

**AN INVESTIGATION INTO THE DEVELOPMENT, PRINCIPLES
AND PRACTICE OF ENVIRONMENTAL INTERPRETATION IN SOUTH AFRICA:
A CASE STUDY OF THE NATIONAL PARKS BOARD**

HALF THESIS

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ABSTRACT

This study looks firstly at the historical background to conservation, particularly in the South African National Parks Board, and relates this to developments in interpretation in the National Parks. These are evaluated against international norms as they appear in the current literature. The aim is to establish a platform upon which future developments in interpretation may be built, avoiding the mistakes of the past, while capitalising on the strong points.

Current views of what interpretation is, and what it should be, are reviewed. Knowing who the audience is, in terms of cultural background, education, needs and interests, as well as sound planning, clear objectives and ongoing evaluation of interpretive programmes, emerge as essential prerequisites for effective interpretation.

Through reviewing the development and current status of interpretation in the National Parks, the study finds that although the view has been expressed by management, both past and present, that interpretation in the national parks is of great importance, the past and current status of interpretation does not reflect that view. Generally, interpretation appears to be regarded as a non-essential service.

This report argues that environmental interpretation should be given a higher status in the National Parks Board and that it should form an important part of the conservation strategy and management plan for the national parks. The researcher contends that a greater investment in interpretation could lead to a decrease in the need for further, increased investment in law enforcement in the parks. The researcher is also of the opinion that interpretation aimed at all levels of personnel of the National Parks Board is at least as important as interpretation aimed at visitors.

Key words: Environmental interpretation. National Parks. Environmental education. Conservation education. Naturalist interpretation.

PREFACE

This study was carried out with the full cooperation of the National Parks Board of South Africa, by whom the researcher is employed at the time of writing. My hope is that this study will ultimately be of benefit to the National Parks Board in helping to guide, and possibly to stimulate, future developments in interpretation in the National Parks.

My sincere thanks go to all those in the National Parks Board without whose cooperation the study would not have been possible. To past chief directors Dr. Rocco Knobel, Mr. Dolf Brynard and Dr. 'Tol' Pienaar as well as Dr. Piet van Wyk who gave up time to be interviewed and were very open and frank in their answers. Dr. 'Robbie' Robinson, the present executive director of the National Parks Board, who gave his blessing to the project and whose long and frank interview was of great value in sketching the present and future plans of the organisation. Mr. Corné Muller of National Parks Board Head Office staff in Pretoria, who is responsible for the keeping of minutes and of the archives, also rendered invaluable assistance. All historical documents were made freely available to the researcher. Invaluable, indirect support was rendered by my colleagues in the interpretive services section who had to carry the extra burden when I was away on study leave.

Heartfelt thanks are due to my wife whose support and help, not only in this project, but throughout twenty one years of marriage have been an inspiration to me. Her help in proof reading and editing the many drafts, as well as her belief in me at times when I could easily have given up, were also crucial to the success of the study. Acknowledgement must also go to my children who were forced to sacrifice much precious family time during the past four years.

My sincere appreciation and thanks to my supervisor Prof. Pat Irwin who, with great understanding, tolerance and patience kept me going and guided me in the completion

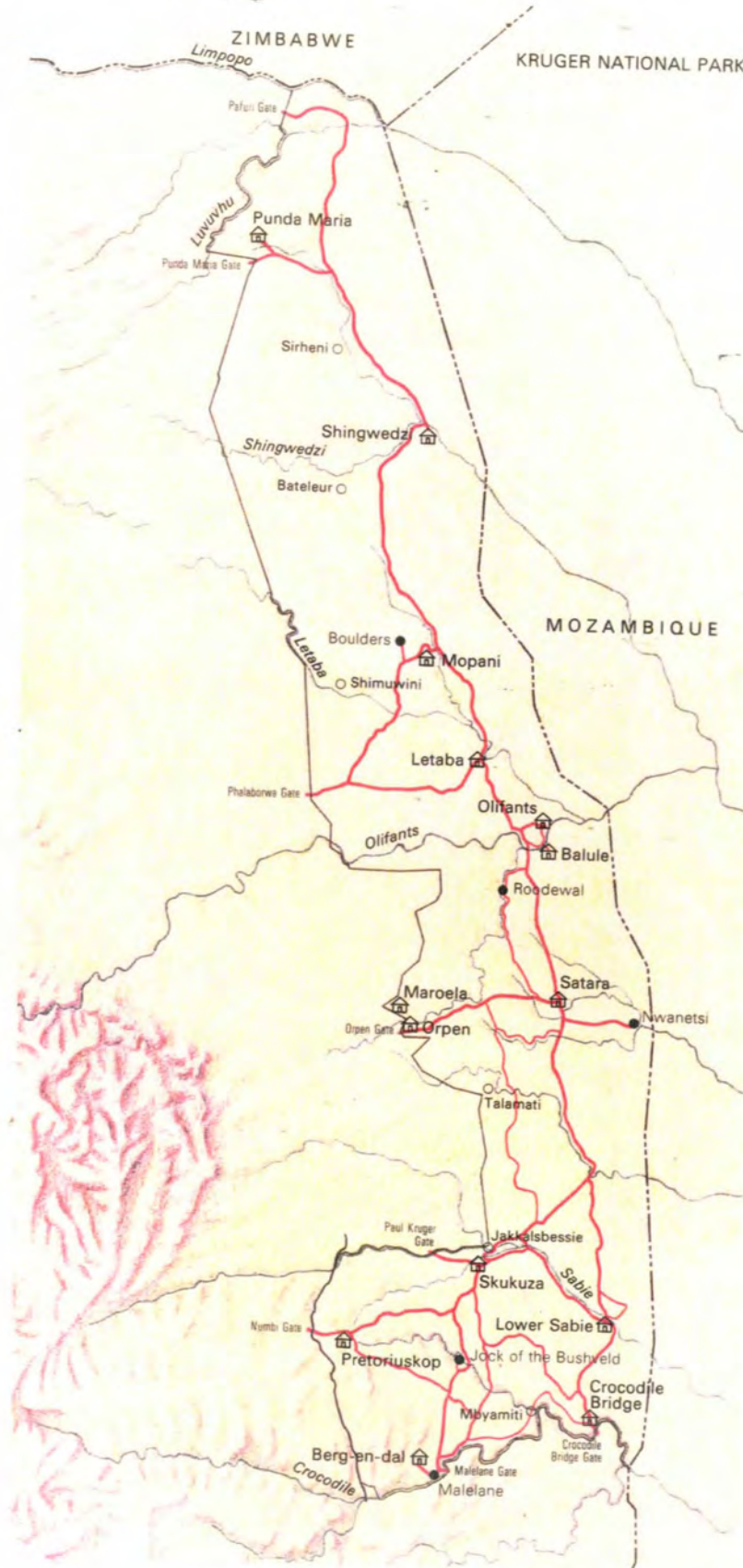
this thesis. What I have learned from him, both directly and indirectly, goes far beyond what is represented in this study.

Last and most important I owe thanks and praise to the guiding light of my life, my Lord Jesus Christ without whose help nothing in my life would be possible. My wish is that completion of this study may enable me to serve Him more effectively in my chosen profession.



ORIENTATION MAP 1: SOUTH AFRICA

Showing the location of the National Parks.
(Bannister & Ryan 1993)



ORIENTATION MAP 2: KRUGER NATIONAL PARK
(Bannister & Ryan 1993)

CHAPTER ONE

Introduction and Background to the Study

1.1 Introduction

1.1.1 Clarification of terms used.

In this study reference is made repeatedly to the National Parks Board and there is a need to clarify the abbreviations used:

- Reference to the '**Board**' means the board of trustees of the National Parks Board of South Africa.
- '**NPB**' refers to the National Parks Board as an organisation.
- '**KNP**' refers to the Kruger National Park.

1.1.2 The Interpretive¹ Challenge.

One of the most crucial challenges facing modern society throughout the world is to find a balance between a healthy environment and a strong economy (Clark 1990). In developing countries the problem is often compounded by the fact that a large proportion of the population live in poverty, making it a problem to develop a strong economy in the first place, while maintaining a healthy environment. South Africa, in common with other developing countries is faced by many environmental problems such as soil erosion, desertification, over population and rural and urban poverty, but in common with industrialised countries South Africa also has serious problems of air pollution, industrial waste and conspicuous over-consumption by a small, but economically significant portion of the population (Clarke 1991). This leads to an imbalance in the distribution and consumption of resources.

¹

Following Fowler (1980), 'interpretative' is the correct English form, but as most of the literature use the form 'interpretive', this is the form used in this study, except where it appears in the other form in quotations.

Most national parks in South Africa are surrounded by or at least adjacent to relatively poor or, in some cases, impoverished communities. According to Els (1995) and in the experience of the researcher, many of the residents in these areas perceive the parks and conservation simply as a way for 'the whites' to keep the best land and the animals for themselves. This has naturally led to pressure on parks and nature reserves in terms of demands for natural resources such as meat, grass and wood, and to illegal harvesting or poaching in the reserve areas. Whereas conservation authorities have previously tried to overcome such problems through legislation and law enforcement (Khan 1990, Carruthers 1993 a), there is an increasing realisation that environmental education and the involvement of local people in the management and economic benefit of the park is probably the only way to bring about lasting change and to maintain the integrity of the national parks for the good of the nation as a whole. In the face of this challenge there is a need to use every opportunity to the maximum, to enlighten and educate all sectors of the population as to the principles of sustainable development and resource use.

Informal environmental education in the form of interpretation can be an extremely powerful tool in the hands of park authorities and following Ham *et al* (1993) it is the contention of the researcher that national parks through their interpretation can and should play a major role in the process of enlightening everyone who visits the parks, whether on a specifically educational excursion or on holiday, making them aware of the natural environment. A national park presents a unique opportunity to create an awareness of the position, and responsibility, of humans in the fragile natural system. National parks, in the opinion of the researcher, have a duty to use the resources and opportunities at their disposal to create awareness not only of the ecological processes active in the parks, but of the natural system as a whole.

According to Ham *et al* (1993) there is a need in developing countries for on site interpretation also to take on the role traditionally assigned to environmental education. In practice this will cause a blurring of the divisions between the traditionally separate activities of interpretation, environmental education and extension. Which particular activity will predominate in any one situation will depend on the needs of the audience.

An urgent need which, in the opinion of the researcher, needs such a combined approach is to address negative perceptions about the national parks which were identified by Els (1995) in his study of the perceptions of people in communities adjoining the Kruger National Park (KNP) as well as employees in the KNP who come from the neighbouring areas. Most of the respondents (90,9%) in Els' research believed that the Kruger National Park was mainly for rich whites to visit and had relatively little value for the local communities beyond providing some employment (Els 1995). This was true as much for KNP staff as for people living near to the park. If a national park is to be regarded by bordering communities as being of value and as a source of pride, it is the role of the interpretive services in the park to inform and enlighten both the employees who should be extremely important ambassadors for the park in the areas where they live, as well as those of the neighbouring communities who have no direct contact with the park.

It has been proposed by Morrison (1988:11) that carefully designed and developed interpretive services "*..will help provide a resource which is a source of pride to local people*". If this is to be realised, and in the opinion of the researcher it should be the aim of all park based interpretation, then it follows that the park itself must also be a source of pride to those who identify with it and feel a sense of ownership. This should apply especially to the direct neighbours of the parks, but also to all South Africans visiting the national parks. This can only be expected from people who understand clearly the role and the purpose of the park and identify with the aims and goals thereof. It is the opinion of the researcher that an important role of interpretation is to bring this understanding.

According to Kruger (1992), most formal environmental education in South Africa is aimed at children. One of the few tools available to the environmental educationist which has the potential of reaching the whole spectrum of the country's population is informal education in the form of interpretation or "*recreational learning*" (Veverka 1994) in national parks and nature reserves.

1.1.3 Interpretation and Environmental Education

As pointed out above, the relationship of interpretation to environmental education is not always clear and in the literature only Sharpe (1976) and Ham *et al* (1993) give attention to this relationship. In the view of the researcher interpretation is an important branch of environmental education and according to Ham *et al* (1993), environmental education should be the main aim of interpretation in developing countries. The public are generally exposed to interpretation when they are on holiday, or as part of recreation activity and, for this reason, it may be seen by those with no scientific background as being less threatening than more formal environmental education programmes.

According to Carter (1982) interpretation must attempt to solve environmental problems through changes in behaviour and attitude and have the potential to contribute to the solving not only of a specific site problem, but related problems elsewhere. This agrees with Ham *et al* (1993) who maintain that even agricultural extension can form part of on-site interpretation if that is a primary need of the audience. Carter (1982:165) describes as the duty of the interpreter not only to point out aspects of the environment, but to communicate an environmental ethic or "*..code of behaviour towards the environment that will ensure the maintenance of its highest quality*". This forms an important part of most definitions of environmental education (IUCN 1971, Saveland 1976, Irwin 1989), so that in the opinion of the researcher interpretation can be regarded as one part of the larger concept known as environmental education.

1.2 Background to the study

1.2.1 Historical background to conservation in the National Parks Board (NPB)

This section looks at the background and development in the approach to conservation in South Africa, particularly in relation to the Kruger National Park.

The pre-colonial inhabitants of Southern Africa have been described as having very little lasting impact on their environment. This has been ascribed by Khan (1990:11) to the

existence of a land ethic "*..which incorporated a perception of the individual as an integral part of the environment, as well as an attitude based on a non-destructive exploitation of its resources*". Whether this somewhat romantic interpretation is the reason for the low impact these people had on their environment, or whether it was simply the fact that numbers were low and that they did not have access to modern, high impact technology (Pringle 1982, Owen Smith 1987), the descriptions by early travellers of vast herds of game on lush grassland (Pringle 1982) contrast markedly with later accounts (Stevenson-Hamilton 1993) and with the present day.

According to Carruthers & Pienaar (1990), in the years that followed the initial settlement of the Transvaal, the economy of the settlements became largely dependant on hunting and the products obtained as a result thereof. When the Voortrekkers first settled in the Transvaal they utilised the wildlife as a means of survival. Animals were shot for food and the skins and other byproducts were used for the manufacture of shoes, thongs and other essential items (Carruthers & Pienaar 1990). In 1872 alone skins to the value of R180 000 were exported. This represented the skins of approximately 125000 animals (Carruthers & Pienaar 1990).

Following Carruthers (1993 a) the motivation behind early conservation regulations instituted by the colonial government aimed to prevent over exploitation of what were seen as 'useful' game species. She describes for example regulations aimed at preventing subsistence hunting by the black population so as to preserve the game for the exclusively white 'sport' hunters.

Carruthers (1993 a:14) states, without citing evidence:

In 1902 the purpose of the re-proclaimed game reserves in the Transvaal was to set aside what was considered at the time to be disease-ridden, agriculturally and minerially worthless land to provide a state sanctuary (or a nursery) in which stocks of game, i.e. huntable wildlife, could recoup their numbers having been decimated before and during the South African War. The game reserves were thus not 'Gardens of Eden' or tourist attractions but state game farming enterprises. The ultimate aim was to open these game-

rich islands in later years to sportsmen who would pay the state for hunting privileges.

This allegation is to some extent borne out by the fact that the management at that time included the extermination of predators and 'vermin'. This included all raptors, lion, cheetah, jackal, hyaena, wild dog, bushpig and some reptiles (Carruthers 1993 a, Stevenson-Hamilton 1993). It is worth noting that Col. Stevenson-Hamilton, the first warden of the Kruger National Park and warden of the Sabie Game Reserve before creation of the national park, expressed his revulsion in 1912 at the shooting of lions and other carnivores in the reserve (Carruthers 1993 b), in spite of which this practice was continued into the 1930's (NPB 1926 - 1935).

In 1858 a law was brought into being which, according to Carruthers (1988), aimed mainly at the survival of the hunting community of the Soutpansberg area of the Transvaal. Among restrictions aimed at the protection of animals killed for food by the white settlers, this law stipulated that no white hunter could employ more than two black hunters and that no black man was allowed to hunt unless accompanied by his master or registered with the magistrate (Carruthers & Pienaar 1990). A major reason behind the severe restrictions on Africans hunting is revealed in a quote from Stevenson Hamilton (1906) "*..the destruction of game by the natives ...enables a large number of natives to live by this means who would otherwise have to maintain themselves by labour*" (Carruthers 1993 a:13). A similar attitude was found by Bundy (1979) in his study of the economy of peasant farmers in South Africa where independent economic activity was actively opposed or even destroyed where it existed, so that the native population would have to maintain themselves through 'honest' labour on european owned farms and on the mines. Whatever the case may be, the coming of white settlers and more importantly, modern weapons, saw tremendous destruction of wildlife (Pringle 1982). In many cases this was purely wanton destruction as there was no effort at utilisation of what was hunted (Stevenson-Hamilton 1993). Carruthers (1993 a:13) describes "*.. the european ideology*" as believing that it was "*less civilised*" to subsist on game than to "*..sell it or kill it for entertainment*". This is clearly a generalisation as this belief is unlikely to have been held by all Europeans.

During the 1880's a number of people expressed concern about the destruction of wildlife in the Transvaal lowveld. According to Stevenson-Hamilton (1993:42), a resident of the White River area, one Bill Sanderson, reported that in the 1870's "*the White River country was covered with herds of Eland and other antelope*", but that white rhino and elephant had already been exterminated. By 1902 when Stevenson-Hamilton visited the area there was very little left (Stevenson-Hamilton 1993). Approaches made during the 1880's to President Kruger with the proposal to declare at least part of the lowveld a nature reserve (Carruthers 1988) led in 1894 to the proclamation of the Sabie Game Reserve and later the Shingwedzi reserve to the north which would be combined and proclaimed in 1926 as the Kruger National Park.

Although white settlers laid the blame for the extermination of wildlife in the Transvaal upon the African hunters, Carruthers (1993 a:13) argues that;

With hindsight it can be appreciated that the most consequential destructive influences relate to the agricultural transformation of the countryside and to the modernization and industrialisation of the Transvaal. But in addition to these broader processes, it seems that even white market hunters and sportsmen killed more than did Africans at that time.

Africans did not have legal access to firearms, were not eligible for hunting licences or even able to legally kill wildlife damaging their crops (Carruthers 1993 a).

A major challenge now facing park based interpretation is to change the negative perceptions created by the early conservation policies. In the experience of the researcher the response of some neighbours of the Kruger Park, when asked what conservation means to them, is to place their wrists together as if wearing handcuffs, bearing witness to the fact that nature conservation in South Africa has depended heavily on legislation and law enforcement which has tended to alienate particularly the black people living in proximity to parks and reserves (Khan 1990, Cock 1991). These people see conservation and national parks as having nothing whatever to do with their everyday lives except in a negative sense in that they are prevented from collecting fire wood and from hunting or fishing in the area of reserve.

1.2.2 The concept of a National Park

With the promulgation of the National Parks Act in 1926 came the proclamation of the Kruger National Park as the first national park in South Africa. This has been followed by the proclamation of another 17 national parks and numerous provincial and private reserves.

National parks, it is argued, should be of far more than just economic importance to the nation. According to Frome (1967:7) for example:

National Parks are special places for looking at stars, for touching stars and being touched and empowered by them. National parks are sources of caring based on inner feeling, on emotional concern for wolf, bear, insect, tree and plant and hopes for the survival of these and all species. National parks are schools of awareness, personal growth, and maturity, where the individual learns to appreciate the sanctity of life and to manifest distress and love for the natural world, including the human portion of it.

The International Union for the Conservation of Nature and Natural Resources (IUCN) describes a national park as follows (IUCN 1975):

A national park is a relatively large area (a) where one or several ecosystems are not materially altered by human exploitation and occupation, where plant and animal species, geomorphological sites and habitats are of special scientific, educative and recreative interest or which contain a natural landscape of great beauty and (b) where the highest competent authority of the country has taken steps to prevent or eliminate as soon as possible exploitation or occupation in the whole area and to enforce effectively the respect of ecological, geomorphological or aesthetic features which have led to its establishment and (c) where visitors are allowed to enter, under special conditions, for inspirational, cultural and recreative purposes.

The policy document of the National Parks Board of South Africa states:

..national parks should provide mankind with the most advantageous opportunity for an educational and spiritual experience of nature. National parks, therefore, have for long been of more than aesthetic interest: They are data-banks, gene pools, open-air laboratories and national classrooms, which can play a vital part in the creation of a code of ethics that can make its influence felt at all levels of the utilisation of the environment.

In the opinion of the researcher all of the above descriptions are valid, but some are more applicable in developed countries (Frome's rather idealistic view) while in developing countries the emphasis must be far more on practical values and the role of the parks in helping people in surrounding areas survive rather than telling them they should be looking at stars. In the context of the present study the words of Col. James Stevenson-Hamilton (1993:253), first warden of the Kruger National Park, are of significance because they show a belief that the parks should be used for the good of the people of South Africa :

The first object of the park should be to educate the public in the rudiments of natural history; to show people what the wild animals of their country look like, and how they act in their natural state, free from the terror of man. It should also cultivate a spirit of sympathy with them; to let it be realised that animals are more admirable alive, and in their natural setting - themselves in fact - than converted into the rags and bones of hunters' trophies, or confined, listless prisoners behind bars.

It will be shown later in this study that Stevenson-Hamilton received little support for this view from the board of trustees or the management committee.

While it may be argued that national parks have only met the above criteria in respect of a small portion of the country's population it is the belief of the researcher that the fault lies not with the concept of a national park, but rather with the influence of politics and the abuse of especially the KNP by politicians for ideological purposes (Carruthers 1994). Among the political influences must be the pervasive influence of apartheid which was apparent in all fields of life in this country. There are efforts now under way

to make the parks more relevant to the lives of those who previously saw them as only being for the use of a privileged few (Els 1994). It is the view of the researcher that interpretation in the parks can contribute substantially to the breaking down of barriers and the changing of perceptions by exposing the parks and what they stand for and revealing the wonder of the natural system conserved in each national park.

1.2.3 Interpretation and the National Parks

There is a strong element of self preservation on the part of the national parks in providing interpretation and education programmes (see Chapter 4), because the belief is that people will be unlikely to want to preserve anything which they have no understanding of or appreciation for. The opinion of Knobel (1993 pers. comm.), and supported by the researcher, is that no one is likely to want to conserve something that they do not love, or at least feel strongly about.

In the experience of the researcher, an ecologist working in environmental education in the Kruger National Park, well designed interpretative services stimulate the tourist to explore the environment further and play a vital role in promoting understanding of the complexities and sometimes fragility of natural systems. The importance of informal education to conservation and to the future of national parks is also emphasised by Henning (1990:4) who writes,

... some form of naturalist interpretive activity can, and should, reach people in national parks in efforts to provide education and enjoyment of the area as well as for national park protection and conservation.

The researcher believes that there is an important role for park based interpretation in creating an awareness and a sensitivity towards the natural environment as a whole. National parks and other conservation areas should thus play a significant role in environmental education on a national scale and on site interpretation in national parks should form an important part of a national environmental education strategy. According to a policy document of the National Parks Board of South Africa (National

Parks Board 1988), it sees itself as having a duty to use its parks and their facilities to further environmental education in the broad sense in which this term is defined by both the IUCN (1971) and The Tbilisi Declaration (UNESCO-UNEP 1978).

Structured residential environmental education courses are presented in a number of national parks, but only a very small percentage of visitors are able to take part in these. For the majority of visitors to the national parks the only possible exposure to environmental education is through informal education programmes in the form of interpretative services. At present these cover a wide range of methods of conveying information, but it is not always clear what the underlying rationale and assumptions were in their design. Moreover the general history of the development of recreational facilities in South Africa tends to show a marked Eurocentric focus, which is reflected in the design and content of interpretive programmes (see chapters 4 & 5). In many cases this may result in the services offered being meaningless to a large sector of the South African population.

It is the view of the researcher that because of the importance of interpretative services to nature conservation and national parks in particular, planning and development of these services must be carried out using the most up-to-date knowledge and research available. It is also important to unravel past assumptions so that future developments can be based on the needs of the whole South African population as well as those of foreign visitors.

1.3 The aims of this study

Naturalist interpretation in some form has been presented in the KNP since the early 1930's as shown in the minutes of NPB meetings examined by the researcher (see section 3.2.1). It started in a very small way with general visitors guides and maps and later progressed to film shows and public talks and then to what we see today, namely exhibitions, trails - both guided and self guided, publications on the fauna and flora and

courses - both aimed at general environmental awareness and the specific needs of certain groups eg. tourist guides.

Although these activities have been taking place in the national parks, the impression of the researcher is that the developments have taken place in an *ad hoc* manner with many services being offered more as the result of the enthusiasm and dedication of individuals rather than as a result of any planned effort of the organisation.

The aim of this study is to examine the above view by tracing the history of interpretation in the NPB and placing it within the context of the larger picture of the development of the national parks and conservation in South Africa. The study will also critically examine interpretive services which are currently offered in the Kruger and Karoo National Parks (Fig.1), in the light of historical perspective and of the international norms and ideas as reflected in the literature. Due mainly to financial constraints it was not possible for the researcher to visit all the national parks, but the two chosen had the best developed interpretive services at the time of writing.

The purpose is to obtain a clear picture of where the National Parks Board stands at present with regard to interpretation so that by so doing some guidelines may be derived for the direction of future development.

The researcher is an english-speaking South African who came to environmental education from a background of natural science. He has been working as an environmental education officer in the Kruger National Park for ten years, with responsibility for part of that time for interpretation as well as aspects of formal environmental education. He has a particular interest in interpretation as part of environmental education.

1.4 Basic assumptions on which the research is based

The research was based on the following assumptions:

- That environmental conservation on a national scale, is important to ensure the survival of ecosystems and life support systems, and ultimately the survival of the human population of South Africa.
- That the National Parks Board has a responsibility towards environmental conservation at a national level and not only in the national parks.
- That Environmental Education is an essential part of any conservation strategy and thus an important activity.
- That interpretation in the national parks is an important part of environmental education.
- That the information available to the researcher would be sufficient to provide a valid picture of interpretation in the National Parks Board.

1.5 Layout of the thesis

The following chapters aim first to build up a picture of what interpretation is or should be according to the literature and then to look in more detail at interpretation in the National Parks.

Chapter 2 covers a review of pertinent literature on the history and development of interpretation and various aspects of interpretation as reflected in the literature, including its relationship to the audience, social responsibility and planning and evaluation. This builds up the picture of interpretation as seen by a number of different authors. **Chapter 3** describes the methodology used in this study, describing how and why certain methods were used and finally evaluating the methods as applied in this particular study with some lessons learnt.

The historical development of interpretation in the national parks board as reflected in the results of interviews and in the historical documents with critical comment is the subject of **chapter 4**. Development and presentation of interpretation in the Karoo and Kruger National Parks is described and evaluated in **chapter 5** with some ideas about the future direction of development and the future role of interpretation in the National Parks Board being the subject of **chapter 6** which concludes the study.

CHAPTER TWO

The concept of interpretation and a review of the literature pertinent to the study

2.1 Introduction

This chapter aims to present historical and current ideas on the meaning and scope of environmental interpretation. While it is not believed to cover all or even most of what has been published on the subject of interpretation, the review does cover a wide range both in time and in the actual focus of the articles and is believed to include the important key ideas on interpretation. A major criterion for inclusion has been the relevance of articles to the South African situation. The review looks at the history and development of interpretation and considers various views on what interpretation is, before tracing the relationship of interpretation to the social responsibility of conservation organisations and the need to relate interpretation to specific audiences. The influence of social interaction on the way people learn and its possible influence on interpretation is the theme of section 2.6 which is followed by sections covering the evaluation and planning of interpretive programmes.

2.2 History and development of interpretation

There are examples of what Morrison (1988:16) refers to as "*..the unrecognised art of interpretation* " in some early travel books, notably a book on Galloway by Malcolm Harper, published in 1896 (Morrison 1988), although Sharpe (1976) traces interpretation back to the Greek and Roman philosophers up to 600 BC. In the light of the modern concept of naturalist interpretation as 'recreational learning' (Veverka 1994), it is interesting that Aristotle (384-322 BC), who showed great interest in the natural sciences, also "*..emphasised the place of leisure in the educational process*" (Sharpe 1976:23). As far

as the researcher is aware the first publication specifically on interpretation was the book *"Interpreting Our Heritage", Principles and Practices For Visitor Services In Parks, Museums, and Historic Places*, by Freeman Tilden (1957). This was a landmark in the development of interpretation as *"an art and science, with a developing profession, exerting an influence on the conservation and understanding of our heritage"* (Morrison 1988).

Crittenden (1957:x) in his preface to Tildens book, described how the body of scientific knowledge had become less accessible and less intelligible for the lay person.

On the one hand the professional was up in the clouds and would not deign to come down and fraternise with ordinary mortals; he scorned and ridiculed the sometimes bungling attempts of the amateur. On the other hand the amateur kept trying, and millions of people kept on being interested (Tilden 1957:x).

According to Moscovici (1984), science attempts to make the everyday things in life more unusual by explaining common things in terms of sometimes abstract scientific concepts. He also points out that social representations work in opposition to science, attempting to make the unusual familiar. *"The environment is the everyday world where these two universes [social or every day representation and scientific representation] of meaning interact. Environmental education [and by implication interpretation] ought to be the force which integrates them [the two universes of meaning] and makes them meaningful"* (Uzzell & Rutland 1993:5).

The apparent divergence of scientific and common knowledge and the snobbishness (arrogance according to Riedl (1985)), of the scientific community has been described by a number of authors (eg. Kahn, Brown and Martell 1977, Riedl 1985). Crittenden goes on to describe interpretation as a new channel of mass communication with people through their parks, museums and historical sites (Tilden 1957). Interpretation was beginning to be seen as a way of presenting scientific knowledge in a form accessible to the general public. This is an important step because as Breakwell (1989) warns, the mystique which may surround science and scientific knowledge may lead to what he calls *action paralysis*. Uzzell & Rutland (1993) write that by using scientific investigations to illustrate the seriousness of environmental problems there is a danger of reinforcing

"feelings of powerlessness". Interpretation, whether in museums or natural areas, can and should be a powerful medium to bridge the gap between scientific knowledge and the general public.

2.3 What is interpretation?

Probably the first formal definition of interpretation is that published by Tilden (1957:8), who is described by Ham (1992) as being a playwright and philosopher rather than a scientist:

An educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information.

Tilden emphasizes that this is intended as a dictionary definition and does not accurately describe the full scope of interpretation. *"The true interpreter will not rest at any dictionary definition"* (Tilden 1957:8). The principles of Tilden's definition are echoed by Ham (1992) who argues that interpreters only use facts when they can help an audience understand what is being shown or explained. Ham (1992:4) describes as the goal of interpretation *"..to communicate a message - a message that answers the question 'so what?' with regard to the factual information we've chosen to present"*, which relates to Tildens (1957) principle which states *"Interpretation is revelation based on information"*.

Tilden (1957:9) puts forward six Principles which in his view should form the foundation of interpretation:

- i. *Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.*
- ii. *Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.*
- iii. *Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree*

teachable.

- iv. *The chief aim of interpretation is not instruction, but provocation.*
- v. *Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather than any phase.*
- vi. *Interpretation addressed to children (say up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best it will require a separate programme.*

In the opinion of the researcher these principles are as relevant today as they were when formulated and this is borne out by the fact that they are quoted and used in shortened form in at least two later publications (Ham 1992, Veverka 1994). Tildens principles are fairly comprehensively summarised in Ham's (1992:8) four principles or qualities of the "*..interpretive approach to communication*":

1. Interpretation is pleasurable.
2. Interpretation is relevant.
3. Interpretation is organised.
4. Interpretation has a theme.

They also appear in Veverka (1994) in what he calls a "*short-hand*" version called "*Tildens Tips*" : Provoke, relate, reveal, address the whole and strive for message unity.

After quoting Tildens definition, Sharpe (1976:4) goes on to quote a number of other authors. One which appeals to the researcher is by Wallin (1965) who describes interpretation as:

The helping of the visitor to feel something that the interpreter feels - a sensitivity to the beauty, complexity, variety and interrelatedness of the environment; a sense of wonder, a desire to know. It should help the visitor develop perception.

In the opinion of the researcher the significant aspect of this description is that it presupposes and in fact emphasises the need for the interpreter to feel that sensitivity and sense of wonder before it can be interpreted effectively, thus supporting Tilden (1957) and later authors (eg. Uzzell 1989 a, Ham 1992) in the opinion that interpretation is not simply a matter of providing information, but demands the involvement of the interpreter to be effective.

The need for interpretation to be enjoyable and informal is stressed by a number of authors (Ham 1992, Ham *et al* 1993, Prentice & Light 1994). In discussing this need in interpretive programmes Veverka (1994) uses the term "*recreational learning*" and goes on to say that for most visitors to parks or zoos or heritage sites, their main reason for visiting is unlikely to be to take part in interpretive programmes and that they are likely to be in a "*vacation frame of mind*". "*Thus, any learning activity should also be a recreational activity*" (p.2).

The approach followed by Uzzell (undated) lends support to this principle:

(Interpretation is) ..the art of telling stories to audiences of all ages and social backgrounds in an engaging, informative and entertaining way, in order that the tourist, visitor or resident leaves with a sense of place and a feeling that they have visited somewhere special and of value.

Morrison (1988:11) suggests that interpretation must be sensitive to the needs and wishes of the visitor. The visitor should be given "*..an interesting and enjoyable experience so that they will wish to return and recommend the service or facility to their friends*". Tilden (1987:79), in a discussion of what and how much information should be included in interpretive presentations writes "*..the interpreter must survey his work from the point of view of the visitor*". Ham *et al* (1993) describe "*..a diversifying visitor population world-wide - one which consists of many sub-populations who may see parks, interpretation and the very idea of a 'park experience' in dramatically different ways*". This suggests that an important ingredient of interpretive planning is a knowledge of who the visitors are and why they have come (Veverka 1994) (See also section 2.5).

With reference to parks and their local or immediate surroundings, Morrison (1988) adds a new dimension to interpretation suggesting that interpretive and visitor developments should have important implications for local people in that the "*..careful design and coordination of facilities and services will help provide a resource which is a source of pride to local people*" (p.11). The fact that "*local people*", which refers to those who live near or within the borders of protected areas, are an important audience for interpreters, especially in developing countries, is argued by Ham *et al* (1993). They point out that

although *"it is easy to blame such people for the ecological damage that their activities produce, they usually are not aware of economically viable alternatives to their current lifestyles"*. They go on with a statement which, in the opinion of the researcher, is of great importance to interpretation in protected areas in South Africa: *"..on-site interpretive programmes for this audience (local people) may take the form of extension programmes in agriculture, natural resources and personal health"* (p. 237). This role of interpretation in rural development does not appear in the early literature (Tilden 1987, Sharpe 1976), or even in Ham's (1992) guide to the principles of environmental interpretation. In the opinion of the researcher this is because the relevance, and thus the importance, of such interpretation to the lives of the parks neighbours and indeed to the survival of the parks themselves, is far greater in developing countries than it is likely to be in developed countries which were the focus of the earlier literature.

The role of interpretation was described by Edwards (1965) as a combination of *"...an information service...a guiding service...an educational service...an entertainment service...a propaganda service... an inspirational service"*. According to Uzzell (1989 b:1), who writes: *"Traditionally, interpreters have focused their attention on the resources to be managed, marketed and interpreted, whether in the natural or built environment"*, the role has changed over the years. Interpretation in museums gives us a clear example of the changes in approach which Uzzell describes as having taken place. According to Uzzell (1993:1), displays of artifacts and cold unexplained scientific facts have been replaced by attempts to *"engage and sustain more effectively the interest of visitors"*. *"Many exhibitions now try to help the visitor understand and appreciate the meaning and significance of the displayed object by a variety of interpretive media"*. Although this may not have always been done in museums, the approach outlined by Uzzell was a part of the principles laid down many years earlier by Tilden (1957) and followed by Sharpe (1976).

Gary Everhardt, director of the United States National Park Service, in 1976 described interpretation as *"..a cornerstone of good park management"* (Sharpe 1976:xi). Interpretation as a tool to accomplish management goals was emphasised by Sharpe (1976:4) who describes it as an aspect of interpretation *"..often overlooked by the interpretive specialist"*. This approach was also followed by Uzzell (1989 a) who argued

that the rationale and motivation for interpretation should be seen in a much broader context. It now has different roles to play in the recreation and tourism industries (Uzzell 1989) as well as the more traditional role in conservation (Carter 1982). Uzzell (1989 b:2) describes four principle uses to which interpretation has been put:

1. Interpretation as 'soft' visitor management.
2. Interpretation as 'hard' visitor management.
3. Interpretation as propaganda.
4. Interpretation as a value-added product of the tourism industry.

Impressing the visitor with the 'specialness' of the place, the fragility of ecosystems, or threats posed to historical buildings, and so "*..inducing thoughtful and considerate behaviour*", is what Uzzell (1989 b:2) terms 'soft' visitor management. In this sense interpretation aims to make the visitors experience more rewarding and enjoyable while making them aware of the need to minimise their impact so as to allow others in the future to enjoy the same experience. 'Hard' visitor management, by contrast, is where guided trails and marked paths restrict visitors to certain routes to keep the public away from fragile or eroded areas, or even to make it impossible to enter an area without passing through an interpretive centre.

Interpretation may be used for public relations or propaganda, where an organisation may use it to put forward their own particular view of a policy or activity. In the researchers opinion this is inevitable when interpretation is done by the land management authority themselves or where some commercial interest may be involved. Often, where interpretation is financed from the public relations or advertising budget of a large organisation, what is presented does, to a large extent, reflect the views or philosophy of that organisation (Uzzell 1989 b). A local example of the use of interpretation in this way are the publications and guided tours presented by Richards Bay Minerals who are embroiled in a public debate about their application to mine dunes in a protected area of the South African coast. They are keen to show rehabilitated dunes in areas where titanium has already been mined with the hope of influencing public opinion in their favour.

Interpretation may also be seen as a 'value-added' product offered to tourists (Uzzell 1989 b:4). In this form it may be used to attract visitors to a park or reserve for "popular" events which apparently have little interpretive value, so that once they are there they may become "... aware of both the beauty of the park and park values." (Uzzell 1989 b:4). Night drives and other guided tours offered in parks may also be seen in this light.

