to enjoy. I was humbled. I can do more, I thought.

Looking out of the airplane window on my way back to mainland USA, I reflected that Samoa can teach us what it means to treat a place as truly sacred.

JAIME

Traveling to the remote island of Ofu is difficult. My father and I flew from Tutuila to Ta’u, hitchhiked across that island and hiked between villages before finding fishermen to take us across the waters in a single-engine ‘alia.

Born and raised on Ofu, Jaime Isaako was our boat’s skipper. I asked him what he and other local fishermen thought about the creation of the park in his homeland. He said, “We love it. We want to protect all of this. We want to protect the forest and the fish.”

PIGEONS AND BATS

The Pacific pigeon, lupe, and the native fruit bats are both staples of traditional Samoan cuisine. Ancient archeological sites called star mounds were used, in part, to trap pigeons. Into the 1990s, thousands of pigeons and bats were harvested annually.

In 1987, 1990 and 1991 an onslaught of hurricanes ravaged the islands, decimating the fruit trees these species depend on. Both fruit bats and lupe went into severe decline. The territorial government banned hunting. Slowly, the populations recovered.

Timothy Clark, former resource management chief for NPSA, said, “When the hunting ban was lifted, very few people harvested lupe or bats.” The threat of losing these symbols of Samoan culture instilled a deeper sense of stewardship for the species. Today the harvest of fruit bats and lupe remains historically low.

TISA

On Southeast Tutuila a local bar and restaurant owner, Tisa, has been spearheading island conservation for three decades. Hurricanes had again damaged the coastline and flushed trash into Alega Bay. Tisa brought the village together to form the private Alega Marine Sanctuary.

Dynamite fishing and sand mining were banned in the bay. The village also prohibited the use of motorboats and anchors in the marine waters. Today only traditional fishing methods such as using bamboo poles and natural bait are allowed. Tisa and other village leaders patrol the sanctuary to enforce these rules.

The beaches of American Samoa have more crab tracks than footprints. There are no souvenir shops. Bar owners spend more time on conservation than commercialization. At Tisa’s bar we saw three Blacktip reef sharks cavorting in the water from our lunch table, a sight that might have been impossible without the sanctuary.

PETER

Hiking to a brackish lake on the island of Aunu’u, I met Peter, a village leader, who told me to watch for toloa (Gray duck), a species that was extirpated from islands in 1986. Toloa is now making a slow comeback thanks to village efforts to install decoys and protect the bird’s last good habitat.

Across the islands of American Samoa, people are working to preserve its sanctity. Every bird, every coral, every beach is treated as sacred.

In 1998, the Olesega Village Council lobbied its congressional representative to expand the park
by 3,000 acres, adding the reefs and forests of their island to the park. In Senate report, 107-270, the village informed Congress that "the national park has contributed much to the preservation of Samoan culture, the rainforest and the coral reef... . The village council of Olosega expressed its support for expansion of the park boundaries, and we are pleased that this has been a grassroots effort supported by the community." The authorization for expansion passed in 2002 (it still awaits funding).

I consider all of this in contrast to what is happening in some of our mainland national parks, which have long been called sacred. I reflect that selfies have become a form of worship. I’m concerned about popular practices like building “cairn gardens,” which destroy salamander habitat in the Smokies and soil in Arches.

It’s been said that parks are being loved to death. After a visit to the National Park of American Samoa, it is clear to me that our other parks not being loved enough.

PT Lathrop is a park and public land advocate. He has visited more than 80 national parks in countries around the globe. He studied national park history at Colorado State University. He lives with his cat and his wife in Moab, Utah.

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LAW ENFORCEMENT
Let’s talk about gunfights

Have you ever been in a gunfight?
If you are like the overwhelming majority of rangers in the National Park Service, you answered “No.”

This will begin to change as military servicemen and women return home from combat and join the ranks of U.S. park rangers. But for now, the NPS does not have many gunfight veterans. This is a good thing, of course, but it does create a conundrum: From whom do we learn what it’s like to encounter a gunfight?

None of us knows how we’d react to a deadly force encounter unless we’ve lived through one. Those who have endured such a fight can tell/teach/train the rest of us on what we might expect to see/feel/do in that moment.

