



April 2024

<https://patrolley.org/ptm-operations/>

What's Inside?

- Page 2 Museum Guides Wanted
- Page 3-4 Lucky the Motorman
- Page 5-6 What is Autism?
- Page 7-8 A Meaningful Dialogue
- Page 9 Canopy Switches, Roof Lights, & Trolley Poles
- Page 10 Help Wanted!
- Page 11 Congratulations



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Museum Guides Wanted

Morgan Meer

Please consider signing up to spend a day or half-day as a museum guide! It greatly improves our visitors' experiences when there's a volunteer in the TDB to greet them, share with them some trolley history, and make sure that they stay safe. I know that all of our PTM operators would be wonderful at this important job.

Don't like to give tours? No worries! Volunteers who prefer not to give tours are also welcome to be museum guides. You can simply say hello to visitors and offer to answer their questions as they explore. Volunteers are also welcome to sign up to guide together as a team.

As our summer schedule (open Tuesday- Sunday) approaches, we will be needing lots of volunteers to take on this role. I've heard great feedback from operators about how splitting the tasks of guiding and operating has made volunteer shifts much more enjoyable. Our goal is to be able to find enough guides to keep it this way permanently. **However, if we are struggling to fill the guide schedule when summer begins, we will have to combine the duties again for the season.** If everyone who enjoys trolley history or interacting with our guests would please sign up to guide once or twice a month, then we would be all set!

Head over to our [Operations Schedule](#) to sign up. Thanks so much for all of your hard work! Your help with this need will ensure that PTM remains a top-notch educational destination.

Congratulations to
Gary Malaskovich
and
Josh Fortune
for completing their
15 student training days on
March 27, 2024.



Lucky the Motorman

Episode One - 78 Plays a Prank

Brett Freithaler

Bob Lucky signed up for Bunny Trolley and was there bright and early at about a quarter to nine. At 9:02, Fedora, the dispatcher, came flying into the carhouse yard, parked and started barking orders like he'd been there all along. Among them was to put Lucky as the conductor on 14. Lucky was not a huge fan of foot controls and when Fedora later mentioned that lunch was going to be arriving soon, Lucky jumped at the opportunity and made an offer, being on a one man car, to eat first and then do meal reliefs. Fedora agreed, pleased that he wouldn't have to do all the reliefs himself.

After eating lunch, Lucky found Fedora in his office whining about something trivial that was completely irrelevant to his duties that day as dispatcher and said he was ready to be put back on a car.

"Well," said Fedora, "I've got 78 coming in about 5 minutes early right now. Want to give Coffee a break?" Coffee could make it around the railway in the blink of an eye if he was thirsty.

Lucky answered, "Sure. Does he have conductor?"

"If he did, I'd tell him to go eat. You're by yourself."

"Cool."

Lucky relieved Coffee, helped Coffee's dizzy passengers off the car, then killed a couple minutes by talking to his new passengers before departing. After a little while, he saw Fedora step out of his office onto the platform and give him a look that needed no words. He sat down in the motorman's seat and closed the doors. Fedora stepped back into his office.

There was a work zone set up at Richfol. As Lucky entered Museum Road, the track foreman gave him a signal to proceed. Lucky was glad to see everything going so smoothly. Down the track, 78 gave everybody a spirited ride through the woods and it was time to return to the Main campus. Lucky approached the work zone a second time and like the first time, the track foreman saw him coming and gave him the signal to proceed.

"This is great!" thought Lucky momentarily as he put 78 in the first notch. Nothing happened. "What the f****?" he muttered under his breath. He notched off and tried again, still nothing. 78 rolled to a stop practically giggling and the track foreman was still signaling Lucky in an increasingly demonstrative manner.

Lucky looked in his mirror fearing a dewirement. His interior lights were still on and the car was still not pulling power so he knew it was not 78's pole causing the issue. He thought about calling dispatch but did not really feel like hearing about it from Fedora, certainly not on the radio. He had to think fast, what can cause 78 to not pull power? He looked at the front door, opened it to get out and find help, and help hit him like an inside fastball. The door!