As Uzzell points out, the various 'uses' of interpretation are not necessarily incompatible nor are they mutually exclusive. Although the emphasis in different places may differ according to local needs, it is the opinion of the researcher that any well designed interpretive programme should contain elements of all four of the above 'uses' plus a very important aspect which is not specifically mentioned by Uzzell (1989 b.2). That is the wider environmental education application of interpretation in creating an awareness of the environment as a whole (Ham *et al* 1993). This aspect was touched on by Everhardt (Sharpe 1976:xi) who writes "...interpretive programs(sic) not only foster an awareness and understanding of park features, but they also present an opportunity to affect the attitudes of visitors about lands held in public trust and about their total environment".

In the words of Tilden (1957:9) "*The chief aim of interpretation is not instruction, but provocation*". Interpretation is not only entertainment, but entertainment with a goal. In this regard Uzzell (1989 c) makes a strong case for what he calls *Hot Interpretation* which he describes as interpretation with the incorporation of an emotional element. "*Interpretation should be interesting, engaging, enjoyable, informative and entertaining. But now and again it has to be shocking, moving and provide a cathartic experience*" (Uzzell 1989 a:5). In another paper Ballantine & Uzzell (1991:3) argue that if interpretation aims to change "... attitudes and behaviours and if the affective dimension of attitudes is to be addressed, then hot interpretation is central to this process". They go on to claim that "*The aim of interpretation ought to be to engage the public's attention, involve them in a learning experience with the intention of challenging them to examine their attitudes and actions in respect of social, environmental and moral issues*" (Ballantine & Uzzell 1991: 3).

In a thought provoking essay Nyberg (1977:152) describes the work of the interpreter as being much like a doorman treating the landlord like an undesirable tenant:

The interpreter is involved in convincing the public their land is in fact his, and if they are good they may visit it for a short period of time. Having convinced the owner that he is not the owner, and having provided him with a new title ("visitor"), the interpreter then proceeds to convince him that he is ignorant, as well. The visitor does not see, taste, hear, feel or smell what he sees, tastes, hears, feels or smells. Rather he mis-sees, tastes, hears, feels and smells what is 'really' there.

The point made by Nyberg is that interpreters must be prepared to look very critically at their interpretation and ask "So what?" (Veverka 1994) and "what is it, why is it, and what has accrued because of it?" (Nyburg 1977:151). Also to ask whether the particular approach or content is arrogant or insensitive. This leads to another important point, that the interpreter should be sensitive to the audience and not kill a wilderness experience through trying to provide too many scientific facts and figures - what Tilden (1987:78) refers to in his chapter "Nothing in Excess". Some aspects such as the beauty of a wilderness scene could easily be spoiled by someone trying to interpret them. "Beauty, of and for itself, needs no interpretation" (Tilden 1987:80).

Uzzell (1993:13) warns that the visitor centre should not become the focus of a visit. "Interpretation should not be a substitute experience". The objective should be to encourage the visitor to get out and explore the surrounding environment which is being interpreted. The interpretation should not become "...a substitute for experiencing the object of interpretation itself" (Uzzell 1993:13), but rather enrich the visitors experience and "provoke" (Tilden 1987:9) the visitor to seek the first-hand experience.

2.4 Interpretation and social responsibility

Following Machin (1989), Ham *et al* (1993) assert that by making use of the mass media, particularly radio, to reach a home-based audience, interpretation can be used as a tool to aid in social development by influencing popular culture. Machin (1989) proposes a helix model of social change with four elements: *discovering, understanding, decision-*

making and reaction. Interpretation can have an important role to play in the first two and assist the third.

With reference to environmental education Brennan (1991:279) suggests that "*Environmental education must look outward to the community*". As mentioned earlier in this section, Ham *et al* (1993) contend that on-site interpretive programmes for the neighbours of parks in developing countries may take the form of agricultural extension, rural development or personal health. It is the opinion of the researcher that the needs of local people should be an important facet of park-based interpretation which should, wherever possible, relate what can be seen in the park or reserve to what the visitors experience in their own environment. Programmes should also address environmental problems which may be experienced by the visitors in their everyday lives. In the experience of the researcher an important result of such programmes is to make the better-off visitors more aware of the conditions in rural areas which are normally simply passed through on the way to the protected areas.

Meeker (1984) feels that "*Social justice and environmental stability are the two urgent needs facing American policy in the remaining decades of this century*". He points out that "*Often their demands seem mutually exclusive, as when minority groups demand new industrial developments which will produce more jobs and more pollution, or when attempts at population control are regarded by racial minorities as genocide*". In the case of South Africa this would read slightly differently in that the underprivileged are in the majority, but in the opinion of the researcher the very same needs apply and well planned environmental interpretation could make a considerable contribution in helping to bridge the gap of understanding between the two demands and in promoting an environmental ethic among those responsible for development.

An important role of interpretation in South African national parks which can be seen as a propaganda role (Uzzell 1989 b) is to make visitors aware of the aims and goals of the National Parks Board; both in terms of pure conservation (what used to be called "nature conservation") as well as in community development and environmental conservation. Interpretation should be a medium whereby visitors can get to know their

parks and what they stand for.

In South Africa and in the national parks in particular there is a need, in the opinion of the researcher, for interpretation also to address the loss of what Orr (1990:352) calls "*vernacular knowledge...by which I mean the knowledge that people have of their places*".

With the movement of people to the cities a tremendous fund of knowledge of traditional uses of plants and animals is being lost. Lopez, quoted in Orr (1990:352) describes this as "*.. personal and local knowledge, the knowledge from which real geography is derived, the knowledge on which a country must ultimately stand*". The researcher agrees with Orr (1990:352) who points out that there is a danger in confusing data with knowledge and believing that learning in itself "*will make us better people*". He goes on to state "*..it is possible that we are becoming more ignorant of the things we must know to live well and sustainably on the earth*". Interpretation of both natural areas and historical sites in national parks can be of major importance in preserving this knowledge and in generating a sense of pride rather than embarrassment in those whose ancestors were part of such 'primitive' culture. Hence such interpretation may indeed be a "*..resource which is a source of pride to local people*" (Morrison 1988:11).

2.5 Interpretation and the audience

The importance of having some background knowledge of the visitors is emphasised by a number of authors (Tilden 1987, Ham 1992, Ham *et al* 1993, Uzzell 1993, Veverka 1994). Brennan (1991) proposes that each learner approaches a learning situation with a "*framework of ideas*" which may limit the view taken, and will certainly influence the learner's perception of both facts and situations. Ham (1992:12) argues that "*When information is meaningful it's because we're able to connect it to something already inside our brains*". Kaplan (1964:133) writes "*We always know something already and this knowledge is intimately involved in what we come to know next, whether by observations or any other way. We see what we have reason of seeing*". Veverka (1994:5) puts this in an interesting way when he states that "*Meanings are in people, not words*". He explains that we all carry our own "*image dictionaries of words*". Any word will mean different things

to each person hearing it. Mention of a 'big' mountain will probably conjure up in one person's mind a picture of Table Mountain in Cape Town, while to another a small hill may appear as a 'big' mountain. It depends on where the particular person has been and what that person has experienced. "*We all bring our pasts to the present*" (Veverka 1994:5).

Tilden's (1957:9) statement that "*Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile*" clearly also relates to Brennan's *framework* concept. Unless the visitor has some sort of framework or background knowledge of a related concept, on which to base his or her understanding of what is presented, the experience is not likely to be meaningful and will be soon forgotten. This is supported by Ham (1992:13) who, in commenting on Tilden's statement, writes "*..interpreters must not only find a way to link the information being presented to something their audiences know about, but to something they care about*". Uzzell (1993:13) adds to this as a basic principle that:

Interpretation should build on pre-existing knowledge and frameworks (or schemata) of knowledge. Interpretation should relate to visitors own experience. This will ensure the interpretation is relevant and meaningful, and builds on (or corrects) existing perceptions and information."

Tilden (1987:3) succinctly sums up this position as follows:

The visitor is unlikely to respond unless what you have to tell, or to show, touches his personal experience, thoughts, hopes, way of life, social position, or whatever else. If you cannot connect his ego (I use that word in an inoffensive sense) with the chain of revelation, he may not quit you physically, but you have lost his interest.

What emerges from the above is the necessity of knowing who the audience is (Veverka 1994), where they come from, why they have come, what age groups there are as well as socio-economic background. In the opinion of the researcher educational background should be added to this list.

2.6 Social interaction and interpretation

An interesting aspect of interpretation is social interaction involved in the learning process (Uzzell 1989 b). While research has shown that in general visitors to museums learn very little (Screven 1975, Borun 1977), more recent research by Gottesdiener (1988) and Uzzell and Blud (1989) suggest that the social interactions involved in experiencing an exhibit are probably more critical to the "*process of cognitive learning and attitude change than the direct effects of the exhibition material itself*" (Uzzell 1989 b:11). McManus (1989) describes research done in the British Museum of Natural History and the importance of "*learning conversations*", showing that visitors will often analyze and deal with an exhibit as a social unit. Members of the group will notice different aspects and by discussion these will be put together making the experience more meaningful than it would have been to the individual alone. Field and Wager (1984:15) emphasise the importance of recognising social groupings:

People usually visit recreational areas as members of social groups. Patterns include family groups, friendship groups of the same age, and groups of different ages... . Because so many of the visitors reached by interpretive programmes arrive in social groups rather than as individuals, the social group is an important vehicle for the transmission of interpretive messages.

This is supported by Veverka (1994) who stresses the importance of being aware that individuals reactions to an interpretive programme may be influenced by the group that they are part of. A father viewing an exhibition and discussing it with his children is likely to stress different aspects and even to perceive the exhibition differently to the way he would if he was part of a student group or a group of business colleagues.

According to Shaw (1981) there are a number of different influences which may be observed in group interactions with a learning situation. In some cases there are "*social facilitation*" effects which enhance the learning ability of individuals. In some situations however, learning was inhibited by the group situation. Shaw reports that when learners have to perform intricate tasks which they have not previously been exposed to, the presence of others causes a distraction. In the situation which is probably most relevant

to interpretation, Shaw (1981:57) reports research carried out by Gordon (1923) which found that group judgements "*..are distinctly superior to the judgements of the average individual and equal to that of the best individual*". Other research reviewed by Shaw (1981:79) supports the hypothesis that in general groups learn faster than individuals and "*Groups usually produce more and better solutions to problems than do individuals working alone*". Interpretive programmes should encourage groups to interact and provide opportunity for the group to discuss and share information being received (Field & Wager 1984) and also to share in learning activities (Veverka 1994).

2.7 Evaluation and interpretation

Although in the experience of the researcher, interpretation is regarded as being an important service in national parks and protected areas and in many cases considerable investment has gone into the development of these services, little attention has been paid to formal evaluation of the services offered. Few of the early authors devote time to evaluation as part of an interpretive development (Janse van Rensburg & Irwin 1991, Prentice & Light 1994). For example Tilden (1957), in his definitive manual on interpretation does not mention formal evaluation, but as evaluation in formal education was still in its infancy (Husen & Postlethwaite 1986) at the time Tilden wrote, it was probably not considered to be of importance. Prentice & Light (1994:205) explain that interpretation has been regarded more as an art than a science and taking a marked positivist view argue that "*..a legacy of this approach is that systematic assessment of it has been limited. Good practice has tended to be assumed, often on the basis of little evidence, rather than demonstrated by formal assessment*".

Evaluation has been variously defined, depending largely on who is using it and for what purpose. Stufflebeam (1971) called it "*Providing information for decision making*", while in a later publication (1974) he called it "*The assessment of merit or worth*". Tyler (1951), reflecting a view which is now widely questioned (Madaus *et al* 1983), refers to evaluation as "*The process of determining to what extent educational objectives are being realized*". In the opinion of the researcher evaluation in terms of interpretive

programmes is all of these and more. In their discussion of evaluation of interpretation Prentice and Light (1994:205) describe evaluation as "*..the essential process of investigating whether or not interpretation is successful in its intended roles*". They go on to say that evaluation can provide information about how interpretation is functioning in regard to its aims and its target audiences. This is what Veverka (1994) refers to as "*The SO WHAT section*" of interpretative planning. "*It provides answers to the question 'How will I know if my objectives have been accomplished?'*" (Veverka 1994:82) (see also section 2.8 below).

It is beyond the scope of this study to go further into the detail of the what and how of evaluation. It is however of great importance to realise the 'why' of evaluation as an essential part of the interpretive planning process. Veverka (1994:82) puts this point strongly - "*In order to maintain high quality interpretation, it is essential to be able to critically appraise the effectiveness of the interpretive programmes and services offered to visitors*". Prentice and Light (1994:206) describe evaluation as allowing the provision of interpretation "*..to be a dynamic and ongoing process*". It is the opinion of the researcher that without rigorous formal evaluation it will be impossible to develop effective interpretation, because judgements of the effectiveness of programmes or services will at best be subjective and depend on individual opinions.

2.8 Planning interpretation

Essential to the provision of effective interpretation which visitors will find informative and enjoyable is good planning. Uzzell (1993 a) makes a plea for thorough planning to ensure that resources, both to be interpreted and those used in the interpretation, are used effectively. Veverka (1994:34) proposes the following sections in planning interpretation:

- * Why - "*Philosophy, policies, goals and objectives of the agency and for the interpretive plan*".
- * What - "*Conduct an inventory of all interpretive resources*". This will include site descriptions, locations and interpretive significance.

- * Who - Determine who the visitors are, why they are coming, what their needs are and what their expectations and perceptions are.
- * How, when and where - for each resource to be interpreted.
- * I & O - implementation and operations. Budgets and staffing needs.
- * So What - "*Evaluation strategies that could be used to see if the interpretive objectives are being accomplished*".

2.9 Conclusion: Interpretation after Tilden?

The influential role of Tilden's 'Interpreting Our Heritage' first published in 1957 is demonstrated by the fact that so many modern texts on interpretation quote from and in many ways use his basic principles as starting point (Uzzell 1993; Ham 1992; Ham, Sutherland & Meganck 1993; Veverka 1994). Uzzell (1993) describes Tildens principles for good interpretive practice as being "*..no less pertinent today than they were then (in 1957)*". What becomes apparent from a reading of the later publications is rather a change in emphasis than any major change of direction in interpretation. Uzzell (1993) points out a rising need for economic self sufficiency in heritage sites and museums and feels that this is driving them to make interpretation more attractive and appealing so as to help draw visitors. In the same paper Uzzell (1993) also draws attention to the converse of this problem and that is the impact of large numbers of visitors on the "*place or object being interpreted or the community in which it is situated*". Interpretation must aim to minimise such impact (Uzzell 1993) and should, in the opinion of this researcher, be a means of generating respect for what is being interpreted. This is especially important where the subject of interpretation is the culture and history of rural people in developing countries and is therefore specifically relevant in South Africa.

Perhaps the major change in interpretation has been the growing need to take into account the socio-political changes which have taken place and how these influence the perceptions of the visitors. Both Uzzell (1993) and Ham *et al* (1993) draw attention to a diversifying visitor body and the need for interpretive planning to take into account the backgrounds of the visitors. Uzzell (1993) quotes as an example of this change, the

exhibition of 'Bushman' figures in the South African Museum in Cape Town and the researcher can recall such an exhibit in the Africana Museum in Johannesburg where the 'Bushman' were presented as an example of a "*primitive anthropological type* .." (Uzzell 1993:2). An exhibition of this type which depicts people of a different race as a curiosity and, more importantly, label them as an example of a "*primitive anthropological type*" is no longer acceptable. The interpreter must be sensitive to the needs of the whole potential audience. When the exhibitions were first developed there was probably little chance that any 'Bushman' would visit the museum and consideration of the rights of such minority groups to respect was not high on the agenda in Western countries, not least of all South Africa.

The picture of interpretation whether historical or naturalist which is drawn by Uzzell (1989 a), by Ham (1992) and by Ham *et al* (1994) should be one of a service which is not only sensitive to the needs of the audience, but also to the needs of the people, places and animals being interpreted.

CHAPTER THREE

Methodology

3.1 Approach

The approach to this research falls broadly in a non-positivist paradigm as outlined by Cohen & Manion (1989) in that the opinions and judgements expressed are to a large extent subjective and relate to the personal experience and interpretation of individuals. This seems to contradict Borg's (1963) definition of historical research methods as "*..the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions about past events*". This however was compensated by a concerted effort on the part of the researcher to take a balanced view in the evaluation of evidence gathered.

The study takes the form of an historical, descriptive case study and is influenced by a phenomenological approach as described by Cohen & Manion (1994) in that it is partly a study of the interpretations by certain individuals of their direct experience and also represents an interpretation of the data by the researcher. It draws on aspects of research using personal accounts (Cohen & Manion 1994) in the conducting of interviews and analysis of interviews and questionnaires. Methods used are those appropriate to qualitative research (Walker 1985, Cohen & Manion 1994) and no attempt has been made to quantify any of the results.

3.2 Collection of data

3.2.1 Introduction.

Initial investigation showed a number of sources of information available to the researcher. Viz.

- 1 Personal accounts of former chief executives and the present chief director as well as a small number of people who have been influential in the development in interpretation particularly in the KNP.
- 2 Minutes of meetings of the National Parks Board of Trustees and the management committee of the National Parks Board. These documents are housed at the NPB head office in Pretoria and were made available to the researcher to peruse.
- 3 Annual reports of the KNP and NPB also housed at the NPB head office.
- 4 Personal observation by the researcher of interpretive services offered in the KNP, and the Karoo National Park. Due to financial constraints these were the only parks which could be visited in the course of the study (see 1.3).
- 5 Interviews with, and/or questionnaires sent to people who had been involved in significant developments in interpretation, where such people were available and prepared to cooperate.

The possible sources of information placed limits on the choice of methods open to the researcher and largely dictated the methods used. It was hoped that where it was possible, using different methods to collect similar information for at least a part of the study (ie. personal accounts and historical documents), a degree of triangulation (Cohen & Manion 1994) could be built into the study to increase the validity of the data to be interpreted.

3.2.2 Survey of services are offered.

Visits were made by the researcher to the Karoo National Park where interpretive programmes are presented, and to different camps in the KNP to observe interpretive services offered. Where possible the information derived from visits and personal observation was supplemented by questionnaires sent to people who had been involved in the development and/or running of the facilities. This provided a degree of

triangulation and, it is hoped, helped to provide more objectivity than would be the case purely with the researcher's observation.

3.2.3 Questionnaire.

The choice of the questionnaire as research tool was greatly influenced by the fact that all 6 potential respondents were located in different parts of South Africa and it would have been difficult to obtain personal interviews with each of them within a reasonable time. Two were not available by telephone. The structure of the questionnaire was aided by discussions in Cohen & Manion (1989), Sanders & Pinhey (1974) and Burroughs (1975). The latter two were particularly informative on the design and structuring of individual questions and the formulating of the questionnaire as a whole. The purpose of the questionnaire was to supplement information gathered through observation of the services offered.

The people chosen to receive the questionnaire were individually selected due to their involvement with the development and/or operation of interpretive services in a national park and each was approached in advance either by telephone or by letter. This could thus be regarded as *purposive sampling* (Cohen & Manion 1994:103) as the selection of the individuals was on the basis of the researcher's judgement and aimed to fulfil a specific purpose. "*In this way, he (the researcher) builds up a sample that is satisfactory to his specific needs*" (Cohen & Manion 1994:103).

A questionnaire (appendix A) consisting of 17 questions was sent to the selected sample: Four people who were involved in the development and running of interpretive centres in the Karoo and Kruger National Parks and to two who were intimately involved in the development of wilderness trails in the KNP. The questionnaire consisted of nine open-ended questions, 2 fixed-choice questions and 6 questions requiring one word or short answers (Sanders & Pinhey 1974, Burroughs 1975).

Of the six questionnaires sent out, three were returned, one was posted and not received and two more were not completed or returned. Two of the returns were accompanied by copious extra notes and two (one return and one non-return) were followed up by

interviews, one in person and one telephonic in order to clarify meanings. Both the interviews were semi-structured (Burroughs 1975) and based loosely on the questionnaire which was used as interview schedule. The questionnaires were used to inform chapter 4.2 in describing the services offered at present.

3.2.4 Document review.

In keeping with the principles of historical research (Cohen & Manion 1994), all annual reports and the minutes of the Board of Trustees of the National Parks Board and management committee meetings were studied. Wherever possible primary sources (Cohen & Manion 1989) were used. The authenticity of the sources generally may be assumed, and due to the fact that there was no choice of source there cannot be said to have been a need for external criticism (Cohen & Manion 1989) in the selection of them. Internal criticism as outlined by Cohen and Manion (1994) was applied to the entries in the minutes and although it had to be assumed that recording was accurate as claimed at each meeting, the researcher had the impression that some entries were rather severely summarised and for that reason some potential value may have been lost.

The minutes and reports for each year are bound in book form and from 1949 a subject index is supplied with each volume. Perusal of volumes from 1926 to 1949 was done by paging through them and looking for references to education or information. From the 1949 volume onwards use was made of the index and each entry which appeared to have the slightest relevance to education or information was studied. Each of these entries was recorded and is listed in appendix D.

3.2.5 Interviews.

In order to ascertain what changes have taken place in the priorities of conservation and in particular of the National Parks Board (NPB), it was felt that the appropriate method was to interview past and present directors of the NPB. Prior to 1953 the Parks Board was run by the secretary of the board, although the warden of the Kruger National Park, Col. Stevenson-Hamilton did have a major influence as far as the management of the parks was concerned.

Interviews were conducted with the following people:

Dr. Rocco Knobel - first chief director of the NPB from 1953 to 1979.

Mr. A. M. (Dolf) Brynard - first appointed as a biologist in the Mountain Zebra National Park in 1952 and served as chief director from 1979 to 1986.

Dr. U. deV. (Tol) Pienaar - Appointed as a junior ranger in the KNP in 1955, he worked as a researcher and served as Park Warden of the KNP before his appointment as Chief Director in 1986. He retired in 1991.

Dr. G. A. (Robbie) Robinson - a marine biologist first appointed as Warden of the Tsitsikama National Park in 1964, he also served as head of Southern Parks (all national parks other than KNP) before his appointment as chief director in 1991. At the time of writing (1994) he is still in that position.

Dr. Piet van Wyk - botanist and researcher in the KNP, later head of research and information and appointed as director of nature conservation in 1978. He retired from that position in 1991.

Interviews were carried out in the order of availability of the various respondents. The order was Dr. Knobel, Mr. Brynard, Dr. Pienaar, Dr. van Wyk and Dr. Robinson. The style of interview was informal and conversational and interviewees were encouraged to elaborate on their answers. As the researcher gained in experience he became more relaxed in conducting the interview. This meant that he had more confidence to ask more probing questions in the later interviews. All five respondents were extremely open and the researcher had no impression of any resistance to any questions. All agreed that the material could be used and quoted for the purposes of this thesis.

In deciding on the structure and form of the interview the researcher found useful material in Merton, Fiske & Kendall (1956), Burroughs (1975), Brenner, Brown & Canter (1985), Kidder & Judd (1986) and Powney & Watts (1987). The choice of the

semi-structured interview (Burroughs 1975, Kidder & Judd 1986) was made because this form "*..allows both parties to explore meaning*" (Brenner *et al* 1985). Although not ideal for an inexperienced interviewer due to lack of experience in controlling and guiding the course of the interview, it was felt that this method was more flexible than a fully structured interview, and could allow for unforeseen changes in direction during the interview. As the research aims at obtaining facts as well as opinions it was felt that the "*unstructured interview*" (Burroughs 1975) would not be appropriate.

Interviewees were contacted first by letter asking if they would be prepared to be interviewed and subsequently by telephone. Interviews were carried out without informing the interviewees in advance as to the specific questions to be asked although they all knew that the basic thrust was to look at the development of environmental education and in particular interpretation in the national parks.

Interviews were recorded on tape and transcribed into written form. During transcription only those parts of the interview which had no significance for the present research were summarised or left out. Otherwise the interviews were reproduced accurately. After transcription the tapes were listened to again while reading the transcription so as to check on accuracy and also to pick up and note non-linguistic data (which had been observed during the interview): emphasis, mood, intonation etc. which can elaborate meaning (Jones 1985:58). This was repeated after the reduction of data into thematic groups.

The interviews aimed at tracing the changes in priority in the approach to conservation by the NPB as well as the attitude to and development of interpretation in the national parks. The researcher hoped to elucidate both the personal attitudes of the directors as well as the official attitude of the NPB as interpreted by the individuals interviewed.

3.3 Analysis of the data

Sanders & Pinhey (1974), Kerlinger (1986), Cohen & Manion (1994) and Seidman (1991) describe methods of reducing interview data into *conceptual clusters* (Sanders & Pinhey 1974) of some kind, or synthesising what Cohen & Manion (1994:207) term an "*account of the accounts*". The method used in this study drew especially from Kerlinger (1986) and Seidman (1991).

Following Kerlinger (1986) and Seidman (1991) the interview transcripts were classified according to themes or concepts. By determining "thematic connections" (Seidman 1991) these were then combined into sets of themes (Kerlinger 1986). In practice the process involved reducing the data to units of meaning, clustering units of similar meaning and then determining themes which emerged from the data. Themes or 'conceptual clusters' which emerged were:

1. Priorities in conservation.
2. Priorities in environmental education\interpretation, with sub-headings: The priority of interpretation; Is Education a duty of the National Parks Board; and EE for neighbours.
3. What and why of interpretation and environmental education.
4. Where do we stand?
5. Where to from here?.

Results from both the document survey and the interviews were used as the basis to synthesise what appears in this study as chapter 4. The detailed analysis is included as appendix C.

3.4 Evaluation of the methodology

3.4.1 Constraints.

Due to financial constraints this survey was not able to include all the current national parks, but the parks with significant (in the opinion of the researcher) interpretation developments were visited. Although the use of information from the questionnaires brought a certain objectivity, the opinions expressed are those of the researcher and are therefore subjective. Response to the questionnaire was disappointing as the sample size was already very small.

In carrying out the document review of early minutes for which no index was provided, the researcher was forced to read at least part of each entry. This proved to be time consuming and it is possible that some significant entries may have been overlooked. There were also found to be some mistakes in the compilation of the subject index due to misunderstanding by the official carrying out that task. In the opinion of the researcher however, these had little or no influence on the present study as most entries were covered by more than one cross reference.

3.4.2 Opportunities.

The fact that the researcher is employed by the National Parks Board and has been since 1986, opened certain opportunities and almost certainly helped him to gain access to sources of information more easily than would otherwise have been the case. The researcher is personally known to all the retired chief executives who may have been more reticent in talking to an 'outsider'. Thus this primary source of information might not have been as readily accessible. The fact that the researcher was personally acquainted with the interviewees also facilitated a relaxed and informal atmosphere during the interviews. Although NPB records are available to other researchers it is possible that records were more easily available to this researcher than would otherwise be the case simply because of having to use the documents in the course of normal work and knowing where they are to be found.

3.4.3 General reflections.

With regard to the conducting of the interviews, it is the opinion of the researcher that due to his inexperience as interviewer the following aspects arise:

- * Interviews were not as well conducted as they could have been. Questions could have been more focused by means of follow-up questions.
- * Interviews were carried out prior to the survey of historical documents. In retrospect it would have been of great benefit to have carried this out the other way around as many questions could have been approached differently in the light of the historical information and could have been more focused on actual occurrences. It would have allowed more probing questions.

Any possible shortcomings in the method used were due to the inexperience of the researcher rather than any lack in the method itself. On reflection the order of carrying out various research activities was seen to have been of greater importance than was at first realised. If the document perusal had preceded all other actions it would have been of benefit to the design of both the questionnaire and the interview schedule in identifying possible directions for questions. The better order would be :

- 1 Document perusal and preliminary analysis.
- 2 Distribution of questionnaire and preliminary analysis.
- 3 Interviews.
- 4 Survey of services. Results of the above research activities would provide a certain framework for evaluation of services offered.

It is felt that the aim of triangulation by obtaining similar information from different sources was to a limited extent achieved especially in regard to information obtained from the interviews and the document survey, although as pointed out above, this too could have been more effectively done if the document survey had been carried out first.

CHAPTER FOUR

Historical developments in interpretation: a critical appraisal

4.1 Introduction

This chapter is a synthesis of information gathered from the interviews and the review of historical documents with comments and criticism where appropriate. The chapter is arranged roughly in chronological order although many of the comments are applicable across a broad time span. It is impossible to meaningfully examine the development of interpretation in the national parks without considering the socio-political environment in which this development took place. This refers to the political situation both in terms of national politics as well as politics within the National Parks Board as an organisation. This chapter presents a critical appraisal of the development of interpretation in the national parks, against the background of the development of conservation and political changes in South Africa, and strives to evaluate this development in relation to international norms described in the literature.

4.2 Historical development in interpretation.

4.2.1 The early years: 1926 - 1949. Many words, but little action.

The priority when the first national park (Kruger) was proclaimed was, according to the views of previous directors, essentially the protection of large game. In the course of the interviews the words protection and preservation were used in describing the early priorities of conservation in the NPB. This view is supported by the minutes of early board meetings which reflect discussion on law enforcement and the employment and duties of rangers in controlling poaching. The early attitude in the NPB is summed up by van Wyk (pers. comm.):

Ons het so veel foute gemaak in natuurbewaring, een daarvan het ek altyd gesê is die feit dat ons die klem so sterk geplaas het op die groot dier. Dit het

die persepsie by die mens laat ontstaan dat as daar 'n park geproklameer word en daar word grense omgesit en hy word bestuur, en hy word opgepas en die 'poachers' word daar uitgehou, dan doen ons natuurbewaring.

[We made many mistakes in nature conservation, one of which I have always said is the fact that we put so much emphasis on the large animal. This left people with the perception that if a park is proclaimed, there is a fence put round, it is managed and taken care of and poachers are kept out, then we are doing nature conservation]. Ironically at the same meetings reports were submitted giving the number of predators and 'vermin' shot in the area of the Kruger Park. Under the classification of vermin were included lions, wild dog, crocodiles and all smaller predators (Stevenson-Hamilton 1993). This gives credence to Carruthers'(1993 a) view that conservation efforts were aimed at specific species which were of economic importance, or of importance to the exclusively white 'sport hunters'. "*The priorities of management were 'game farming' and efficient administration*" (Carruthers 1994:271).

Throughout the early development of the national parks there was a marked discrepancy between the reports and stated aims of the Board (see 1.1.1) and the actions sanctioned by that Board particularly regarding interpretation and environmental education. Stevenson-Hamilton from very early in his career as park warden of the KNP, believed in education as part of the role of a national park (NPB 1939, 1944, 1946. Stevenson-Hamilton 1993). Carruthers (1993 b:15) describes him as being "*.dedicated to providing and understanding of natural history, enhanced by lively reminiscences of personalities and events*". According to Carruthers (1993 a), he believed that people killed wildlife "*carelessly*" due to ignorance and believed that the cause of conservation would be served by creating more of an understanding among the people of South Africa. This means that he would probably have supported interpretation as defined by Tilden (1957), Uzzell (undated) and Ham (1992) (see 2.3), but this enthusiasm does not seem to have been shared by the Board.

Early suggestions about interpretation were met with a certain amount of scepticism, as with a suggestion in 1926 from a board member, not named in the minutes, that films be made about the animals of the KNP and that a fee be charged for filming in the park

(NPB 1926). This was turned down because in the opinion of Col. Denys Reitz, a generally highly enlightened member of the board (Stevenson-Hamilton 1993), there would be no market for films on wild animals. In the view of the researcher Stevenson-Hamilton's approach demonstrates the insight and far-sightedness of this great conservationist although it is also ironic that at the same time he was still supporting or, in the light of Carruthers (1993 b) statement that he expressed revulsion at it, perhaps having to support, the above mentioned large scale shooting of carnivores in the Kruger Park (Stevenson-Hamilton 1937, Minutes of Board meetings 1926 to 1935). It is not clear in any of the sources whether Stevenson-Hamilton was in favour of the carnivore control operation as a management tool, although as noted above, Carruthers (1993 b) maintains he was revolted by having to carry it out.

In 1927 a suggestion from ranger Trollope to construct an exhibition of mounted heads of animals was fairly well received, but turned down due to having no place to accommodate such an exhibition (NPB 1927). 1928 saw the first pamphlet on the KNP produced with a map for visitors and in 1929 a decision was taken to produce a more comprehensive guide book which would have more information on the fauna and flora. This was supplemented in 1933 with a leaflet giving hints to visitors on how to enjoy their visit.

A 1931 request from a motor mechanic employed in the KNP to show films in the rest camps depicting wildlife and scenery, was turned down as the suggestion "*.. appeared not only undesirable, but also impractical*" (NPB 1931). It seems ironic that the suggestion came from a motor mechanic rather than a member of the conservation staff or management of the KNP. At the same meeting a request was considered from a Mr. Yates of Barberton to be allowed to lecture on the KNP and show "lantern slides" made from photographs of game. This was approved, but his request for financial assistance in purchasing a projector was turned down. He was recorded as giving public lectures for which he charged an entry fee, 12% of which had to be paid to the National Parks Board! It is not recorded whether this was a gesture on the part of Mr. Yates or a requirement from the NPB. Over the years 1932 to 1935 there were regular reports of lectures being presented both by Mr. Yates and others outside the park, but nothing

within the boundaries of the KNP. According to Pienaar (1993 pers. comm.) the purpose of these lectures was promotion of the KNP as a tourist attraction rather than education.

The 1940 board meeting approved an application from Dr. John Voelcker, a well known ornithologist, to produce a brochure with colour plates on the birds of the KNP, but once more in 1941 a request to be allowed to show films in the camps was turned down with no reason cited. Over the years 1944 to 1949 there were two proposals made for the establishment of a museum in Skukuza. Stevenson-Hamilton is recorded as proposing at least twice that a museum be established at Skukuza (NPB 1939, 1948) and giving his support to a proposal by the South African Museum to establish a branch museum in the KNP (NPB 1946). These proposals were turned down with it being minuted in 1948 that "*..the board is against the idea of a museum*" (NPB 1948). There was also a proposal to move a snake park which was established in Komatipoort, to Skukuza (NPB 1944) which was turned down by the board with no explanation being recorded (NPB 1948). From the information available it would appear that the cost to the NPB of these developments would or could have been relatively small.

In the opinion of the researcher it is significant that in spite of the enlightened view of Stevenson-Hamilton, the Board exhibited a resistance to interpretation in the KNP at this stage. Whether this was simply due to a short-sighted view or some more profound reason is not immediately obvious. It does not appear to have been due to budgetary constraints as the proposals for the development of a museum appear to have involved relatively little cost to the NPB (NPB 1946, 1948). The resistance or perhaps indifference of the Board towards educational work during the 40's and 50's is in marked contrast to the attitude of the Natal Parks Board (O'Donahue 1995 pers. comm.), who are reported as having a strong drive to educate not only the visitors, but people in areas surrounding the parks. A possible reason for this contrast is that the Natal Parks Board saw the parks neighbours as being a possible threat to the existence of the parks (O'Donahue 1995 pers. comm.) and therefore needing to be educated to realise the value of the parks, while the visitors were seen as possible allies in creating support for the park in influential sectors of society. In contrast the National Parks Board did not

perceive any threat from the neighbours of the KNP or any other sector of the population and therefore saw no real need for education inside or outside the parks.

At the board meeting of 19 September 1949 (NPB 1949), an incident was reported which, although not directly related to interpretation, in the opinion of the researcher is important as it throws light on the nature and focus of future developments in the KNP including interpretive service. The minister of lands Advocate J.G.Strydom addressed the meeting and expressed his dismay at a report which had reached him of Chinese people having been accommodated in 'white' accommodation in Skukuza. He stated in no uncertain terms that he found this totally unacceptable. He added that the board must decide what to do about separate facilities as he foresaw an unpleasant situation [*'onaangename posisie'*] where 'whites' and '*non-whites*' would move on the same roads and be accommodated in the same camps. The warden was later asked to investigate the erection of camps for 'non-Europeans'. This theme was echoed many times in the following years and even as late as 1974 there were four meetings of the board of trustees with the minutes of each reflecting considerable discussion about the provision of separate facilities for different races. This appears to have been regarded at that time as being of great importance, lending support to the opinion expressed by van Wyk when describing the root cause of the alienation of neighbouring communities *"Dit is 'n groot leemte in ons hele land is die feit dat ons op alle terreine, en ook op bewaarings terrein die swart mense eenkant gelos het"* [A great shortcoming in our country is the fact that in all fields including conservation, the black people have been left to one side].

4.2.2 The 'Bigalke Report': 1950.

Although a number of people are reported as giving lectures on the KNP to audiences in various parts of the country (NPB 1932, 1933, 1934, 1935) it was only in 1952 (NPB 1952 a) that a decision was taken to inaugurate an information service in the KNP. This was in response to the significant Bigalke report of 1950 which clearly stated the '*Mandate for educational work*' (NPB 1950). Bigalke saw this as an important part of the role of the national parks. The board meeting of 16 February 1950 (NPB 1950) saw this major milestone in the recognition of the importance of educational work in the national parks with the acceptance by the board of proposals contained in the report by board

member Dr. R. Bigalke dated 24-1-50 and entitled "Memorandum on Educational Work in the National Parks of South Africa". In the opinion of the researcher this was a far sighted and forward looking report which emphasised the need for educational programmes in the national parks.

Significant points from this report are as follows:

1 Mandate for educational work.

Bigalke traced the mandate for educational work in the Unions national parks to the first paragraph of the National Parks Act (no. 56 of 1926) reading as follows: "*The area defined in the schedule to this act is hereby constituted a national park to be known as the Kruger National Park, for the propagation, protection and preservation therein of wild animal life, wild vegetation and objects of geological, ethnological, historical or other scientific interest for the benefit, advantage and enjoyment of the inhabitants of the Union*". According to him the objects of the Kruger National Park are here grouped under three headings, namely a) scientific, b) educational and c) recreational. "*But even if the Act had not made this clear mandate, it would still be an important function of the National Parks Board of Trustees to provide educational facilities*" (Minutes of NPB meeting 16/02/50).