Fortunately, some rangers are willing to share their accounts, and the NPS is listening. The result is a healthy dialogue called the Gap Analysis. It is one of the highest quality training programs in which I’ve participated.

Gap Analysis for Policy and Tactical Considerations: Learning Lessons—Review of Ranger/Agent Involved Shootings 1985-2005 (now referred to as Gap Analysis 1.0) was created by former Northeast Region Chief Ranger Jill Hawk. The curriculum examined Officer Involved Shooting (OIS) incidents and identified gaps between the incidents and NPS policy and training on OIS and use of force (UOF). This initiative helped steer positive changes in OIS and UOF training and management.

Gap Analysis 1.0 addressed 14 OIS or other firearms-related safety incidents that spanned four NPS regions – a surprising number. Hawk was instrumental in distributing the training to rangers in the Northeast Region, but it never gained service-wide momentum. As a result, most NPS rangers did not know it was available.

Hawk went on to become superintendent of the NPS Law Enforcement Training Center (LETC). During her tenure, she revisited the Gap Analysis concept. Since Gap Analysis 1.0’s initial publication, more than a dozen OIS incidents had occurred and Hawk gained support from the LESES at WASO for her renewed effort.

She tasked Basic Academy Program Manager Thomas Lewis with developing Gap Analysis 2.0. Version 2.0 covers 13 OISs between 2004 and 2013, including the line-of-duty death of ranger Margaret Anderson in 2012 at Mount Rainier National Park in Washington. Lewis assembled NPS-commissioned researchers with a variety of backgrounds (field rangers, supervisory rangers, chief rangers, a special agent and NPS LETC personnel) to develop the course.

Since Gap Analysis 2.0’s official blessing in early 2017, the team has offered eight-hour courses throughout the NPS, delivering the training to 730 rangers so far. They’ve also begun presenting train-the-trainer courses, which will exponentially increase the number of students receiving the training. They are encouraging superintendents and law enforcement officers from cooperating agencies to take the training, as well.

The curriculum is high-caliber. It’s emotional – raw at times – and includes material that might be difficult at first. But it is of paramount importance that every person in the Service who should receive this training does receive it.

If you hold an NPS law enforcement commission, or manage commissioned personnel, and have not had this training, please go to your supervisor and seek it out now.

Kris Eggle’s line-of-duty gunfire death at Organ Pipe Cactus National Monument in Arizona was part of the impetus for Gap Analysis 1.0. Kris was my friend. As I write this, the 15th anniversary of his ultimate sacrifice is days away, and he and his family are in my thoughts. If Kris were around today and he thought his story might help fellow rangers prepare for a gunfight, he’d talk to us about it.

He can’t tell us about his gunfight, of course. But his combat-wounded Vietnam veteran father, Bob Eggle, can. And, he has...
CULTURAL RESOURCES

Why monuments matter:
Lessons from Fort Monroe

It’s a 102 degrees Fahrenheit outside this July morning at Fort Monroe. Sixteen kids from Hampton, Virginia, mostly African Americans ages 11 to 14, are on a pier fronting an impossibly blue Chesapeake Bay and learning to fish. I make the rounds as a volunteer safety monitor attempting to ensure that the hooks catch fish and not fingers and that no one falls into the water.

One young lady asks me for help affixing her bait, a shiny greyish squid smaller than the size of her outstretched palm. I know nothing about fishing, but am keen to try. I struggle ineffectively for several minutes to attach the squid to the hook. Clearly frustrated with my lack of prowess, she asks me what kind of bait I normally use to catch fish. “My Visa card!” I tell her. The warmest of smiles breaks across her face.

The kids are here at the behest of Fort Monroe National Monument’s superintendent Terry Brown. The Park Service, in conjunction with partner organizations such as the Fort Monroe Authority, the Casemate Museum, a variety of local volunteers and NPCA, is hosting the park’s first Freedom Seekers Youth Summer Camp.

The camp is a week-long series of programs designed to better connect area youth to the fort’s rich history, especially the African American experience. There’s also the hope that the kind of hands-on educational and recreational experiences planned for these kids will help them gain an affinity for national parks that lasts a lifetime.

