
The Catalyst



The Newsletter for Interpretation in California State Parks

Autumn 2002

Volume 6 No. 2

Big Basin Centennial Celebration

By Julie L. Sidel, Interpreter I, Big Basin

On a spring evening in 1900, a small group of men and women camped at Slippery Rock within an ancient forest owned by a lumber company. While sitting around the campfire, they envisioned a park that would be available for the enjoyment of all people. A hat was passed and \$32.00 was collected, the Sempervirens Club was formed, and so was born a movement to create a state park.

The momentum for the park's creation came from the communities of Santa Cruz County and the Bay Area up to San Francisco! Imagine a time in the not very remote future, wrote Carrie Stevens Walter for the *San Francisco Chronicle*, when the whole peninsula from San Francisco down to San Jose shall become one great city; then picture, at its very doorway, this magnificent domain of redwood forest and running streams, the breathing place of millions of cramped and crowded denizens of the city.

Today the idea of a state park certainly doesn't seem radical. But a century ago, the concept of public land set aside for the purposes of preservation and enjoyment was revolutionary. We are grateful for the wisdom and foresight of those early citizens of our communities.

Since the founding of Big Basin, the oldest park in the State Park System, our ideas of what parks are and how to best care for them have evolved. Big Basin's legacy is reflected in its landscape, in the traditional architecture of its campfire center and headquarters buildings, and in the



winding, mountainous approach. At the same time, 18,000 acres of redwood forest, chaparral ridges, waterfalls and beach give ample space for every visitor to discover the natural world.

Our connections with nature and our changing views of preservation are all housed within Big Basin. It is a place that harbors tradition and simultaneously offers a wild open space where folks can develop their own relationship with nature. On this 100th anniversary, we celebrate the visionaries, visitors, and valued workers who have shaped the idea and character of the park since its inception. We also celebrate the opportunity to discover the park for ourselves, and to participate in the future of the wildlands at our very doorway. 🐾

For event info see: www.mountainparks.org



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Contributor's Guidelines

The Catalyst welcomes your original articles of any length! Or, send copies of stories published elsewhere that you think our readers will appreciate. Be sure to include information about the publication so we can get permission to use the material. You may submit an article at any time.

We **really** appreciate articles submitted on disk or by e-mail. We can read most formats of DOS/Windows disks. Printed manuscripts, facsimile or phone messages are also accepted. Please advise if you would like your diskette returned, otherwise we will recycle it in our office to save postage.

Illustrations are strongly encouraged. Drawings, graphs or other illustrations may be submitted on disk or hard copy. Black & white glossy photos are preferred; color prints or slides are usually acceptable. All photos and artwork submitted will be returned promptly.



You're only given a little spark of madness. You mustn't lose it.

— Robin Williams

The Catalyst Committee

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From the Editor

It has been a hot, dry summer in many of our parks this year. We hope another cool issue of *Catalyst* can offer some relief!



We start out with a fresh batch of interpretive resources and training opportunities on the following page. You will also find the Master Interpreter as usual, presiding on page 4 offering gratuitous advice to the interpretively challenged.

Since there are probably more interpretive exhibit projects underway right now than at any time in recent history, we thought it would be worthwhile to take a closer look at exhibits. This *Catalyst* will begin with a mini-theme of exhibit evaluation. Are we reaching our interpretive exhibit goals? Just what are the goals? On page 6 we present "Everyone Has an Idea That Won't Work." This piece comes to us all the way from Dallas, Texas where K.C. Rudy works at the Lacerte Children's Zoo. This article first appeared in *Visions*, the NAI Region 6 newsletter and is reprinted with permission. He can be reached at ANIMAN@flash.net.

Continuing that thought on page 8 we find "Play Ball!" by Dave Aplin. He challenges us to use marketing tools to target our audiences. Dave works at the Kilauea Point National Wildlife Refuge in Hawaii and can be reached at Dave_Aplin@r1.fws.gov. This article also appeared in *Traveler*, an NAI section newsletter and is reprinted with permission.

Finally, our own Nancy Mendez and Karen Beery bring it all home, looking at a local case study. They take a detailed look at the brand-new exhibits just installed by NPS at Cabrillo NM focusing again on exhibit evaluation. Nancy and Karen would love to hear from you at (619) 688-6105.

Shifting gears, page 12 brings a report on what sounds like a lot of fun, the Family Kite Day at Pacheco SP. Jennifer Morgan fills us in on this first annual event. You can reach Jennifer at JMORG@parks.ca.gov.