He went on to quote from a British White Paper entitled "Conservation of Nature in England and Wales" (Cmd. 7122, 1947) "*The essential foundations of an effective conservation policy are research and education. The educational benefits to be had from a constructive wild life policy extend beyond the cultivation of a healthy public opinion and the technical training of science students to the wider sphere of general and adult education*".

As visitor numbers in the other three national parks in existence at that time, namely the Kalahari Gemsbok, Mountain Zebra and Bontebok

National Parks, were small, he recommended that the proposals be applied only to the KNP.

2 Objects of educational work in the KNP.

In the opinion of Bigalke "*If the steadily growing stream of tourists in the KNP is to derive the maximum benefit and pleasure from their visits, it is necessary that every tourist should be given the opportunity of understanding and appreciating the principal features of the park to the fullest extent*". He went on to say that regular visitors to the KNP want more now than just seeing animals "*..they want to learn something about their characters, their distribution and their habits*". He also made the point that increased knowledge of the fauna and flora would result in increased interest.

In the case of the National Parks Service of the United States Bigalke described the educational work as being aptly assigned to the "Interpretative Service" and went on to say that the principal objects of an educational service in a national park should include the development and maintenance of a "*simple but accurate programme of interpretation of the major features of the park*", to stimulate a greater interest in the environment in which visitors find themselves, to enlist the support of visitors in preserving the park and to assist educational institutions in making use of the park and in propagating the conservation idea.

3 Methods of carrying over information

The Bigalke report recommended 10 interpretive actions, few of which were implemented before 1961, when the Stevenson-Hamilton memorial library was opened. Up until that time there was very limited literature available on the fauna and flora of the park, maps were available and films were shown in some camps. The showing of films appears to date from the 1952 appointment of the first information officer R. J. Labuschagné although only in 1955 was it reported that films were to be shown on a regular basis. Except for camp-fire talks which started on a small scale

with the appointment of Labuschagne and some volunteer guides, other services only came into being much later with museum exhibits and self guided walks in the camps only really being developed in the 1980's (own experience). Guided walks in the form of wilderness trails were inaugurated in 1973 and field trips under the guidance of trained guide/lecturers started on an organised basis, but a very small scale in 1985.

The Bigalke report went on to propose that although it would clearly not be possible to provide such a service in every rest camp, a modest start should be made in Skukuza. He recommended that it be started as soon as possible with the help of Dr. T. G. Nel of the Transvaal Provincial Administration (TPA) who was a guide-lecturer at the National Zoo for 7 years. It took 2 years after the acceptance of this report by the Board, before an information officer was appointed in the KNP (NPB 1952 a). The same information officer was moved the next year to the head office in Pretoria and his designation changed to liaison officer (NPB 1953 a). This leads to the impression that the provision of information in the KNP did not rate as a high priority at that time. The first lecture in the KNP was reportedly given by Dr. Bigalke (NPB 1952 a), but in the experience of the researcher other proposed interpretive actions were only implemented in the 70's (wilderness trails) and 80's (self guided walks and motor safaris) and others, such as 'motor caravan safaris', not at all.

In December of 1950 Dr. Nel was asked to approach the Transvaal Education Department for help with education services and in 1951 the newly appointed biologist in the KNP was asked to submit a report on the full implications of the appointment of an education officer. No explanation was given as to why the biologist should be the one to investigate this. In the same year a decision was taken to charge visitors an extra 2 shillings and 6 pence per car at the entrance, this money to go towards education projects (NPB 1951). This latter decision is not mentioned again in minutes or reports and appears to have not been put into practice although it could have made a meaningful difference to the budget for interpretation.

Although some development did take place in response to the Bigalke report, it is the experience of the researcher that they were very limited in their presentation, with the Stevenson-Hamilton Library in Skukuza being the only information point until 1986 when the centre in Berg-en-Dal was opened. Lectures were also presented on an *ad hoc* basis with no coordinated plan or strategy.

4.2.3 A time of little progress: 1953 - 1959

In apparent contradiction of the earlier statement that interpretation did not enjoy high priority, there was no shortage of good ideas and meaningful reports about education work in the early stages of development of the parks (1950's and 60's), but little evidence of actions matching the words. In 1953 the first director of national parks Dr. Rocco Knobel was appointed (NPB 1953 a). Knobel (pers. comm.) mentioned that coming into the conservation field as a sociologist, he was convinced that conservation was not for the sake of the animals, but had to be for man "(man)...*will not protect anything that is of no value to him. Therefore you must conserve for the sake of man*". According to Knobel this caused some hostility towards him in conservation circles, but he maintained the emphasis on conservation for the sake of man and not purely for the sake of the animal. This, he said, led to the emphasis shifting from the protection of animals to the conservation of nature "*Even then our view of conservation was rather narrow. It was conservation mostly again of animals, but for the sake of the human being, not for the sake of the animal itself. And therefore the shift came from protection to conservation*".

The transfer and change of designation of the information officer (section 4.2.2) contrasts markedly with the spirit of a later report submitted by Knobel (NPB 1962) entitled "*Optimum use of National Parks and equivalent reserves*" in which he emphasised the need for interpretation in parks to help visitors understand the natural system and therefore want to protect it and the parks and thus reduce "*..the ill-effects of tourism*" on the parks. There is no indication of action in response to this report as the next year a request from the information officer in the KNP for outdoor museums came to nothing because of lack of time and money (NPB 1965). The actual priority given to interpretation in the KNP in the 1960's and early 1970's may be judged from the fact that the information service is not mentioned in any minutes or reports between 1966 and 1973, except for

the approval of an increase of salary for the 'education officer' in 1969 (NPB 1966 - 1973).

In 1953 film shows and lectures continued around the country and films were now being shown in the KNP and mention is made in the minutes of the NPB meeting on 1/12/54 (NPB 1954) that the post of 'projectionist' was to be upgraded to assistant information officer. From this one may presume that films were being shown in the KNP before that time. At the same meeting it was reported that a second 'native assistant' to the information officer would be appointed and that a Mr. W. P. Jordaan was to be appointed as assistant information officer. In a progress report to the board in June 1955 the information officer noted that Jordaan now had a vehicle and equipment to travel in the KNP giving film shows and that it was planned to have regular film shows in the camps in the KNP. The information officer further reported that he (the information officer in Pretoria) would be travelling around the Transvaal giving film shows and that he intended visiting the Cape parks. These actions were continued in 1956 with film shows in a camp every week night and an information service being provided during the day (NPB 1956). He also reported that the liaison officer travelled round the country giving talks and film shows. It is not clear from the reports whether the 'educational information officer' and the 'liaison officer' were one and the same person or different people. It was also not made clear what the purpose of the talks and film shows around the country was, but according to Pienaar (1993 pers. comm.) they aimed at informing people about the Kruger Park and encouraging visitors rather than at 'environmental education' as the term would be generally understood today. One of the more significant actions in 1956 in the opinion of the researcher, was the reported production of an animal guide for visitors (NPB 1956). This was the first literature aimed specifically at informing visitors about a part of the natural system.

From 1957 through to 1961 the annual reports reflect continued film shows in the camps and regular tours by the liaison officer giving talks and film shows in different parts of the country. The inauguration of the Stevenson-Hamilton Library which also housed a small museum, in October of 1961 (NPB 1961) was a significant step as it was the first development dedicated to providing information to the visitors. This was described by

one correspondent in an interview as "*..die eerste poging om die mense iets te bied om bietjie omgewingsopvoeding te doen*" [*..the first effort to offer people a little environmental education*]. In the opinion of the researcher this description demonstrates a certain amount of confusion with the terms 'information' and 'environmental education'. Although a decision was taken in 1949 to build the "Key Memorial Library" in Skukuza with money bequeathed in memory of Mr. B. A. Key who was the Wildlife Societies representative on the board in 1947, this library did not materialise until 1961 and then as the above mentioned "Stevenson-Hamilton Memorial Library". This development was handled by the Wildlife Society and no information could be found as to why the original name had been changed.



Figure 4.1: The "Stevenson-Hamilton Memorial Library" Skukuza.

The slow progress in the implementation of recommendations about interpretation in the KNP, in the opinion of the researcher, relate to the fact that this was simply not a high priority during the 1950's. This is borne out by the opinion of Pienaar who was a ranger at that time and later KNP warden and Chief Director. He described as a major priority in the late 1950's to consolidate the existing estates. This entailed looking particularly at the smaller parks and getting the less developed Southern parks up to a standard where they could receive visitors. Another major priority according to Pienaar was to

get the wildlife management side of the parks on a more scientific basis which led to the appointment of the first scientists in the KNP. Pienaar went on to describe as a secondary priority the reintroduction of animals which originally occurred in the area, for example Rhino and other locally extinct species in the Kruger Park. Along with the reintroductions went an improvement in protection through more effective fencing, more rangers and more efficient patrolling. *"Dit was 'n bepaalde prioriteit om wat nou tot jou parkeraad gebiede toegevoeg word behoorlik te kon beskerm vir die nageslag"* (Pienaar) [It was a priority to see to it that what was being added to the NPB estates could be properly protected for future generations].

4.2.4 The influence of scientific management.

With the move towards more scientific management as described by Pienaar (1993 pers. comm.), and through the increasingly scientific approach and jargon which made the field of management less understandable to the normal visitor, there appears to have been a certain amount of alienation of 'others' (people outside of the park structures), both visitors and neighbours. This is reminiscent of the argument by Moscovici (1984)(see chapter 2) that science attempts to make the everyday things in life more unusual by explaining common things in terms of sometimes abstract scientific concepts. Ideally this is where interpretation should step in to provide the link between scientific knowledge and the ordinary visitor. In the KNP this does not seem to have been the case in the 1950's and 1960's when, according to Pienaar, it was a high priority to get management of the parks on a more scientific basis, as there was little action in the field of interpretation during this period.

It is the opinion of the researcher that the increasing drive towards scientific wildlife management tended not only to alienate people outside the park, but also many of the employees who were not directly involved in the field of conservation or wildlife management. The need therefore for interpretation was not only to serve those 'others' outside of the KNP, but also the 'others' within the KNP. In the experience of the researcher nothing was done to meet this need until 1988, when the first course for KNP personnel aimed at creating an enthusiasm towards and an understanding of conservation and the role of national parks was presented. Even then the course was aimed at the

middle to upper grade, almost exclusively white sector of the KNP staff. In the experience of the researcher it was only in 1989 that the first effort was made to develop a course specially for the Tsonga speaking staff in the KNP whose origins are overwhelmingly from communities neighbouring the KNP. The role of such courses was highlighted by Els (1995) who identified the need for national parks to counteract the alienation and consequent antipathy or at best, apathy felt by many black South Africans, including employees of the NPB, towards the parks which were perceived simply as places for the whites to enjoy. The treatment of black staff prior to the implementation of these courses only served to reinforce this perception. The experience of the researcher is that there were employees who had worked in the KNP for up to 30 years without ever being told anything about why the park is here and what the aims are. The same applied, to a lesser extent, to the white staff who were not part of the 'nature conservation' section.

4.2.5 Two decades with little action: 1960 - 1979.

A need was expressed in the early 1960's by the information officer for outdoor museums to reach more of the visitors to the KNP (KNP 1964), but due to "*..lack of time and money*" there was no progress by 1965 (NPB 1965). If the extra gate charge mentioned earlier had been implemented this could at least have provided some of the money, but at this stage research had become a major priority (Pienaar 1993 pers. comm.) and interpretation still held a very low priority status according to van Wyk who was head of research and information in the KNP. Information or nature education ("*natuurvoedkundige*") actions in the KNP consisted of efforts to entertain the visitors by means of slide and film shows and campfire stories. Knobel described the early efforts at interpretation as "*entertaining people with slide shows in the evening and whatever few films we had, but it did not really try to interpret the value of nature*".

A positive note in the 1965 annual report (NPB 1965) was that the Stevenson-Hamilton library was reported to be very popular and to be functioning as an information centre. The librarian proposed that it should be known as the Stevenson-Hamilton Information Centre. This proposal was turned down by the Board. The facility continued to grow in popularity and, in 1979 was reported to have received +/- 100 000 visitors during the

year (KNP 1979). This shows that there was a demand from visitors for some sort of interpretation, but it was being met in a very small way in the KNP. In the opinion of the researcher that the fact that even in the face of concrete evidence of the public need and demand for information service, nothing more was done, was symptomatic of the arrogant and complacent attitude of the NPB and the Board towards visitors. There would appear to have been a feeling that the visitors would come anyway, so why waste time and money on extra services.

The relative importance of interpretation may again be judged from the fact that from 1966 through to 1973 there is no mention at all of the information service in either minutes of board meetings or annual reports from the KNP, except in 1969 where an increase in salary for the 'education officer' was approved. There was no clear distinction made between 'education' and 'information' officer, but judging from the way that these terms are used in earlier reports they refer to the same people.

In the annual report of the KNP (KNP 1974), it was reported that information boards were being made for historical sites and that the Stevenson-Hamilton Library received a large number of visitors. Mention was also made of the completion of a study entitled "*Die opvoedkundige taak van die Nasionale Parke*" [The educational task of the National Parks]. No mention was made of who the author was and although the report went on to say that copies would soon be distributed, the researcher could find no further reference to the study in any of the official records (KNP 1974). That this study simply disappeared is again an indictment against the Board who, in spite of far reaching reports produced by a number of enlightened people over many years, continued to ignore the importance of interpretation and environmental education. It is the opinion of the researcher that if the proposals contained in the Bigalke report (section 4.2.2) had been implemented when they were proposed, the relationship of the KNP and its neighbours as well as the general public of South Africa, would be far healthier than it is at present.

Included as an annexure (C) to the minutes of the board meeting on 22 November 1974 (NPB 1974) was a report by the chief director entitled "*The utilisation of nature areas and game parks for tourism, and the reciprocal effect*" (see appendix E). From the text it is

apparent that this paper was presented at a tourism conference, but no mention is made of where or when. What, in the opinion of the researcher, is of significance in this report is the importance given to the need for research into the needs and perceptions of visitors to the parks and also to 'soft' visitor management by means of interpretation "This task of making him (the visitor) realise the necessity of complying with regulations is one for the educational information, information or interpretive service" (NPB 1974: 136). In the same report Knobel emphasises the importance of interpretation in stimulating the visitors knowledge and love of nature and in counteracting the possible detrimental effects of tourism:

The park administrator has,...., one major tool at his disposal to minimise the evil effects tourism might have and, at the same time, to enhance and increase the re-creational value of a visit to a park or reserve - this tool is the educational information or interpretive service. ..it is vitally necessary for each visitor to have nature interpreted to him.. (p.139).

The view expressed in this report is supported by Knobel's statement during the interview with the researcher (Appendix C) "*..to conserve something you must love it. Therefore your interpretative service must really be aimed at making nature known to the human being. He must get to know nature to love it*". He saw the basis as the imparting of knowledge, but added that the person must be made to realise that "*he is as much part of the environment as the elephant is or the ant is or any other species you would like to mention*". He went on to say:

We were, up to fairly recently, I mean the last 20 years, trying to regard the individual not as part and parcel of the environment, now we realise that the human being is part of the environment and therefore the role of education must be [to show] how does one species which includes the human being, react to its environment.

In the light of the above statement it seems ironic that the late sixties and the seventies were a time when, according to official reports and minutes, there was very little development in the information service and virtually no mention is made of this service until 1979 (Appendix D).

During 1975 and 1976 there was no mention of interpretation in any of the minutes and

annual reports except for a decision of the board meeting of 17 March 1975 to allow the Stevenson-Hamilton library to stay open after normal working hours as an information centre. At the meeting of 28 November 1975 the Master Plan for Wildlife Management in the KNP was submitted by Dr. Salmon Joubert who was then head of research in the KNP. There is no mention in this document of information or interpretation.

In 1977 an application was received from the Wilderness Leadership School to be allowed to operate wilderness trails in the Kruger Park (NPB 1977 a). This request was turned down and the board requested a report on the possibility of trails being presented by KNP staff. The report was submitted by Pienaar, then KNP park warden, to the board at the next meeting (17-6-77) (NPB 1977 b). There would appear to have been some dissension about whether or not to start trails as the proposal was only approved by 5 votes to 4 with one abstention. Since then the wilderness trails have become extremely popular and there are now seven trails operating in the KNP (see chapter 5).

1979 saw the appointment of Mr. A. M. Brynard as chief director after the retirement of Dr. Knobel. The annual report of the KNP (KNP 1979) included for the first time a separate section for the "*Inligtingsafdeling*" [Information section]. This report mentioned the popularity of film shows in the camps and also the Stevenson-Hamilton Library and museum which was reported to have received +/- 100 000 visitors during the year. There was considerable development reported as regards historical sites in the KNP and one 3 day course for tour guides was presented. The development of interpretation of historical sites reflected the personal interest of the then head of the information department rather than a coordinated plan on the part of the KNP or NPB (Verhoef pers. comm.).

4.2.6 A light at the end of the tunnel: 1981 - 1987.

The first reports which were followed by noticeable action were those submitted by van Wyk, who was head of research and information in 1981 (NPB 1981 a & b) (see appendix E), although it did take until 1983 for the first action which was to create a new post for an information officer. This post was not filled until 1985 which also saw the

building of information centres in the new camp Berg-en-Dal as well as the main camp Skukuza, the latter centre sponsored by a corporate donor, Goldfields of South Africa. The views expressed in van Wyk's reports, and the considerable development in interpretation which took place from 1985 onwards, lend credence to van Wyk's emphatic statement during the interview that he saw environmental education as the most important activity of a conservation organisation (Appendix C). The reports were entitled "*Beplanning ten opsigte van die raad se inligtingsaksie vir die onmiddellike toekoms*" [Planning in respect of the boards information actions for the immediate future] (27-3-81) and "*Inligtingsaksie van die Nasionale Parkeraad*" [Information action of the National Parks Board] (26-6-81)(appendix E). They show a very good grasp of the possibilities and the need for interpretation in the National Parks, but lack of available funds was blamed for the extremely slow development of interpretation before 1981 (NPB 1981 a). van Wyk included what, in the light of recent developments in the NPB, was an extremely pertinent quote from an address given by George Schaller, a well known and respected wildlife researcher, on the occasion of his being presented with the World Wildlife Fund's (WWF) gold medal (no reference given):

Conservation is not really in the hands of the few who attend international meetings, rule their respective subjects, or read books. No. Conservation is in the hands of local peoples who live close to the land, and of children who, as they grow up will, one hopes, look at nature with new eyes.

The report went on to emphasise the importance of education as part of a conservation strategy and it detailed a number of actions including having well equipped and manned information centres in all camps as well as developing historical sites like original huts and archaeological sites. Three groups are singled out as being of importance viz. visitors to the parks, tour leaders and own personnel. In the light of the introductory quote from George Schaller, it seems strange that the parks neighbours are not mentioned in either document. In the view of the researcher it is of significance in this regard that the minutes of board meetings during 1980 and earlier (NPB 1974, 1975, 1976, 1980) once again reflected repeated discussion about whether or not separate facilities should be provided or whether certain parts of the 'european camps' could be occupied by visitors of other colours.

In discussing the alienation of 'others' within and around the KNP, the influence of the politics of the day cannot be ignored. From 1949 when the minister of lands (NPB 1949) objected to Chinese people being accommodated in 'white' accommodation in Skukuza, to the late 1970's when much time was spent at board meetings discussing the provision of separate facilities for the different races (NPB 1974, 1975, 1976, 1980), there was a definite move, in keeping with the ideology of the government of the time, towards reserving the bulk of the services and amenities exclusively for the white visitor. In the opinion of the researcher this meant that until 1992 any interpretation which was offered was aimed at this sector and ignored the fact that there was a need for interpretation among any other cultural groups.

According to Carruthers (1994) there is a body of evidence which points towards a purposeful construction of the 'myth' around Paul Kruger and the KNP with the aim of identifying the KNP strongly with Afrikaner culture and therefore the culture of the Nationalist Government. This would also have added to the alienation of the parks neighbours who were being subjected to forced removals and resettlement by that government and would not be likely to feel anything but antagonism towards any organisation perceived as being identified with the government. It is the experience of the researcher that up to the present there is still a marked bias towards identifying with the Afrikaner culture within the KNP.

The annual report of the KNP in 1982 (KNP 1983) contained no reference to the information department. Over the next few years, however, some considerable developments were made in the provision of interpretation in the KNP, particularly with the building of an information centre in the Berg-en-Dal camp (NPB 1984) and a large centre in Skukuza, the main camp of the KNP (NPB 1985 a). As mentioned above, this centre was completed with the help sponsorship from Goldfields of South Africa (NPB 1985 a). The annual report of the information section in 1985 included a brief report on a course presented for youth leaders which was the first real development in environmental education and was described by van Wyk (NPB 1985 b) as being "*..n mylpaal deur om betrokke te raak in omgewingsopvoeding*" [..Becoming involved in environmental education was an important milestone].

The period 1985 to 1986 was a time when the development in the information service appeared to pick up some momentum. A new post was approved for an information officer in the Berg-en-Dal camp (NPB 1986) bringing the total number of information officers in the KNP to 5 (KNP 1986). (The researcher was appointed to the post of information officer in Berg-en-Dal in April 1986). 1986 also saw the first two 'Bushcamps' being presented (see section 5.2.2). The bushcamp was evaluated by the psychology department of Pretoria University in 1986 and 1987 and was reported as being a highly successful concept (KNP 1986, KNP 1987).

In 1987 Pienaar, who had been appointed as Chief Director in 1986, submitted a report on partnership between conservation areas and their neighbours in which he stressed the importance of 'conservation education' (*"bewaringsopvoeding"*). *"'n Doelgerigte en volgehoue natuuroopvoedkundige en inligtingsaksie moet geloods word"* [A goal orientated and sustained nature education and information action must be started] (NPB 1987). This report lends support to his view expressed in the interview that it would be extremely short-sighted for the National Parks Board not to become involved in environmental education outside the borders of parks. Again, actions during this period did not reflect this belief.

4.2.7 Meaningful progress into the 90's: 1988 - 1992.

Annual reports from 1988 and 1989 reflected increasing activity at the Berg-en-Dal centre and in the presentation of bushcamps, with 264 people having attended the latter courses during the year April 88 to March 89 (KNP 1989). At the March meeting of the board (NPB 1989) a report was tabled from Dr. J. Botha assistant director of research and information, in response to an earlier request from Dr. E. A. Zaloumis (member of the board since 1983) for a report on the NPB's service to black people. This report *"Multi-kulturele omgewingsopvoeding deur die nasionale parkeraad"* [Multi cultural environmental education by the National Parks Board] (NPB 1989:127) (appendix E) described as one of the most important goals of the National Parks Board, to bring home the 'conservation message' (*"bewaringsboodskap"*) to all visitors to the parks. A supplementary goal was to put across the concept of environmental conservation to both the first and third world populations of South Africa *"..om die begrip van*

omgewingsbewaring en benutting tuis te bring aan beide die eerste en derdewêreldse bevolkings" (NPB 1989:127). Of the programmes reported few were actually implemented and, in the experience of the researcher, their success was limited. Only one of the reported programmes (Bushcamps) is still operating at the time of writing and these courses do not involve the neighbours of the parks except to a very limited extent (see section 5.2.2). The report was guilty of describing programmes not yet in place in a way which gave the impression that they were in operation and of exaggerating the effect of those programmes actually in place. In the interviews all correspondents emphasised the importance of environmental education directed specifically towards the neighbours of parks. Pienaar expressed the view that interpretation directed towards the neighbours had now become probably the highest priority "*Dit het nou waarskynlik die hoogste prioriteit geword*" (Appendix C). It is significant that although all the ex-directors of the NPB expressed similar sentiments about the importance of education, all agreed that when budgets had to be cut the information department was the first to be cut because it is something which is "*..not one hundred percent necessary*" and if it did not happen the place would not fold up (Appendix C).

Projects reported on in the aforementioned paper which aimed specifically at the neighbours included "*Projek Wesgrens*" [Project Western Boundary] in which a KNP ranger (at his suggestion) (P. Zway, pers. comm.) was equipped with relatively sophisticated audio-visual equipment with slide programmes and 16mm movie films to visit villages near to his station on the western boundary of the KNP. The aim of this project according to the report, was to improve the image of the rangers section and the National Parks Board, to provide information about the work of the Parks Board and to provide environmental education with the aim of changing attitudes and behaviour of the local population. Aimed specially at the combatting of poaching and veld burning and with the predetermined principle that law enforcement and education go hand in hand (NPB 1989:127). The report stated that after a shaky start this project was successful in winning the trust of the local chief and his senior advisors and that school visits were a great success. In the personal experience of the researcher the outreach did indeed enjoy relative success, but when the individual ranger moved to another part of the KNP the project simply died and the credibility of the KNP in the eyes of those local people

ended at least as low as it started if not actually lower. Of the projects reported on, only the Bushcamps are still operating, others either did not get off the ground (Manyeleti cooperative educational project) or were very short lived.

The stated aims of these efforts (NPB 1989) lend support to statements made by a number of the interviewees that the aim of environmental education for the neighbours of parks should be to combat the destructive things which may be perpetrated by them, in the words of one executive who was active at this time: "*..om te voorkom die kwaade dinge wat aangerig word deur jou bure soos stropery en veldbrand. Voorkom nonsense deur om hulle op te voed*" [*..to prevent the destructive things which may be done by your neighbours like poaching and veld burning. Prevent nonsense by educating them*] (Appendix C). The importance of environmental education was seen in terms of the survival and justification of national parks rather than with any broader conservation aim. The above statement is indicative of what, in the experience of the researcher, was a paternalistic attitude on the part of the NPB towards the neighbours of the KNP (the researcher does not have direct experience of the other national parks).

In the interview Pienaar gave a high priority to contact with communities in areas surrounding the national parks and in working with organisations active in the field of EE outside the parks. He described as the greatest priority to bring the message of conservation to the politicians and decision makers and to the children. Here he emphasised the children of under developed communities "*..agtergeblewe gemeenskappe*", many of whom still saw the national parks as a playground for the rich. "*'n Nasionale Park kan nie voortbestaan tensy die publiek van Suid Afrika daardie park aanvaar en sê dit is volksbesit. Dit is almal se erfnis en nie net 'n sekere bevooregte seksietjie van ons bevolking, die blankes nie*" (Pienaar) [A national park cannot survive unless the public of South Africa accept that park and say it belongs to the people. That it is everyone's inheritance and not just a small privileged section of the population, the whites]. Although the interviewees, and the above mentioned report, were in agreement that educational outreach towards the neighbours of parks was important, there was no organised outreach programme until 1993 (Marais pers. comm.).

Robinson also expressed the view that educational programmes for the parks neighbours were important, but reflected the more modern approach in that the object was not directly to educate so that people will leave the park alone, but so that they will want to become involved and feel co-ownership of the park. He emphasised the importance of making the neighbours aware of the practical economic value of the park to them.

.. we've got to move outwards and first of all we've got to move outwards in the immediate vicinity of our national parks. We must get community involvement and educate our neighbours to understand the importance of the interrelationship in terms of the environment. Also the economic value which I think is an educational priority. The NPB must have some economic significance (to the neighbours) (Robinson 1993 pers. comm.).

From 1990 to 1992 there was no mention in any minutes of the information section and the annual reports reflect no new developments except the completion of an information centre in the Letaba camp in the central region of the KNP (KNP 1991). Although in this time there was no real development in the interpretive services in the KNP, there was considerable consolidation and refinement of existing actions (own observation)(Policy Document for Interpretation in the KNP - Appendix F). In the experience of the researcher the budget of the information department was still subjected to severe cuts and the department had to become more financially self supporting during this time by increasing the charges for courses and guided drives.

4.2.8 The purpose of interpretation.

According to the past directors and other executives interviewed, interpretation in the KNP had two main purposes and those were i) the encouragement of tourism to the park and ii) the education of those likely to be a threat to the park or cause damage through fires or poaching. Ham *et al* (1993:233) describe this as the traditional "*good guys and bad guys*" approach with 'us' in the park as the good and the 'others' outside or visitors to the park as the bad guys. They go on to argue that, although the model works in developed countries like the USA, it is not necessarily the best model for developing countries. His opinion is that there may be a greater need in developing countries, for interpretation to take the form of extension programmes, which provide practical help

in survival to the local populations. In that way they would help to decrease possible threats to the park from poverty stricken neighbours.

It is the opinion of the researcher that if interpretation is integrated into a conservation strategy, the underlying aim must inevitably be the protection of the environment and of the national parks as conservation areas. This may be achieved by creating an awareness of nature and natural systems through the sort of naturalist interpretation programmes used in parks in developed countries (Sharpe 1976, Ham *et al* 1993), or by means of extension programmes more appropriate to developing countries which aim at helping the parks neighbours develop. Ham *et al* (1993:235) describe the difference as follows:

In developed nations, extension programmes are not generally included in 'interpretation' because they usually do not address the management objectives of our parks and protected areas or the interests of our on-site audiences. In developing countries, however, these topics may be of great interest to local populations, and might be considered integral to the objectives of interpretive programmes.

This also relates back to one of Tilden's (1957) basic principles and that is that any interpretation must relate to something within the visitor or it will be meaningless. Thus whatever the visitor perceives as his/her greatest need will influence the way any given information is received. For example if a particular visitor has a problem finding enough food for her family, a talk on the ethics of culling will be lost, whereas the fact that meat can be produced as a result of a culling programme is sure not to be missed. A demonstration of trench gardening or permaculture, both methods of producing vegetables on a very small area, is likely to be better received than a lecture on animal behaviour which may appeal to the visitor whose basic needs such as food and shelter have been met.

4.3 Conclusion

Early ideas and proposals for some form of interpretation in the KNP received very little support from the board and in fact one has the impression that there was active resistance in some cases. Later this resistance was replaced by apathy. From reports submitted to the board, such as Bigalke's in 1952 and Knobel's in 1974, it is obvious that there were numbers of excellent ideas about interpretation and environmental education and that some individuals saw the importance thereof. What sadly also becomes obvious is the continued apathy leading to little, if any, support for these ideas and individuals from the Board or NPB management.

It is the opinion of the researcher that the apathy was due to a lack of awareness on the part of the board and management of the importance and potential of interpretation, both as a visitor service and as part of a conservation strategy. What emerges from this chapter more than once is that interpretation was seen as being non-essential in the management of a national park. The low priority given to interpretation, and environmental education generally, during the early development of the KNP is, in the view of the researcher, evidence of an attitude of arrogance and indifference on the part of the NPB towards both the neighbours of parks and the visitors.

The attitude towards visitors and neighbours seems to have been reinforced by the move towards scientific management which effectively created a 'them' and 'us' situation between those 'in the know' and the 'others' outside. In the view of the researcher, one of the most tragic consequences of the indifference on the part of KNP management towards 'outsiders', was the exclusion of the black staff of the KNP from the ranks of 'insiders' (Els 1995). This has led to a situation where, in the experience of the researcher, many staff members in the KNP have little or no idea of why they are there or what the KNP is for.

The underlying purpose of interpretation in the national parks should be the protection of the natural environment as a whole, with the human race as part of it, and the protection of national parks and other conservation areas as essential reference areas to learn about natural systems. It is the opinion of the researcher that the interpreter must first look at the needs of the visitor or audience and attempt to address those needs first. The message of the need for environmental conservation may then be linked to ways of meeting the primary needs of the audience.

With minor exceptions, all the reports and proposals for development of interpretation in the KNP met with the same negative response. In the opinion of the researcher this highlights a long-standing need for an intensive effort on the part of the interpretation department to inform the Board and the management of the NPB and KNP as to the importance and scope of interpretation in the situation in which national parks find themselves today.

CHAPTER FIVE

The current status of interpretation in two national parks: A critical review

5.1 Introduction

This chapter includes a description of interpretation services offered in the Kruger National Park and the Karoo National Park (Map 1. Page viii) and is the result of personal observation by the researcher supplemented by information gained from the questionnaire, and personal communication with people involved in the development of these services. At the time of writing these were the two national parks with the best developed interpretation, and developments in these parks are representative of interpretive developments planned, or carried out in other national parks. Critical comment is added where appropriate.

In evaluating interpretive services offered in the national parks the only established norms available at present are models from highly developed countries such as Europe and the United States. When planning interpretation in a developing country like South Africa the interpreter must take into account extreme differences within the population: on the one hand there is a highly sophisticated segment, while on the other is a large part of the population who are relatively unsophisticated, have felt themselves alienated from the conservation movement and many of whom are locked in a daily struggle for survival. Following Ham *et al* (1993) it is the opinion of the researcher that interpretation in these circumstances should serve more as part of a conservation and environmental education strategy rather than simply a visitor service. In examining what is offered in the two national parks it is interesting to bear in mind the two basic concepts of interpretation as described by Tilden (1987:8): "*Interpretation is the revelation of a larger truth that lies behind any statement of fact*" and "*Interpretation should capitalize mere curiosity for the enrichment of the human mind and spirit*".

5.2 Kruger National Park

Referring to on-site interpretation in developing countries, Ham *et al* (1993:236) have identified four potential audiences which "*have emerged repeatedly as being the most important because of: (1) the direct relationship between their actions and the long-term condition of parks and protected areas, and/or (2) their capacity to influence other people and thus accelerate the diffusion of environmental ideology*".

These four potential audiences are:

- *Subsistence level locals, living either within or adjacent to park boundaries.*
- *Upper- and middle- class nationals who visit protected areas and can with advantage be exposed to information about biodiversity and sustainable development.*
- *Influential nationals (such as village leaders, religious figures, politicians or celebrities) who, in turn, have great potential to influence how others think.*
- *Foreign tourists who visit protected areas. (Ham et al 1993:236).*

A rather puzzling omission, in the opinion of the researcher, is working class locals and nationals who may have considerable influence both politically and economically.

Although each of these audiences will have different needs as far as interpretation is concerned, each is as important as the others in terms of an environmental education or conservation strategy. It is the intention in this section to examine interpretive services offered in the KNP on the basis of the amount of resources allocated to reaching each of these groups.

5.2.1 Wilderness trails.

At present there are seven wilderness trails operating in the KNP. Each in a different part of the park. Each trail has its own base camp from which the trailists (maximum 8 people) walk under guidance of a trails officer and a tracker. As a result of internal politics and historical development, wilderness trails in the KNP do not fall within the Department of Interpretive Services, but form a separate section within the environmental conservation department. The trails were started originally by rangers and

have historically fallen under ambit of 'ranger services' in the KNP, with the trails serving as a training or proving ground for selection of rangers. A ranger in the KNP is someone qualified and/or experienced in wildlife management and who is responsible for the day to day management of a section (+/- 50000 hectares.) of the park. This management entails law enforcement (anti-poaching), monitoring of veld and game condition etc. In the experience of the researcher the ambition of most trails rangers has been to become section rangers rather than having an interest in interpretation.

According to both English (1993, pers. comm.) and Dearlove (1993, pers. comm.), who were the rangers most intimately involved with the initial development of trails, the aim of trails in the Kruger Park was to provide a way for visitors to experience the bush more intensely by walking. A report from Pienaar who was warden of the KNP at that time stated the trails will "*..add to the enjoyment and fulfilment of many visitors to the KNP*" (NPB 1977 b). English and Dearlove describe the objectives as being to provide an exciting experience and stimulate visitors interest in the environment. It was also hoped to increase the visitors awareness of the necessity of wild areas and game reserves, awareness of bushcraft and the importance of the interrelationship of man and the wilds (English 1993 pers. comm.).

When asked if the trails aimed to influence people's attitudes English (1993, pers. comm.) answered that the trails aimed to influence the visitor's attitude in support of parks and conservation areas and the importance thereof to human existence. They also sought to influence people against hunting in parks and generally to regard the protection of parks as of great importance. Although both English (1993 pers. comm.) and Dearlove (1993 pers. comm.) state that discussion on a trail would address the needs (among other subjects) of communities neighbouring to the park, the needs addressed appear to be rather those of the park and the NPB: "*By creating an awareness of the assets in conservation areas*" (Dearlove 1993 pers. comm.) and addressing "*..the detrimental effects our neighbours can have on a conservation area*" (English 1993, pers. comm.). This approach is indicative of the priority as reflected in the previous chapter, which was the survival and justification of national parks, whereas a trail could have been an ideal

situation for creating an awareness of the survival problems faced by the neighbours of the parks or the environmental problems faced by the country at large.

There is no selection of participants in the trails, although the cost (in 1994 R780-00 per person) means that participants are more likely to come from a middle to high income bracket. This and the fact that some 70% of participants are repeats (Cheney 1995, pers. comm.) means that the potential sphere of influence of the trails is limited and they cater for a relatively small and elite audience. Even though the trails can be seen to address at least part of Ham *et al's* (1993) second and third, and to a small degree the fourth potential audience, in practice it is a very small portion of those audiences.



Figure 5.1: Accommodation in a Trails Camp.

Trailists are transported from the nearest tourist camp to the trails camp on the afternoon of the first day. They are not expected to perform any camp duties like cooking or watch keeping. Each day the group walks out in the early morning for between three and five hours depending on the fitness and level of interest of the group. On returning to camp brunch is served after which the trailists are free to sleep or read or anything else they feel like doing. Between 1500 and 1600 the group will again go out for a walk, to return before sundown. The evening is spent around the fire with or without the trails officer. During the walks the trails officer will point out and explain whatever is seen on the way. There is no set guideline or progression that is followed,

and the amount and quality of interpretation depends on the enthusiasm of the individual officer. Evening discussions are not structured or led by the trails officer and are purely ad-hoc. In the planning of the trails there is no clear objective other than providing the visitor with a highly enjoyable wilderness experience, which is in itself likely to leave a lasting impression and increase the sensitivity of the individual to the natural environment. In the experience of the researcher there is no specific effort made to link any part of the experience to where the visitor comes from, which is a basic principle of interpretation (Tilden 1957, Sharpe 1976, Ham 1992) and, in the opinion of the researcher, could add significantly to the impact of the experience.

Although, as pointed out above, the numbers of participants is relatively limited and they are normally people who have an interest in and a knowledge of the natural environment, they are in general part of an economically significant minority who may have considerable influence politically and on development. For this reason the interpretation presented on the trails could be an important part of an overall conservation strategy. This is not to say that there should or could be a rigid programme, but a flexible and adaptable outline can be covered by a skilled interpreter without the visitor even being aware of it.