Like many cars, 78 has door interlocks that will keep the car from pulling power unless all four doors are completely closed. Lucky pushed on the small door to his left and it pushed back staying closed. He then ran to the back of the car and pushed on the large door in the rear. It flew open. The door was balanced! The rocking of the car had opened it just enough to disengage the interlock, thus crippling the car. He opened the compartment above the door, unbalanced the door, watched it slam shut then ran back up to the front of the car. How did Coffee run it like that all morning? Some things are better left a mystery.

Upon hearing 78's gong to move, the foreman, who had given up when Lucky left his seat, turned around and saw 78 creep forward. He gave the signal once again and 78 was on its way.

When 78 arrived back at Volunteer Blvd, Coffee had finished his liquid lunch, stopped twitching, and was waiting to reclaim his car. Fedora stepped out of his office, looked like he was going to say something, but didn't.

Lucky called across the platform, "You want me to relieve somebody on 4145 next?" Fedora gave a thumbs up, smiled smugly, then retreated back to his office.

"That office is full of cameras," thought Lucky. "I bet he saw the whole thing."

**Cars with electric door interlocks on all doors:
78, 14, W832, 5326.**

**Cars with electric door interlocks on the center doors only:
1711, 4004, 66, 2711**

**If one of these cars refuses to pull power,
verify that all doors are fully closed!**

What is Autism?

A disorder commonly, but not always, diagnosed at an early age and is characterized by a lack of social interaction, verbal and non-verbal communication, and restricted and repetitive behavior. Autism is a spectrum, with individual abilities and needs varying widely. You don't "outgrow" autism, and you can't tell by looking at someone whether they are autistic or not.

QUICK FACTS

MILLIONS

of adults are autistic but were never formally diagnosed

1 out of 36

children are diagnosed with autism in the US (varies globally)



1 in 6

people have a sensory need or sensitivity

Autism is a Spectrum

Autistic individuals have a variety of needs and abilities

Approximately

80 MILLION

people across the globe are diagnosed with autism

How to Communicate

- Keep your communication simple.
- Be gentle, persistent, and patient.
- Provide direct communication about social rules or expectations.
- Don't force eye contact or touch.
- Encourage special interests, but teach give-and-take in conversation.
- Demonstrate behaviors, allowing time for observation and reflection.
- Pay attention to non-verbal signals.
- Many individuals prefer the term "autistic" rather than "person with autism", but this can vary based on culture or personal preferences.

Identifying Possible Signs of Autism

SOCIAL/EMOTIONAL SIGNS:

- Lack of understanding of personal space/boundaries
- Different conversational skills or abilities
- Lack of typical displays of interest or emotion

NON-VERBAL COMMUNICATION SIGNS:

- Verbal communication may not match body language
- May not make direct eye contact
- Lack of understanding gestures
- Lack of facial expression

REPETITIVE BEHAVIOR:

- Repetitive movements or speech, stimming
- Low tolerance for changes in routine
- Sensory sensitivity or overwhelm
- Big reaction, or no reaction, to sensory input

What Does it Mean to Become a Certified Autism Center™?

The Certified Autism Center™ (CAC) credential requires IBCCES training and certification of at least 80% of public-facing staff in autism and sensory differences. The goal is to better prepare and equip staff to provide service and experiences to all, including autistic and sensory-sensitive individuals. The certification must be renewed every two years, with updated training provided for staff and ongoing support and resources from IBCCES as long as the organization is certified. Many CACs also undergo an onsite review by IBCCES experts to develop resources and programs to better serve autistic and sensory-sensitive guests.

As a CAC, staff completed training on

- Autism Overview
- Sensory Impacts
- Communication
- Basic Safety
- Accessibility Needs
- Parent and Caregiver Perspective

Who is your credentialing organization, IBCCES?

The International Board of Credentialing and Continuing Education Standards (IBCCES), was established in 2001 and provides a series of certifications focused on autism, neurodiversity, and cognitive differences. The goal of the programs is to help professionals and organizations better understand and work with individuals that are neurodivergent or on the spectrum, across a variety of industries, including tourism, recreation, corporate, healthcare, and education settings.