Before it became a national monument, Fort Monroe was one of the longest continuously active military bases in the United States. The star-shaped fort, designed and constructed in the 1830s, now lies at the center of a sprawling complex of more modern buildings. And the place is chock-full of history from the story of Frank Baker, James Townsend and Shepherd Mallory – who in 1861 became the first of 10,000 enslaved African Americans to gain liberty at Freedom’s Fortress – to the posting of the U.S. Army Coast Artillery Corps from 1901 to 1950.

The fort’s natural resources are impressive as well. Several miles of uninterrupted and now publicly accessible beachfront grace the eastern edge of the monument. The northern corridor is home to sand dunes and migratory bird habitat. A case could easily be made that Fort Monroe constitutes Virginia’s largest outdoor classroom, which Superintendent Brown and his partners are using to the benefit of these kids from Hampton.

In addition to the fishing lesson, other programs abound. A historian from the Casemate Museum shares the story of Union General Ben Butler’s “contraband decision.” NPS ranger Aaron Firth and his colleagues don Union uniforms and run the students through a crash course on the Civil War-era manual of arms during a two-hour School of the Soldier. And Mary S. Peake, a free black woman who risked life and limb in the 1850s to teach enslaved African Americans to read and write, makes an appearance courtesy of local educator, community organizer and historian Chadra Pittman Walke. After the lectures and presentations comes a trip to the fort’s YMCA for swimming!

The Hampton kids were engaged – most of the time. The days got a little hot and the distractions so rife during the ‘tween and teen years (cell phones, cute boys, cute girls) were often in competition with the instructors and mentors for the kid’s full attention. Still, the first Freedom Seekers Summer Youth Camp, as I experienced it, was a success.

I love it when the lofty rhetoric of the NPS mission and vision gets put to actual good use by people like Brown in places like Fort Monroe. These sites were protected in perpetuity for the benefit, enjoyment and inspiration of current and future generations – which makes the Freedom Seekers Summer Youth Camp even more relevant and powerful.

On the off chance I get invited to participate next year, I intend to use the rest of this summer to improve my bait hooking skills.

—  Alan Spears
National Parks Conservation Association, Washington, D.C.
WORLD RANGER Roundup

Following are updates from the Association of National Park Rangers’ representative to the International Ranger Federation (IRF)

AN AUSPICIOUS DATE

July 31 marked the 25th anniversary of the founding of the IRF by Rick Gale and Bill Halainen of the ANPR. The IRF accord was signed in Peak National Park in England with the Scottish Countryside Ranger Association and the Association of Countryside Rangers of England and Wales. Congratulations to all.

Rangers and their supporters around the world gathered on July 31 to mark World Ranger Day in recognition of rangers killed in the line of duty. Please keep in your thoughts the lives and dedication of those who serve in our profession and those who have even given their lives in service to our planet.

IRF FUNDING AVAILABLE

The IRF newsletter will notify members of the opportunity to apply for financial support for projects that directly improve and support the work and life of rangers. TGLF will make available $250,000 in this round of funding, for projects ranging from $1,000 to $30,000.

Projects that demonstrate the best governance and outcomes for rangers and conservation will be selected and supported. Please consider putting your best project forward.

GLOBAL POSITIONING SYSTEM GIFTS

Seven GPS units were donated by ANPR and the California State Park Rangers Association to Nigerian national park rangers. TGLF paid for shipping the items to Nigeria. A big thanks to Einar Olsen for making this happen!

FEDERATION ADDS FULL-TIME POSITION

The IRF has appointed Louise Reynolds executive officer. Reynolds is a South African national living in Australia. She brings experience from the corporate sector and a passion for wildlife and the work of rangers to her position.

Reynolds supports IRF President Sean Willmore and IRF member associations. She also has a direct role in widow support and project support for ranger groups through the IRF and its charity, the Thin Green Line Foundation (TGLF). Her appointment was made possible by support from TGLF with contributions from the U.S. National Park Service and Parks Victoria in Australia.

ANPR contributes to funds for rangers

ANPR has approved two $750 distributions from the ANPR-managed International Ranger Congress Dependents Fund for a Costa Rican ranger who was unjustly prosecuted for killing a poacher and the widow and daughter of a Nicaraguan ranger who was murdered.

ANPR plans to distribute additional funds to eligible recipients in the future.