In accordance with the three main objectives of interpretation as proposed by Sharpe (1976:4), ie. i) *"...to assist the visitor in developing a keener awareness, appreciation, and understanding of the area he or she is visiting"*, ii) *"...to accomplish management goals..encourage thoughtful use of the recreation resource"*, and iii) *"..to promote public understanding of an agency and its programmes"*, the trails almost certainly achieve these objectives in most cases, but for a relatively small audience and at the cost of 38 permanent staff whose only responsibility is the trails.

5.2.2 Environmental awareness courses and Bush Camps

As the researcher has been intimately involved in the development and running of these courses, what follows is a description from his own experience. The term 'Bush Camp' has been adopted for wilderness courses presented in the KNP by the department of Information and Environmental Education (now known as Interpretation Services), while

the environmental awareness courses do not place as much emphasis on the wilderness experience, but cover very much the same course content.

The stated aim of the interpretation department with the above courses is:

To increase the level of environmental awareness and involvement on the part of the population of South Africa so as to encourage the adoption of responsible life styles in harmony with the environment, and to encourage the self-formulation and adoption of an environmental ethic in all facets of life in this country. ("Policy Document for Interpretation in the KNP" - Appendix F).

These courses have clear objectives laid down in the policy document and 'target' audiences are selected on a priority basis which corresponds to a large degree with at least three of the four key audiences for interpretation in developing countries described by Ham *et al* (1993). The exception being foreign tourists who are not included in the potential audience for these courses. Greater selectivity is possible because the participants are actively selected, in many cases specifically invited, and an effort is made to draw in the 'unconverted' or people who would not normally be regular visitors to the KNP. It is made clear to those attending these courses that they are there to learn and not simply for a holiday. In terms of Ham *et al*'s (1993:236) question "*..service or strategy?*", these courses fall more towards the latter although they are still not part of an overall strategy. A major aim of the courses is Tildens principle number four which reads "*The chief aim of interpretation is not instruction, but provocation*" (Tilden 1987:9) and they can be seen to fulfil Sharpe's (1976:4) three objectives of interpretation by stimulating the visitors awareness and understanding of the place they are visiting, by "*..helping reinforce the idea that parks are special places requiring special behaviour*" and promoting public understanding of the National Parks Board and its programmes.

- Environmental awareness courses.

The courses consist of lectures and discussions as well as practical sessions which normally comprise a drive and short walks to provide practical exposure to enable the course participants to experience first hand whatever has been discussed, whether it be soils, geology, animal behaviour or plants. Most practical excursions

include elements of all of these as well as anything unusual which may be encountered. Full use is made of any 'teachable moments', eg. coming across a carnivore with a kill will be an opportunity to discuss predation or seeing a sick and mangy animal will provide an ideal moment to discuss stress and its effect on the animal population. The day will usually end with a discussion session in the bush and a period of quiet reflection. Each course is adapted as far as possible to the needs or particular interest of the group (for detail of course content see 'Policy Document for Interpretation in the KNP' - appendix F).

Specific audience.

By the very nature of the 'environmental awareness course' it is not specific to one 'target' group or type of group, and addresses a great variety of groups. What are seen as priority groups will tend to vary with political and economic developments in the region and the country as a whole (Ham *et al* 1993).

- "Survival" ecology courses

In essence this type of course falls into the above programme, but is aimed more at meeting the needs of people in rural areas neighbouring on the KNP. There is an emphasis on natural resource management and subjects like alternative energy sources, permaculture and the relationship of good environmental management and health. Courses have been presented for teachers from rural areas in cooperation with the local health department where the link between conservation and health has been explored.

Emphasis in these courses is on the practical value of the KNP to the neighbours (Ham *et al* 1993), for example the importance of conservation areas in the protection of animals and plants of cultural importance as well as sites of cultural importance within the parks. A limited amount of information on the functioning of the Kruger Park and a general environmental awareness is presented, but the main thrust is aimed very specifically at the needs of the particular group. The course will usually be preceded by a workshop with the participants to identify those needs.

The 'survival ecology courses' are courses aimed specifically at what Ham *et al* (1993:236) terms "...*subsistence-level locals*" and take the form of extension programmes which also stress the practical value of the park in terms of "...*protecting critical watersheds for drinking water, serving as a refuge for important game species and medicinal plants, or to generate income from tourism*" (Ham *et al* 1993:237). According to Ham *et al* (1993:237) effective interpretation programmes can "...*improve relations between local people and protected area personnel and diminish management problems. When once 'on board' with the protection concept, local people often become its most ardent defenders and best ambassadors*". It is the opinion of the researcher that insufficient attention and resources have been allocated to this extremely important audience in the KNP as with present staff there is little time available to present sufficient of these courses, or to devote sufficient time to planning each course.

● Bushcamps

The bushcamp course is presented entirely in the wilderness and the bushcamp itself. Each group is made up of a maximum of either 8 or 16 people with two education staff with each group of 8. There are no formal lectures, but during walks and discussion sessions a very similar curriculum is followed as described for the courses above. 'Teaching' on these courses is more opportunistic than in the above courses, depending very much what is encountered during the walks.



Figure 5.2: A 'Bushcamp' discussion session.

There is a greater emphasis on the wilderness experience than is the case with the previously discussed courses. Participants are expected to sleep on the ground under the stars and do all their own cooking on an open fire. The relative hardship involved has a very important humbling effect on participants and also encourages team spirit.

The instructors on a bushcamp course act more in the nature of facilitators in interpreting the environment for the participants. Course content is exactly as described for the environmental awareness course (see appendix F) although as previously mentioned any 'teachable moments' will be exploited. An effort is also made to adapt the content to suit the individual group as far as possible and discussion sessions are particularly focused towards the needs or interest of the particular group.

Specific audience

The nature of the bushcamp course demands that the groups or potential groups must be sensitively selected and it is aimed at a slightly more specialised audience than the other courses. Due to the intensive investment in terms of manpower, these courses are aimed at high priority groups who are judged to have or be capable of having immediate influence. From experience it has been found that groups have to be selected with sensitivity as many people find the experience of sleeping on the ground and being in the bush frightening and humiliating and thus will not find any benefit in the course.

As a national park and as a park which can offer an experience difficult to match in any other national park, the KNP has a certain national responsibility as well as a responsibility to the regions in which it falls. For this reason selection for course participants must reflect a balance between national and regional role players. It is believed, however, that each national park has a specific responsibility to the region in which it resides. For this reason the KNP, while not neglecting its national responsibility, should place a greater priority on serving the local and regional needs in EE.



Figure 5.3: Solitary reflection during a 'Bushcamp'.

With the understanding that the researcher, who has been intimately involved with the development and presentation of these courses, may not be able to judge totally objectively, the following criticisms are offered: There are two main shortcomings which can be identified with these courses and those are **i)** that the courses do not form part of an overall, coordinated conservation strategy although there are signs that this will be the case in the near future at least for the KNP, and **ii)** that in spite of clear objectives which, according to Prentice & Light (1994) allow for effective evaluation, there has been no formal evaluation on the courses beyond a study in the first year of operation (KNP 1986). Regarding **i)** above, it is the opinion of the researcher that the potential role which could be played by environmental awareness courses as part of a conservation strategy has been underestimated or totally overlooked in favour of the more established means of counteracting environmental degradation, namely law enforcement. Once again, a shortage of suitably qualified staff means that insufficient attention can be given to planning for each individual group.

5.2.3 Exhibitions

Exhibitions exist in some form in most of the large camps in the KNP. There are some historical exhibitions which are very old and fairly dilapidated eg. the "Campbell Hut" in Skukuza the main camp in the KNP. This is one of the original huts built to

accommodate tourists, containing an exhibition of period furniture and other artifacts dating from the early development of tourism in the KNP. The exhibition is purely for interest and does not attempt to teach anything. A small exhibition in the Stevenson-Hamilton library shows furniture and other artifacts from the time of Stevenson-Hamilton in the KNP.

The reconstructed iron smelting settlement known as Masorini which is near the Phalaborwa gate of the KNP is, in the opinion of the researcher, a more meaningful development as regards historical and cultural interpretation than anything which preceded it. The reconstruction of the village and iron smelters took place under the guidance of the archaeology department of Pretoria University (Pienaar 1990) with some help from a Chief Malachi who lives in Phalaborwa and whose mother, according to the chief, was born and lived her early life in the Masorini village. Reconstruction was completed in 1985. This was the first development which drew, if on a fairly limited scale, on the expertise and traditional knowledge of the people whose history and culture are represented by the exhibition. A resident guide who is equipped with a tape recorder with taped commentary leads visitors through the settlement stopping at certain points of interest where the tape is played. The taped commentary is available in French and German as well as English and Afrikaans and the guide speaks English, Afrikaans and Tsonga. The development as a whole depicts how these people lived and the operation of the iron smelting industry and the commentary does attempt to link this to other sites in the area.



Figure 5.4: Part of Masorini Iron Smelters Village

The Masorini village development is, in the opinion of the researcher, one of the most important of all interpretive developments in the KNP up to now, for the simple reason that this is the only point where the culture of the previous residents of the area is interpreted. In any such interpretation there is a danger, if not sensitively handled, of depicting the culture represented as 'primitive' and in such a case making the exhibition a source of embarrassment rather than pride to descendants of those people. In the opinion of the researcher this particular development has been respectfully handled and the baPhalaborwa people do feel a sense of pride and ownership of the village. The present guide is a Tsonga speaking man, not related to the baPhalaborwa people and with no first-hand experience of their culture. A possible improvement in the provision of interpretation at this site, would be for the guide to be provided by the Malachi tribe who were the last residents of the area and for an opportunity to be provided there for the particular community to sell their handcrafts. This would give a firm foundation to their feeling of ownership and pride in the site. An opportunity which has so far been missed is that by showing how people used to live and how they used the environment it could help to draw attention to the very high impact which modern living and industries have as well as giving a boost, and being a source of pride, to those whose forefathers lived and worked there.

Where exhibitions are present in camps, they are generally designed to inform visitors mainly regarding the animals and landscape in the surrounding area. Examples of this type of exhibition are in Berg-en-Dal and Satara tourist camps and a rather more specialised exhibition on elephants in Letaba camp.



Figure 5.5: Entrance to the Berg-en-Dal exhibition

- The **Berg-en Dal** exhibition shows aspects of the Malelane Mountain Bushveld (Gertenbach 1976) which is the landscape surrounding the camp. The exhibition consists of 8 modules (Table 5.1).

Table 5.1: Berg-en-Dal exhibition modules

1	An introductory module which explains the geological history of the Lowveld by means of a slide-tape presentation. This is started by the visitor himself by pressing a button selecting English or Afrikaans commentary.
2	A model of a hill side to show the geomorphology of a typical mountain and highlighting the plateau, scarp or cliff face and the lower slope. These are shown in detail in the following three modules of the exhibition.
3	A model of the plateau showing some of the plants and animals characteristic of that habitat.
4	A model of the scarp or cliff face showing plants and animals characteristic of that habitat.
5	A model of the lower slope with its characteristic plants and animals.
6	A graphic representation of the energy cycle with mounted specimens of a francolin, a vulture and a jackal. This module has a slide-tape presentation which describes a simple food chain and energy cycle.
7	Small scale models of 'bushman' figures engaged in various activities. Next to this is a glass case where stone artifacts are exhibited. These are arranged in early, middle and late stone age groups. A text above the models describes some aspects of bushman culture.
8	A glass case with iron artifacts, some from early iron-age sites and others from a later period.

There is a link between the first five modules of the exhibition in that they show the three most important habitats found in the surrounding landscape as well as giving some idea of how they were formed. The last two modules stand on their own with no obvious link to the preceding modules and no link to each other.



Figure 5.6: 'Bushman' figures on the Berg-en-Dal exhibition.

- By means of graphic displays (Table 5.2) the **Satara Exhibition** gives information on the history of the Satara camp and aspects of the grassland habitat which is common in the surrounding area.

Table 5.2: Satara exhibition modules

Panel	Subject
1	History of Satara with historical photographs.
2	Lions. By using photographs, drawings and text, this panel shows aspects of the life of a lion pride. This covers social structures and hunting methods.
3	Zebra. This panel shows aspects of the ecology of the Burchells Zebra one of the common animals of this area. The information presented covers diet, social structure, migration and predation. Again this is done by means of photographs, drawings and text.
4	Wildebeeste or Brindled Gnu. As with the zebra this panel presents information on the ecology of the Wildebeeste. Both Zebra and Wildebeeste are present in large numbers in the Satara area at certain times of the year.
5	Landscapes. The classification of landscapes as practised in the KNP links geology, climate, soils and plant communities. Thus a landscape is an area which can be managed as a unit. It is also an area where, generally speaking, the habitat is relatively uniform. As there are a number of major geological formations which have an influence on the geomorphology of the area around Satara, this panel explains why the obvious differences between one area and another exist. Why one area has large trees while another may have no trees or only stunted, shrubby trees. This helps the visitor to be able to link information given on the preferred diets of animals and to predict or explain why certain animals are found only in certain areas.



Figure 5.7: Bronze elephant in front of the Letaba EE centre.

A major exhibition which is still, at the time of writing, in the process of development, is in the recently completed environmental education centre in **Letaba** camp. The theme of this exhibition is the elephant and it covers, or more correctly will cover, almost all aspects of the ecology of the african elephant from its evolution to its physiology and social life. Included is a rather dramatic exhibition of the skulls and tusks of seven of the biggest known tuskers who at one time were known as 'The magnificent seven'.



Figure 5.8: Part of the Elephant exhibition - Letaba

The dramatic nature of this exhibition and the fascination felt by most people for elephants draws many visitors and although not entirely complete the exhibition certainly appears (there has been no formal evaluation as yet) to be successful in creating more awareness of the elephant and the complexity of the natural system of which it is just one part.

As with other interpretive programmes in the KNP, a major failing in the planning and development of exhibitions, in the opinion of the researcher, has been the lack of an overall masterplan for interpretation or for the exhibitions. Most exhibitions appear to have been developed as a result of a site and artifacts being available (Campbell Hut Museum Skukuza), or because of the interest and involvement of a particular individual

or group of individuals. An example of the latter type of development is the reconstructed village of Masorini where iron smelting took place until shortly before the proclamation of the KNP. This site was developed as a result of the interest of a member of the interpretation staff and the involvement of the archaeology department of Pretoria University (Verhoef 1993 pers. comm.). This is not to imply that these developments are necessarily not good in themselves, but rather to point out that available resources have been used in a fairly random manner and could possibly have been used more effectively if a coordinated plan existed.

The specific exhibitions in Berg-en-Dal and Satara were designed with the goal of informing visitors about the landscape of the surrounding area and should, in the opinion of the researcher, have achieved that goal. However, both have suffered from a lack of commitment and sufficient financial support to, in one case, complete the exhibition (Satara) or in the case of Berg-en-Dal to maintain the sophisticated audio-visual equipment on two of the exhibition modules. There is also no link in the case of Berg-en-Dal exhibition between what could be a fascinating display of stone and iron age artifacts, and what preceded it. This points to a basic fault in the planning of the exhibition which is the lack of a central theme (Veverka 1994). The Bushman figures and artifacts seem to have been included simply because they were there, rather than linking the display in to how they would have made use of the various artifacts, and which parts of the environment displayed they would have used and for what. Beyond being interesting to some visitors, the exhibition does not attempt to form any links between the every day lives of the visitors and what is displayed.

5.2.4 Film Shows

In all big camps film shows are a regular feature. The films shown are all wildlife or natural history orientated. All are informative on the subject of animal behaviour and most also give some information on diversity and interactions in the particular system featured in the film. Not all the films shown have been made in the KNP, although preference is given to those that feature the Kruger environment, or at least animals and birds which are also found in the KNP. The film shows are presented either by full time information staff or by casual assistants recruited from other staff or their families and

each film should be preceded by an introductory talk and followed by an opportunity for visitors to ask any questions they have. Some presenters, however, are young students who do not have the confidence to stand up and talk in front of an audience, in which case the talk and/or question session are cut short or may not take place at all.

Evening film shows present an excellent opportunity for contact with relatively large numbers of visitors at a time. In the experience of the researcher, an experienced interpreter can draw enthusiastic response from the visitors and generate interest through a slide presentation or simply a talk before the film. Unfortunately, due to the limited number of experienced interpreters and the fact that this action is regarded as being 'beneath' some of the senior interpretive staff, the opportunity is not used to its full potential.

5.2.5 Interpretive Trails.

Trails have been marked out in a number of camps namely Berg-en-Dal, Pretoriuskop, Letaba, Mopani and Punda Maria. The aim of these trails is to allow the visitors an opportunity to see and feel at first hand some of the things which have been seen while driving in their vehicles and to stimulate their interest in some of the little things which one can see only when on foot. Another aim is to stimulate interest and respect for the cultural heritage of local people, an aspect of interpretation which, in the opinion of the researcher, is of great importance both to the KNP and to the people themselves, and should be expanded wherever possible.

At present all trails, with the exception of Punda Maria, are provided with information boards and/or a guide booklet giving information about significant plants including their traditional and medicinal uses. Information available to the visitor is fairly limited, with only Pretoriuskop offering a guide book with additional information about points of historical interest in the camp and about the trees.

The first 600 metres of the Berg-en-Dal trail has been more intensively developed and is provided with a guide rope for blind visitors. This stretch also has a number of information boards, in braille as well as normal text, describing characteristics of

interesting trees and shrubs as well as medicinal and other uses of these plants. Skulls of hippo, elephant (Figure 5.9) and buffalo, with information on each are displayed in such a way that it is possible for the visitor to easily handle and obtain an idea of total size and weight. This is, of course, particularly for the blind or visually handicapped, but has proved interesting to other visitors as well.



Figure 5.9: Elephant skull on the Berg-en-Dal Trail.

Self guided interpretive trails in the camps have proved to be popular among visitors as many welcome a chance to walk after spending time confined to a vehicle. Interpretation provided on the trails is very basic and the presentation thereof has been limited by the amount of money available for development. Although as pointed out by Ham (1992), it would be a mistake to overdo the interpretation there is considerable scope for building on to what is now offered without having to resort to very expensive and sophisticated methods. Guide books used in the Karoo National Park (see 5.3.1) are an example.

The reaction of school groups and in particular the teachers to the information provided on the Pretoriuskop trail has been interesting. Such groups are, whenever possible, accompanied by a member of the interpretive staff and the researcher has accompanied

a number of the groups. Initially discussion of traditional uses of trees and other plants and beliefs about them is greeted by an often embarrassed silence, but once the visitors realise that the interpreter is genuinely interested and has respect for those beliefs and traditions, there is almost invariably a flood of additional information from members of the group as to how their own families used certain things and interactions become animated and often hilarious. The importance of this is firstly in the fact that these visitors will go away feeling that they have "*..visited somewhere special and of value*" (Uzzell undated:2), and secondly that they are more likely to identify with the park and its objectives than they would be if they were simply given a lecture on ecology and shown some animals.

5.2.6 Guided drives

A service is provided on a regular basis from Skukuza, Berg-en-Dal and Letaba, whereby visitors can join a tour with an interpreter who will interpret what may be seen en route. Numbers that can be accommodated on this service are limited by the size of the vehicles which can comfortably seat up to eight passengers, and the fact that staff responsible for providing the service are also involved in presenting courses.

This is a relatively intensive effort in that there is an average ratio of four visitors to one interpretive officer for a period of at least five hours. There is a definite effort made during the drive to explain aspects of KNP policy and principles of conservation. This is often done during stops where the visitors get a chance to leave the vehicle and sit on a rock or a log and join in discussions.

This, in the opinion of the researcher, is more 'service' than 'strategy' (Ham *et al* 1993). The audience is not in any way selected, but +/- 60% of the visitors using this service are foreign tourists which are Ham *et al's* (1993) fourth key audience for interpretation in developing countries. Quality of service provided depends to a large degree on the individual guide and on his/her enthusiasm and knowledge. Although it is fairly easy for the managers to ensure that the guide has the required knowledge it is not as easy to ensure that the guide will always be keen and enthusiastic. Allowing for these slight differences in presentation, and for the reactions of individual guides to some individual

visitors, the standard of this service in the KNP is generally good. It has been found that a high frequency of drives causes most guide's presentation to deteriorate and attempts are made to spread the load and alternate other duties. An important part of this service is that it is income generating and helps to support other, less profitable actions.

5.2.7 Information service

The Stevenson-Hamilton library and associated Goldfields Environmental Education Centre provide an environmental information service in Skukuza during normal office hours. The library is also open in the evening with a member of staff in attendance. The same is true of the centres in Berg-en-Dal and Letaba which are also manned by volunteers during holiday periods.

During holiday periods the information service in Skukuza is supplemented with an 'information tent' situated near the cafeteria which is the hub of activity in the camp. The service is provided by volunteers (honorary rangers) and students who come to work during the vacation period. These people are given basic training and have reference books available to allow them to answer the general questions which tourists ask, and inform visitors generally about the park and its management. The honorary rangers are encouraged to develop their knowledge and their skills by attending courses presented specially for them.

Except during holiday periods when information points are set up in most camps, the information service is an *ad hoc* addition to other information provided by publications and exhibitions and is, in essence, a service which should be the responsibility of every member of the KNP personnel. To this end staff orientation courses presented by the interpretive services department aim to give all staff a basic knowledge of the KNP and its natural system and at least the knowledge of where to find more detailed information if needed. As with other interpretive actions the staff orientation has been limited by a shortage of interpretive personnel.

The information points set up during holiday periods aim to provide a more specific service for the visitors and the popularity of this service is shown by the fact that during

a recent school holiday, one information point in the Lower Sabie camp had 3000 visitors in 7 days (Reniers 1995). Because the honorary rangers are volunteers and only perform this service during holiday periods, their enthusiasm is tremendous and this is often communicated to the visitor thus "*..helping the visitor to feel something the interpreter feels..*" (Sharpe 1976:4). In the researcher's opinion it is an infectious enthusiasm towards the subject which makes the difference between good and excellent interpretation.

5.3 Karoo National Park

5.3.1 Self-guided interpretative trails

There are two self-guided trails in the Karoo park, namely the 'Fossil trail' and the 'Bossie trail'. These trails are both fairly short, but a wealth of information is provided for the visitor in the form of a booklet, a number of copies of which are in a box at the beginning of the trail. After completing the trail the booklets are returned to the box. Points of interest on the trail are marked by a number which corresponds to a numbered description in the booklet. An economical, but effective method of making a fairly large volume of information available to the visitor.



Figure 5.10: Start of the 'Fossil Trail' - Karoo National Park

The two self-guided trails near to the camp in the Karoo National Park (Fossil Trail and Bossie Trail) are not very long and the interpretation media used are not highly sophisticated, but in the opinion of the researcher, they are both fascinating and highly informative. The 'Bossie' trail offers a wealth of information on the many plants of this apparently homogenous landscape including traditional uses and beliefs. This, certainly for the visitors to whom the researcher spoke, brought the Karoo to life and achieved what Engelbrecht (1993 pers. comm.) stated as the aim of interpretation which, in this case, is to give visitors greater insight into the Karoo system. This development has made good use of a limited budget to present quality interpretation.



Figure 5.11: A point of interest on the 'Fossil Trail'

- The Fossil Trail is laid out in an old river bed where wave marks can clearly be seen in the sedimentary rocks. A number of fossils have been placed at points along the trail in situations which, in some cases, look natural. No attempt is made however to fool the visitor into thinking that all the fossils were found in the positions in which they now lie. The information provided gives a number of interesting facts about the particular fossils as well as drawings of what the animal is presumed to have looked like. This trail gives a very good idea of the fascinating pre-history of the karoo area with its animals and plants.

- The "Bossie Trail" is laid out on a hillside within easy walking distance of the camp and here the information provided relates to the great variety of shrubs and small plants to be found in the Karoo landscape. The booklet not only names the plants, but also describes any uses, traditional or modern, to which the plant has been put. This trail and its related information gives the visitor an insight into the diversity of this natural system which, at first glance, appears to consist of very few species.

In the opinion of the researcher the 'Bossie Trail' is highly effective development as it is laid out in such a way that the visitor can, in a very short distance (800m), see 65 different plant species, all of which at first glance, look alike. The adaptation of these plants to the arid climate as well as the diversity, is something which the visitor cannot help being struck by. With the fairly detailed information available in the guide booklet, this trail makes a very positive contribution to making the visitor aware that the Karoo ecosystem is tremendously diverse and intricate. This trail also contributes to the important field of cultural conservation or the preservation of traditional wisdom by describing many of the traditional uses of the plants.

5.3.2 Guided trails

A trail known as the "Potlekkertjie trail" (named for a small lizard which is locally known as the Potlekkertjie or pot licker) is laid out in the valley bush. This trail is aimed mainly at school groups and, because the visitor has to creep through thick bush in many places, provides a type of adventure walk. Natural items of interest are supplemented with skins, bones etc. which have been collected elsewhere. These are placed in the bush so that the children can 'discover' them, leading to a discussion about the particular item.

A feature of the trail is a 'story time' when traditional stories about the animals are told. These usually will end with a moral and/or environmental message. This short trail is again an example of good use of limited resources to provide an exciting and enjoyable learning experience. On the day when the researcher joined a group on this trail the interpreter was a person who had grown up in the Karoo and was well versed in the traditional stories about the animals and plants and could also act them out dramatically

which added wonder and excitement which may be lacking with a less talented interpreter.

5.3.3 The Veld School

What is known as the 'Veld School' is a small camp situated high on the Nuweveld mountain where residential courses are presented. These courses combine adventure in the form of hikes and climbs with a structured programme which aims to create an awareness of the functioning of the natural system and then of the ways in which man influences those processes. According to Engelbrecht (1993 pers. comm.) the programme stresses the 'defencelessness' of life and aims to create a respect for the little things "*Hierdie program stres die weerloosheid van lewe en bring respek vir die kleine*".

The researcher did not have an opportunity to experience a course at this facility and is therefore not in a position to offer meaningful comment, but according to Engelbrecht (1993 pers. comm.), the courses in the harsh environment on top of the Nuweveld mountain have a great impact on the school groups which attend them.

5.3.4 The 'Old Barn'

This is literally an old barn which has been adapted as a lecture room and exhibition centre. Seating is on bales of straw with sheep skins thrown over them. Groups of up to 30 or 40 children can be accommodated, and the room is equipped with audio visual equipment.

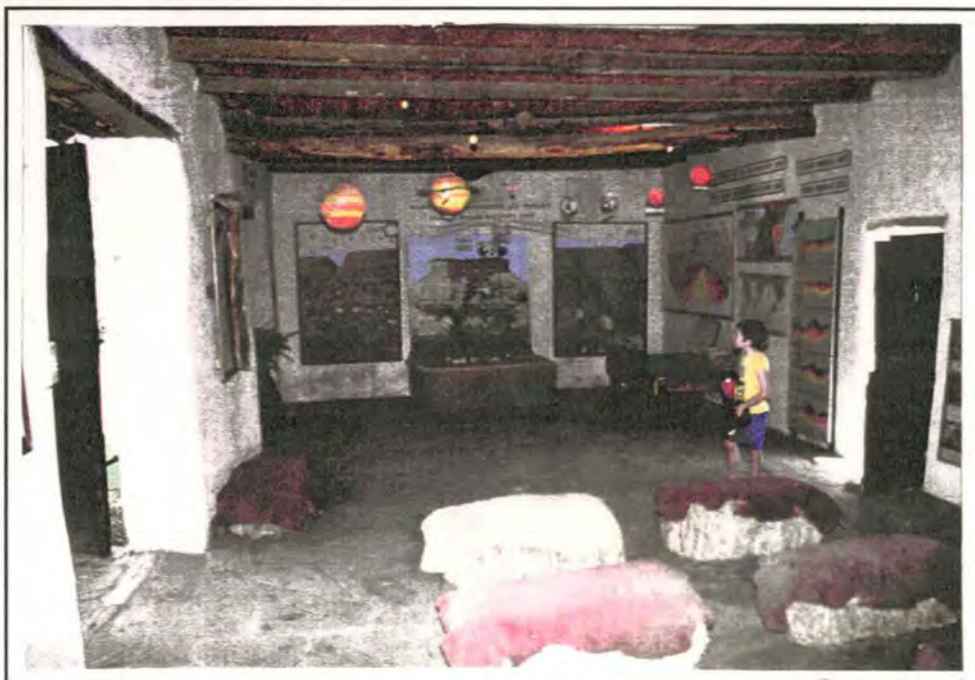


Figure 5.12: Interior of the 'Old Barn' - Karoo National Park

Exhibitions in the barn are aimed largely at children, with life-size models of some birds of prey flying above, and graphic representation of geological history and formation of the landscape as it is now. There are posters on many aspects of conservation which are changed and updated regularly.

Also associated with the barn is a small historical display with old farm implements, a 'dutch oven' and other artifacts from early farming days.

A living display of birds which have been injured and are either unable to fly or are being rehabilitated makes for a little excitement for the children, especially when there are one or more spotted eagle owls which are fairly common in the area.

Although this facility operates as an unattended exhibition, its real value would appear to be for use by school groups guided by an education officer. The strongest point of this development, in the opinion of the researcher, is the atmosphere created in the barn by the old building and the furnishings. It is a warm, friendly and relaxed place which must immediately put most children at their ease.

The main aim, according to Engelbrecht (1993 pers. comm.), of the exhibitions and of the 'Old barn' development, is to make visitors more aware of the Karoo system and to point out the importance of all parts of the system.

Alle uitstallings is gemik daarop om die besoeker 'n beter insig te gee oor hierdie park en ook om hom in staat te stel om die fyner dinge van hierdie semi-woestyn gebied te leer ken wat hy andersins nooit sou leer ken het nie

[All exhibitions are aimed at giving the visitor a better insight about this park and to enable him to get to know the finer things of this semi-desert region which he would not otherwise have learnt to know]. The geological history is interestingly covered on the "Fossil trail". According to Engelbrecht (1993 pers. comm) there is an effort in the exhibitions to address the problem of grazing management which is arguably one of the most pressing problems of the Karoo.

5.3.5 Film shows and illustrated talks.

Every evening a talk illustrated by slides is presented in the auditorium in the main building of the restcamp. These talks generally take the form of an introduction to the Karoo park and its ecosystem, but may also on occasion cover more specialised subjects such as the birds or mammals or history and pre-history of the area. The subject depends largely on who is presenting the talk as use is made of visiting experts and researchers to give talks on their speciality field.

5.3.6 Night drives

Most evenings an open landrover which can seat ten people is used to take a drive of +/- an hour and a half soon after dark. The drive is taken by an education officer who will point out animals or birds and give some information about them. The quality of the interpretation does appear to vary according to the level of experience or academic training of the particular officer leading the tour. A night drive does give one more of a sense of adventure than exactly the same experience would create during the day.

Although the interpretive services in the Karoo National Park have been developed on a very tight budget, and very little use has been made of high tech aids, the quality of what is presented is, in the opinion of the researcher, of a very high standard. There appears to be a real effort on the part of the education staff to deal with some of the problems facing the Karoo ecosystem and the animals, human and otherwise, living in it.

5.4 Conclusion

Although an examination of interpretation offered in the two national parks studied does reveal some admirable developments, there is a lack of overall planning. Each development is a unit on its own with no planned relationship to any other interpretive services. While this, in itself, need not be a bad thing, the researcher is of the opinion that interpretation could be more effectively applied if it were seen as part of a conservation strategy and planned, in a coordinated way, as such. A need, which is

related to the above, is for interpretation to look to addressing the needs of the parks neighbours. Only when the neighbours of the parks are well informed and realise some concrete benefit from the park, can they be expected to appreciate the value of the park and identify with its aims and goals, including environmental conservation.

In the opinion of the researcher one of the most important short-comings in the provision of interpretation in the KNP and the other national parks has been the lack of an overall strategy, or of clear objectives, without which, according to Prentice & Light (1994) there can be no meaningful evaluation. Without objective evaluation the provision of interpretation loses the potential to be dynamic and move with the needs of the visitor (Prentice & Light 1994). Another mistake has been to assume that as 'experts', park managers ('insiders') know what the audience needs and what they should want, even if they do not seem to know it themselves. Up to now there has been no formal research carried out to determine the needs or the perceptions of visitors or potential visitors to the parks other than the work of Els (1995), which looked at the perceptions of people as neighbours and employees of the KNP rather than as visitors or potential visitors. Although park managers and interpreters may assume the needs to be the same, this is not necessarily the case as the perceived needs of someone as a neighbour looking at the park from outside may be different when that same person enters the park in the more privileged role of visitor.

It is the opinion of the researcher that, following Ham *et al* (1993), on-site interpretation should form part of the conservation strategy of the NPB on a national scale with programmes in each national park also being coordinated with the local and provincial role players in conservation and environmental education. Only when a programme is regularly evaluated can it be expected to be able to adapt to the changing (or possibly unchanging) needs of the audience and only when a programme has clearly formulated objectives can it be evaluated (Prentice & Light 1994). Both clear objectives and evaluation have been lacking in the NPB.

CHAPTER SIX

Conclusion - The Way Ahead

6.1 Introduction

The previous chapters have given an overview of where interpretation finds itself in the two particular national parks, Kruger and Karoo, with some inferences about the general attitude of the South African National Parks Board towards interpretation. We are in a time of tremendous change in South Africa and the National Parks Board, in common with almost all aspects of life in the country, are undergoing changes in both structure and focus of many activities. This may mean that some of the aspects criticised in this study will have changed or are in the process of changing. In the light of these changes it is the opinion of the researcher that it is an urgent need to look to the faults and the positive points of the past for guidance. By comparing these with existing, established models, objectives for the future course of interpretation and a practical plan to reach those objectives could be developed.

6.2 The need for research

Two types of research are important to interpretation: i) research to provide the information on which interpretation will be based (Uzzell 1993), and ii) research into the interpretive process itself and the audience. This section refers to the latter types of research. According to Sharpe (1976), Uzzell (1993) and Veverka (1994), good interpretive planning and thus good interpretation is highly unlikely, if not impossible, without in-depth knowledge of the audience, their needs and their perceptions. Ham *et al* (1993) also emphasise the need for interpretation to be sensitive to the priorities of the audience. No matter how urgent the need is felt on the part of the interpreter to teach an audience about habitat conservation to save endangered species, and how

skilled and well equipped he is, if the audience perceives its greatest need to be to learn about growing vegetables, they are unlikely to be interested in his presentation. More success would be achieved if the interpreter started with vegetable production and somehow linked habitat conservation onto that. This takes a skilled interpreter who knows his or her audience well, but those should be the basic needs for good interpretation (Ham 1992).

In order for interpretation to be interesting and meaningful for the audience, the interpreter has to know who the visitors are, where they come from and why they have come (Veverka 1994). Uzzell (1993) argues that interpretation is too often 'media led' rather than being 'audience led' as it should be. Once again the basic need for knowledge of the audience and for clear objectives relating to that audience is emphasised, as the media used should be understood by, and be acceptable to, the audience. Veverka (1994:46) describes three main objectives for interpretive programmes: i) learning objectives (what you want the visitor to learn or remember); ii) behavioral objectives (what you want the visitors to do); and iii) emotional objectives, which he describes as:

...the "driving force" objectives. These are the ones that help visitors to remember the topic because of a strong "feeling" they create in the visitor, and are instrumental in helping to accomplish the behavioral objectives (Veverka 1994:46).

Without an intimate knowledge of the visitor it would be very difficult to create strong feelings about anything. Veverka (1994:3) argues that "*meanings are in people, not words*" and unless the interpreter knows what meanings particular visitors put on certain objects or situations there is a danger of putting over the wrong message or even of causing offence to some visitors. An example is that whereas European tradition and legends have the 'wise old owl' as a very positive image and a symbol of wisdom, some African cultures see any night animal as a symbol of evil. This emphasises the great need for expertise in the field of 'multi-cultural' interpretation which again relates to an intimate knowledge of the audience. In the United States this aspect of interpretation is taken very seriously (Meeker 1984) and the National Parks Service offers specific courses in their employee development programmes (National Park Service 1993) which focuses on

interpretation of different cultures as well interpretation for different cultures.

If interpretation is to be dynamic and meet the needs of the audience as well as the those of the organisation, it is necessary not only to know who the audience is, but to constantly evaluate what is being presented and the reactions of the audience (Sharpe 1976, Prentice & Light 1994). In this way the programme can respond to any changes in the audience, their perceptions or their needs. Uzzell (1993) describes visitors as constantly interpreting the environment in which they find themselves, and therefore if programmes are to be meaningful, the presenter/planner must be aware of what the visitors interpretation is before imposing his or her own interpretation on the visitor. This is, of course, easier said than done, as each individual visitor may have a different view of whatever is being interpreted and it would be impossible to cater for each of them. The better the interpreter knows the audience or potential audience, the more likely it is that the programme or programmes will meet the needs of at least a majority of that audience.

In order to be evaluated, a programme must have clearly formulated objectives, one of which is the evaluation itself (Prentice & Light 1994, Veverka 1994). There is no formal evaluation programme in the KNP or in the National Parks Board as a whole, largely because there is no overall plan or policy regarding interpretation. In fact there is no overall coordination of interpretation, with the park wardens of each national park being responsible for any interpretation in their parks. The park wardens, although very dedicated people, are generally wildlife managers by qualification and few if any have a knowledge of interpretation.

6.3 What should interpretation be?

Although interpretation in the KNP has aimed to cover a wide range of audiences or potential audiences (Policy document for Interpretation - Appendix F), in the opinion of the researcher there is a need for programmes focused specifically at the four key audiences mentioned by Ham *et al* (1993:236), "*for on-site interpretive programmes in*

developing countries", namely "*subsistence level locals, upper- and middle-class nationals, influential nationals and foreign tourists*" as well as those not mentioned by Ham *et al*, namely working and middle class locals and working class nationals. Each of these groups needs a different (sometimes very slightly different) approach depending on their needs.

Interpretive programmes can and should be used to make visitors, especially local visitors, feel welcome and feel a sense of ownership of the park. In the context of the KNP, interpretation can help considerably towards counteracting the alienation felt by many local people in respect to the park (Els 1995). Wherever possible local people should be involved in the planning of interpretive programmes where such programmes will interpret their culture and/or history. This way they are more likely to feel ownership and pride in the programme (Morrison 1988). This is a development which is receiving attention in the KNP at the time of writing, with local community representatives being intimately involved in the early planning of interpretive services at an archaeological site near Pafuri in the North of the KNP.