*More information can be found about the program at ibcces.org



WHAT SHOULD YOU DO?

Common Scenarios and Suggested Responses

SCENARIO: An individual is making noticeable repetitive gestures or body movements or vocalizing loudly.

RESPONSE: This is a common self-regulatory behavior for autistics typically known as "Stimming". This is done often if the person is overwhelmed but can also be done when they're excited or happy. If that person is not hurting themselves or anyone else, and does not appear to be in distress, treat them as you would any guest. If that person seems to be in distress or harming themselves or others, you can offer assistance to their caregiver or companion to see if there is a low sensory area or other option that would be helpful.

SCENARIO: You notice an individual becoming overwhelmed and possibly having a meltdown.

RESPONSE: Ask the person's caregiver or companion if you can provide assistance - the individual themselves may not be able to speak to you or let you know what they need if they are in a meltdown. You can offer a quieter or more secluded area if the person is able to move to another area, but they may not be able to. Ensure other guests don't crowd the area and try to move everyone away from causing more of a commotion.

SCENARIO: A guest or their caregiver/parent notifies you they are on the autism spectrum.

RESPONSE: Welcome them like you would all guests - you can say "Thank you for sharing that! Is there anything specific I can suggest or provide for you today during your visit?" - since autism is a spectrum, everyone has different needs. Based on their response and what your location offers, you can educate them on the accommodations or supports you provide; e.g. "Thank you for sharing that! If you need to take a break, we have low sensory zones at xx location. We also have sensory guides on our app and on the signage at each ride. Can I help you with anything else to make your visit a great one?" or "We do offer the IBCCES Accessibility Card so you can access accommodations at Guest Services. Let me show you..."

SCENARIO: A guest asks what it means that you're a Certified Autism Center™.

RESPONSE: Let them know it means that your staff have received training in autism and sensory awareness and you partner with IBCCES to provide other supports or options for visitors and for ongoing recommendations. If your location offers sensory guides or other tools, you can also mention these. If the guest has feedback or suggestions on accommodations, take note of them and thank them for the feedback. Your location may not be able to implement all accommodations, but certification is one way you are working to be more inclusive to visitors and you welcome all ideas or suggestions for review.

SCENARIO: An autistic visitor wanders/runs away or loses their parent/guardian.

RESPONSE: Follow your internal safety protocols for Lost Child/Parent. Keep in mind, autistic individuals are often drawn to water or may have special interests such as certain characters, trains, animals, etc. so ask the parent or caregiver if there is a place they would be drawn to and check these areas first. Also ensure all exits are monitored as the individual may try to escape the environment completely if overwhelmed and may not respond to their name or to staff.

COMMON SYMBOLS RELATED TO AUTISM YOU MAY ENCOUNTER

Note: not everyone connects with or promotes these symbols, but you may notice them on clothing, lanyards, stickers or badges if the person wants to self-identify as part of the autism or neurodivergent community.



REMEMBER

- "If you've met one person with autism... you've met one person with autism." Everyone has different needs and strengths. The spectrum is not linear (high and low, slight to severe) but more like a web or wheel of interconnected needs, strengths, abilities, and concerns.
- Empathy and kindness go a long way - autistic individuals and their families have likely been judged or misunderstood in the past. They want to feel comfortable and welcomed so they can make memories and have fun. A friendly smile or helpful information about how to navigate your location go a long way.
- Some individuals love to share that they are autistic and let you know what accommodations they need, but others do not feel comfortable disclosing that information. Never assume that someone has autism unless they tell you.
- Many people (1 in 6) have sensory sensitivities or get overwhelmed and can benefit from low sensory areas/additional accommodations, not just those with autism.

A Meaningful Dialogue

Elizabeth Hosier, Director of Visitor Experience

Today, we use history to understand our present. Why do we have busses, subways, and light rail systems? Because trolleys and streetcars came before them and showed that public transportation was important and useful to people. Why don't we use horses to pull streetcars? Because we learned that electricity was a much more efficient power source. We have learned so much from our past. We have learned what mistakes not to repeat and we have learned what legacies should be built upon and evolved. Studying history holds the key to understanding contemporary social, political, and cultural issues as well.