Page 14 takes a lighthearted look at a serious subject, safety and liability in the outdoors. Brought to us via Phil Broder at Starr's Cave Nature Center in Iowa, it also appeared in *Buffalo Bull*, the NAI Region 5 newsletter.

Another important subject these days is multi-use trails. Paula David and Laura Westrup bring us up to speed on this topic on page 16.

Cara O'Brien's story on the next page announces the roll-out of the new Junior Ranger Activity Guide. Cara is a member of the statewide Junior Ranger advisory team and an Interpreter II at Angeles District. She can be reached at (805) 986-8591.

Page 18 brings an opinion piece on just what it means to be a professional interpreter. Written by Tony Borman, who is an instructor at Minnesota State University, it also appeared in *Buffalo Bull*, the NAI Region 5 newsletter and is reprinted here with permission.

We feature another park special event on page 20, this time with an historical flavor. Sara Skinner and Crystal Shoaf send us *Step Back in Time* from Petaluma Adobe. They can be reached at petadobe@napanet.net.

On page 21 you will find a piece by Jamie Mendez. She offers a personal look at the people who make up our history. Jamie is a guide at Hearst Castle® and can be reached at taquish@att.net.

On the following page we once again put the spotlight on California's heritage and legacy of diversity. It is written by Jose Ignacio Rivera, who retired from Mt. Diablo State Park into the world of academia and museums. Jose is now working for the Marin Museum of the American Indian as Director of Education, and he teaches anthropology at Diablo Valley College.

That's all, folks! We hope your summer interpretive season went very well. Enjoy this issue of *Catalyst*, then get busy on next season. 🐾

Brian Cahill, Editor

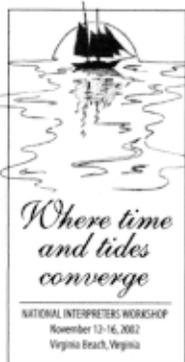
What's Up?



Interpreters' Resources

National Interpreters Workshop

The National Interpreters Workshop is coming soon and many of our best interpreters will be there. How about you? Several people from our department will also be presenting professional sessions to a world-wide audience of interpreters. If you can't join us in Virginia Beach this year, plan on next year when it will be held in Reno. For more information see www.interpnet.com or call toll-free: (888) 900-8283.



Interpretation Canada Conference

Our neighbors to the north will hold their annual gathering October 24-26 at Vanier Park, Vancouver, BC. For information contact lisa_mcintosh@telus.net.

Science Teachers Conference

This year the conference is in San Francisco, October 24-27, and called "The Golden Gateway to Science." The strand this year focuses on earth history and the nature of science. Check out the conference at www.cascience.org.

Upcoming DPR Training

Skills for Interpreting to Children
October 1-5, 2001
Interpreting to Diverse Audiences
October 22-26, 2001
See: www.mbay.net/%7Edprmtc/Catalog.html

Iron Science Teacher

Have you seen *Iron Chefs* on TV? San Francisco's Exploratorium has an iron science teacher game. Primary and secondary science educators are asked to whip up a science lesson based on a "secret ingredient," be it PVC pipe, pantyhose, toothpicks or even marshmallow peeps! The goal of the project is to celebrate science education and to demonstrate that good teachers can teach the \$10 million state science standards on a \$10 budget. See a broadcast at http://www.exploratorium.edu/iron_science/

Advice from a Tree

Remember to stand tall and proud, remember your roots, go out on a limb, drink plenty of water . . . and enjoy the view! Good advice that is "environmentally entertaining" from Ilan Shamir. *Advice From a Tree* makes a great gift and his marketing workbooks are worth considering too. See www.yourtruenature.com

Girls Who Look Under Rocks

A great book for kids in grades 4-8. The six women portrayed in this book all became award-winning naturalists. Born centuries apart, they all started out as girls who embraced the natural world. All became enthusiastic teachers, energetic writers and passionate scientists. Ask your local bookseller for *Girls Who Look Under Rocks* by Akins. \$8.95.