There has to be a re-think regarding what Ham *et al* (1993) call the "*good guy and bad guy*" attitude where the 'good guys' are the insiders and the 'bad guys' are the others. There is a need for interpretation in the national parks to move philosophically away from this approach and to make all visitors feel like 'insiders'. Interpretation as 'soft visitor management' (Uzzell 1993) could contribute considerably to helping to counteract visitors disregarding regulations in the park by drawing their attention to the behaviour of others and making them feel that they, as part owners of the park will not behave that way. Interpretation must generate respect on the part of the visitor towards what is being interpreted.

6.4 Interpretation and the Master Plan

Interpretation should form part of the conservation and management strategy of the NPB, and particularly in the case of the KNP should be part of the 'Master Plan for

Environmental Management', not only as a "*value added*" (Uzzell 1993) service to visitors or just as 'soft' visitor management, but as an important part of activities such as a pro-active anti poaching programme. By encouraging more positive attitudes on the part of the parks neighbours by means of programmes specifically focused on their needs and on creating an awareness of the practical value of the park to the neighbours (Ham *et al* 1993), interpretive programmes can contribute to a climate of cooperation between the park and its neighbours instead of confrontation. A small scale example of the effectiveness of such a programme is reported in the annual report of the KNP (KNP 1993), where the ranger from the Shangoni section reported a reduction of 24% in poaching incidents as a result of a pro-active programme of talks, films and slide shows in nearby areas. If something similar was done on a coordinated, park wide basis, the effect could be far greater.

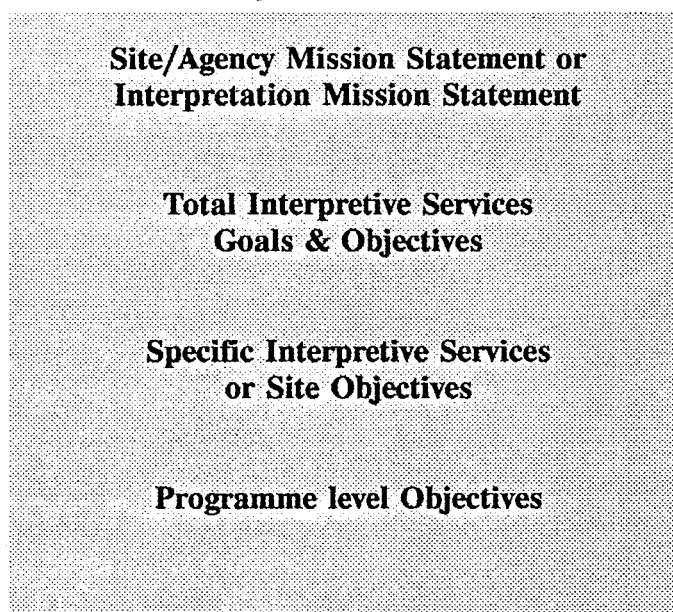


Figure 6.1 Hierarchy of Interpretive Objectives (Veverka 1994:48)

Veverka (1994:48) describes a hierarchy of interpretive objectives (Figure 6.1) above, which emphasises once more the need for clear objectives to be formulated at each level, in descending order. If the organisation/agency, in this case the National Parks Board, has clear objectives for interpretation in their parks, then each park can formulate their own, more specific, objectives. The objectives for each site and each point on that site can then, in turn, be formulated. Each level is structured according to the preceding

level of objectives and takes these into account, along with its own, more specific objectives, when planning interpretive programmes.

In the South African national parks there is a need for interpretive services to be given a priority at least equal to, if not higher than, law enforcement as a management activity. Objectives and guidelines laid down at a national level could be translated at park level to meet the needs of the particular park, and the communities adjoining the park. Within a large park like Kruger, the specific needs in different areas are likely to vary. If the rangers, who are responsible for law enforcement and management, worked in close cooperation with interpreters, interpretive programmes could respond to the specific needs in that area. Permanent exhibitions cannot be changed at short notice, but talks, slide programmes and videos can be produced and changed in a very short time, so as to adapt to the current needs.

It is the opinion of the researcher that in the South African context there is a need for interpretation to be regarded as part of a strategy rather than simply a service (Ham *et al* 1993) and to cater to the needs of the most important sector of the audience which, in terms of achieving conservation goals in South Africa, is the majority of the population who have felt themselves alienated from the national parks and from conservation. According to Ham *et al* (1993:236)

..an emerging model for on-site interpretation in many developing countries treats interpretive programmes more as a communication strategy than as a service for visitors, though both are certainly included.

They describe the term 'strategy' as referring to purposeful communication "*..aimed at audiences which are singled out because their behaviour or social position influences conservation*".

6.5 Interpretation and environmental education

Following on from the above the researcher agrees with Sharpe (1976:21) who states "*Separating interpretation and environmental education is difficult*". Sharpe argues that

although interpretation is traditionally aimed mostly at visitors to natural resource areas and environmental education towards school age groups, "*..environmental education should not be a substitute but should be regarded as an extension of interpretation*". Whether environmental education should be part of interpretation or *vice versa* is not of great importance, but it is the opinion of this researcher that they both form part of one whole and should be regarded as such. Ham *et al* (1993:236) notes

..because conspicuous human suffering creates a sense of urgency about slowing environmental degradation and improving the quality of life, many developing countries have simply concluded that environmental education should be interpretation's primary aim.

In the opinion of the researcher this is an aspect of interpretation which needs expansion particularly in the KNP, although it must not be forgotten that the affluent local and foreign visitors are of vital importance to the survival of the park as it is they who help finance other activities. Thus interpretation must also aim to make these visitors feel valued and leave feeling that they have visited somewhere special (Uzzell undated). There is thus a need for a multi-tiered interpretation plan which can include subsistence level locals who are unlikely to be able to read or understand English or Afrikaans well, as well as the more sophisticated locals and often highly sophisticated, and well read, foreign visitors, each group with its own particular needs.

6.6 Obstacles to interpretation

Sharpe (1976:12) describes as obstacles to interpretation: "*inadequate funding, low or non-existent employee interest, or a poor supply of talent on the staff*" and goes on to add "*There may have been no provision for it in the overall park plan, which is directly related to the fact that there may have been no stated objectives concerning interpretation*". According to Sharpe (1976:13) there is a great need for park administrators and parks boards to "*better understand the scope and potential of interpretation*" and for interpretation to be an integral part of park planning rather than an "*afterthought*".

In the opinion of the researcher, Sharpe (1976) is accurately describing the obstacles

experienced by the interpretive services department in the KNP. The attitude which was described by one of the ex-directors would still appear to apply in that interpretation is regarded as something which *"if it did not take place, the parks board would not fold up"* (Appendix C).

Obstacles named by Sharpe (1976:13) are:

- **Inadequate funding:** The most obvious result of the lack of sufficient funding is in the staff component where, at present, the full complement of interpretive officers in the KNP is 8. These are supported by a number of conservation students (usually 4 in total), who spend a year in the KNP and other parks to gain practical experience. Total permanent staff in the interpretive services department including a museum technician, a secretary and cleaning and other support staff, is 17. When this is compared to the permanent law enforcement staff of +/- 250, the imbalance is obvious. This is not to say that the two should necessarily be equal, as the demands of the two tasks are very different, but it is the opinion of the researcher that an increase in interpretive staff could decrease considerably the pressure on law enforcement staff through expanded education programmes. This would need a considerable increase in the budget allocation to interpretive services.
- **Low, or non-existent employee interest:** Due to the perceived low status of the interpretive services section within the NPB hierarchy, it is the experience of the researcher that interpretation is not highly regarded by most other staff. It is the opinion of the researcher that this attitude stems from the attitude of management which, as noted above, is to regard interpretation as a fairly important visitor service, but non-essential in terms of the greater goals of the NPB. A concerted effort is needed to inform management of the importance of interpretation and to raise the status of interpretive services within the structure of the NPB.
- **Poor supply of talent on the staff:** In the opinion of the researcher, this is not a major obstacle, as existing interpretive staff are well qualified and if the budget were increased and the status of interpretation were raised, suitably talented staff could be employed.

The situation could be greatly improved and most obstacles to effective interpretation could be removed if there were greater commitment on the part of management, both morally and financially, to the provision of wide-reaching, professional interpretive services.

6.7 Recommendations

This section represents a summary of recommendations mentioned or implied in the text.

- 1 **Research:** Research to establish the needs of the various audiences is the basis for the development of effective interpretive programmes. Without an intimate knowledge of the needs, background and culture of the audience, the interpreter will be like a marksman shooting blindfolded.
- 2 **Objectives:** There is a great need for interpretation to be included as part of the overall conservation strategy of the NPB. This way clear objectives could be derived in accordance with Veverka's (1994) hierarchy of objectives, working down from national level to park and site level (section 6.4). Without objectives for each programme it is impossible to evaluate them effectively.
- 3 **Evaluation:** Following on from the above, with clear objectives it is possible to evaluate what is being done. Evaluation allows programmes to be dynamic and to respond to changing needs of the audience. There should be a programme of continuous evaluation of interpretive services so that they can best meet the needs of the differing audiences and the NPB.
- 4 **Status:** The perceived low status within the structure of the NPB, of interpretation and of the department responsible must be addressed. Awareness among NPB management and the Board, of the role and potential role of interpretation should be increased by means of an intensive marketing campaign to reach particularly these groups, but also aiming at all NPB personnel. This

applies especially to the potential role of interpretation as part of a conservation strategy. Interpretation should be recognised as a profession within the conservation field.

- 5 **Funding:** If interpretation is to be effective and take its rightful place among the activities of the NPB, there is a need to increase funding of the department and thus allow an increase in personnel. Consideration should be given to the possible savings on law enforcement, relative to an increase in the budget for interpretation.

- 6 **Learning from others:** As many of the lessons which need to be learnt have been learnt many years ago by organisations like the United States Park Service, much time and effort could be saved by sharing in their experience. An exchange programme or something similar, whereby interpretive staff from South Africa could learn from the USA experience and *vice versa*, could be of great benefit.

6.8 Conclusion

As was the case earlier in the history of the National Parks Board (See Chapter 4), so today there is no shortage of good ideas and sound proposals, but because interpretation does not appear to be taken seriously by management as a useful, never mind essential, part of the overall conservation strategy, there is little support from other personnel and a relatively limited budget available. It is the opinion of this researcher that it is the lack of regard for interpretive services on the part of management which results in a lack of perceived status of the section and thus to many young employees regarding interpretation not as a career, but simply as a stepping stone to reach a more respected position.

This is not to lay the entire blame for the disregard of interpretation on the upper management although there is a need for a greater commitment on the part of management. There is a need too for the interpretive services section to market itself

and to aim interpretive programmes at the park personnel and management so as to convince them of the value of interpretation. After all, few wildlife managers or administrators can be expected to have a grasp of the full potential of interpretation, and it is up to the interpreters themselves to rectify this. Just as interpretive services in parks have a responsibility to create an informed and enthusiastic body of visitors and supporters of the national parks, so too they have a responsibility to inform those in authority in the National Parks Board, who are not always conservationists, about the role and importance of interpretation.

The national parks, and particularly the Kruger National Park, present many exceptional opportunities for interpretation at all levels, but there is a need for a far greater commitment from all involved to developing interpretation as part of an overall conservation strategy. It should not be regarded simply as an add-on service for visitors. Interpretive services must take their rightful place among other departments as an essential part of the parks management structure.

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APPENDIX A

Questionnaire on Interpretive Services.

Questionnaire on interpretative services.

N.B. This questionnaire will be regarded as anonymous.

The following questions relate to interpretative services offered in the Karoo National Park.

In particular this questionnaire relates to: (barn & exhibition or trails).....

.....
.....
.....

1 Briefly describe the theme/themes, if any, of the above mentioned interpretative service :

.....
.....
.....
.....
.....
.....

2 What was the goal in developing these services?

Please place a cross under the appropriate answer:

Yes No Unsure

2.1 To convey facts to visitors.....

2.2 To stimulate the visitors interest in the subject/phenomenon.....

2.3 To increase awareness
If yes: awareness of what?.....

.....
.....

2.4 To influence attitudes

If yes; attitudes to what?.....

.....
.....

2.5 Other (please describe briefly):

3 Who is the service aimed at?

3.1 Age group/groups

3.2 Educational level/levels

3.3 Language or cultural background

3.4 Casual visitors

3.5 Those visiting for a specific purpose, eg. conference group, trail group, school tour etc.
.....

4 Can the information presented be interpreted at different levels according to the age or education of the visitor?

Y N Unsure

According to the planning :.....

In your opinion :.....

5 Is the information presented, specific to the particular park? :

6 Does it also relate to the environment outside the park? :.....

7 Does it address specific management/conservation problems?

8 Does it in any way address more general environmental problems?

9 If yes, in what way?

.....

Y N U

10 Does it in any way address the needs of the parks neighbouring communities?.....

11 If yes, in what way?.....

.....
.....
.....

12 In your opinion does the service achieve its goal?

13 I f n o t h o w d o e s i t f a l l short?.....

.....
.....
.....
.....

14 Name what you see as the strong points of the service offered

.....
.....
.....

15 Name what you see as the weak points of the service offered unless already named under 13.

16 Please add any suggestions you may have for further or alternative development of this particular service/facility:

If you need more space to write, please feel free to use additional sheets of paper and simply indicate which question the answer relates to.

Thank you for your time and effort, it is most appreciated.

APPENDIX B

Interview Schedule.

INTERVIEW SCHEDULE

QUESTIONS:

1. How would you rate conservation priorities during the time that you were in office ? (or first became involved in consevation)

2.How have those priorities changed ?

3.What do you understand by the term environmental or naturalist interpretation ? (Simply a visitor service?)

4.What do you understand by the term 'environmental education' ?

5.How do you see the role of interpretation and interpretive services in national parks ?

6.How, if at all, do you think priorities in respect of interpretation have changed ? Say over last ten years, or- since you became involved?

7. Do you think it is the duty of NPB as a conservation organisation to be involved at all with environmental education ?

Please explain why.

8. If yes— what priority would you give EE relative to other conservation activities?

Eg. Research.

9. Do you think that the NPB should address environmental issues not directly related to conservation within the parks in its education programmes ?

eg. air pollution, soil conservation, use of chemicals in agriculture.

Please explain why.

10. Should interpretative services in a park address environmental problems in areas surrounding the park ?

Socio-economic?

Education ?

Any other ?

11. Do you think the role of interpretation and interpretative services in national parks is changing or will change in the foreseeable future ? If so in what way ?

12. How do you rate the NPB as far as environmental education is concerned?
(In comparison to other organisations)

13. How do you rate the NPB as far as interpretative services are concerned?

KNP

Karoo

Other parks

14. What was your impression of the specific services offered by the information department during your time in office.

or: what is your impression of interpretative services presently offered?

Are there any specific services/projects which stand out in your mind?

Build in specific questions about services developed during that time.

15. How would you like to see these services develop in the future?

APPENDIX C

Thematic annalysis of interviews.

Thematic Analysis of Interviews

Introduction

This section does not attempt to offer any comment, but only reflects the reduction of interview data under themes or 'conceptual clusters' (Sanders & Pinhey 1974) which emerged after examination of the interviews. The themes are: 1 Priorities in conservation, 2 Priorities in Environmental Education, 3 What and why of interpretation and environmental education, 4 Where do we stand and 5 Where to from here?. In this section the researcher has used shortened codes for the various interviewees as follows: Dr.Knobel (Dr.K), Dr.Pienaar (Dr.P), Dr.Robinson (Dr.R), Mr.Brynard (Mr.B), Dr.van Wyk (Dr.vW).

1 Priorities in Conservation

The first priority with the establishment of the national parks was protection. Dr.vW's opinion was that the KNP was established because "*Paul Kruger begin bekommered geraak het oor die olifante en die buffels wat uitgeskiet word*" [Paul Kruger began to worry about the elephant and buffalo that were being shot out]. This is supported by both Dr.K. and Dr.P. who used the words protection and preservation in describing the early priorities. Conservation, according to Dr.K, was aimed principally at the conservation of wild animals. Initially this took the form virtually of a game farming operation as there was a policy of predator control (Stevenson-Hamilton...) which appears to have taken the form of a predator extermination campaign. Conservation efforts were apparently aimed at specific animals which were of economic importance or of importance to the exclusively white 'sport hunters' (Carruthers 1993).

After proclamation of the KNP the need was felt for the establishment of more National Parks to conserve as great a diversity of the lands fauna and flora as possible "*..om die plant en dier lewe van Suid Afrika vir die nageslag te bewaar*" (Dr.P.) [to conserve the plant and animal life of South Africa for future generations]. Pressure was then put on the government and other authorities who might be in a position to make land available for new national parks. The first of the smaller parks were what Dr.P. referred to as "*species parks*" which came into being primarily for the protection of individual species. Examples cited are the Bontebok National Park, Mountain Zebra National Park and Addo National Park. According to Dr.vW land was only later set aside for the conservation of an ecosystem. Examples of this sort of approach are the Karoo and Richtersveld National Parks, both very recent developments.

According to Dr.K., coming into the conservation field in 1953 as a sociologist, he was convinced that conservation was not for the sake of the animals, but had to be for man "(man)..will not protect anything that is of no value to him. Therefore you must conserve for the sake of man". According to Dr.K this caused some hostility towards him in conservation circles, but he maintained the emphasis on conservation for the sake of man and not purely for the sake of the animal. This, he says, led to the emphasis shifting from the protection of animals to the conservation of nature "*Even then our view of*

conservation was rather narrow. It was conservation mostly again of animals, but for the sake of the human being, not for the sake of the animal itself. And therefore the shift came from protection to conservation".

According to Dr.P. and Mr.B a major priority in the late 1950's was to consolidate the existing estates. This entailed looking particularly at the smaller parks and getting the less developed Southern parks up to a standard where they could receive visitors. With what Dr.P described as a secondary priority being the reintroduction of animals which originally occurred in the various areas, for example Rhino and other locally extinct species in the Kruger Park. This reintroduction programme was aimed at restoring the ecosystems in the parks to the state that they were before the animals were destroyed or as close to that state as possible. Along with the reintroductions went an improvement in protection through more effective fencing, more rangers and more efficient patrolling. *"Dit was 'n bepaalde prioriteit om wat nou tot jou parkeraad gebiede toegevoeg word behoorlik te kon beskerm vir die nageslag"* (Dr.P.) [It was a priority to see to it that what was being added to the NPB estates could be properly protected for future generations].

The early attitude in the NPB is summed up by Dr.vW *"Ons het so veel foute gemaak in natuurbewaring, een daarvan het ek altyd gesê is die feit dat ons die klem so sterk geplaas het op die groot dier. Dit het die persepsie by die mens laat ontstaan dat as daar 'n park geproklameer word en daar word grense omgesit en hy word bestuur, en hy word opgepas en die 'poachers' word daar uitgehou, dan doen ons natuurbewaring"* [We made many mistakes in nature conservation, one of which I have always said is the fact that we put so much emphasis on the large animal. This left people with the perception that if a park is proclaimed, there is a fence put round, it is managed and taken care of and poachers are kept out, then we are doing nature conservation].

According to Dr.P. high priority was given in the fifties to putting management of the parks on a more scientific basis. Management here refers particularly to wildlife management. This led to the appointment of the first scientists. Interestingly research was described by Dr.vW as having a very low priority at that stage (*"navorsing was heeltemal ondergeskik"*). Dr.P. described the control of disease that can seriously affect animal populations as a priority of research. He gave the example of Anthrax, of which there had been some serious outbreaks in the fifties and early sixties.

Dr.R. stated that with his appointment as warden of the newly proclaimed Tsitsikama national park in 1964 he felt very strongly about the need to educate visitors and others in marine conservation and to *"promote the marine environment as an environment that needed national park status"*. He described this as being somewhat against the general feeling in the NPB although according to Dr.vW both Dr.K. who was chief director and his deputy director believed there was a need for a marine park. Dr.R.

describes the National Parks concept as being *"..into big game and a few endangered or threatened species"*.

Both Dr.K. and Dr.vW noted that the concept of conservation developed from just looking at the protection of specific species, to the protection of animals in general then to the conservation of habitats. Instead of species the emphasis shifted to whole ecosystems.

At this stage (1960's) research had become a major priority, but environmental education-actions held a very low priority status according to Dr.vW who was head of research. Information or nature education (*"natuuroopvoedkundige"*) actions in the KNP consisted of efforts to entertain the visitors by means of slide and film shows and campfire stories. Mr.B saw interpretation as increasing in importance especially as the number of visitors from other race groups increased so as to make them aware of nature, *"..om hierdie mense bewus te maak van die natuur is 'n baie ernstige saak"*.

A priority which was emphasised particularly by Dr.K. and Dr.R. was the economic value of the parks in terms of the local and national economy. Dr.R. referred to ecotourism and stated that he sees education as an essential part of ecotourism. Reflecting recent changes and developments in the NPB Dr.R emphasised very strongly the importance of the economic value of the parks to the immediate neighbours. According to Dr.R. an essential aspect of *"ecotourism is that the people in the immediate vicinity of the protected areas can see tangible both indirect and direct benefits in having an area protected"*. Dr.P. saw the benefit to the neighbours to be rather more indirect *"...die verdiëning van buitelandse valuta deur ekotourisme war meer fondse beskikbaar sal stel vir die staat juis om dan, al is dit op 'n indirekte manier, die fasiliteite te skep en die geriewe te skep sodat die agtergeblewe gemeenskappe se lewenstandaard ook opgehef kan word"* [*"..the earning of foreign exchange through ecotourism can make funds available to the state to provide for the raising of the living standards of the underdeveloped communities"*]. Dr.K. agreed that the emphasis on economic value of parks was of primary importance especially in the African context because *"..unless they can see the economic value they will not retain or conserve their parks"*.

Identification with and involvement of local communities in the national parks has been identified by Dr.R. as a major priority. Dr.vW. described the root cause of the alienation of neighbouring black communities thus *"Dit is 'n groot leemte in ons hele land is die feit dat ons op alle terreine, en ook op bewaarings terrein die swart mense eenkant gelos het"* [A great shortcoming in our country is the fact that in all fields including conservation, the black people have been left to one side]. According to Dr.R. because the *"..majority of our population have been deprived of access to and the appreciation of the [natural] environment, education is going to play such an important part to normalise our society"*. He also identified a need to *"show our neighbours exactly why the park is important"*. This involves in the short

term creating an awareness of the direct economic value of the park as well as a longer term environmental education strategy aimed at increasing the awareness of and appreciation for the pure conservation value of parks.

Although there was a realisation in the late sixties that the need existed for some form of environmental interpretation "*..daar was 'n gevoel dat die wildlewe en die plante lewe in die parke moet ook interpreteer word, en ook beter bekend gestel word aan die publiek, en daar was 'n behoefde gevoel vir 'n inligtings diens*" (Dr.P.) ["..there was a feeling that the wildlife and the plant life in the parks should be interpreted and introduced to the public, and the need was felt for an information service"] this started in a very small way. According to Dr.P. use was at first made of part-time helpers, often teachers, who would travel from camp to camp during holiday periods and show slides and films.

According to Dr.vW. the realisation of the importance of environmental education only became established in the NPB in the late seventies, but judging from the minutes of meeting at the time, this was purely in the form of 'information' for visitors. The appointment of Dr.vW. in 1980 as head of research and information was the first official sign that the status of information (the department was known as information until 1990 when it changed to environmental education which also reveals a certain amount of confusion about the terms) was changing. However, because the information service was seen as "*..nie so honderd persent noodsaaklik nie*" (Dr.vW.) [not one hundred percent essential], whenever there needed to be budget cuts, the first budget looked at was that of the information department. This is supported by Mr.B "*..in antwoord op jou vraag oor die begroting, ek dink dit is nou nog so, sal hy (omgewingsopvoeding) by die derde of vierde plek wees*" [*..in answer to your question about the budget, it think it the same now, it (environmental education) would be in the third or fourth place*].

Dr.vW. stated in emphatic terms his belief that environmental education is the most important activity of a conservation organisation.

Jy kan natuurbewaring en natuurbestuur toepas so goed as wat jy wil, dit kan die bes bestuurde park in die wêreld wees, jy kan toerisme bedryf totdat dit 'n onsettende winsgewende bedryf is, maar as jy nie die harte en die koppe van die mense buitekant die parke regkry nie, dat daar die dag as daar 'n politieke omwenteling kom dat dit vir daardie mense heiligskending sal wees as 'n park gedeproklameer word, dan het al jou toerisme, al jou natuurbestuur niks gehelp nie.

[You can have the best managed park in the world, with a profitable tourist business, but unless you can get the hearts and minds of the people outside right so that the deproclamation of a park is seen as sacrilege, all your tourism, all your nature management is useless].

In answer to a question as to whether interpretation and other environmental education is part of the duty of the national parks Mr.B expressed very similar sentiments *"Sonder twyfel, daar het ek nie twyfel. Dit is 'n baie belangrike funksie van die parkeraad. ...ek glo ernstig dat dit 'n groot deel van sy funksie is om sulke dienste te lewer"* [Without doubt, there I have no doubt at all. It is a very important function of the parks board. ..I believe seriously that a large part of its function is to provide such services].

2 Priorities in environmental education\interpretation.

Early efforts at interpretation were aimed rather at entertaining the visitor, with very little attempt to impart knowledge. Dr.K. stated that when he was first appointed interpretive services hardly existed and what there was consisted of *"entertaining people with slide shows in the evening and whatever few films we had, but it did not really try to interpret the value of nature"*.

In the 50's and early 60's use was made of part time volunteer helpers as there were no full-time information staff in the parks. These people would travel from camp to camp in the KNP and give slide and film shows, generally informing people as to what they were likely to see in the park. Dr.P. also described them as informing the public as to the aims and policy of the NPB as this developed.

Contact with the media through the Public Relations Officer in the head office in Pretoria was limited to bringing journalists into the KNP before the opening of the season to write 'something good about the park' *"om iets mooies te skryf oor die KNP"* (Dr.P), to encourage people to visit.

According to Dr.P. there was a time when the NPB had travelling information officers who travelled to different schools delivering talks and showing films. This was subsequently scaled down and then stopped because of changing budget priorities, which Dr.P. describes as a great pity.

The 1961 opening of the Stevenson-Hamilton library in Skukuza (see appendix D) was seen as milestone in the provision of information to the visitor. Dr.vW.described it as *"..die eerste poging om aan die mense iets te bied om 'n bietjie omgewingsopvoeding te doen"* [..the first effort to offer people a little environmental education]. According to Dr.vW. this consisted of displaying magazines and publications which the visitors could read.

The appointment during the sixties of the first full-time information officer did not seem to significantly alter the approach to interpretation. In the words of Dr.P. he was a man who was *"..bekend vir sy stories. Hy kon baie lekker praat en goed vertel"* [..known for his stories. He could tell a good tale.]. In the same period the first film made by the NPB film unit was produced. One correspondent described the film as *"..nogal 'n oulike storletjie gewees, die lewe van 'n veldwagter."* [..a quaint story, the life of

a game ranger]. This reflects a wish to entertain rather than any effort to really inform or educate visitors.

From the early seventies efforts were made to provide some information to the visitors, but this is described by Dr.vW. as very basic information on natural history. This was done both through the library in Skukuza and talks and film shows in the camps which was still the main information action in the KNP. Up until the appointment of Dr.R. as warden of the Tsitsikama National Park in 1966 there is no mention by any of the correspondents of parks other than the KNP.

Mention was made by Dr.P. that there was some effort made from the early development of information services, to make people aware of environmental conservation "*..om mense omgewings bewarings bewus en bewarings bewus in die algemeen te maak*". It was also hoped that through learning about nature people would develop a love for it.

In the view of Dr.K. "*..to conserve something you must love it. Therefore your interpretative service must really be aimed at making nature known to the human being. He must get to know nature to love it*". He saw the basis as the imparting of knowledge, but added that the person must be made to realise that "*he is as much part of the environment as the elephant is or the ant is or any other species you would like to mention*". He went on to say

We were up to fairly recently, I mean the last 20 years, trying to regard the individual not as part and parcel of the environment, now we realise that the human being is part of the environment and therefore the role of education must be [to show] how does one species which includes the human being, react to its environment.

Mr.B. felt that an important role of interpretation is to introduce nature to the park visitor in such a way that he may derive more enjoyment out of his visit. By helping the visitor to understand more of what goes on around him and stimulating his interest, we can help to make the visit a more meaningful experience. This theme of the interactions and complexity of nature was also emphasised by Dr.vW.

Jy moet by die mens kan tuisbring die volle verband tussen al die verskillende faktore en komponente van die natuur. Die aksies en interaksies wat tussen hulle plaasvind, die afhanklikheid van een organisme van 'n ander organisme.

[You must bring home to people the full relationship between all the different factors and components in nature. All the actions and interactions that take place between them and the dependence of one organism on another]. Taking this theme a little further and reflecting a more modern approach Dr.R. took a rather broader view, "*..we are all part and parcel of this spaceship earth and we are all interrelated and interdependent*".

According to interviewees the development of interpretative services in the KNP particularly revolved very much around the transfer of natural history knowledge through the publishing of books on various aspects eg. Guide to the Mammals, The Birds Of the Kruger Park and the Fishes of the KNP. While these were admirable efforts at the time they made no effort to introduce the reader to the more complex interactions inherent in a natural system.

The priority of interpretation.

The view expressed by Dr.K. on the priority of interpretation in the parks during the 1950's and 60's was that it had *"reasonably high priority, but interpretation must be based on research, so research must really be the number one priority. When you have researched, when you have the facts, you must interpret them and carry them over to the wider public"*. This is a view supported by Uzzell (1993:4) *"..at the heart of good interpretation lies good research"*. Dr.K. acknowledged that in recent years interpretative services have changed for the better by moving from the purely biological to the ecological.

Although interpretation and environmental education were acknowledged by all correspondents as being of importance, when questioned about the priority as far as the budget is concerned, all except Dr.R gave it a fairly low priority. Mr.B. felt that whenever there was a need to cut on the budget, that was where it was cut because if it did not take place, the parks board would not fold up *"Want dit is nie 'n ding wat, as hy nie gebeur nie, die parkeraad sal tot niet gaan"*.

Is EE a duty of the NPB

There was a considerable amount of confusion among the interviewees about the terms interpretation, environmental education and information. The terms are used here almost interchangeably and are discussed in more detail in chapter 1 and 2. That environmental education and interpretation in a wider sense (not only in the parks) is part of the duty of the National Parks Board was supported by all correspondents. Particularly Dr.vW who stated emphatically that there is absolutely no doubt whatsoever, *"..geen twyfel van geen art nie."* Dr.K was of the same opinion *"Without the slightest doubt. As a matter of fact the NPB should be the major role player"*. Dr.P expressed the view that it would be extremely short sighted not to become involved in environmental education outside of the parks. Dr. R. pointed out that he focused very much on education (interpretation according to the view of the researcher) as park warden of the Tsitsikama N.P.

I basically started the first open air museum in the organisation and I used to boil up fish and glued the skeletons and skeletal stuff together, and have these mounted in the restaurant to show people the difference in terms of the jaw gripes and also to explain the correlation between the evolution of the teeth and so on and relate this to the habitat.

There were a number of guide books produced during the time that Dr.R. was at the Tsitsikama NP. Although the first priority when taking over control of the Southern Parks was to make them economically viable, a high priority was to identify parks that had potential for environmental education. Golden Gate was identified as a park with *"..tremendous potential in terms of environmental education."*

EE for the neighbours

An aspect that came out very strongly in response to questions as to whether the NPB should direct its interpretation programmes towards people outside the parks was that this has become probably the highest priority. Dr.P. and Dr.vW. both emphasised that the survival of the national parks and nature reserves depends on the attitudes of the population living around the parks as well as the population of the country as a whole. *"Dit het nou eintlik waarskynlik die hoogste prioriteit geword"(Dr.P.). *"..ons moet seker maak dat die mense daar buite se gesindheid so positief sal wees teenoor bewaring dat daar nie eers gedink word daaraan om die eilande van natuurlike gebiede aan te raak nie"*(Dr.vW.).*

Dr.vW. expressed the view that reaching out to the parks neighbours through education programmes should be done for the sake of good neighbourliness and also to your own advantage,

..ter wille van goeie buurskap ook tot jou eie voordeel, om te voorkom die kwaade dinge wat aangerig word deur jou bure soos stropery en veldbrande wat hulle kom aansteek. Nie ter wille van enige ander snaakse rede, ethiese redes of ter wille van die feit dat hulle aanspraak op die park het. Voorkom nonsense deur om hulle op te voed

[..for the sake of good neighbourliness and also to your own advantage, to prevent the destructive things which may be perpetrated by your neighbours like poaching and fires which they may start. Not because of any funny reasons, ethical reasons or because they have a claim to the park. Prevent nonsense by educating them]. Dr.vW. also made the point that through education programmes one might be able to influence neighbouring communities to implement soil conservation practice and prevent overgrazing which would have a beneficial effect on the parks rivers and dams by preventing excessive erosion and consequent silting of the river systems. He went on to stress the importance of making people aware of the importance of each component in a natural system, because the greater percentage of the countries area is outside of conservation areas.

In the opinion of the researcher it is significant that until very recently efforts to bring EE to the neighbours of national parks were almost purely aimed at making the people aware of the importance of the parks and not at addressing the particular environmental problems experienced by those communities. *"Ons moet meer aandag gee aan die mense rondom die parke, die algemene publiek en aan besoekers aan ons parke..[dat hulle]...sal fingers deur baklei dat daardie park nie wegeneem word" (Dr.P.).*

Dr.P. gave a high priority to contact with communities in areas surrounding the national parks and in working with organisations active in the field of EE outside the parks. He describes as the greatest priority to bring the message of conservation to the politicians and decision makers and to the children. Here he emphasises the children of under developed communities "*..agtergeblewe gemeenskappe*", many of whom still see the national parks as a playground for the rich. "*'n Nasionale Park kan nie voortbestaan tensy die publiek van Suid Afrika daardie park aanvaar en sê dit is volksbesit. Dit is almal se erfnis en nie net 'n sekere bevooregte seksietjie van ons bevolking, die blankes nie*"(Dr.P.) [A national park cannot survive unless the public of South Africa accept that park and say it belongs to the people. That it is everyones inheritance and not just a small privileged section of the population, the whites].

Dr.R. expressed a similar view but from a slightly different approach. He emphasised the importance of making the neighbours aware of the practical economic value of the park to them,

.. we've got to move outwards and first of all we've got to move outwards in the immediate vicinity of our national parks. We must get community involvement and educate our neighbours to understand the importance of the interrelationship in terms of the environment. Also the economic value which I think is an educational priority. The NPB must have some economic significance (to the neighbours).

In response to a question about whether the NPB should address environmental issues in its interpretative programmes, which do not relate directly to the particular parks, there was agreement that it should, but disparate views on why it should. The opinion of Dr.K. was that these outside problems should be covered "*To a lesser extent*" except where it has an effect on the parks. "*Your whole park system, after all, is dependant on the whole environment and therefore you must go beyond that (the boundaries of the park)*". Dr.P. expressed a very similar view "*..waar dit die voortbestaan van die park as sulks raak, definitief*". Mr.B felt that general environmental problems should not be given a very high priority in interpretation, but that it must be built in in the whole programme "*..jy moet nie 'n vreeslike prioriteit gee aan dit in jou interpretasie, maar dit behoort tog daar ingebou te word in die hele program*".

Most correspondents thought that the NPB should be careful in getting involved in the socio-economic problems of the neighbours because there is then the danger of getting involved in politics and that as a conservation organisation the NPB should be apolitical. Dr.R. thought that the NPB should definitely address socio-economic issues through interpretation within and outside of the parks. "*We must look at a total strategy of education and all these things are part of it. Even things like permaculture which a lot of people think haven't any relevance in a national park*". "*The socio-economic aspect of education is very important*".

Dr.vW expressed strong views about the neighbours of parks not having more claim to the resources of the park than any other sector of the population *"Ek het 'n beginsel beswaar daarteen dat 'n park moet sorg vir sy bure"*, so that although he agreed that it is a duty of the parks to reach out with education programmes, the park itself belongs to the whole population of South Africa and no group should have more claim than any other, *".. 'n ou wat in Gazankulu bly het nie 'n tienie se groter aanspraak op die KNP as ek in Pretoria. Dit behoort aan die hele volk."* [..someone living in Gazankulu has no greater claim to the KNP as I have in Pretoria. It belongs to the whole nation.].

The role of the national parks in the field of environmental conservation and in attempting to influence peoples values was touched on by a number of interviewees. The general attitude is reflected in the following quotes:

I think that the NPB plays a very important part (in creating an awareness of environmental problems) and it must go beyond just the fact that the person is visiting a park for pure relaxation, I always say it's the difference between recreation and re-creation. Nature should re-create the person, it should not only recreate him. Give him new values in life" (Dr.K).

The view expressed by Mr.B was that the parks board was in the best position to carry out Environmental Education and thus influence peoples values and attitude to nature *"Dit is 'n baie belangrike funksie van die parkeraad. Want wie anders gaan dit doen?"* [It is a very important function of the parks board. Because who else is going to do it?].

Dr.vW. thought that land owners were of great importance as so much of the country is owned by farmers and owners who do not personally farm, but manage their farms from a distance. He made the point that environmental education has to reach everyone, not just a particular group of people. Dr.R. placed emphasis on making park visitors and others aware of the total environment and the influence that man has had and is having *"If one realises that our planet earth is in dire straits in terms of the global environmental problems, you realise that unless you can get the message across to the masses and have it in the educational curricula you are going to lose out in terms of protecting and surviving"*. Both Drs.R & vW noted the importance when addressing specific groups, of being able to use their language, both in a linguistic sense and in a technical or academic sense.

What, in the opinion of the researcher, is interesting to note is how the priority in EE in the national parks is moving from concentrating on educating to ensure the survival of the parks to educating for the survival of the environment as a whole and the parks as part of that whole. Dr.R. saw an important role for the NPB in helping to make people aware of sustainable development *"..the whole concept of sustainable development and sustainable wise use of the resources is something that we haven't really*

got the message across about and I perceive it as very important for our educational officers to get across".