Specifically, when we look at difficult moments in the past, it allows us to think more critically and open our minds to conflicting perspectives and differing motivations – a skill necessary as we navigate an increasingly complex and interconnected world. When we look at past injustices, we can gain insight into the root cause of societal issues and develop appreciation for the complexity of the world we live in. It also fosters an empathy and compassion within our society that allows us to connect with our fellow man, creating an inclusive and understanding society where we hold each other up rather than tear each other down. This leads to more civic engagement, honoring marginalized voices, challenging stereotypes and biases, and an increased resilience and hope for a better future.

What does this have to do with us at the Pennsylvania Trolley Museum? Whenever you give a tour or give a ride and New Orleans 832 is involved, there is an opportunity for a more meaningful dialogue. Yes, everyone loves to hear that it is THE streetcar named desire, and we should certainly tell the story of it being featured in Life magazine next to Marlon Brando. However, we should also point out that the stain of segregation that is also left within the car. The systemic racism that led to Jim Crow laws started with the U.S. Supreme Court case Plessy v. Ferguson in 1896.

But did you know that case is tied not only to a railway, but it also took place in New Orleans? Homer Plessy was an Afro-Creole who was arrested for violating a railway segregation statute when he boarded a whites-only train car. Of course, as the case made it to the highest court, they would hand down the detrimental decision that “separate but equal” accommodations were not unconstitutional. In 1900, the city of New Orleans proposed a municipal law to segregate their streetcars, but it was shot down by the streetcar companies. The company executives feared the costs of segregation would be damaging but by 1902 the state of Louisiana passed a law segregating the streetcars of New Orleans. The law claimed to promote the “comfort of passengers.”

Cont on page 8

While the lasting effects of segregation and Jim Crow laws can be seen throughout the United States, especially the south, there is an especially heavy presence in New Orleans. During this time, there was an abundance of redlining happening, especially in Louisiana. The neighborhoods in New Orleans are defined today by the discriminatory housing practices that occurred prior to the Fair Housing Act of 1968. In New Orleans, segregation meant that there were racial zoning laws, whole neighborhoods were White people only or Black people only. In 1917, the Supreme Court said that was completely unconstitutional, but New Orleans tried to work around that by enacting their own Zoning Laws – the Supreme Court declared those laws unconstitutional too, but New Orleans continued to add obstacle after obstacle to ensure that the neighborhoods were created the way they wanted them to be created. The areas that Black people were regulated to were the least desirable areas, the areas with the lowest property values. These neighborhoods had natural borders – many of which were streetcar lines.

These neighborhoods were also the lowest-laying areas. The penultimate impact of which would come in August of 2005 when Hurricane Katrina devastated New Orleans. Afterwards, rebuilding was a huge challenge. Money from charities, the government, and insurance companies meant to help people rebuild was linked to property value and these Black families were living in some of the least valuable areas of New Orleans.

Currently, New Orleans has the highest income inequality of all major U.S. cities. The 2020 Census revealed that in Black households in the city the median income is \$30,292 while in white households in the city the median income is \$83,727. The neighborhoods are still very racially segregated. The post-Katrina recovery could have presented an opportunity to address the entrenched inequalities in New Orleans. Instead, the status quo was maintained and even reinforced as some Black homeowners had their homes seized and demolished by the state to build hospitals.

Now, all of that is a bit too much to tell our visitors. But the background of those post holes in that car is so much more than just a sign that segregated the white riders from the black riders. So, when we talk about New Orleans 832 with our visitors – we can tell the happy story of Marlon Brando and Tennessee Williams, but we need to also tell the story that makes us uncomfortable. We need to point out the scars of something that even today, Black Americans across the country, but it seems perhaps especially in New Orleans, are having to figure out how to dig out of.