Marine Resource

Good website on marine education.
See: www.vims.edu/adv/mamea/

Tourism Performance

Measuring Tourism Performance is written for tourism project development. The book summarizes various tourism performance indicators and provides examples for their effective use in the development of more successful strategies. Softcover, \$16.95. See sagamorepublishing.com

Wanted: Binoculars

Golden Gate Audubon Society is collecting used binoculars (working or not) and repairing them for environmental education programs in Latin America. The binoculars help local people to observe and learn about the wildlife in their area in a way that would not be possible without them. The binoculars are enthusiastically received and used by students, researchers and park personnel. Call (510) 383-9525 or see www.goldengateaudubon.org/LAC/index.html



Riparian Video

Life on the Edge; Improving Riparian Function is a 12-minute video explaining riparian functions from Oregon State University Extension Service. \$19.95. Order by e-mailing puborders@orst.edu, or by sending check/money order to: Publication Orders, Extension & Station Communications, Oregon State University, 422 Kerr Admin. Bldg., Corvallis, OR 97331-2119.



Dear Master Interpreter

Dear Master Interpreter,

We have been trying different seating arrangements in our visitor center classroom, but we are starting to get tired of moving chairs. What is the best arrangement for about 35 chairs in an interpretive setting, or does it really matter?



Seat Shuffler

Dear Shuffler,

It may seem like a minor point, but the configuration of chairs can really impact the interpretive dynamics! Their arrangement can really help set the mood. Chairs arranged in straight rows facing forward suggests more formal one-way communication. A slight change to semi-circular rows promotes more two-way communication. Arranging them in a circle takes this idea all the way, and promotes conversation. I often like to have Jr. Rangers and school kids sit in a circle (without chairs) to achieve the right feel. The basic guideline is the more formal the seating arrangement, the less you encourage audience participation.

Of course the room size and shape will impact your decisions, but consider all the options. Don't just automatically put the presenter at one end of a long room facing rows of chairs. Try presenting from the middle of the room facing a semi-circle of chairs. Be sure to provide

enough aisles, too. You should have no more than about 11 chairs in a row without a break and be sure to leave enough room between rows, too.

MI

Dear Master Interpreter,

We have less seasonal help this year so I am relying more on volunteers to keep the VC open. What can I do to keep our volunteers happy?

Volunteer Coordinator

Dear Coordinator

Start with the simple stuff. Here's a list of words that should be used much more frequently by every one of us who works with volunteers:

- Thank you.
- You did a great job!
- What do you think?
- Please.

By the way, the least important word for you to use is "I."

MI

Dear Master Interpreter,

Our non-profit cooperating association is very proud that 86% of all funds raised goes directly to interpretive projects in the park. I think that is pretty good, but I am curious how that compares with others.

Bean Counter

Dear Bean,

That's pretty darn good. If you want to look up a few other non-profit organizations, you may find the information on the Attorney General's website. The 990 tax forms from a whole lot of non-profits are posted on

the web for your inspection. See <http://justice.hdcdojnet.state.ca.us/charitysr/default.asp>. That percentage is just one of the many interesting things you might find on the 990s. Remember, though, that different groups include different numbers in these calculations so there are some big inconsistencies between groups, but that "public support percentage" is one important piece of the picture.

MI

Dear Master Interpreter,

We are getting ready to buy a digital projector for our park, but I must admit I am a little confused about "lumens" and LCD's. What's a lumen and why do I care?

Seeking Illumination

Dear Illuminator

Lumens measure the amount of light that comes from a source, like the flow of water from a faucet. Lumens can be measured at the source (projector lamp) or at the end point (the screen). This is important because light is lost as it moves through the lenses and filters of the projector and only about 10% of the lamp's lumens make it onto the screen. If your screen is large, that same number of lumens is spread out more widely and the image is less bright. Usually a projector that puts out more lumens weighs more, but unless you are taking it on the road weight is probably not a concern. Get a projector that puts out as many lumens as you can; 800 to 1000 is often enough, but a room with bright sunlight may need 2000 lumens.

MI

Everyone Has an Idea That Won't Work

**K.C. Rudy, Lacerte Family
Children's Zoo at the Dallas Zoo**

Forgive me for choosing an old corollary to Murphy's Law as the title for this article. But it's true. I was reminded of it the other day while I was visiting with a friend. This person (who asks to remain nameless) is at another institution (also wishing to remain nameless), and she spent a substantial amount of money and many hours of staff time developing a new program for visitors. While some of the collaborators had some reservations, most were enthusiastically optimistic. Until the first presentation, that is... See, even though it was promoted well and professionally deployed, few people attended. And some who attended did not stay for the entire program.