3 What and Why of EE and Interpretation

The underlying reason for education programmes in the National Parks according to all correspondents has been firstly to enhance the visitors enjoyment and by doing that to make his visit more meaningful. Making the public more aware of the importance of national parks and thereby ensuring the integrity of the parks is an underlying theme in the discussions of why we should be doing environmental education of any kind in the parks.

Dr.K thought that good interpretation can help those who may be hostile to nature because of lack of understanding and consequent fear, "*People sometimes feel hostile towards nature and the moment they start getting to know nature, and start loving it, then they will conserve it*". Once again the importance and survival of parks and nature reserves comes through as being important- "*..indien ons daardie doel beryk dat ook die agtergeblewe gemeenskappe van ons land hierdie KNP moet sien as hulle s'n ook, wat 'n gans kan wees wat vir hulle ook goue eiers lê voorentoe, omdat hy 'n hernubare hulpbron is*" [..if we reach the goal that the underdeveloped (literally 'left behind') communities of our land see the KNP as theirs too, that can be a goose which can lay golden eggs in the future because it is a renewable resource] (Dr.P). Efforts must be made to enlighten the '*unenlightened in the undeveloped masses*' "*..die oningeligtes onder die agtergeblewe massas*", so that they will not want to use the ground for any other use (Dr.P). "*..the park itself will never be able to prosper or to exist if it does not get the population behind it and therefore your interpretation must go well beyond the park itself*".

Dr.R put emphasis on creating awareness among visitors and the general public of the importance of having areas set aside "*..to protect our tremendous species diversity*" and all correspondents felt that the more the visitor could learn and understand about nature, the more he would enjoy his visit and the more likely he would be to come back again and, more importantly, to resist any efforts to change or deproclaim the park.

The need to make people aware that they are as much part of nature as any other animal and also as dependant on it was touched on by three correspondents: "*..dit is baie belangrik dat die mens sal moet beseef dat hy nie sonder die natuur kan bestaan nie en dat die natuur vir hom van geweldige waarde is.*" [..it is extremely important that people must realise that they cannot exist without nature and that nature is of great value to them] (Dr.K). Dr.vW saw in interpretation a way to bring about change in the hearts and minds of visitors and to convince people that they are part of nature and that nature does not stand apart. "*Vir die mens dit tuis te bring dat hy deel is van die natuur en nie dat die natuur*

eenkant staan nie.." (Dr.vW). Dr.P saw it as helping people to see that they should work with and not against nature.

The fact that a national park is both an outdoor laboratory and a living classroom where the visitors can gain more than just relaxation and entertainment, was mentioned directly by Dr.R and referred to indirectly by other correspondents. All felt that exposure to nature in the field was the most effective form of education where the visitor and the interpreter can interact face to face. *"..dis eintlik 'n mens tot mens situasie waarmee jy die meeste sukses behaal"* [..it is really the person to person situation where you can achieve the greatest success] (Dr.vW). *"Ek dink as jy werklik die ding wil oordra aan die mens dan moet jy hom in die natuur neem en vir hom daar te interpreteer"* [I think that if you really want to put the message across to someone then you must take him into nature and interpret for him there] (Mr.B). Mr.B who was executive director at the time when trails were first started in the KNP pointed out that a major factor in the founding of wilderness trails in the KNP was as an interpretive service.

According to Dr.vW interpretation in parks has a very important role to play in conservation in a broader sense outside the park: *"As jy jou omgewingsopvoedings werk reg doen in die park, dan is jy besig direk met grondbewaring, met die totale beskerming van die ekosisteem"* [If you do your environmental education work in the park right, then you are busy directly with soil conservation, with protection of the ecosystem]. Drs.K and R expressed the feeling that interpreting the value of nature to man is one of the major objects or duties of the National Parks Board, *"..it's one of the major objects of the National Parks Board is to really interpret the value of nature to man. Man cannot exist without nature. From an economical point of view, from a cultural point of view or from a spiritual"*(Dr.R).

4 Where do we stand?

When interviewees were asked to rate the interpretative services offered in the national parks in comparison to those offered elsewhere there was general agreement that they compare well with most countries in Africa, but that there is room for much improvement. Dr.K thought that the NPB rated fairly high in comparison with countries in Europe, but not with the USA and Canada. Mr.B expressed the opinion that the NPB was doing good work and stood fairly high in comparison to other organisations, *"Ek dink ons doen goeie werk en as ek vergelyk met ander organisasies dan dink ek staan ons taamlik hoog"*. He did single out the Bophutatswana Parks Board as one organisation that was doing excellent work in the field of environmental education.

Dr.P was of the opinion that the interpretation in the NPB, although comparing favourably with other African countries, was far behind the USA, some European countries and Israel *"..ek glo ons is vër agter, vër agter 'n land soos Amerika en van die Europese geïndustrialiseerde lande soos Duitsland"*

en byvoorbeeld 'n klein landjie soos Israel, dit weet ek vir 'n feit hulle inligtings en opvoedkundige aksies steek ons s'n vêr agter." He felt that there there was room for a lot of improvement especially as it has become so essential to 'get the message across' "*..ons is nog nie naastenby op die vlak wat ons behoort te wees nie, veral in die huidige tydsgewrig waar dit so noodsaaklik is om die boodskap wyer uit te dra*" [*..we are not nearly at the level where we should be, especially at the present time when it so essential to carry the message out more widely*]. Dr.R described the USA as being far ahead in the provision of interpretive services in their parks as that would appear to be the main focus of their park service.

5 Where to from here?

There was a large degree of consensus among the correspondents that the Parks Board must be more active outside the parks and we should learn from countries such as Canada and Israel as well as the USA and New Zealand. "*Ek dink 'n mens moet uit beweeg, ons het te lank gewag daarmee, ook in die KNP. Ons het baie daaroor gepraat en gepraat maar jy weet dit was die era van apartheid waar as jy praat van 'n swart beampte aan te stel dan dink almal jy's mal*" (Dr.vW) [*I think a person should move out, we waited too long with this also in the KNP. We talked and talked about it, but you know that was in the era of apartheid when if you talked about appointing a black officer everyone thought you were mad*].

There was general agreement on the need to expand the services offered in and outside the parks. Both Dr.P and Dr.vW expressed the view that there should be a well equipped interpretative centre in each of the national parks with one or more education officers. Dr.R would also like to see "*..at least four or five times the amount of education officers in the organisation.*" He then went on "*..then you start looking at your budget and soon enough you realise that you just can't afford these things, but when you look in the longterm you quickly come to the conclusion that perhaps you cannot afford not to have them otherwise everything will go down the drain*". He described as his vision

..that national parks should become the pride and joy of every South African, and the only way you're going to achieve that vision is by education and I would like to see that being tackled at all levels. I think in terms of having satellites on the periphery of national parks where educationists can go into neighbouring communities.

Dr.vW added that although there was a need for more education personnel in the parks, there should also be more cooperation with other organisations outside the parks to spread the conservation message, "*Dar is net eel even en dit is samewerking. Jy moet van elke moontlik en onmbontlikke geleentheid gebruik maak*" [*There is only one way and that is cooperation. You have to make use of every possible and impossible opportunity*].

APPENDIX D

Notes from document review.

Notes from document survey.

Minutes of meetings of the National Parks Board of Trustees (NPB) and its executive committee.

September 1926

1. A lot of discussion about provision of water to rangers quarters.
2. Wardens salary 605 pounds 3s per annum.
3. A proposal put forward to charge for "cinematograph" filming in the KNP was turned down because in the opinion of Col. Reitz there would be no market for films on wild animals.
4. Letter to the Portuguese Govt. proposing establishment of a park adjoining the KNP in Mocambique.

30 September 1927

- 1 A resolution was passed that directors of education be requested
 - a) to encourage camping by school children in the KNP and
 - b) to use books about the fauna and flora of South Africa in schools.
- 2 Ranger Trollope suggested the construction of an exhibition of mounted heads of animals. This was turned down due to having no place to accomodate such an exhibition.
- 3 An advertisement for a rangers post received 350 applicants.

1928**April**

Approval was given for the publication of a pamphlet on the KNP with a map. 4000 were to be printed.

November

555 application received for two rangers posts advertised.

December

In a list of the duties of a ranger there was among others: arresting poachers, enforcing the provisions of the National Parks Act, but no mention of any visitor related services.

1929**February**

Decision to print 1000 copies of the map for the 1929 season.

1930**March**

Decision to produce a guide book. 5000 copies to be printed.

1931

1. A Mr.A.Wilby who was a motor mechanic in the KNP requested permission to show "bioscope films" depicting wildlife and scenery in the restcamps. The decision was that the suggestion "...appeared not only undesirable, but also impractical". He was asked to submit a detailed proposal in writing.
2. Mr. C.A.Yates of Barberton requested to be allowed to lecture on the KNP and show "lantern slides" made from photos of game. He asked if the NPB would help finance a projector. This request was turned down, but he was given permission to lecture. He subsequently bought the projector himself and gave public lectures for which he charged. In accordance with an agreement 12% of income was paid to the NPB. He subsequently found that the income was too small and was released from the agreement.

1932

- 1 C.A.Yates was giving succesful lectures, but the board turned down a request from him that he be given a free rail pass to travel round the country to give lectures.
- 2 Mr.E.K.du Plessis of Ventersdorp was recorded as giving lantern slide lectures.
- 3 A leaflet was printed giving hints to visitors.
- 4 There was a visit by 80 students of the Potchefstroom Normal College to the KNP.

1933

- 1 A party of boy scouts were given permission to camp at Malelane and "Daily expeditions were to be taken on foot with a native ranger provided for escort".
- 2 Mr. Maberly asked for financial aid in publishing his book on the animals of the park. This was turned down.

1934

4 films were made on the KNP by outside companies.

1935

- 1 5 films were made in the KNP.
- 2 Reported that there were not enough adverts in the guide book to finance it fully, however 2500 copies were printed for the 1936 season.
- 3 Permit was granted for a scientific expedition by Stellenbosch University.

1936

- 1 A decision was made to have talks on the KNP broadcast on the radio.
- 2 15/08/36 The secretary of the board sought permission to have an official guide compiled. "Hy het verduidelik dat 'n groot behoefte bestaan vir so 'n gids en dat die gids groot opvoedkundige waarde sal hê en dus maklik sal verkoop teen 1/-".
- 3 Approval was given to supply skeletons of various animals to the Tvi Museum.

4 A film was made by a Mr. C.P.Beyers for sale to park visitor.

1937

8/05/37 Approval was given to the CNA to sell "South African Eden" in the camps.

1939

1 Decision that no-one be allowed to go off the roads for the purpose of filming wildlife.

2 A proposal for a museum at Skukuza was to be held over to a later board meeting.

1940

An application by Dr. Voelcker to produce a brochure with colour plates of birds in the KNP was approved.

1941

1 A proposal by a Mr. Pretorius (clerk, presumably in the KNP) to show films in the camps is turned down.

2 A request for an annual donation of 5 or 10 pounds to the Pretoria Zoo for education work with schools was turned down.

1944

1 Proposal to move a snake park from Komatipoort to Skukuza was turned down.

1945

1 Proposal to employ a biologist. Held over to a later meeting.

1946

Board meeting 3 Sept.

Proposal from the South African Museum to establish a museum in the KNP. The warden was very keen, but there were no funds available.

1947

1 T.E.D. arranged an essay competition about the KNP in schools. A resolution was passed expressing thanks to them, but no other details were given.

1948

1 The new visitor guide was to be printed and financed 50/50 by the NPB and South African Railways.

2 The board agreed in principle to make a contribution towards publishing a bird guide book.

- 3 Decision made to introduce an 'honour code' for visitors.
- 4 After complaints from Portuguese visitors it was decided to produce a 'roneoed sheet' of basic regulations, tariffs etc. in French and Portuguese.
- 5 Mr. Orpen (member of board) thanked the board for "...the loan of the secretary and the van..) for the purpose of showing a film on the Kruger National Park made by Mr. Dick Wolff.
- 6 A proposal made by the warden of KNP for a museum was turned down. It is simply stated that the board is against the idea of a museum.
- 7 A proposal to employ a photographer was turned down.

1949

- 1 A decision was made to use funds donated in memory of a Mr. Key to establish a library in Skukuza. The library would bare his name.
- 2 19 Sept. The minister of lands Adv.J.G.Strydom addressed the meeting and expressed his dismay at a report which had reached him of Chinese people having been accommodated in white accommodation in Skukuza. He found this totally unacceptable.

At the same time he said the board must decide what to do about seperate facilities as he foresaw an unpleasant situation (onaangename posisie) where whites and non-whites would move on the same roads and be accommodated in the same camps. This was apparently not acceptable.

- 3 24 November. The KNP warden was asked to investigate the erection of "non-european" camps at Shingwedzi and Pretoriuskop.

1950

- 1 **16 Feb. 1950.** The board voted to accept proposals contained in a report by board member Dr. R Bigalke dated 24-1-50: "Memorandum on Educational Work In the National Parks of South Africa".

The main points of this report are as follows:

- 1 Mandate for educational work.

The mandate for educational work in the Unions national parks is contained in the first paragraph of the National Parks Act (no. 56 of 1926) reading as follows: "The area defined in the schedule to this act is hereby constituted a national park to be known as the Kruger National Park, for the propagation, protection and preservation therein of wild animal life, wild vegetation and objects fo geological, ethnological, historical or other scientific interest for the benefit, advantage and enjoyment of the inhabitants of the Union". The objects of the Kruger National Park are here grouped under three headings, namely a) scientific, b) educational and c) recreational. But even if the Act had not made this clear mandate, it would still be an important function of the National Parks Board of Trustees to provide educational facilities.

He goes on to quote from a British White Paper entitled "Conservation of Nature in England and Wales (Cmd. 7122, 1947) "The essential foundations of an effective conservation policy are research and education. The educational benefits to be had from a constructive wild life policy

extend beyond the cultivation of a healthy public opinion and the technical training of science students to the wider sphere of general and adult education".

As attendance in the other three national parks is small he recommended that the recommendations be applied only to the KNP.

2 Objects of educational work in the KNP.

The KNP is characterised by the great wealth of its endemic fauna and flora.

If the steadily growing stream of tourists in the KNP is to derive the maximum-benefit and pleasure from their visits, it is necessary that every tourist should be given the opportunity of understanding and appreciating the principal features of the park to the fullest extent. There are many people that visit the KNP year after year, and it is in their ranks that we find a growing thirst for information about the animals and plants that are seen. These people are no longer satisfied with merely seeing the wild animals and the vegetation, but they want to learn something about their characters, their distribution and their habits. If this requirement is provided for, there is no doubt that it will tend to prolong the stay of tourists in the Kruger Park. It is a platitude to say that increased knowledge of the fauna and flora results in increased interest.

In the case of the National Parks Service of the United States the educational work has been aptly assigned to the "Interpretative Service". It deals with the physical, geological, biological and historical sciences in relation to the particular area concerned.

The principal objects of an educational service in a national park may be summarised as follows:

- a To make use of opportunities for outdoor education by inaugurating, developing and maintaining a simple but accurate programme of interpretation of the major features of the park.*
- b To stimulate a greater interest in the environment in which tourists find themselves, so that they may be led to study nature by actual contact.*
- c To enlist the support of tourists in preserving for all time the flora, fauna and all other natural features of the park.*
- d To strive for scientific accuracy in all official publications dealing with the park.*
- e To assist educational institutions in making use of the flora and fauna etc. for outdoor observation, and to propagate the conservation idea.*

3 Methods

An interpretative service for national parks avails itself of the following methods:

- a Literature on the special features (eg. Simple and accurate handbooks).*
- b Maps, models and photographs.*
- c Museum exhibits.*
- d Park libraries.*

- e Lectures and camp-fire talks given by trained guide-lecturers.
- f Field trips under the guidance of guide-lecturers.
- g Nature trails.
- h Motor caravan trips under the guidance of guide-lecturers.
- i Colour films.
- j Special exhibits

Owing to the presence of dangerous carnivores in the Kruger National Park and the consequent restrictions on the movements of visitors, some of the above methods are not practicable. It is of utmost importance that a simple, readily understandable and accurate interpretation is given by trained guide-lecturers.

Dr. Bigalke went on to say that although it would clearly not be possible to provide such a service in every rest camp, a modest start should be made in Skukuza. He recommended that it be started as soon as possible with the help of Dr. T.G.Nel of the TPA who was a guide-lecturer at the National Zoo for 7 years.

- 2 Mr. T.V. Bulpin given permission to research history of the Eastern Tvl. in the KNP.
- 3 A shared stand to be taken at the Rand Easter Show.
- 4 A decision taken to establish a library of films and photos.
- 5 A contribution to be made towards the publication of a book "Trees of the Kruger National Park" by Dr. Codd.
- 6 12/12/50 Dr. Nel will approach the T.E.D. for help with education services.
- 7 Approval given for Mr. Prozeski to give a lecture on birds in the KNP.

1951

- 1 18-5-51 The board decided to ask the Wildlife Protection Society to handle the development of the "Key memorial library".
- 2 Decision taken to charge an extra 2/6 per car at entrance. This money will go towards education projects.

1952

- 1 Appointment of R.J.Labuschagne as information officer.
- 2 20-05-52 Decision was taken to inaugurate the information service and that Dr. Bigalke would deliver the first lecture.
- 3 24-8-51 Biologist to be asked to submit a report on the full implication of the appointment of

an education officer.

1953

- 1 R.Knobel appointed as director - 2 March 53.
- 2 Information officer asked to produce a brochure for distribution to teachers of nature study and geography. Content was not mentioned, but presumably it was to relate to natural history and the use of national parks in an educational sense.
- 3 Information officer to be transferred to Pretoria.
- 4 Brynard appointed as assistant biologist at Mountain Zebra NP - 1-03-52.
- 5 25-09-53. Designation of information officer be changed to liaison officer. He would be responsible for the liaison work as well as the 'Educational Information' service.

1954

- 1 Publication approved of a bilingual guide book for the National Parks.
- 2 1-12-54. Post of 'projectionist' (in KNP?) to be upgraded to assistant information officer.
- 3 A second 'native assistant' to the information officer to be appointed.
- 4 2-12-54. Assistant information officer W.P.Jordaan to be appointed.

1955

- 1 Information officers report states that it is planned to have regular filmshows in camps in the KNP.
- 2 1-11-55. U.deV.Pienaar appointed as junior ranger.
- 3 June 55. Report from information officer - film shows around the Transvaal and he will be travelling to the Cape parks.

Jordaan now fitted out with a vehicle and equipment to travel in the KNP giving film shows.

1956

- 1 Annual report of educational information officer:

Between 10 June and 14 Oct. the assistant information officer showed films in a camp every week night and provided an information service during the day.

Liaison officer travelled round the country giving talks and film shows.
- 2 Progress report 23-3-56:

Production of animal guide by Kobus Esterhuyzen completed.

Film shows in various places on the Reef.

- 3 Proposal received from Wildlife Protection Society to build the Stevenson Hamilton Memorial Library - approved.

1957

Progress report:

- 1 Film shows as before. Info officer produced a bird checklist for KNP.
- 2 4-06-57 and 13-11-57 progress reports as above.
- 3 10-12-57 Decision taken to publish scientific journal "Koedoe".

1958

Progress report February 58: Talks in PE and Cape Town.

1959

- 1 20-3-59 No mention of Information service.
- 2 Director reports that film shows and talks were held during the Easter holidays in Pretoriuskop. Liaison officer gave talks in Pretoria.

1960

- 1 Annual report of liaison officer: Film shows in KNP in school holidays. Schools visited in term time.
Educational officer J.J.N.Sadie went on a tour of the Eastern Cape giving talks and film shows.

1961

- 1 Annual report-liaison officer: Film shows in camps during the winter season. Tour of the Eastern Cape.
- 2 Inauguration of the SH library planned for 14-10-61.

1962

- 1 Annual report of Liaison officer- film shows.
- 2 In a report "Optimum use of National Parks and Equivalent reserves", Dr. Knobel emphasises the need for interpretation to help visitors understand the natural system and therefore want to protect it and the parks and reduce the ill-effects of tourism.

1963

- 1 Annual report of liaison officer: Education service is described as reaching a high point with the production of 3 new films (content not specified).

J.J.N.Sadie undertook a trip through the Cape giving film shows and talks.

1964

- 1 Annual report - filmshows as usual.

Info officer expresses the need for outdoor museums to reach more of the visitors in the KNP.

1965

- 1 No progress on museums- lack of time and money.
- 2 S.H.Library acting as information centre and is very popular. Librarian proposed that it should be known as the Stevenson-Hamilton Information Centre.

1966

No mention of information service.

1967

In both minutes of board meetings and annual report of the KNP there is no mention of information service.

1968

As above.

1969

- 1 Approval of an increase of salary scale for the education officer. (There seems to be no clear idea of who is an 'information officer' and who an 'education officer').
- 2 Otherwise no mention in reports.

1970-1973

No mention in minutes or annual reports from KNP.

1974

15-3-74 Chair: Dr.K

- 1 Discussion about wether NPB should provide seperate facilities for indians, coloureds and bantu. (there was no apparant disput as to wether the whites should have seperate facilities, that was a given).

21-6-74 Chairman of the board: Hon. S.G.J.van Niekerk.

- 1 Proposal for the use of temporary 'conveniences' in european camps until seperate camps can be erected.
- 2 No mention is made of information in the proposed budget which was tabled.

20-9-74

Annual report of the KNP 1/4/73 to 30/3/74.

- 1 Information officer and librarian making information boards to erect at historical sites.
- 2 Great number of visitors to the library including 34 school groups.
- 3 Reported completion of a study - "*Die opvoedkundige taak van die Nasionale Parke*". The report does not name the author and goes on to say that copies will be distributed soon.
- 4 Report on the number of filme shows and the marking of trees in camps.

22-11-74

- 1 Discussion on the provision of seperate facilities for different races.
- 2 Report by Dr. Knobel entitled: "*The utilisation of nature areas and game parks for tourism, and the reciprocal effect*". Copy attached.

1975

17-3-75

- 1 Stevenson-Hamilton library to stay open after normal working hours to serve as an information centre.

20-6-75 - Nil

26-9-75 - Nil

28-11-75

- 1 Master Plan for wildlife management in the KNP - S.C. Joubert. No mention of education or information.

1976

26-3-76	nil
18-6-76	nil
19-9-76	nil
26-11-76	nil

1977

21-3-77

- 1 List of posts to be scrapped included 1 "Opvoedkundige inligtingsbeampte" [Educational information officer].
- 2 Application from the Wilderness Leadership School to be allowed to do trails in the Stolznek area of the KNP.
Proposal was turned down and the board requested a report on the possibility of trails being presented by KNP staff.

17-6-77

- 1 Report on institution of trails submitted. They will "*add to the enjoyment and fulfillment of many visitors to the KNP*". Report signed by Dr. Pienaar - Park warden of the KNP.
Trails would be limited to the dry season and officers employed as information officers or "*Safari guides*" during off times.
This was approved by the board by 5 votes to 4 with 1 abstention.

16-9-77

- 1 Because there is only one information officer in the employ of the National Parks Board, approval was sought to be allowed to pay tourism personnel to show films. This was approved.

25-11-77 Nil

1978

10-3-78

- 1 Approval given for new post as trails ranger.

16-6-78

KNP annual report: Separate section for "Information and Publications".

- 1 Projector and films obtained.
- 2 Park warden attended farmers association meetings.
- 3 Regular articles about the KNP had appeared in the media.

15-9-78 Nil.

17-11-78

- 1 Appointment of Mr. Piet van Wyk as 'director of nature conservation' in the national parks board.
- 2 Tabling of a memorandum motivating for more and better distributed national parks.

1979

8-6-79

1 Pending retirement announced of the chairman - Dr. the Hon. S.G.J. van Niekerk.

14-9-79 New chairman Prof. F.C.Eloff.

1 Announcement that this was the last meeting of Dr. Knobel who was to retire.

2 Report on "*Inligtingsafdeling*" as part of the annual report of research and information. Copy attached.

16-11-79 Chair: Prof. Eloff / new chief director - A. M. Brynard.

1 Approval given for the building of an information centre in Golden Gate national park. No motivation or feasibility study is attached or referred to.

1980

7-3-80 Nil

12-6-80 Nil

12-9-80

1 A recommendation tabled for camps to be declared "international" (apartheid term for multiracial) and for the scrapping of decrimination. It is not quite clear, but some parts of this proposal were approved. Certain parts of the "*European camps*" could be occupied by visitors of other colours.

2 Approval given for the presentation of "*Opvoedkundige en avontuur kursusse*" [Educational and adventure courses] at Golden Gate N.P.

3 Creation of a post for trails ranger.

14-11-80 Nil

1981

27-3-81

1 Report that subscriptions to Custos were declining - request for it to be made more popular and interesting.

2 Report from van Wyk on "*Bepanning ten opsigte van die raad se inligtingsaksie vir die onmiddellike toekoms*" [Planning in respect of the boards information actions for the immediate future]. Copy attached.

26-6-81

1 Action plan for information in the NPB. Tabled by Piet van Wyk. Copy attached.

16-10-81 Nil
20-11-81 Nil

1882

25-3-82

- 1 Report on the institution of a courier service. Discussion on who could act as guides. No mention of education or interpretation.

18-6-82

- 1 Annual report 1981 - 1982. No report on the information department.

15-9-82 Nil

19-11-82 Nil

1983

E.A. Zaloumis joined the board.

24-3-83

- 1 New posts created: Information officer for a new camp in the KNP, Berg-en-Dal, and for another trails ranger.

17-6-83

Annual report KNP - Information section.

- 1 Information staff consists of: 2 information officers and 1 museum technician.
- 2 Films being shown in 7 camps. Only in Skukuza is this done by information staff, otherwise tourism personnel present the films.
- 3 Historical iron smelting site at Masorini (central area of the KNP) being rebuilt and restored. Reported to be nearing completion. The site is reported to be well visited.
- 4 Report that Berg-en-Dal camp will include an information centre and an interpretive trail in the camp.

22-9-83 Nil

18-11-83 Nil

1984

30-3-84

- 1 Discussion of the development of tourist facilities in the Karoo National Park did not include any mention of information or interpretation.
- 2 Approval of a post for an Information officer at Golden Gate National Park.

15-6-84

Annual report of the Information section:

- 1 Staff now 3 information officers.
- 2 Temporary exhibitions up in Berg-en-Dal and in Shigwedzi in the North of the KNP.
- 3 Masorini (iron smelting site) receiving 5 000 to 8 000 visitors per annum.
- 4 Plans to develop a museum hut as an example of what accommodation used to be like and also an information point at the Skukuza nursery have not progressed much.

13-9-84 Nil.

16-11-84

- 1 Guides for courier service will be provided from KNP staff.
- 2 VIP's and visiting scientists will be accompanied by information officers.
- 3 6 monthly report of information section tabled: Berg-en-Dal exhibition developing and a number of unmanned centres developed.

1985

29-3-85

- 1 Request for P.vWyk and J.Verhoef to attend the world congress of "Heritage Interpretation International" in Canada. This was turned down due to the "*huidige ekonomiese klimaat*" [the present economic climate].
- 2 A donation was received from the Goldfields Trust for the completion of the Skukuza information centre.

21-6-85

Annual report: Information department:

- 1 Berg-en-Dal Information centre not complete.
- 2 Youth leaders course: First development in environmental education. This was "*..n mylpaal deur om betrokke te raak in omgewingsopvoeding*". [..becoming involved in environmental education was an important milestone].

19-9-85

- 1 Proposal was considered for the institution of a 'courier service' for VIP guests and government departments.

22-11-85

- 1 Half yearly report: Tour guide course presented.

1986

- 1 Proposal considered from the Malelane Lions Club for establishment of a trail for the blind in Berg-en-Dal camp. Approved.

- 2 1 new post approved for an information officer.

20-6-86

- 1 2 new information posts approved.

- 2 Information staff now 5 information officers.

- 3 Information centres: Skukuza very active (Stevenson-Hamilton Library), Berg-en-Dal not very active.

- 4 2 'Bushcamps' done in early 86.

16-9-86 Nil

21-11-86

- 1 Dr.S.C. Joubert appointed as Park Warden KNP. Dr.P appointed as chief director.

- 2 Half year report:

- 1 Berg-en-Dal beginning to work.

- 2 An evaluation of 'bushcamps' was carried out by Pretoria University and their opinion was that it was a highly successful concept.

1987

11-3-87 Nil

19-7-87

- 1 Dr. Pienaar now present as chief director.

- 2 Annual report: Information section.

- 1 5 information officers.

2 Another report on the evaluation of bushcamps - working well.

17-9-87

1 A report from Dr. Pienaar on partnership between conservation areas and their neighbours stresses the importance of 'conservation education' (*Bewaringsopvoeding*).

"n doelgerigte en volgehoue natuuroopvoedkundige en inligtingsaksie moet geloods word" [A goal orientated and sustained nature education and information action must be set in motion].

20-11-87 Nil

1988

11-3-88 Nil

17-6-88

Annual report - Information section:

1 Information centre very active - large number of visitors.

2 Bushcamps developing well: Sandriver camp specially for these courses has been built.

Master plan for management of the KNP: One brief mention of the need for information.

23-9-88 Nil

18-11-88

1 It was reported that a request from Dr. Zaloumis for a report about the NPB's service to black people is still receiving attention.

1989

16-3-89

1 Report from Dr. Johan Botha (asst. director - research and information) on the KNP's involvement with its neighbours.

15-6-89

Annual report - Information section:

1 Bushcamps going well - 264 people have attended.

2 Holiday programmes for visitors to Berg-en-Dal very successful.

21-9-89 Nil

17-11-89

Resignation of Dr. Zaloumis from the NPB.

1990

14-3-90 Nil

15-6-90

Annual report - Information Section:

No new development.

20-9-90 Nil

16-11-90 Nil

1991

25-3-91

1 Retirement of P.v.Wyk.

14-6-91

Dr. Robinson appointed as chief director.

18-9-91 Nil

18-11-91 Nil

1992

16-3-92 Nil 19-6-92 Nil

8-9-92 Nil 6-11-92 Nil

APPENDIX E**Extracts from historical documents.**

- 1 The utilisation of nature areas and game parks for tourism, and the reciprocal effect. Dr. Rocco Knobel (1974).
- 2 Beplanning ten opsigte van die raad se inligtingsaksie vir die onmiddellike toekoms. Mnr. Piet van Wyk (1981).
- 3 Inligtingsaksie van die Nasionale Parkeraad. Mnr. Piet van Wyk (1981).
- 4 Multi-kulturele omgewingsopvoeding deur die Nasionale Parkeraad. Dr. Johan Botha (1989).

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THE UTILISATION OF NATURE AREAS AND GAME PARKS FOR TOURISM, AND THE RECIPROCAL EFFECT

by Rocco Knobel
CHIEF DIRECTOR OF NATIONAL PARKS, SOUTH AFRICA

The idea of setting land aside as national parks arises from an old and basic human need, one that has been with us since man first wondered about the colours of an ancient sunset or joined his companions in marvelling at the symmetry of a flight of geese, as they winged their way to a distant nesting ground. These first fleeting moments of perception were the beginning. And then when some distant ancestor planted a row of tiny seeds and watched them day by day as they grew and supplied food and fiber for his family, he learned, whether he fully realised it at the time or not, that he had the power to bend his environment to his wishes. He also learned that his power was not supreme, that other factors - the myriad natural laws that give order to our universe - were constantly at his elbow. Recognising them and working with their magic represented man's first steps toward intellectual growth.

The above thought was expressed by my colleague Conrad L. Wirth, Director of the U.S. National Parks service when he addressed the First International Conference on National Parks in 1962.

Later as man's knowledge broadened, he gained additional insight. Whereas he once had taken his environment for granted he had accepted its blessings with often-time callous indifference, he now began to realise that the abundance of his natural storehouse had limits and that his material existence would be decided by his stewardship of the land. With proper husbandry he might exist throughout time; without it he would, in the end perish. At this point in history, conservation of natural resources became a national and world doctrine. National parks are one means of expressing this doctrine.

WHAT IS A NATIONAL PARK?

As this is not a conservation conference but a tourism conference I am not going to burden you with all the principles on which conservation is founded. It is however, necessary to realise what national parks and nature reserves are before assessing their role in the development of tourism. I would like to make it clear from the outset that for brevity I shall use the term "National park" as including all national parks, provincial reserves and public areas conserved and administered at one or other level of government and accesible to the public. A National park is an area set aside for the protection, propogation, and preservation of wild animal life and wild vegetation and for the preservation of objects of aesthetic, geologic,

prehistoric, archeologic or/ -2-

~~prehistoric, archeologic or other scientific interest for the benefit, advantage and enjoyment of mankind.~~ National park administrators must take cognisance of the two main duties placed squarely on their shoulders (a) Conservation, which implies and demands the act of preserving in a natural state, and (b) For the benefit, advantage, and enjoyment of humanity which implies access to these areas.

WHY DO WE VISIT NATIONAL PARKS?

As a general rule it may be stated that the ordinary tourist visits a national park to watch game and for its scenic beauty, aesthetic value and to find relaxation in nature. This is a very superficial statement. I think that if we really start analysing the urge behind a visit to a national park it is to be found in that old and basic human need described in the opening phrase of my address. It will therefore be more correct to state that we visit national parks to commune with nature. We visit these areas for their re-creational value, not in the narrow sense of physical recreation, but in the true sense of the word which includes spiritual, intellectual and physical renewal.

HOW MUST NATIONAL PARKS BE ADMINISTERED TO ACHIEVE THIS AIM?

If we are agreed on the real value of a visit to a national park it is then necessary for the parks administrator to find some formula for the ideal number of visitors that may be allowed per acre of park. How I wish I could give an answer to this question or tell you that we are hopeful of finding such a formula. A formula like those used by agriculturists to determine the number of head of cattle to be carried per acre in a specific area. It is true that research is being undertaken in our parks and other parks in the world on the effects of tourism on animal movements, reproduction rate and behaviour. The emphasis is, however, on the effects tourism has on nature. I am only aware of very sporadic research undertaken on the possible effects that the density of visitors may have on the visitor himself. Quite recently some research was undertaken by Willem van Riet (a landscape architect) in the Kruger National Park, but this research must be followed up. Our aim should be to determine the effects a visit has on nature and on the visitor himself. A visit should not be detrimental to nature and should at the same time be beneficial to the visitor.

I can hold out little hope for a general formula to be arrived at that can be used in different parks and reserves. I am inclined to the opinion that such a formula may never be found, as there is too great a diversity of parks, and there is too great a variation in what humans regard as enjoyable. Let me try to explain by quoting a few examples. In a desert park like the Gemsbok National Park the presence of a moving object can be observed up to a kilometer or even farther away, while in a forest area it may not be noticed

forest area it may not be noticed even ten meters away. In a park inhabited by such animals as elephant, rhino, buffalo or lion it is vitally necessary to have sufficient space for the visitor, who in most cases will be travelling by car to be able to make a quick getaway should he be charged (one of the reasons why we dare not have too many caravans in the Kruger National Park) while in other areas this factor is completely absent.

Then again there is a vast difference between a park where the wild animal is the major attraction and a park where a geological wonder is the main attraction. The same applies to scenic parks. There is a great difference between the density of visitors that may be allowed, looking at it purely from the visitors point of view, of an area like the Fish River Canyon, where most observers wish to have complete silence to perceive the omnipotence of God and the insignificance of man, or the visitor watching the grandeur of the Augrabies Falls, where silence is forced upon you by the thunderous sound of the water. Under certain conditions the presence of another visitor is disturbing while under a different set of conditions it may be comforting. It is true that wilderness or a natural area means different things to different people. Wilderness is both a condition of physical geography and a state of mind which varies from one individual to the next. It is part of the eternal search for truth that involves man's desire to know himself and his Creator.

The nature conservator must in making nature accesible to the visitor do it in such a manner that the visitor will truly be re-created. He must see to it that he does not destroy the essence of what the visitor is really after. We must therefore use nature but never misuse it and with the population explotion in the world this distinction is becoming very intricate and delicate.

After all I have said you are entitled to deduce that I have no solution to offer. This is only partly true. I certainly know of no general formula that will meet all cases, or even a reasonable proportion of cases. There are, however, certain guiding principles that should be observed and adapted to the specific set of circumstances prevailing in a park.

A) The first principle, on which I will not dwell at this talk, is that of Scientific research. The optimum use of a park can be determined only if and when the facts of what we have set ourselves to conserve are known. In very few cases can we still refer to unspoiled nature and sound ecological units. Natural preserves have been interefered with to such an extent that balanced ecological units are rare. We must therefore accept the fact that we have to manage our parks on a scientific basis and cannot rely upon nature to keep a natural balance, as too many extraneous factors are present. / -4-

are present. The mere presence of modern man, who requires highways, automobiles and aeroplanes for his transport and no longer relies on his two feet for his mobility, is proof thereof.

B) Another essential, next to scientific research, is that all visitor amenities be controlled by the same body as the one responsible for its conservation. I shall list a few of the major activities and point out how essential it is that they should be managed properly.

1. It is essential that the controlling body should have the right to limit the number of visitors to a park. In my introductory remarks, I have tried to convince you that the most important purpose of a national park is to afford the visitor an opportunity to commune with nature and again become conscious of the beauty of nature and the tremendous forces that operate in nature, thus becoming mentally and spiritually recreated. To allow so many persons into a natural area that the visitor becomes more conscious of the large number of people surrounding him than of nature itself defeats the whole object of such a park. It is impossible for me to give any idea of what number of visitors should be allowed. As I have tried to point out earlier, this is largely determined by the type of park. The most practical method of determining this number is to have questionnaires filled in periodically by the visitors, the answers to which will give the administering authority a very good indication as to whether the number of persons visiting a given park is irksome to most visitors or not. If there is any doubt, let us rather err on the conservative side.