Elizabeth Houser photo



Canopy Switches, Roof Lights, & Trolley Poles

CJ Bick, Instructor

During requalification, instruction stated that cars parked in the Display building to be made as safe as possible for people to walk through, and for the most part operators have been doing really well with this. Please remember that that includes shutting the canopy switches off for the controllers. For some cars like 5326 & N832, the switches are in parallel so both ends need to be turned off. We have not yet had an incident and we don't want there to ever be one, so taking this extra step will ensure that no power potential is going to the controller. This also means that if you take a car from the building, you have to remember to turn the canopy switch in order to be able to move the car.

Recently we've seen a lot of operators rolling around in 1711 or 4004 with their roof lights on. The roof light bulbs are unobtainable anymore, so we only have what we have left in stock. The only time a car's roof light should be on is if that car is running at night. 4004; the gong is louder than the horn. To make the car more visible, it is permissible to use the roof light to cross Main Street ONLY. You have to remember to shut the roof light off on the other side of the road, and that car has a light on the dash telling you your roof light is on. Instruction is going to be watching and if it needs to be made into an actual rule, it will be put out as a rule.

There has also been a rash of recent pole related incidents, where either operators are throwing their poles at inconvenient places, like coming out of Fairgrounds towards Main Street, or have gotten themselves into a spot because of backpoling. For the backpoling incidents, please remember that when you're changing ends to do everything in the same order every time and go back over the steps if you get interrupted during it. Please be more aware; the wrong pole is literally in front of your face. You're going to see it move up & down, side to side; if you come to a facing point switch the car and pole may go in opposite directions. Then you'll see the rope quickly go all the way to one side, almost passing the front doors. If you're paying attention, you can catch it before it goes spectacularly wrong.

The other type of pole related incident is happening at frogs. Sometimes it's a problem with the car and Bernie has had to replace a few wheels recently, other times it's the operators either flying into the switch; remember the speed limit of a switch is 5 mph, no matter where the switch is, if you're either converging or diverging. Or operators are pulling power on the frog and the arc is what's causing the pole to jump. When the front of your car is about to go over the track frog, that's about when your pole is about to go through the wire frog. You can also hear the pole thud on certain cars as it's going through the wire frog. On all the cars currently, you can also look in the mirror, or physically turn around and watch the rope out the back of the car as it goes through the frog. I say that as currently because it's important that operators become good judges of where their poles are now, so that when 1138 enters service, where the catcher is above the back window and you don't have that visual anymore, you can still tell where your pole should be.

Help Wanted!

Jocelyn Farrell

In case you haven't noticed, we've grown a little over the last year! With the opening of our new Welcome and Education Center, we are busier than ever. This means that in addition to our daily numbers trending upwards and Special Events having more attendance, other events are growing as well. This includes everything from Birthday Parties and Field Trips to Scout Workshops and Private Group Visits.

Do you enjoy...

- Making a difference?
- Working with children?
- Putting a smile on someone's face?
- Inspiring others with your experiences?
- Sharing your enthusiasm about our museum with the public?

The Visitor Experiences Department is looking for help with all of our various programs! You don't need to have any special training or commit to an entire day. There are often events and programs happening throughout the weekday as well as on the weekend, so there is a lot of flexibility with whatever your schedule may look like. Even if you are only available for a few hours here and there throughout the year, your help would be very much appreciated. You would also be making a big difference in making the visitor experience an amazing one.

If you have any questions, want more information, or are looking to offer your assistance, you can reach out to any of the following PTM Staff Members:

Jocelyn Farrell (Field Trips, Scouts): farrellj@patrolley.org

Elizabeth Hosier (Group Visits, Birthday Parties, etc.): ehosier@patrolley.org

Morgan Meer (Any Other Volunteer-related Questions): mmeer@patrolley.org

Thank you to everyone who helps keep this museum going.

We wouldn't be here without all of YOU!



Jocelyn Farrell photos

CONGRATULATIONS

You may not think this is a big deal, it is a big deal. When we opened the longtime vision of our members we put on our BigBoy pants. It is now up to us to not only preserve what has been accomplished but to continue to push the boundaries of what we can achieve.

DF Cramer