Fortunately, none of us has ever been (or at least would ever admit to being) directly involved in such an unfortunate thing. On the other hand, we've probably all seen or heard of a new program or exhibit that underwhelmed its intended audience. How does this happen? We all know that people who design and implement these things tend to be talented, intelligent, dedicated, and often intuitive. (And I'm not just saying that for the benefit of my staff, who will probably read this.) What could possibly go wrong?

For some reason, it is easier to recognize what we like in a program or exhibit than to create an effective one. An exhibit sign may have too many graphics, too few graphics,

confounding graphics, too many words, words that are too technical, words that are too simple, misspellings, bad grammar, incorrect "facts," etc. Any one of these missteps can result in a lost opportunity. Similarly, a new program can be boring, confusing, irrelevant, or just poorly presented. (By the way, for the purposes of this article, the terms "programs" and "exhibits" can generally be interchanged.)

Evaluation is generally thought of as a tool to see (1) how you did and (2) why. While these are fine reasons for evaluation, there are other, often more important, considerations. All that is needed to be sure every base is covered is to have some sort of comprehensive evaluation. Then you are guaranteed a successful program. Well, pretty much.

The best starting point may be something like "How does this program support our mission statement? And how does it support our objectives?" There should always be some clear connections. See what your potential audience thinks.

1 Front-end evaluation ("needs assessment" to those wishing to sound less formal) generally takes place following the development of an idea, prior to any implementation. This may be the most important—not to mention the least utilized—type of evaluation. It should provide an indication of interest or need (at least perceived) on the part of your potential audience. Before you do anything else, you must figure

out your visitors' knowledge, perceptions, motivations, and strategies—their "agenda," as Falk, et. al. (1998) put it. This can save you the time, expense, and embarrassment of putting on a program no one is interested in.

One way to conduct a needs assessment is simply to ask people, usually by some sort of standardized questionnaire, their level of interest in various topics. Use simple questions with simple answers. Scaled responses (say, ranging from 1 to 5) make subsequent data analysis easier. Additionally, you could enact a scaled-down version (prototype) of your program, possibly involving fewer or simpler props. Interviews and focus groups are appropriate for larger projects requiring more specific and more detailed information.

2 OK, so now you think you have confirmation for a particular project. It is during the ensuing development phase that **formative evaluation** is done. This is due largely to the fact that it is very difficult to predict the effectiveness of instructional content. For one thing, people learn differently. Also, the program designer usually can't see the forest for the trees. (i.e., Just because the designer built what he/she felt would be an effective program does not mean it will be.)

Formative evaluation is evolutionary and can consist of the following segments:

Review—This will ensure that the

interpretive goal corresponds well with items identified in the needs assessment and that the information is factual and up-to-date. It will make sure the approach is appropriate for the intended audience. A review, generally performed by an appropriate supervisor, can also check to see that any examples and exercises are realistic and appropriate.

done by the visitor alone, while interviews are longer with the experimenter asking questions and recording answers. It is a good idea to offer something (free passes, free concessions, gift shop coupons, etc.) for visitors' participation.

Some possible summative evaluation items for an exhibit:

“How does this program support our mission statement? And how does it support our objectives?” There should always be some clear connections.

Testing—Small group testing and field trials can be employed to check the success of individual program components. After implementation, periodic checks are important to be sure that the message is still being effectively communicated. This spills over into our final category.

3 Summative evaluation refers to evaluation following the completion of a program. Think of it as an assessment of how you did. (Many people who conduct evaluations do only this step.) The primary focus is on the visitor's behavior and experiences, including learning.

Gathering data at this stage is often done both indirectly and directly. When making direct observations of visitors' movements, actions, and interactions, try to be inconspicuous. Visitors tend to behave differently when they know they are being observed. Questionnaires need to be relatively short and

Observation (sometimes referred to as “stalking)

- Are all audience members attentive?
- What do people ask questions about?
- What is being discussed as people leave the program?
- Do people respond to the humor or portions designed for participation?
- At which components do visitors stop?
- How much time do visitors spend at a particular spot?
- Which features do visitors notice (or fail to notice) most?
- How often are visitors waiting to use interactive components?
- How often do visitors encounter broken exhibits?

Questionnaire/Interview

- What are the visitors' opinions of various exhibits?
- What are visitors' cognitive experiences in each gallery?

Similar items could be developed for programming; however, people have fewer constraints while observing exhibits.

In addition to questionnaires, interviews, and focus groups, systematic observations can help determine effectiveness. For example, in the interview process, the visitor could simply be asked, “What did you get out of the program?” Responses could be put into, say, three categories that would provide an indication of how well they got the intended message. These results could then be quantified and analyzed.