Park authorities should have jurisdiction over all visitors, and should be able to enforce regulations with the least possible formality. When a visitor enters a national park, he must be made to realise that he has to comply with all rules and regulations, not only for nature's sake, but also for his own enjoyment. This task of making him realise the necessity of complying with regulations is one for the educational, information, or interpretive service. *Not visitor management.*

2. The planning and siting of camps or visitor accommodation areas must be the responsibility and prerogative of the administering body. The continued interference caused to nature by a tourist camp or any large gathering of people for whatever purpose must be kept to a minimum. Visitor accommodation areas must be so sited as to cause the least interference with wildlife or do the least damage to the natural beauty of the area. In game parks, camps should not be located in areas most frequented by game. When a park is proclaimed, the authorities often are tempted to select the best game areas for the visitor's accommodation with a view to attracting visitors.

This is a very shortsighted policy, and may lead to such an area being completely lost to the fauna of the park. Camps should be built where game need not be deprived of water in order to have an adequate supply for humans.

I firmly believe that nothing can surpass unspoiled nature as a source of inspiration. Visitor accommodations should in no way detract from nature, and certainly should not try to compete with nature as a drawing card to any national park or reserve. Visitor accommodations should be simple and not luxurious. It should be such that it does not, in what it offers, attract visitors to the area who do not primarily wish to visit the area to be re-created through their contact with nature. On the other hand, it should not be so primitive as not to meet the basic needs of man, and I especially refer to hygienic conditions.

Camps or visitor areas afford an excellent opportunity for showing visitors the beauty of the indigenous trees and shrubs. Prominent specimens of these should be marked in such a way that everyone is able to identify them. The atmosphere of the camp should be peaceful and in keeping with nature. There are many who advocate luxury hotels, dance halls, and sporting grounds, and they argue that these will in no way jeopardise the work of nature conservation outside the visitor areas. I believe that this is creating exactly the conditions from which persons who wish to visit natural areas wish to get away from; if not, they should rather go to purely recreational areas and leave the national parks to nature lovers. I fully endorse the views of Robert L. Wood, who once said : "National parks are created to preserve outstanding scenic displays for the enjoyment of this and future generations; they are not playgrounds where artificial amusement devices are to be installed."

I hold the view that when visitors start demanding entertainment in visitor accommodation areas it is a sure sign that concentration is too large and that citylike conditions have been created. Such conditions call for entertainment to allow an escape from reality. This is not in keeping with the purpose of a visit to a natural area.

I am strongly in favour of the park authority being responsible for all accommodation in parks. This will obviate the erection of buildings that are too large but which allow for greater profits as a result of lower unit costs on overheads. Such structures, however, destroy the atmosphere in a park.

Apart from entrance fees, the only other income available in a park is derived from trading in such a park; i.e., the letting of accommodation and the sale of meals, foodstuffs, refreshments, souvenirs, films, and petrol. It is only fair that profits derived from such activities/ -6-

derived from such activities should be available to the park authority for use in conserving that which has brought the visitors to that area.

Camps and villages should be planned so as to allow naturalists and educationists to use them as "lecture rooms" to demonstrate the values of nature conservation and also to impart a basic knowledge of natural sciences, which is so essential for the love of nature.

3. Roads in a park or reserve must be under the direct control of the park authority, and the planning and routing of the roads must be done by this authority. The guiding principle must be the conservation of nature and not the principles generally governing the construction of roads such as cost, safety, etc. Even though a specific area may lend itself well to road construction, it should not be used, if traffic in that area is likely to interfere with the general welfare of the game population, or if it is likely to destroy the natural beauty of the area. In game parks, roads should be planned in such a way as to cause the least interference with game movements. In certain parks, including Kruger National Park, roads are often constructed on both sides of a river. Such a position should be avoided, if at all possible, as game find themselves hedged in by cars. Approaches to drinking places should be well planned, so as not to cut off the natural exit of animals; and stopping places should not be too near the actual drinking places, as game animals coming to drink water are extremely nervous and cautious. Moving objects and foreign noises tend to upset them and may cause them to leave that area.

It is not possible to plan roads in such a way that they do not interfere with game movements at all, but interference should be limited, and routes encircling an area especially favoured by game should be avoided. It is essential to have areas where wildlife can exist completely undisturbed. Any park or reserve should have sanctuaries or wilderness areas where no visitors are allowed.

In considering the optimum use of a national park or equivalent reserve, we are faced with the conflict between the objectives of conservation and the objectives of tourism; but in spite of the conflict we agree with Lothar Machura, of Austria, when he once said : "Nature conservation depends on the knowledge and love of nature in contemporary mankind, and, in finding this rather meagre, acknowledges in tourism a means of arousing it." Nature must be used, if it is to be conserved, but must never be misused. As I explained earlier, there is no ready formula to indicate to what extent nature can be used without being misused. The park administrator has, besides the principles already mentioned of scientific management, control of visitors, camp roads, etc., one major tool at his disposal to minimize the evil effects tourism might have and,/ -7-

might have and, at the same time, to enhance and increase the re-creational value of a visit to a park or reserve. - This tool is the educational information or interpretive service. When considering the optimum use of parks, it is vitally necessary for each visitor to have nature interpreted to him, since through a knowledge of nature we acquire a love for nature. It is a known fact that 100 visitors to a natural area who have no knowledge of or love for such an area may cause more harm than 1,000 who know and love nature; it is therefore not the numbers alone that should be controlled; it is the ignorance that should be eliminated. Then the possible ill effects of tourism will be reduced greatly.

In South Africa we are very fortunate in having some 7,000 beds in National Parks and nature reserves, which gives us annually some 2½ million bednights. This is a very important contribution to tourism and here I must appeal to courriers not to ask for more sophisticated amenities and more luxury, but rather to study nature and help us interpret nature to the visitor. If this happens we shall always have national parks and nature reserves, we shall be able to take more tourists because with greater appreciation for nature and less demand on luxury we can accommodate more visitors.

I realise that more sophisticated facilities makes it easier for the courier to entertain his passengers. After being at the head of the National Parks organisation and having been in contact with thousands of overseas tourists during the past 21 years I still have to find one who asks for more luxury in our National Parks. I have had hundreds imploring me not to spoil the parks with hotels, dance halls, bars etc. We have no intention of doing so.

I certainly am not satisfied that we are doing everything we should. The Board has just decided to have a very critical look at our services especially at Skukuza and in our self service restaurants. I am afraid that Skukuza is loosing its charm and we are determined to restore it. We also want to introduce a new type of wilderness experience into some of our parks. We are working on this at the moment. One thing we must never try to do is to combine national parks and nature reserves with pleasure resorts. Both would be the loser.

We as conservationists must tackle our assignment with all the means and knowledge at our disposal, for the destruction of any species of animal, tree, shrub or any natural beauty or phenomena is final and irreparable. If we are to err in the use of our parks, let us rather err on the conservative side; man cannot create, man cannot even re-create that which he has destroyed in nature; man can only conserve and this is the task of the conservationist and every single visitor to our parks.

We depend on your co-operation.

BEPLANNING TEN OPSIGTE VAN DIE RAAD SE INLIGTINGSAKSIE VIR DIE ONMIDDELLIKE

TOEKOMS

Report by P. v. Wyk

Meeting 27-3-81

1. Algemeen

1.1 Die verloop van die inligtings- of opvoedkundige diens in die Nasionale Parkeraad kan slegs met huiwering aan die groot klok gehang word. Almal wat vir die afgelope twintig jaar of meer daarmee gemoeid was, is egter volkome bewus daarvan dat dié toedrag van sake tot 'n groot mate aan 'n gebrek aan fondse toegeskryf moet word. Daar was beslis ander gebreke ook in gedrang maar voorgenoemde was sekerlik die primêre oorsaak van die huidige betreklik treurige situasie.

Refer to his interview

Omdat dit my oortuiging is dat elke senior amptenaar in die Raad se diens sowel as Raadslede volkome eenstemmig is oor die noodsaak van die opvoeding die algemene publiek - en in besonder die Swart bevolking - weerhou ek my van 'n uitgerekte filosofiese beredenering van die meriete daarvan. Ek vind dit egter nodig om met 'n kort aanhaling te volstaan.

Die baie bekende persoonlikheid in natuurbewaringskringe, George B. Schaller, het tydens 'n funksie, by welke geleentheid hy 'n goue medalje van die WWF ontvang het, onder andere die volgende in verband met opvoeding te sê gehad:

"Conservation is not really in the hands of the few who attend international meetings, rule their respective subjects, or read books. No. Conservation is in the hands of local peoples who live close to the land, and of children, who, as they grow up, will, one hopes, look at nature with new eyes.

"Decades ago H.G. Wells wrote: "Human history is more and more a race between education and catastrophe." I agree. Education is our best weapon against oblivion, for it creates an awareness that conservation, in the final analysis, means the survival of the human species on this small planet.

"Having worked for years in the world's wild places, I know that money donated for research, equipment and the establishment of reserves has in many instances been money given to the wind. Unless people are educated to the economic and ethical principles of conservation, there is little hope that many of the remaining natural areas will survive. As we know, even a sudden political change can have a devastating effect on wildlife, as recently happened in Uganda and Iran."

Dr. Schaller se gedagtes laat 'n mens onwillekeurig dink dat die benadering van sekere belanghebbendes tot die steenkoolsaak in die Krugerwildtuin

byvoorbeeld hoogs waarskynlik 'n totaal ander aanslag sou gehad het as hulle werklik die erns van natuurbewaring besef het.

- 1.2 Hoewel daar verduidelik sekere pertinente praktiese voorstelle ten opsigte van die uitbouing van die inligtingsstrategie van die Raad gemaak word, moet aanvaar word dat dit aan wysiging, soos voorgeskryf deur meerdere kennis in verband met die hele aangeleentheid, onderworpe moet wees. Hoewel daar ook verder aanvaar moet word dat die metodes wat vir die oordraging van inligting aangewend kan word, beperk is tot die gesproke en geskrewe woord, afsonderlik en in kombinasie met die visuele aanbieding van die onderwerpe onder behandeling, is dit noodsaaklik dat daar deur middel van navorsing vasgestel moet word welke metode(s) die grootste impak maak sodat behoorlike beplanning gedoen kan word. Daar is dan ook voorlopig reeds met personeel van die RGN sowel as UNISA gekonsulteer in verband met die vorm wat so 'n ondersoek sou moes aanneem om sinvolle resultate te lewer. Sodra die personeelsituasie in die Krugerwildtuin, wat vanweë die toeristegetalte die ideale laboratorium vir sodanige ondersoek is, verbeter kan word, sal daar onmiddellik hieraan aandag gegee word.

Intussen kan daar egter nie in afwagting geleef en gehoop word dat die engele met manna uit die hemel op ons sal neerdaal en wat dan die huidige metodes wat aangewend word totaal oorbodig sal maak nie, of dat daar een of ander misterieuse metode ontdek sal word met behulp waarvan alle inwoners van die land, asof met 'n towerslag, in fanatiese kampvegters vir natuurbewaring omskep kan word nie. Dit bly 'n basiese feit dat informasie net op die paar algemeen bekende maniere oorgedra kan word. Al wat werklik met 'n ondersoek bereik kan word, is om groter helderheid ten opsigte van die wyse waarop die gegewe metodes aangewend moet word, te verkry. Die vernaamste is dus dat daar veel groter aksie op alle terreine moet kom en dit kan alicen verweselik word as bestaande personeel hulle hande nog verder by die moue uitsteek, leemtes ten opsigte van personeel erken en gevul word en daar 'n stewiger finansiële fondament gelê word waarop huidige beplanning gebou kan word.

Onderstaande word vervolgens aan u voorgelê in die gees van wat hierbo gekonstateer is.

2. Inligtingsuitstallings

- 2.1.1 In vergelyking met inligtingsentra van organisasies in byvoorbeeld die VSA, maar selfs in die RSA, vertoon dié van die Parkeraad, om die minste

te sê, power. Nie wat die kwaliteit van die uitstallings self betref nie, maar veral die gebrek aan variasie, verbeelding en oudiovisuele hulpmiddele. Daar is tans 'n verskeidenheid apparate beskikbaar met behulp waarvan inligting op allerlei interessante wyses oorgedra kan word. Weens 'n gebrek aan personeel sowel as fondse kon dié veld egter nog nooit werklik ontgin word nie. Dit moet dus as basiese beginsel aanvaar word dat bestaande sowel as toekomstige inligtingsentra behoorlik toegerus moet wees voordat dit werklik 'n impak op die publiek sal maak.

2.1.2 'n Verdere beginsel wat deur alle belanghebbende persone (veral argitekte) aanvaar sal moet word, is die feit dat inligting, in watter vorm ookal, liefs dáár verskaf moet word waar die besoeker hom/haar, om 'n ander rede as 'n soeke na inligting, en liefs noodgedwonge, sal of moet bevind. Die mees ideale is myns insiens dat ontvangstonbanke in ruskampe of by ingangshekke, soos oral in die VSA, binne-in inligtingslokale moet wees, óf dat die inligtingsentrum ten minste onder dieselfde dak as die ontvangslokaal moet wees as abnormale samedromming, veral in groter ruskampe, op sekere tye voorsien word. Elke besoeker aan 'n park bevind hom- of haarself dus bykans outomaties midde-in alle inligting waaroor hulle behoort te beskik nog voordat hulle werklik die park betree. Dit behoort dus nie vir hulle nodig te wees om navraag te doen in verband met die ligging van so 'n sentrum of spesiale moeite te doen om dit te besoek nie. Dat daar wel 'n behoefte by die publiek bestaan om inligting te bekom en spesiale moeite gedoen sal word om dit te bekom, word deur die besoekersyfers in die Stevenson-Hamilton biblioteek bewys, maar die uitgangspunt by die oprigting van sulke lokale moet wees om 'n besoek daaraan feitlik outomaties te laat plaasvind.

Dieselfde beginsel moet deurgevoer word in geval van ander lokaliteite in die parke waar toeriste normaalweg saamdrom soos byvoorbeeld by swembaddens, piekniekplekke en, waar prakties moontlik, winkels en restaurante. Die praktiese probleme in geval van laasgenoemde twee is welbekend. Daar sal gevolglik met smaak te werk gegaan moet word en die dekoratiewe aspek sal sekerlik daarby geïnkorporeer moet word.

2.1.3 Gegrand op ondervinding sal daar in die toekoms sover as moontlik weggeskram word van uitstallings in die opelug. Dié soort uitstallings is slegs vir 'n baie kort tydjie na oprigting netjies en moet gevolglik gedurig opgeknep word. As gevolg van die lang afstande wat betrokke is, kom die kunstenaars so sporadies in die parke dat opknappingswerk agterwêë bly en die uitstallings dus meestal baie gehawens en onwaardig lyk. As dit dus nie onder dak geplaas kan word nie, behoort dit eerder heeltemal wegelaat te word. Daar kan myns insiens egter teen relatief geringe koste

afdakke van pale met grasdakke en betonvloere opgerig en die bestaande aluminium uitstalkaste dan oor die middellyn van die struktuur geplaas word. Beide kante van die borde kan dan vir uitstillingsdoeleindes gebruik word. Aan dié kant van die afdak vanwaar ongure weer gewoonlik ervaar word, word ongeveer 'n derde tot die helfte van die ronding van 'n muur voorsien. Die buitekant daarvan sal grof en liefs van klip gebou word om by die betrokke omgewing in te pas terwyl die binnekant glad en dus geskik vir die aanbring van uitstillingsmateriaal moet wees.

Dit word in vooruitsig gestel dat strukture van genoemde aard mettertyd oral op geskikte plekke in die parke, soos byvoorbeeld by pieknickplekke, swembaddens, uitkykpunte, ensovoorts, opgerig sal kan word. Die eerste daarvan sal hopelik vanjaar nog in die Kalahari gebou word en dit sal so gou as wat prakties moontlik is, opgevolg word by alle geskikte plekke in die onderskeie parke.

2.1.4 Daar is tans aansienlike vloer- en muurspasies oral in ruskampe in die parke wat glad nie of ten minste nie na behore vir inligtingsdoeleindes benut word nie. Wat hier ter sprake is, is veral die ontvangslokale, restourante en hutgeriewe. Teen relatief geringe koste kan elkeen van dié lokale deur middel van een of meer mooi foto's verfraai word. In plaas daarvan om, soos dit tans die gebruik hier en daar is, slegs die "kaal" foto's uit te stal, word beplan om elk daarvan van 'n kort feitelike byskrif te voorsien wat minstens aan die oningeligte sal vertel wat die naam van die betrokke plant of dier is wat afgebeeld word. Uiteraard sal dié aksie met smaak uitgevoer moet word en tweedens sal, veral in die hutte teen diefstal gewaak moet word. Daar word reeds aan dié program gewerk en die ontvangslokaal sowel as restaurant te Skukuza is reeds op dié wyse "verfraai".

2.2 Krugerwildtuin

2.2.1 'n Inligtingskompleks waarin voorsiening gemaak word vir 'n lesingsaal (± 150 sitplekke), kantoorruimte, werkskamer, donkerkamer en stoorkamer word beplan om saam te val met die uitbreidings ten opsigte van ander toeristefasiliteite in Skukuza gedurende 1982 tot 1984.

Die lesingsaal sal gebruik word vir formele lesings aan toeriste sowel as skoolgroepe maar sal ook toegerus wees met outomatiese oudiovisuele apparaat deur middel waarvan skuifieprogramme sowel as films deurlopend vir besoekers aangebied kan word.

2.2.2 Alle ander kampê behoort mettertyd van inligtingsentra voorsien te word - vergelyk 8 jaar beplanning sowel as die resente beplanning ten opsigte van toeristefasiliteite. In samewerking met Skoolreisdienste (T.O.D.) sal

daar in een of twee van dié gevalle ook lesingslokale opgerig word. Voorlopige samesprekings in dié verband is reeds gevoer en tans is Pretoriuskop en/of Satara ter sprake.

- 2.2.3 Terwille van maklike oriëntering van besoekers word beoog om reliëfmodelle van die betrokke terreine of groot, aantreklike kaarte in ontvangslokale by ruskampe, inligtingsentra en staptoerhutte, soortgelyk aan dié wat byvoorbeeld reeds in Augrabies en Golden Gate bestaan, op te rig.
- 2.2.4 Ten einde die noorde van die NKW se aantrekkingskrag te probeer verhoog, word addisioneel tot die normale inligtingsentrum, ook 'n akwarium waarin die waterlewe van die hele Wildtuin ten toon gestel kan word, vir Letaba beplan.
- 2.2.5 Ten einde reg te laat geskied aan die bewaring van alle historiese denkwaardighede, dit wil sê nie net op natuurbewaringsgebied nie, word onder andere reeds daaraan gewerk om ten minste twee van die oudste hutte wat in die Wildtuin opgerig is (Skukuza en Satara) tesame met hulle oorspronklike inhoud, sowel as die ou hut by die oorspronklike Rabelais ingangshek te bewaar. Daar is reeds heelwat huishoudelike artikels wat uit die vroegste era van die toeristebedryf dateer, bygebring. Die hut te Rabelais is reeds opgeknop en die beoogde een te Skukuza (S1 - geskenk deur Raadslid Campbell) sal binne enkele maande ingeklee en oopgestel wees.

2.3 Golden Gate

- 2.3.1 Daar word tans goeie vordering gemaak met die oprigting van die administratiewe-cum-inligtingskompleks digby die personeelkwartiere in dié park. Daarin word onder andere vir kantoorryimte vir inligtingspersoneel, aansienlike uitstalruimte sowel as 'n lesingsaal voorsiening gemaak. As gevolg van die bestaande situasie kon die beginsel van inkorporering van die inligtingsentrum met die ontvangslokaal nie hier gestand gedoen word nie. Toeriste sal gevolglik 'n spesiale poging moet aanwend om dié lokaal te besoek. Gevolglik word beplan om die bestaande lokaal in Brandvlag behoue te laat bly.
- 2.3.2 Dit word beoog om 'n grasafdak oor die reliëfmodel in die karavaankamp op te rig om dit teen wind en weer te beskerm. Rondom, dit is teen die buitekant van die model self, sal mettertyd skuins borde aangebring word waarop (1) 'n verduideliking van die genoemde lokaliteite en (2) algemene inligting in verband met die park sowel as die plante en diere geskied word.

3.1.1

Vir besoekers

Die Raad het reeds by 'n vorige vergadering (September 1980) dié beginsel ten opsigte van Golden Gate goedgekeur. Soos reeds in die voorafgaande deel (2) by implikasie genoem, word beoog om dié projek na ander geskikte parke uit te brei. Uit samesprekings met die personeel in beheer van die skoolreisdienstsaksie in Transvaal, is dit baie duidelik dat kursusse van dié aard slegs hulle goedkeuring sal wegdra en aktief ondersteun sal word indien daar nie op die terrein van die bekende veldskole beweeg word nie. Lesings wat aangebied word moet op die amptelike sillabusse vir veral Biologie en Aardrykskunde vir die onderskeie standerds geskoei wees en tweedens mag dit nie in suiwer avontuur- of oorlewingskursusse omtaard nie. Die kursus, soos dit tans in Golden Gate aangebied word, is aanvaarbaar maar daar sal gewaak moet word teen uitbreiding ten opsigte van die avontuurgedeelte wat wel van groot waarde is omdat dit gedeeltelik as lokmiddel dien.

Voordat daaraan gedink kan word om soortgelyke kursusse in ander parke aan te bied, sal dit nodig wees om, afgesien van regstelling van die infrastruktuur en personeel, ook eers alle skaafwerk in Golden Gate af te handel. As die tyd daarvoor ryp is, kan dit dan minstens in Bergkwagga park en Tsitsikama geïmplimenteer word. Al die ander parke kwalifiseer om een of meer redes nie op hierdie stadium ten volle vir sodanige aksies nie. Die Krugerwildtuin word onder andere grootliks uitgeskakel weens die aanwesigheid van gevaarlike diere wat in geval van groot groepe kinders praktiese probleme kan veroorsaak. Daarbenewens het die skoolreisdienstpersoneel aangedui dat hulle verkies om self sake dáár deur middel van hulle eie onderwyspersoneel te hanteer, soos dit vans gedoen word.

Daar is wel reeds in samewerking met personeel van die Departement van Bosbou, Waterwese en Omgewingsbewing sowel as die Drostdy te Swellendam 'n 5-dag kursus vir skoliere saamgestel wat ook op die leer- gange van Kaapland se skole gebaseer is. Dié kursusgangers sal nie in die park tuis gaan nie en die parkhoof sal voorlopig die natuurbewarings- deel van die aanbiedings behartig.

3.1.2

Vir toerleiers

Kursusse wat reeds in die NKW vir 'n groep van Comair aangebied is deur mnr. Verhoef (en verskeie navorsingsbeamptes) het 'n groot sukses gebly te wees. Dit is uiters noodsaaklik dat dié mense wat uiteraard met 'n groot persentasie van die buitelandse besoekers aan veral die Kruger-

wildtuin kontak maak, daartoe in staat sal wees om die korrekte feite ten opsigte van natuurbewaring oor te dra. Solank hulle in die park(e) rondbeweeg is hulle inderwaarheid onbetaalde inligtingsbeamptes en dit is myns insiens ons plig om te sorg dat hulle die regte storie verkondig. In die verlede kon die een inligtingsbeampte egter nie alles wat van hom verwag is, behartig nie en verder stem die trogtye ten opsigte van die oorsese toeristebedryf ooreen met die piektye vir die plaaslike bedryf (Junie - Augustus) wat meebring dat sodanige kursusse baie moeilik in die Wildtuin self aangebied kon word. Dié probleem sal op een of ander manier oorkom moet word.

3.1.3 Vir eie personeel

Soos in geval van voorgenoemde groep, is dit noodsaaklik dat alle personeel wat met die besoekers in aanraking kom, goed ingelig moet wees ten opsigte van al die Raad se aktiwiteite en in besonder wat natuurbe- waringsake betref. Daar is reeds in die verlede meegehelp met die op- leiding van toerisme-personeel in die Krugerwildtuin, maar die gevoel is dat dit uitgebrei moet word. Om dit in praktyk te stel, sal egter uiter- moeilik wees.

3.2 Lesings/praatjies

3.2.1 Daar sal vanselfsprekend voortgegaan word met die gebruik om op sporadie- se basis aan groepe wat dit versoek, voordragte in verband met natuurbe- waring te lewer. Daar moet egter ernstig aan gedink word om weer reisen- de personeel aan te stel wat skole en ander instansies landswyd kan toe- spreek.

3.2.2 Sodra geskikte lokale en personeel in die parke beskikbaar is, sal le- sings op gereelde, geskeduleerde basis gedurende die dae en aande vir skoolgroepe en algemene besoekers aangebied kan word.

3.2.3 Afgesien van bostaande, word ook beplan om kort skuifieprogramme oor 'n wye reeks onderwerpe deur middel van apparaat wat deur die besoekers sel- in werking gestel kan word, aan te bied in alle lokale. Dié diens is allernoodsaaklik en sal in 'n groot behoefte voorsien. Dieselfe soort programme kan ook tydens die tradisionele filmvertonings (vermaaklike programme?) aangebied word. Sodoende sal werklik inligting oorgedra wor- en die besoecker, nie soos nou, net besig gehou word nie.

3.3 Films/TV

3.3.1 Afgesien van opvoedkundige films vir eie gebruik, word in vooruitsig ge- stel om baie meer van televisie gebruik te maak om die natuurbewaringsge-

dagte uit te dra. Dit is baie opvallend dat die SAUK, ten spyte van die ontsaglike bron wat bykans onontgin in die RSA lê, tot dusver oorsedigend geleun het op produksie uit oorsese lande. Nie alleen sal ons eie personeel baie meer aandag hieraan moet gee nie maar die samewerking van die SAUK ten opsigte van produksie sal beslis ook verkry moet word. Die kontak wat met mnr. Peet Rousseau in die Krugerwildtuin opgebou is en die produkte wat hy hopelik na sy lang verblyf aldaar sal lewer, behoort baie waardevol in dié verband te wees. Daar word in elk geval tans 'n TV-film geproduseer wat hopelik tydens die halfeeu feesvierings van Addo, Bontebok en die Kalahari, gebeeldsaai behoort te word.

3.3.2 Daar is ook reeds deur 'n vryskutskrywer besondere belangstelling getoon in 'n voorstel om 'n film, ongeveer soos "Bosveldwinkel" of "Nommer Asseblief" in 'n nasionale park (of parke) te laat afspeel. Daarin kan/moet die bewaringsgedagte noodwendig die spreekwoordelike goue draad wees wat deurentyd ingeweef moet word.

3.3.3 Omdat videoband soveel goedkoper en veel makliker is om te gebruik, kan die produksie van films vanselfsprekend aansienlik verhoog word en sal dit nie meer nodig wees om soos tans, dieselfde materiaal jaar na jaar aan besoekers te toon nie. Die baie groot, en tans bykans onoorkomelike probleem, is egter die feit dat die daarstelling van fasiliteite om plaaslike vertoning daarvan in die parke moontlik te maak, ontsaglike somme geld kan vereis.

3.3.4 Deur meer gesofistikeerde apparaat aan te skaf, kan die inligtingsdiens te Tsitsikama na 'n veel groter gebied van die see uitgebrei word. (Daar is reeds voorheen hierna verwys). Nie alleen kan opgeleide duikers vergesel word nie maar deur middel van videofilms gepaard met kommentaar kan dié deel van die natuur wat buite die ervaringsveld van minstens 99% van die aardbewoners val, binne bereik gebring word.

3.3.5 In die vooruitbeplanning word tentatief begroot vir TV apparaat vir alle nasionale parke. Dit word voorsien dat dié apparaat al reer in die toekoms gebruik sal word vir die oordraging van inligting. Afgesien van formele films deur professionele filmmakers, word ook voorsien dat veral bewaringspersoneel, waaronder inligtingsbeamptes, eie programme sal kan saamstel as hulle net oor die nodige basiese apparaat beskik. Videoband kan, soos bekend is, oor-en-oor gebruik word en veral omdat personeel soms op besondere gebeurlikhede in die veld afkom, kan dié gebruik van videoapparatuur - al is die dupliteit van so 'n band dan nie van hoë gehalte nie.

INLIGTINGSAKSIE VAN DIE NASIONALE PARKERAAD

P. van Wyk

Daar word met waardering kennis geneem van die belangstelling wat die Raad in die inligtingsaksie toon. Die algemene gevoel onder amptenare belas met dié funksie is dan ook baie meer positief en gemotiveerd as op enige vroeëre tydstip ten spyte van die teleurstelling wat met die onlangse toedeling van fondse deur die Staat ervaar is.

Na aanleiding van die besluite wat op sy onlangs gehoue vergadering deur die Raad geneem is, word enkele opmerkings gemaak:

1. In 'n aparte stuk word die besluit om die fondse (R100 000) wat die Hoofdirekteur goedgeunstiglik uit Raadsfondse aan die Inligtingsafdeling toegeken het, gemotiveer. Die feit dat Skukuza die grootste (en gewildste) ruskamp is, is 'n voldoende feit en oprigting van die ouditorium aldaar gaan myns insiens dié situasie geensins verander nie. Die daarstelling van so 'n fasiliteit sal slegs te weeg bring dat 'n beter diens aan die besoekers gebied kan word en juis die feit dat dit die grootste ruskamp is, gaan veroorsaak dat in verhouding meer mense per tydsbestek doeltreffender bereik kan word vir die kapitaal wat bestee is as op enige ander plek onder die Raad se jurisdiksie.
2. Hierby aangeheg is 'n beknopte samevatting van die sillabus wat tydens die omgewingsopvoedkundige kursusse te Golden Gate gedek word. Voorbeelde van tentatiewe programme word ook ingesluit. Programme is onderhewig aan wysiging want elke betrokke skool word vooraf geraadpleeg en kleiner veranderinge na aanleiding van die keuse/voorkeure van die skoolhoof en/of betrokke onderwyser aangebring.

Voorbeelde van die lesings wat aangebied word, word nie ingesluit nie maar indien Raadslede wel in die fyner detail sou belangstel, kan daarvan ook by 'n volgende geleentheid beskikbaar gestel word.

Die kursus te Swellendam/Bontebok is deur die vorige parkhoof, mnr. H. Braack, 'n vorige bosboubeampte in dié gebied en die persoon in beheer van die Drostdy te Swellendam geïnisieer. By die vertrek van albei eersgenomde twee beamptes het die hele skema egter plat geval.

Die huidige parkhoof het intussen weer die los drade begin optel met die oog daarop om so 'n kursus van die grond af te kry maar op die huidige oomblik is dit dus nie in werking nie.

3. Daar sal uiteraard met omsigtigheid te werk gegaan word met die aanstelling van personeel wat deur die land moet reis om die natuurbewaringsideologie uit te dra en die nasionale parke te "verkoop".
4. Die Hoofdirekteur en Raadslid T. Behrens kan inligting verstrekk ten opsigte van die formaat van die gesamentlike brosjure, redes waarom dáárop besluit is in plaas van afsonderlike brosjures en vordering wat reeds daarmee gemaak is.

Wat gidsboeke betref, kan nie veel meer uitgebrei word op dit wat reeds in die verslag geskryf is nie. Die inligtingsafdeling word daagliks gekonfronteer deur die publiek in hulle soeke na inligting oor die parke en die gebrek daaraan veroorsaak dat reeds oorlaaide personeel ure moet vermors om ellelange briewe te skryf. As daar vir elke park 'n beknopte maar waardige inligtingstuk geproduseer kan word waarin besonderhede oor al die belangrikste aspekte daarvan verstrekk word, kan dié probleem uitgeskakel word. In geval van 'n gesamentlike gidsboek vir alle parke is die eerste probleem dat verweë die massa informasie wat betrokke is daar noodwendig afskeepwerk gedoen sal moet word om die publikasie finansieël binne die bereik van die besoeker te plaas. Hoewel alle gidsboeke tesame uiteindelik baie meer sal kos as 'n gesamentlike (al is dié ook redelik duur) sal dit nie die besoeker afskrik nie want dit word oor 'n tydperk gedoen en die koper kry ook meer waarde vir sy geld.

Nuwe nasionale parke wat geproklameer word skeep vanselfsprekend ook 'n probleem want om so 'n park bekend te stel, bring mee dat die gidsboek eers bygewerk moet word en dus voortdurend in volume sal toeneem. As alle ideale/vooruitsigte ten opsigte van toevoegings realiseer, kan 'n mens kwalik die einde daarvan sien. Hoewel dit van veel minder belang is, kan dit ook meebring dat die behoorlike bekendstelling van 'n nuwe park langer sloer as wat wenslik is.

Daar kan ook in gedagte gehou word dat dié persoon wat inligting net

oor die voëls of slange of plante of geskiedenis of wat ookal van 'n spesifieke park soek, beslis nie geneë sal wees om 'n duur boek met informasie oor al die parke te koop nie. Die besoeker aan 'n park wil tydens sy besoek juis informasie oor die besondere park hê. In geval van die brosjures wat 'n advertensiemedium is, wil ons juis poog om die ongesonde en ongewenste uitsondering van die Krugerwildtuin as dié nasionale park, ten minste binneelands, te verander. As 'n persoon vir inligting oor die Krugerwildtuin vra, kry hy/sy teen wil en dank ook die ander parke onder oë. Per slot van sake kan 'n brosjure nie veel meer as 'n bekendstellingsdokument wees nie. Dit is presies wat tans met die afsonderlikes die geval is en ook met die gesamenlike beoog word. Die voornemende besoeker kry dus nog steeds die informasie waarvoor hy/sy in die eerste plek gevra het maar as bonus word ook kennis geneem van die bestaan van die ander.

Om u self te oortuig van die noodsaaklikheid daarvan om al die parke, behalwe die Krugerwildtuin, bekend te stel, kan u gerus 'n eie steekproef doen. U sal vind dat meeste mense - selfs in die amptelike instellings wat toerisme moet bevorder! - nie weet welke nasionale parke daar in Suid-Afrika is nie.

5. As dit enigcins moontlik sou wees, sal daar beslis voorkeur gegee word aan persone wat meertalig is wat as inligtingsbeamptes diens kan doen. Ongelukkig doen sulke mense nie aansoek nie.
6. 'n Dokument waarin detail verstrek word oor die ereveldwagterstelsel is op versoek deur mnr. Dirk Ackerman wat tans in beheer is van die administrasie van dié korps opgestel en word as addendum aangeheg.
7. "Vuil" werk is juis in aanhalingstekens geplaas omdat dit nie net morsige werk of werk wat met 'n sekere rassegroep geassosieer sou word, behels nie. Daar is talle take wat tans deur dié hoogsbetaalde amptenare (kunstenaars) verrig word wat deur enige onopgeleide persoon gedoen kan word maar wat weens 'n gebrek aan sodanige hulp deur hulle self gelyk gestel word.
8. Dit is nie duidelik wat die Raad met punt (1) onder "Algemeen" in

gedagte het nie. Soos die besluit bewoord is, wil dit voorkom asof daar gestandaardiseer moet word ten opsigte van alle inligtingsgeboue ("strukture"). Omdat in die toekoms gepoog sal word om inligtingsentra by ontvangskantore te inkorporeer (óf omgekeerd) of ten minste onder dieselfde dak te plaas en ook omdat konstruksies in die verskillende parke reeds h eie karakter het of sal hê, kan dit praktiese probleme oplewer. Leiding in dié verband sal verwelkom word.

9. Deskundige advies is reeds en sal in die toekoms altyd waar nodig betrek word.
10. As gevolg daarvan dat die betrokke Minister nie sy weg oop gesien het om fondse vir uitbreiding in die navorsing- en inligtingsdepartement toe te staan nie, is die beplanning ten opsigte van die inligtingsaksie uit die aard van die saak taamlik uit rat geruk. Oor die toekomsvooruitsigte kan daarom tot h groot mate slegs bespiegel word. Die program moet dus as tentatief beskou word.

Indien die status quo ten opsigte van Staatstoekennings gehandhaaf word, sal daar nie enige uitbreiding ten opsigte van personeel gemaak kan word nie. Tensy daar weer, soos vanjaar, goedgeunstiglik Raadsfondse vir konstruksies afgestaan sal word, sal daar ook net baie stadig gevorder kan word met die oprigting van inligtingsentra. Gelukkig sal alle bestaande personeel, met een uitsondering, aan die einde van die jaar behoorlik gehuisves wees. Vanaf die volgende finansiële jaar sal daar dus uit die staande Staatstoekening hope-lik minstens een inligtingslokaal per jaar, en later dalk meer, opgerig kan word.

In die lig van die bestaande asse en offe sowel as aksies wat reeds aan die gang gesit is, kan die inligtingsprogram in die onmiddellike toekoms soos volg daar uitsien:

1. Inligtingsentra
- 1.1 Krugerwildtuin
- 1.1.1 1981/82

- (a) Ouditorium te Skukuza. Die argitek is reeds besig met beplanning. Onderworpe aan die Raad se goedkeuring, sal in die huidige finansiële jaar daarmee voortgegaan word. Beplanning ten opsigte van oudiovisuele apparaat wat benodig sal word, is met die hulp van deskundiges (die firma ETA sowel as 'n ingenieursfirma) gedoen.
- (b) Masorini. Daar word voortgegaan met die oprigting van hutte op die hoër terrein. Gebruiksartikels vir uitstalling in die hutte sowel as inligtingsentrum word deurlopend aangekoop.

Vordering met die inkleding van die inligtingsgebou is ongelukkig nie na wense nie maar is toe te skryf aan omstandighede buite ons beheer. 'n Teikendatum vir die voltooiing daarvan kan gevolglik uiters moeilik gestel word. Volgens aanduidings mag dit moontlik teen Augustus/September gereed wees.

- (c) As gevolg van diefstal en ander redes is die uitstalling te Satara tans betreklik gehawend. Dié saak sal so gou as moontlik aandag geniet. As fondse dit toelaat sal dié sentrum later vergroot word sodat dit werklik doeltreffend kan wees (1985/86).
- (d) By twee piekniekplekke in die Krugerwildtuin, waarskynlik Orpen en Mooiplaas, sal vanjaar nog inligtingsborde onder die bestaande afdakke aangebring word.
- (e) Die ou hut in Skukuza wat opsy gesit is vir uitbeelding van die ontwikkeling ten opsigte van toeristefasiliteite vanaf die vroegste tye (S1) sal vanjaar ingeklee word. Meeste van die ou uitstalmateriaal is reeds byeengebring.
- (f) Die enigste oorblywende hut van die ou Rabelais kampie is reeds gerestoureer en sal ook hopelik vanjaar as algemene inligtingslokaal ingerig kan word.