Please provide information and photographs of potential recipients to Ranger magazine editor Ann Dee Allen at rangermag.editor@gmail.com.

HAVE A SAFE AUTUMN!

Jeff Ohlfs, International Affairs Liaison
Welcome to the ANPR family!

Here are the newest members of the Association of National Park Rangers
(Updated 7/31/17)

- Todd Traylor, Houston, TX
- Liam Strain, Philadelphia, PA
- Annette Samuels, Versailles, KY
- Alan Randall, Washington, DC
- Elaine Phares, Woodside, CA
- Courtney Mackay, Springdale, UT
- Elizabeth Lorenz, Mountaintop, PA
- Nicole Kyger, Havre, MT
- Martin Jarquin, Brentwood, CA

These people have either given someone a gift membership to ANPR or recruited a new member. Thanks for your help and support!

- Mark Giese
- Jessica Korhut
- Marin Karraker
- Jan Lemons
- Jin Prugsawan

Kudos

ANPR will soon be launching its annual fall fund campaign. Support ANPR by making a tax-deductible contribution during the campaign.

2 Ways to Donate

1. ANPR website
2. By check: ANPR P.O. Box 151432 Alexandria, VA 22315

Thank you for your continued support!
Butch Farabee has done it again – created a masterpiece. *Big Walls, Swift Waters: Epic Stories from Yosemite Search and Rescue*, may be Farabee’s most impressive work yet. Equal parts chronological history, NPS trivia collection, reference manual, technical tutorial, PSAR (Preventive Search and Rescue) message, and tribute to colleagues, this book has something for everyone.

I devoured it in record time. With two small children, it’s hard for me to read anything except Dr. Seuss, but Yosemite National Park’s big walls and swift waters kept me turning the pages.

Farabee organizes the book by time and function, highlighting milestones in Yosemite SAR, lacing page margins with facts, trivia and drawings, and peppering the pages with harrowing missions. Throughout the book, he pays homage to fellow SAR professionals who’ve devoted their time, talent, dollars, sweat, grit and nerves to the cause of SAR “...that others may live.”

NPS employees will enjoy reading about the exploits of their friends. It was endearing to open the book and see, on page 12, two of my FLETC classmates dangling from the belly of a helicopter.

Farabee didn’t tackle this monumental effort alone. He recruited past Yosemite SAR officers to share their art and photography and tell their tales in memory boxes. My favorite is from Keith Lober, who rants about feeding the younger generation humble pie.

The photographs from the lenses of Farabee’s friends are stunning. The illustrations by former Yosemite SAR Officer Dov Bock help readers understand the instructional sections. They add authenticity in being drawn by hands that have locked many a YOSAR carabiner.

Farabee also provides “takeaways” for select stories – warnings about how to not become the subject of a SAR mission. This is part of his plug for PSAR.

The manner in which Farabee conveys his message is brilliant. The author:
- Details a preventable fatality and includes a sidebar on how to avoid such a tragedy;
- Walks readers through an investigation as if they were the victim and could contemplate their own death in a national park;
- Encourages readers to copy safety checklists from the book;
- Relates his own story of needing a rescue in Yosemite with humility, and adds a takeaway;
- Repeatedly warns against over-reliance on cell phones and technology.

“Technology will not keep you from falling off a cliff,” he offers wryly.

Throughout the book, Farabee reveals an enduring reverence for his teammates. Fellow rangers, Camp 4 “SAR-Siters,” climbers, volunteers, scuba divers, paramedics, pilots, SAR dogs and their handlers, CISM counselors, the U.S. Navy, and other cooperating agencies are all honored.

“There is a camaraderie and kinship,” he writes, “built upon mutual respect and admiration and trust, that quickly develops when individuals in public service risk their lives together.”

The book’s subtitle refers to “epic” stories, and by every measure the stories meet the mark. It is only fitting, then, that Farabee’s tribute to Yosemite SAR is epic. He’s exceeded this challenge in *Big Walls, Swift Waters*. The book is a polished work of class.

Kevin Moses is central district ranger at Shenandoah National Park in Virginia.
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Name of ANPR member we may thank for encouraging you to join ________________________________________________________________

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Name(s) ______________________________________________________________________________________________________________

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40th Anniversary
Volunteer for Ranger Rendezvous!

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