For results to be as indicative as possible, make an effort to get a good cross-section of your potential audience. Randomization and a “large” sample size are important. And, finally, statistical analysis of the data may be necessary to draw proper conclusions. Having said that, I would like to add that the most beneficial data will be qualitative and difficult to analyze, since our primary interest is what motivates people. Bitgood, et. al. (1991), give a good overview of the summative evaluation process.

While most people find the evaluation process less than exciting, you can adapt to it. And when you do, your exhibits and programs will be even more successful than they are now. Then you can be the first one to have ideas that all work. 🐾

Bitgood, S., Benefield, A., and Patterson, D. (Eds.). 1991. ‘Visitor Studies: Theory, Research, and Practice,’ Vol. 3. *Proceedings of the 1990 Visitor Studies Conference*. Jacksonville, AL: Center for Social Design.
Falk, J.H., T. Moussouri, and D. Coulson. 1998. ‘The Effect of Visitors' Agendas on Museum Learning.’ *Curator* 41(2): 107-120.

Play Ball!

by Dave Aplin, Kilauea Point NWR

I checked. Kevin Costner's Field of Dreams is still available on my local video store's 99¢ rack. You'll remember that Costner's character was compelled to carve a baseball diamond from his Iowa cornfield by the mysterious mantra, "Build it and they will come."

Sure enough, Shoeless Joe Jackson and the rest of the 1922 Chicago "Black Sox" emerged from the rows of tasseling corn onto centerfield to play ball. A river of fans followed to witness the miracle and to bask in an irresistible nostalgia for the Great American Pastime.

"Build it and they will come"

While the video gathers dust on Bockbuster's discount shelves, the phrase "build it and they will come" lives on in popular American culture. It seems especially alive in the world



of interpretive planning. As a result, it's not difficult to find interpretive centers, aquariums, and museums that consistently underperform.

Attendance at these facilities peaks quickly, then consistently misses visitor projections. In many cases, it seems these shortfalls result from more than poor marketing or overly rosy attendance projections. These failures represent an incomplete understanding of the audience. The good news: with careful planning, and with the help of people like Gary Machlis, we're moving beyond that simple, and frequently wasteful, approach.

Dr. Machlis is the Visiting Chief Social Scientist for the U.S. National Park Service. He is also an Associate Vice President for Research and Professor of Forest Resources and Sociology at the University of Idaho.

In December, Gary spoke to 250

US Fish and Wildlife Service visitor services professionals gathered at the National Conservation Training Center near Shepardstown, West Virginia. His program, "Human Dimension and Visitor Services," was a provocative foray into the future that rattled reality for many of us in the audience.

With the detached eye of a futurist, Machlis is doing his part to help move us away from simplistic assumptions about our customers and toward a more complete appreciation for the complexity of American and world cultures. The sociological trends Machlis tracks mean certain and profound changes for interpreters and recreational planners in both the private and public sectors.

Valuable NPS planning tools

You can explore these trends at an outstanding website maintained by the National Park Service. The site: www.nps.gov/socialscience/waso/vroducts.htm will be invaluable to



those in the business of providing high quality interpretive experiences in a changing world. It's required reading for entrepreneurs making business decisions about heritage and ecotourism.

Collaboration between agencies and private sector to provide relevant information and experiences through appropriate delivery systems is critical, but it is easier said than done. We "guardians of the public trust" can never lose track of our responsibili-

resources on public lands. But perseverance will be rewarded.

Sociological and marketing research can, and should, be used to produce products, services, and facilities that meet our customer's needs. In this approach, there are scores of opportunities to team with the private sector to catch up with those already in the game.

NPS provides us with some of the tools Madison Avenue and D.C. beltway consultants use to develop successful commercial products and political campaigns.

Into the coach's box, team

Interested in helping move the interpretive profession more firmly into the Big League? We can work together to adopt more sophisticated strategies to provide our visitors and customers with more meaningful and relevant experiences that relate directly to who they are. It's up to you. All you have to do is step up to the plate and play ball. 🐾

It's also mandatory for those entrusted by the public to make decisions about the location, type, and content of interpretive facilities and programs for public lands.

ties to the missions of our respective agencies, to preserve and protect.

Information crammed onto the NPS website provides us with some of the tools Madison Avenue and D.C. beltway consultants use to develop successful commercial products and political campaigns. We now can access these same resources to guide the development of interpretive programs and facilities. This approach will be more difficult for some individuals and agencies than others. Governmental agencies seem particularly resistant to innovation.