- (g) As gevolg van beter organisering van die plantbenamingsprojek sal dié aksie binnekort groter momentum kry en na wense afgehandel kan word.

1.1.2 1982/83

- (a) In die begroting is voorsiening gemaak vir die oprigting van 'n inligtingskompleks te Letaba.
- (b) Saam met bogenoemde word ook 'n amfiteater waar filmvertonings waargeneem kan word, beplan.
- (c) Twee van die bestaande afdakke by piekniekplekke sal van inligtingsmateriaal voorsien word (Mnondozi en Nwanedzi). By Pafuri sal ook 'n afdak opgerig word.

1.1.3 1983/84

- (a) 'n Kompleks wat by die auditorium en bestaande kantore sal inskakel en wat voorsiening sal maak vir kantoorruimte, werkspasie, stoorkamers en addisionele uitstallruimte.
- (b) 'n Inligtingskompleks vir Shingwidzi.
- (c) Amfiteater Shingwidzi.
- (d) Vernuwning van inligtingsentrum Olifantskamp.
- (e) Afdakke by Mkuhlu-en Hlangulene piekniekplekke.

1.1.4 1984/85

- (a) Inligtingskompleks te Onder-Sapie.
- (b) Amfiteater Onder-Sapie.
- (c) Inligtingsafdakke Timbavati en Mzanzene piekniekplekke.

1.1.5 1985/86

- (a) Inligtingskompleks te Satara.
- (b) Amfiteater Punda Milia.
- (c) Afdakke by nuwe piekniekplekke.

1.1.6 1986/87

- (a) Inligtingskompleks te Pretoriuskop.
- (b) Akwarium te Letaba.
- (c) Afdakke by moontlike nuwe piekniekplekke.

1.2 Kalahari

1.2.1 1981/82

- (a) Afdak by Auchterlonie.

1.2.2 1982/83

- (a) Inligtingsentrum te Twee Rivieren.
- (b) Inligtingsafdak by 'n piekniekplek.

1.2.3 1983/84

- (a) Inligtingsafdak by 'n piekniekplek.

1.2.4 1984/85

- (a) Inligtingsafdak by 'n piekniekplek.
- (b) Inligtingsentrum te Nossob.

1.2.5 1985/86

- (a) Inligtingsafdak by 'n piekniekplek.

1.2.6 1986/87

- (a) Inligtingsentrum te Mata Mata.
- (b) Inligtingsafdak by 'n piekniekplek.

89-2-15

MULTI-KULTURELE OMGEWINGSOPVOEDING DEUR
DIE NASIONALE PARKERAAD

INLEIDING

Die inwoners van Suid-Afrika woon in 'n uitgestrekte land van vele kontraste en die fisiese omgewing beïnvloed die kwaliteit van lewe sowel as die lewensstandaard - in so 'n mate dat die land 'n kombinasie van Eerste en Derdewêreldse standaarde en lewenswyses vertoon.

Beide hierdie hoofgroepe het 'n bepaalde behoefte aan die gebruiksvolume van die land se vervangbare en nie-vervangbare hulpbronne. Die steeds groeiende bevolking met sy gepaardgaande hoër druk op die natuurlike hulpbronne, stel steeds hoër eise aan die landbou-, handel- en nywerheidsektor, en behuisings- en soosiaal-maatskaplike probleme skep toenemend meer probleme. Uiteindelik staan die land se natuurlike gebiede nie los van hierdie werklikhede nie - die grondbenuttingsfaktor tree bepalend na vore as een van dié belangrikste probleme van ons tyd.

Nasionale parke (asook ander natuurbewaringsgebiede) kom tans meer en meer onder die kollig, veral omdat hul byna sonder uitsondering omring word deur hoofsaaklik landelike gebiede en bewoners met Derdewêreldse lewenswyses.

Een van die belangrikste doelwitte van die Nasionale Parkeraad is om die bewaringsboodskap aan alle besoekers aan nasionale parke te bring. Hierbenevens beweeg dit op 'n breër terrein van bewaringskommunikasie, nl. om die begrip van omgewingsbewaring en -benutting tuis te bring aan beide die Eerste en Derdewêreldse bevolkings.

Die Parkeraad moes die laaste aantal jare doelbewuste aanpassings aan sy beleid en strategie aanbring t.o.v. bogenoemde, sodat dit in lyn gebring kon word met plaaslike-, streeks-, nasionale- en internasionale behoeftes en standaarde.

Op die terrein van multi-kulturele omgewingsopvoeding en -voorligting is 'n aantal belangrike projekte tans aan die gang:

1. PROJEK WESGRENS

In samewerking met die Natuurbestuurafdeling (NKW) is 'n mobiele oudio-visuele eenheid aangekoop en in bedryf gestel. Die eenheid is toegerus met 'n 16 mm projektor, multiprojeksie-skyfiesistiem en 'n gekoppelde klankstelsel; sowel as toepaslike films en skyfieprogramme gerig op die behoeftes van die teikengroep.

Veldwagter P. Zway besoek gebiede in Gazankulu aangrensend aan sy afdeling (Shangoni) op 'n gereelde basis en doen omgewings-opvoedkundige werk onder gemeenskappe met die doel om:

- (a) Die beeld van die veldwagterafdeling en die Parkeraad te bevorder.
- (b) Inligting oor die werksaamhede van die Parkeraad te voorsien.
- (c) Omgewingsopvoeding te doen met die oog op die verandering van houdings en gedrag van die plaaslike bevolking - veral gemik op die bekamping van stropery en veldbrand en met dié vooropgestelde beginsel dat wetstoepassing en opvoeding hand aan hand loop.

Teikengroepe

- (a) Stamkapteins en -raadgewers (leierslement).

- (b) Skole en onderwysers.
- (c) Inwoners van dorpies en statte onmiddellik aangrensend aan die NKW.

Terugvoer en resultate

- (a) Ná 'n wankelrige begin (wat te wagte was) het die projek begin vrugte afwerp. Die vertroue van die betrokke stamkaptein en senior raadgevers is gewen (pers. mededeling aan J. Verhoef en J. Kloppers tydens beraad met Gazankulu-kabinet op 1988-11-23).
- (b) Die besoeke aan skole het wyer betekenis en waarde gekry, soos bevestig deur die aantal uitnodigings.
- (c) 'n Amptelike versoek is gerig aan Parkeraad of die Gazankulu-natuur-bewaringspersoneel kan deelneem/inskakel by die projek met die oog op indiensopleiding en die bereiking van gemeenskaplike doelwitte.

2. WEERMAGPROJEK : BURGERSAKE : KOMMANDEMENT O-TVL (NELSPRUIT)

Hierdie gesamentlike projek het ten doel om nie-tuislandgemeenskappe te betrek by omgewingsbewing (waarby natuurbewaring ingesluit is) d.m.v. beïnvloeding en voorligting. Die projek het begin met samesprekings met die betrokke Weermag-offisiere, waartydens doelstellings en strategieë geïdentifiseer is.

Daarna is die nodige indiensopleiding aan die uitvoerders (Weermag) gegee, wat die voorsiening van hulpbronnemateriaal (skyfies, ens.) asook die uitwerk van temas en onderwerpe vir voorligtingsprogramme, ingesluit het.

Weermagpersoneel doen dus nou omgewingsopvoedkundige werk onder anderskleuriges en reël o.a. maandelikse besoeke deur skoolgroepe, onderwysleiergroepe, plaaslike besture, ens., aan die NKW. Op Skukuza bied Inligtingspersoneel bykomende opvoedkundige programme aan met dié oogmerk om die Parkeraad se beeld te bevorder en kennis oor en begrip vir natuurbewaring en die NKW uit te brei.

Die stig van natuurleweklubs, en deelname aan omgewingsbewaringsaksies word ook aktief bevorder.

Terugvoer en resultate

- (a) 'n Groeiende behoefte aan besoeke aan die NKW word ondervind, maar a.g.v. die dagbesoekerskwota (busgroepe) kan slegs een groep per maand en met voorafbespreking hanteer word.
- (b) Hierdie projek het die werksverhouding met die SAW (streek) bevorder.
- (c) 'n Aantal plaaslike skole het reeds opvolgbesoeke op hul eie gereël, en een skool het reeds 'n omgewingsbewaringsprojek geregistreer vir die 1989 Veldom-kompetisie.
- (d) Onderwysers gebruik die besoeke en veral dié insette van inligtingspersoneel as indiensopleiding asook aanvullende praktiese leesstof vir hul formele lesse by skole.

3. PROJEK HOKANE

Hokane is 'n Bantoe-onderwyskollege in Gazankulu, nie ver van Skukuza af nie. Die Inligtingsafdeling het betrokke geraak by dié inrigting a.g.v.

die aantal Skukuza-dames wat op die personeel dien en die aanvoerwerk kon doen - in só 'n mate dat Hoxane as spesifieke teikengroep uitgelig is en natuurlik die naaste kollege aan Skukuza is.

Vier besoeke is vanjaar hanteer (60 studente elk) en 'n uitgebreide opvoedkundige program is telkens aangebied, wat lesings en praatjies sowel as begeleiding in die park ingesluit het. Die besoeke was multi-dissiplinêr, m.a.w. biologie-, geskiedenis- en taalstudente is ontvang.

Uiters positiewe terugvoer van beide dosente en studente is ontvang, in só 'n mate dat die besoeke uitgebrei het en 'n jaarlikse instelling geword het. Die houding en gedrag van studente het verander, soos ondervind word op 'n praktiese wyse by die kollege m.b.t. rommelstrooiing, beter begrip en kennis van biologielesse, ens.

Die kollege is ook voorsien van hulpbronnemateriaal in die vorm van publikasies en inligtingstukke.

4. ERE-VELDWAGTERS

Die herorganisasie van die ere-veldwagters is reeds ver gevorder (Die Vereniging van Ere-Veldwagters vir Suid-Afrikaanse Nasionale Parke) en een van die belangrike doelstellings wat die verëninging aanvaar het is: "Om op 'n streeksbasis hulp en leiding te gee met multi-kulturele omgewingsopvoeding". "Hierdie hulp kan die volgende insluit: Loods van projekte en aktiewe deelname, fondsinsameling, skakeling, koördinering en opleiding.

Hieruit voortspruitend, sal een van die belangrikste take van streekskomitees dus wees om omgewingsprobleme te identifiseer en via hul pasgestigte opvoedkundige werkgroep, hierdie as projekte te onderneem. Een van die reeds geïdentifiseerde sake is dan spesifiek omgewingsbewaringsprojekte van beide die stedelike en landelike anderskleurige gebiede.

5. PROJEK ECO LINK

Ten einde ook die kundigheid van private organisasies te betrek by multi-kulturele opvoeding, is o.m. geskakel met dr. Sue Hart van Witrivier se Eco Link-organisasie en 'n samewerkingsprojek aan die westelike grens van die NKW voorgestel. Na terugvoering van dr. Hart is hierdie voorstelle deur die ere-veldwagterskorps as 'n amptelike projek aanvaar en van stapel gestuur. Die ere-veldwagters lewer o.m. 'n bydrae t.o.v. die leen van 'n geskikte voertuig aan Eco Link asook finansiële steun.

Ter wille van volledigheid word dr. Hart se projekvoorstelle hieronder volledig aangehaal:

Working initially, on a six month/one year model, we see the concept developed in several stages:

PHASE 1

Preparation and contact with teacher training college and/or school authorities, which, we believe, are especially in need of environmental interaction and awareness programmes at this time. (This is already in process.)

PHASE 2: Estimate late August

Initial introduction of ECO LINK concept to decision makers and, we hope, 'target audience': senior educators, headmen and other leaders within the district. This to be effected through meeting(s) that evoke interaction of ideas and special needs. This phase is critical to success and may justify more than one meeting in different centres.

PHASE 3: Estimate mid September on-

ECO LINK workshops in chosen central venue for approximately 50 - 100 teachers and others. To be held in four separate (or more) sessions, at weekly intervals, with the same group, encouraging interchange of ideas, developing environmental resources, introducing creative environmental programmes including conservation and human survival issues; leading to "in the field" workshops, if possible, in a pre-chosen area, to the east, with the assistance and guidance of Kruger National Park information personnel.

Workshop programmes include the designing of relevant teaching aids, initially by the ECO LINK Team, leading to innovation of resources by teachers.

ECO LINK workshop follow-up sessions with competitions etc. Winners, who are already part of environmental training, selected for Kruger Park visit.

During workshops, we would like to provide the opportunity for innovative and creative environmental activities - for any level. The development of such resources will link directly with conservation themes applicable to specific areas to be selected, in close co-operation with Johan Fourie.

PHASE 4:

We estimate that, if total co-operation with educationalists is given to our programmes, our team will be able to choose an 'Environmental Corps' from among the workshop attendants. This Corps will be composed of between 5 and 10 of the best workshop members, who, it is felt, will welcome further training which we would like to offer at our ECO LINK Centre - at least as a starting point.

The 'Environmental Corps' will qualify for the following reasons:-

- (1) Keen and willing to carry the spirit of environmental education and conservation - in the broadest sense - further afield;
- (2) Receptive to holistic concepts;
- (3) Successful communicators;
- (4) Innovative and intelligent;
- (5) Well liked by their friends and colleagues and possessed of the ability to train others in turn.

(Some, or all, of these qualities would be required in the 'Environmental Corps' ECO LINK envisages.)

PHASE 5:

Once trained, this group would radiate to schools and produce an impact and ripple effect, further afield.

OVERVIEW

- (1) Negotiation with authorities and individuals in 'target area'.
- (2) Introduction of Environmental Education concept to educationalists and others.
- (3) Workshops - leading to selection of 'Environmental Corps'.
- (4) Leading to selection of "Environmental Corps", development and training.
- (5) 'Environmental Corps', as a nucleus, training and moving further afield.

COSTING FOR ENVIRONMENTAL EDUCATION TRAINING PROGRAMME

It would be of great assistance to have an equipped vehicle such as a Kombi. The approx. cost of which would be R36 000.

A maximum of R2 000 will be needed to get the negotiations, planning and first workshop off the ground. This amount subject to strict costing of all expenses and a record to be kept for inspection.

6. AMPTELIKE BETROKKENHEID : TUISLAND-NATUURBEWARINGS-AFDELINGS

Die Parkeraad is verteenwoordig op die Bestuurs- of Beheerrade van alle tuislande se natuurbewaringsgebiede in die Laeveld. Benewens natuurbe-
stuur en toerisme, word bewaringskommunikasie ook op hierdie vlak hanteer.

Praktiese hulpverlening wat reeds onderneem is, sluit in:

- (a) Voorligting aan besluitnemersgroepe op georganiseerde basis in die NKW (d.i. kabinetslede, stamkapteins, ens.).
- (b) Opvoedkundige programme aan geselekteerde skool- en studentegroepe deur hulle georganiseer.
- (c) Indiensopleiding en raadgewing aan opvoedkundige personeel.
- (d) Hulp met praktiese reëlins i.v.m. die Veldom-kompetisie (Laeveld). Die streekskompetisie word jaarliks op Skukuza gehou.

Daar is 'n steeds groeiende behoefte by skoolgroepe om die NKW te besoek, maar die beperkende faktor bly steeds die kwota op dagbesoekers.

7. PROJEK MANYELETI

Beginselgoedkeuring is op 1988-11-23 op 'n gesamentlike vergadering van die Gazankulu-Kabinet en NKW-beamptes aan hierdie projek gegee. 'n Werkskomitee bestaande uit 3 amptenare elk van beide partye sal onmiddellik aangewys word wat dadelik met beplanning sal begin, sodat 'n verslag op 21 Februarie 1989 ingedien kan word vir goedkeuring deur die Parkeraad en die Kabinet van Gazankulu.

Sien aangehegte verklaring:

Proposed co-operative educational project: Gazankulu Authority/
National Parks Board of South Africa

over the Manyeleti Game Reserve, and will receive all due credit in any promotional programmes.

- (iii) The KNP would also be made available for excursions by the respective school groups.
- (iv) Such a joint venture would not only provide unequalled opportunities in terms of environmental conservation, but could also go a long way in promoting racial harmony.
- (v) The sole interest of the National Parks Board in such a joint venture is vested in the advantages of promoting a nature and environmental conservation programme, and any financial gains from the project would go to the Gazankulu authorities.

We accept that there could be numerous technical points that would have to be resolved before such a project can become a reality. We do, however, also see such unique opportunities and possibilities in a project of this nature that we are prepared to thoroughly investigate all possibilities to see it materialize. We also firmly believe that the principles on which the suggestions are formulated deserve the fullest consideration from all those accepting responsibility for the environment on which the present and future generations are, and will continue to be, dependent.

8. BOSKAMPE EN EDU-TRAIN

Die eerste anderskleurige groepe (2) is vanjaar op boskampe geneem en gemengde sukses is behaal. Dit is ná evaluering duidelik dat veral anderskleurige groepe uit stedelike omgewings anders reageer op die "primitiewe" geriewe van die kamp en dat aanpassings gemaak sal moet word om die ervaringsgehalte te verhoog. Andersins het die groepe positief gereageer op alle insette, en daar sal met die Manyeleti-projek spesifiek hieraan aandag gegee word.

Die Edu-Train-projek is vanjaar 2 keer onderneem. Hierdie groepe is saamgestel uit 60 geselekteerde senior hoërskoolleerlinge uit verskeie skole van Transvaal, en was veelrassig. Onder die vaandel van die Unisys/Edu-Train-organisasie, is ekologieskursusse met groot welslae deur die Inligtingsafdeling aangebied.

Terugvoering toon dat die projek uiters suksesvol was uit 'n bewarings-kommunikasie-oogpunt gesien, sowel as vir die bevordering van rasseverhoudinge. Die Parkeraad se aandeel aan hierdie projek kan nie onderskat word nie, trouens goeie bande is met die betrokke instansie gesmee.

9. OPLEIDING VAN SWART VELDWAGTERS - KWAZULU

'n Versoek is op 14 Oktober 1988 ontvang van die Hoofminister van Kwazulu, Mangasutho Buthelezi en die Bureau for Natural Resources van Kwazulu, behulpsaam te wees met die opleiding van 'n uitsoekgroep van hulle swart veldwagters, op dieselfde basis as wat enkele jare gelede ook, met groot sukses, uitgevoer is met 'n groep swart veldwagters uit Malawi. Daar is ook gevra dat daar van hulle swart veldbeamptes deur die Raad se veeartse opgelei word in die veldwaarneming en positiewe identifisering van beken-kloue onder wild. Hierdie projek is reeds in detail bespreek met die betrokke partye en word eersdaags van stapel gestuur.

9. GOLDEN GATE

Die omgewingsopvoedkundige kursus op Golden Gate is oop vir skoolgroepe van alle kulture. Dieselfde geld vir die jaarlikse Jeugsimposium. Gedurende 1987 het byvoorbeeld 3 swart skole, 1 Indiërskool en 1 Chinese skool die kursus bygewoon. Gedurende 1988 het 16 veelrassige skoolgroepe die kursus bygewoon, asook een Kleurlingskool.

Die ondervinding hier is dat kommunikasie met suiwer swart groepe nie maklik is nie. As ons hierdie aksie wil uitbrei, sal ons beslis moet begin om swart inligtingsbeamptes op Golden Gate aan te stel.

10. KAROO

Toe die huidige parkhoof (Harold Braack) en Inligtingsbeampte (Tony Braack) in die Karoo aangekom het, was politieke onrus aan die orde van die dag. Dit was lewensgevaarlik om sekere woongebiede te besoek en in 1987 het alle Kleurlingskole die plakkaatkompetisie vir Omgewingsdag geboikot.

Allerlei pogings is aangewend om hierdie antagonisme en agterdog te omseil, bv. deur swart parkpersoneel aan te moedig om kinders van hul kerke na die park te nooi. Hulle het dan tee en 'n eetgoedjie gekry en is betrek met lesings, 'n skyfieprogram en uitstappies.

Namate die Braacks by allerlei projekte in die dorp en omgewing betrokke geraak het, het dinge begin verbeter. Omgewingsdaguitstallings by biblioteke en skole betrek tans alle bevolkingsgroepe en harmonie word bevorder deur kerk-, jeug-, boere-, diens- en ander verenigings. Plakkate deur kinders van alle groepe word vertoon by bv. die landbouskou en steeds meer groepe besoek die park. Omgewingskompetisies betrek ook swart en bruin leerkrigte.

Met behulp van die Weermag word swart en bruin tienderjarige groepe van 60 kinders gereeld per bus na die park gebring - van so ver weg as Laingsburg.

Dit blyk uit allerlei terugvoering dat multikulturele omgewingsopvoeding in die park reeds stewig gevestig is. Die nuwe inligtingsentrum in die park tesame met die Ou Skuur is gereed vir nuwe uitdagings en met behulp van 'n inligtingstudent en swart assistent-inligtingsbeampte waarvoor vanjaar begroot is, sal veel meer vermag kan word.

Ten slotte haal ons graag 'n greep aan uit 'n onlangse inligtingsverslag van mev. Braack:

Summary and ideas for the future:

In the past conservation seemed to be considered a luxury, now it is a necessity. Many people and organisations are working towards the same goal, and together there is hope.

I may have painted a bleak picture, but that was what the situation was like when we arrived here. It is very different now. Many organisations and individuals, townfolk and farmers, teachers and pupils, both young and old, are all sincerely working towards racial harmony and a better way of life for all.

We have never involved ourselves in politics or intentionally mixed our groups of children. But children of different colours have worked together on models with dignity and understanding and through conservation learned to know one another a little better, before going their separate

ways. They have exchanged ideas and not had the conflict of contact sport.

It is at meetings that one hears of the difficulties the Coloured hostel staff face with rural pupils who have no inhibitions. Coloureds in the Cape have one of the highest alcoholism, assault and rape figures in the world. One is very conscious of the fact that, when dealing with these children, they have witnessed many of the worst deeds mankind can inflict on his fellow being.

We start all our meetings with a Bible story and a prayer. We note with pride that the park was opened by the State President and draw firm attention to our national flag. Then we show the children that a simple clump of Karoo bushes holds a fascinating variety of wildlife, albeit very small.

If the group is large we show them what they can expect to find, and explain how we found it. We play a game with wool to weave the web of dependence and we demonstrate the balance of nature on our models.

What we try to do when pointing to our planet models above their heads, is to show how precious their earth is, how intricate, and how they hold sway over it. This is done in the atmosphere of our informal old "Skuur" which holds no threat of inferiority to them.

The children itch to get out into the veld and to become involved. Even those who come from farms and who have walked since four in the morning to get to the bus in time. These rural children who grow up in isolation, obviously dressed in their best, wear mask-like expressions that are most difficult to fathom. But at the end of the day they have taken in more than most. Beware the person that rather condensendingly says, "Now here is a nice ant, does anyone know its name?" No holds barred, they will tell you.

We have transported all the black and coloured children that have been to the park so far, and often supplied them with food when they worked overtime.

This is not a happy situation, and it was particularly difficult in the past as the park's transport consisted of one Landcruiser. Many visits were cancelled due to transport difficulties.

Our effort has been small but it was a nice feeling to be surrounded by a couple of hundred smiling black children, picking up litter in a playground. Children who wave at the park's bakkie, who, a couple of years ago would have been a threat to our "lives and limbs". Children who unless we help teach them otherwise, will breed us out of "life and limb".

Hopefully next year we will have the help of an information student, and if they are to be spared from the tourism staff, Hendrik de Bruin (a Coloured man) and Simon Balikwe (a Xhosa), who both attended the Environmental Education Meeting with us. They were given the registration fees as a present and both benefitted greatly from the experience. This will enable us to organise and sustain a programme which we can offer to the respective authorities.

11. WILDERNIS/KNYSNA

APPENDIX F

**Policy Document for Environmental Interpretation
in the Kruger National Park (1994).**

INTERPRETIVE SERVICES DEPARTMENT

KRUGER NATIONAL PARK

POLICY DOCUMENT FOR ENVIRONMENTAL INTERPRETATION

Aim:

To increase the level of environmental awareness and involvement in the population of South Africa as a whole so as to encourage the adoption of responsible life styles in harmony with the environment, and to encourage the self formulation and adoption of an environmental ethic in all facets of life in this country.

Objectives:

- 1 To create an awareness of the interdependence of man and the environment and the complex interrelationships between different parts of the natural system.
- 2 To motivate people to accept responsibility for the environment and to cultivate the necessary knowledge and values in order that solutions may be found for identified problems.
- 3 To encourage individual and group action in identifying and solving environmental problems.
- 4 To create an awareness that man is as much part of the natural ecosystem as any other living organism, and subject to the same constraints.
- 5 To encourage the recognition of the role of national parks and nature reserves in environmental conservation and to create a sense of co-ownership of national parks among all the people of South Africa.
- 6 To rekindle a love for the land.

Principles:

That environmental education should be a major aim of In park Interpretation. The content of all interpretive programmes presented in the KNP is developed in accordance with the *Tbilisi Principles* as adopted at the 1977 intergovernmental conference on environmental education held at Tbilisi, USSR.

Important among those principles are the following:

Environmental education should:

- consider the environment in its totality - natural and built, technological and social

(economic, political, cultural-historical, moral, aesthetic);

- programmes should be interdisciplinary in approach. Even programmes aimed specifically at a particular subject should draw on other subjects and disciplines to make possible a holistic and balanced perspective;
- focus on current and potential environmental situations while taking into account the historical perspective;
- relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age, but with special emphasis on environmental sensitivity to the learners own community;
- help learners discover the symptoms and real causes of environmental problems;
- utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience.

Of specific importance in the present context are the following principles:

- to take into consideration and stress the importance of the role of conservation in the learners own culture;
- to try to use aspects from the background/culture of the learners to demonstrate conservation principles;
- to encourage individual and group action in identifying and solving local environmental problems;
- stress individual responsibility towards the environment and the importance of public involvement.

Selection of participants:

As a national park and as a park which can offer an experience difficult to match in any other national park, the KNP has a national responsibility as well as a responsibility to the regions in which it falls. For this reason selection for course participants must reflect a balance between national and regional role players. It is believed, however, that each national park has a specific responsibility to the region in which it resides. For this reason the KNP while not neglecting its national responsibility, should place a priority on serving the local and regional needs in EE.

An important aspect which must be taken into consideration is that if the South African environment is to be saved from deteriorating from its present critical, and in some areas disastrous, state, to a state where the survival of the whole population as well as the wildlife and natural systems is put in jeopardy - **we do not have much time.**

For this reason there is a need to concentrate our efforts on groups and individuals who are likely to have the maximum impact in as short a time as possible. Thus it was decided some years ago that adult leadership groups would enjoy priority. This priority is believed to be still valid.

Selection is done largely based on the amount of influence wielded by individuals or groups on other people or on the environment. What are judged to be priority groups will vary with the political and economic developments in the region and in the country

as a whole.

A high priority must be given to the staff of the KNP as they are all representative of communities outside the park and may be important in carrying the conservation message to a wider audience. We can also not expect our staff to feel part of the KNP and be committed to their work if they have little or no knowledge of what we stand for and what conservation is.

For a number of reasons the size of group which can take part in the most activities is limited:

Any group walking in the KNP is not allowed to exceed 8 with two KNP personnel as escort.

The vehicles used for practical excursions can each accommodate a maximum of 7 people and our EE bus can carry a maximum of 29.

Accommodation at Huhla is limited to a maximum of 20.

Priority "target groups":

Bearing the above factors in mind the priority groups for 95/96 are as follows:

- 1 Local and regional leaders and major decision makers.
These will include:
 - Political leaders,
 - business leaders,
 - regional planners - economic, physical and social,
 - educationists - school inspectors, supervisors and directors of education,
 - community leaders - traditional, religious and youth.
- 2 National leaders and major decision makers.
 - Political leaders and potential role players.
 - Business leaders, especially in industries with high environmental impact.
 - Education role players.
 - Media groups.
- 3 Permanent staff of the Kruger National Park.
- 4 Local and regional schools.
 - Teachers - local
regional.
 - Pupils - local
regional.
- 5 Local communities.
 - Economic organisations - where specific environmental needs exist.
Eg. woodworkers, agriculturalists.
 - Other organisations - women, scouts, youth etc.
- 5 Schools general - national.
 - Secondary schools.
 - Primary schools.

INTERPRETIVE ACTIONS

1 Courses.

1.1 Environmental awareness courses.

* Venues

These courses may be presented at any of three permanent venues in the KNP, namely Letaba, Berg-en-Dal and Skukuza. The only venue where accommodation is available is Skukuza where this department has accommodation at a purpose built camp called Huhla for up to 20 people. Courses may also be presented at other venues such as other camps when accommodation and some form of lecture facility is available.

* Format

The courses consist of lectures and discussions as well as practical sessions which normally comprise a drive and practical exposure to enable the course participants to experience first hand whatever has been discussed, whether it be soils, geology, animal behaviour or plants. Most practical excursions include elements of all of these as well as anything else which may come up. The day will usually end with a discussion session in the bush and a period of quiet reflection.

* Course content

Although there is a certain basic structure common to all courses, the programme is sufficiently flexible to be able to accommodate the specific needs or interests of the group. The basic programme will include:

- The **ecology** of the area with the purpose of increasing the awareness of the intricacy and fragility of any natural system. The KNP is used simply as an example and it is always emphasised that the same processes which are active here are active even in urban areas.
- Part of the above is looking at the **geology and soils**. Again the aim is not to produce budding geologists, but to make participants aware of the interactions between different facets of the environment and the importance of each in determining what we actually see on the surface.
- The natural **dynamics** of the system, especially **population dynamics** and its relationship to energy flow and the trophic pyramid.
- River systems and basic **freshwater ecology**. Once again it is important that participants are made aware of how intricate and finely balanced freshwater ecosystems are and how each part, however small, has a vital role to play in the functioning of the system.
- **Human ecology** with particular reference to human\ nature interactions and mans impact on the environment and natural resources.
- Subjects for discussion sessions depend to a large extent on the needs of the group, but will always include the what why and who of **conservation**, the **role of national parks** and nature reserves in environmental conservation, basic principles and practice of

environmental education and the importance of individuals in taking responsibility for their own environment.

- With more specialised groups the emphasis may be placed on any one or more of the above subjects. For example a group of farmers from areas adjacent to the KNP may have a specific need to learn more about the river systems or soil and grassland management. A group of biology or geography teachers would have included in their programme some time set aside to discuss environmental education and how its principles may be integrated into the normal school syllabus. With many groups the last afternoon will be spent in a workshop discussing specific problems relating to the group, trying to identify solutions and more especially where each individual and group can make a contribution.

* Duration

Duration of the course is normally 3.5 days, with participants arriving at around midday on a Monday and leaving on Friday morning. This can also be adapted to the group with courses being presented sometimes over weekends ie. Friday to Sunday or Monday. Once again this depends on the needs and the time available to the specific group.

* Target groups

By the very nature of the 'ecology course' it is not specific to one target group or type of group, and addresses a great variety of groups. What are seen as priority groups will tend to vary with political and economic developments in the region and the country as a whole.

1.1.2 "Survival" ecology courses

In essence this type of course falls into the above programme, but there is a greater emphasis on natural resource management and subjects like alternative energy sources.

This type of course includes a certain amount of information on the functioning of the Kruger Park and a general environmental awareness, but the main thrust is aimed very specifically at the needs of the particular group. The course will usually be preceded by a workshop whose purpose is to identify those needs.

1.2 Bushcamps

* Venue

Bushcamp courses are offered at one venue in the KNP which is the Sand River Bushcamp near Skukuza. This camp is fenced and provides showers and toilets. There is a storeroom and a roof for shelter if it rains. Otherwise everything happens outdoors.

* Format

The bushcamp course is presented entirely in the wilderness or the bushcamp itself. Each group is made up of a maximum of 16 or 8 people with two education staff with each group of 8. There are no formal lectures, but during walks and discussion sessions a very similar curriculum is followed as described for the courses above.

There is a greater emphasis on the wilderness experience than is the case with the above courses. Participants are expected to sleep on the ground under the stars and do all their own cooking on an open fire. The relative hardship involved has a very important humbling effect on participants and also encourages team spirit.

The instructors on a bushcamp course act more in the nature of facilitators in interpreting the environment for the participants.

* **Course content**

Course content is exactly as described for the environmental awareness course. An effort is also made to adapt the content to suite the individual group as far as possible.

* **Duration**

As for the above courses, the duration of a bushcamp is normally from Monday pm. to Friday am.

* **"Target" groups**

The bushcamp course is aimed at a slightly more specialised audience than the other courses. Due to the intensive investment in terms of manpower, these courses are aimed at high priority groups who are judged to have or be capable of having immediate influence.

1.3 Personnel orientation courses

Target Audience

These courses are aimed primarily at recently appointed personnel, but may also be appropriate for any personnel who have not been exposed to the full scope of activities in the KNP.

Duration

At present these courses run from Monday to Thursday morning, thus 3,5 days. It is proposed that this be increased to 4,5 days by ending the course on the Friday rather than the Thursday. This will allow more time to cover the vast amount of material while leaving enough time for a meaningful field excursion to another camp.

Course content

The course can roughly be divided in to three sections viz.

I.I Aims, Goals and Philosophy of the NPB and its role in Environmental Conservation in national terms.

⊙ Conservation In RSA. What is conservation? An over view of the state of the environment in South Africa and the role players in conservation.

⊙ National Parks Board. Philosophy and the aims and goals of the

NPB and the role of national parks in environmental conservation.

- ⊙ Environmental Education. EE as a priority in the overall conservation strategy.

i.ii Management and functioning of the KNP:

- ⊙ Financial services. How and why does money flow through the system and how does each member of staff help to facilitate that flow.
- ⊙ Visitor services. The source of the 'bread and butter' needed to keep the KNP and other parks going. The role of each individual.
- ⊙ Technical services. The role of the technical support services in meeting the goals of the NPB.
- ⊙ Ranger services. What is a ranger and what does he do. His role in achieving the goals of the NPB.
- ⊙ Scientific services. What is a researcher and what does he do? Importance of research for management. The role of research in achieving the goals of the NPB.
- ⊙ Environmental Education. The role of EE in the national parks and its importance for the country as a whole. What does the EE department in the KNP do?
- ⊙ Community liaison. What does the department do and why is it important. The role of community liaison in achieving the goals of the NPB.

In each case the role of each department and the role of the individual in achieving the conservation objectives of the NPB must be emphasised.

i.iii Ecological Aspects of the Kruger National Park.

- ⊙ Landscapes. An introduction to the 'landscape' principle. Basic geology and soils. The emphasis is on the practical application. "What does it mean to me in my particular position?"
- ⊙ Population Dynamics. Basic principles. Population growth, control and animal distribution.
- ⊙ Animal and Plant ID. Basic animal and plant identification. Mainly during practical excursions.

The above subjects are covered by means of lectures, discussions and practical excursions, visits to different departments to see first hand what goes on. The ecological aspects are handled as much as possible in the field, with the emphasis on what KNP personnel need to be able to help and inform

visitors.

ii Informal orientation short courses

Target Audience

These informal sessions will be presented in all the major camps. While they may be of benefit to all the personnel, the main aim is to meet the need which has been expressed by some of the black personnel to be more informed about conservation in general and the role of the KNP in particular.

Duration

It is envisaged that an environmental education officer will spend three days in each camp. At times which will be arranged with the camp manager information sessions will be presented in such a way that each member of staff has an opportunity to attend at least one session on each of the three topics. Each evening he will present a slide show or video followed by a talk and informal discussion session.

Content

The three sessions will cover the following:

- ⊙ Conservation. Its importance to the survival of South Africa. The role of the National Parks Board. Aims and goals of the NPB.
- ⊙ Management of the KNP.
 - Visitor services.
 - Environmental conservation.
 - Technical services.Emphasis must be put on the importance of each and every member of staff in the smooth running of the KNP and in reaching the goals of the NPB.
- ⊙ Environmental Education and Community Liaison. It is of great importance that all our personnel are fully informed as to what we are doing with and for the neighbours as well as why we are doing it. Each of these people has contact with a number of others outside of the KNP and it is important that these activities become known as widely as possible.

2 Teacher Education Programme.

* Workshops

Regular workshops are held for teachers from schools in the areas surrounding the KNP. These are aimed at addressing the need expressed by the teachers, for help in the planning and conducting of field trips. There is also a need for most teachers from the rural areas for help in using the opportunities presented by outdoor education.

Workshops are presented on integrating environmental education into all school subjects.

* Courses

In cooperation with the College of Education of South Africa (CESA) as well as the University of South Africa (UNISA) a course is being planned which will comprise a theoretical component covered by correspondence, and a practical component presented in the KNP. The students will be expected to attend regular workshops in the KNP and our education staff will be available to provide help and guidance. This programme is aimed exclusively at teachers in areas close to the KNP as similar courses are presented in other areas.

Also in cooperation with UNISA, the practical component of an environmental education module is to be presented in the KNP. This module forms part of a Higher Education Diploma course as well as the B.Ed. course.

3 School programmes

*** Environmental Clubs**

With the help of Honorary Rangers who are a volunteer organisation attached to the National Parks Board, a start has been made on starting clubs in schools within the Lowveld area. Each school will have an honorary ranger assigned to it who is responsible for guiding and helping the teachers in getting a club going and keeping it going. Part of the benefit for pupils involved in the clubs will be educational visits to the KNP.

*** Environmental Competitions**

Each of the enviro-clubs are invited to enter their project in a competition which will be judged regionally and the winning club will then enter in a national competition which culminates in the Youth Symposium held annually at Golden Gate National Park.

*** Programme for primary schools**

The emphasis in this programme is on enabling teachers to obtain the knowledge and confidence needed to be able to lead their own field trips with a short input on the part of the EE department. This includes groups visiting under the auspices of the School Journey Services of the Transvaal Education Department as well as those on day trips.

*** Programme for high schools**

More specialised programmes are presented for high schools which aim at supplementing the school curriculum. These programmes can be adapted to suite virtually any school subject. Again there is a major effort made to involve teachers and help them to be able to arrange and lead their own trips.

4 Workshops for special interest groups

Workshops may be arranged for any groups who have a special interest in the KNP or in environmental education. These will normally take place over one to three days and may contain elements of the environmental awareness courses. Duration and content depends on the needs of the participants.