Those of you in the private sector have probably already been frustrated by storms of red tape and inconsistent policies in acquiring access to

Time for teamwork

That said, it's time for the most intractable of us in the public sector to change our planning paradigm. It's time to shift from the "build it and they will come" model to an approach that carefully considers the demographics, motivations, and expectations of present and future customers.



Using the New Cabrillo National Monument Exhibit as a Case Study

Exploring Evaluation Possibilities at Cabrillo

By Nancy Mendez & Karen Beery,
Interpreter II SSC

A new exhibit at Cabrillo National Monument in San Diego entitled "Cabrillo and the Age of Exploration" opened in June, just in time for the interpretive staff at the Southern Service Center to try out an exhibit evaluation experiment. It is our goal to identify a practical and useful tool or instrument that can be used in evaluating interpretive exhibits. With this in mind, we obtained the assistance of Karl Pearce, Chief of Interpretation for the National Park Service at the Monument site, and were able to use the new exhibit as a case study.

The Exhibit

"Cabrillo and the Age of Exploration" consists of 1,150 square feet of exhibit space that includes: three mannequins wearing historic reproduction clothing to reflect Cabrillo's various occupations over time; one computer interactive that allows visitors to select a date, which then delivers a combined audio and written journal entry from Cabrillo's voyage to San Diego; one relief map that is push-button activated to show the route of Cabrillo's journey; several reproduction objects in various case settings that reflect 17th century material culture; three cases of museum objects, including original Kumeyaay items; and ambient sea/creaking ship sounds. Projected visitation over the anticipated 20-year lifespan of the exhibit is 19 million people. The cost to plan, design, fabricate and install the exhibits,



including building preparation, totaled \$497,210.

The Evaluation Process

We made two visits to the exhibit. During the first trip, we discussed our initial reactions as "visitors": What captured our attention? What did we see as the take-away message? Where did the exhibit meet or fall short of our expectations? During the second visit, we met with Karl Pearce so that we weren't evaluating in a complete fog. We also brought a set of museum exhibit standards (click on to <http://130.160.178.161/Standards.htm>) that was developed by the American Association of Museums (AAM). Although not specifically designed as an evaluation instrument, the "Standards for Museum Exhibitions and Indicators of Excellence" (hereafter referred to as the "Standards") contain a wealth of informa-

tion. The "Standards" are divided into six categories: audience awareness, content, collections, interpretation/communication, design/production, and ergonomics, (human comfort, safety, and accessibility). Each category includes a set of questions to generate responses about these various aspects of exhibits. With our "Standards" in hand, we boarded the Cabrillo exhibit ship and began the evaluation voyage.

Evaluating the Process

The "Standards" provided more substance than sea biscuits and water, but were definitely not a full course evaluation instrument meal. The questions posed in each of the six categories definitely got us thinking. In fact, the questions were provocative enough to get us to interact with the exhibits, but in an evaluating manner. For instance, the "collections"

category asks: Have conservation and security matters been appropriately addressed? As a former museum curator, Nancy sure dove into that one, peeking into the various corners of exhibits to look for sealed cases, safe mounts, and happy artifacts.

buttons to see things light up. Most of the text, which was written to a 7th grade level, was too in-depth for these younger visitors. In addition, knowing that a majority of the audience would only visit briefly, more bite-sized information may have been appropriate.

subject specialists (e.g. curators and historians), museum conservators, museum educators/interpreters, exhibit designers/coordinators, and accessibility specialists. Incidentally, Karl had an 'ergonomics' related evaluation tool that was developed by the Smithsonian Institution: a checklist that corresponds to the Smithsonian's Exhibit Accessibility Guidelines. (Linda Canar of the DPR Accessibility Unit had already recommended we use the Smithsonian's Exhibit Accessibility Guidelines, but their "checklist" was a tool that was new to us.)

Becoming familiar with the AAM "Standards" would be an excellent starting point for any exhibit development team.

Going back the second time made us more aware of areas where the exhibit might have been strengthened had the design team used the "Standards" as a touchstone during the design process. For example, an opportunity to interpret to a younger audience may have been missed at the exhibit areas that drew in children. On their own, children were pushing

Navigating Toward a Goal: What We Learned

The "Standards" provided a good template which we think can be the anchor for future evaluation instruments. What's even more helpful is that the six categories actually give a clue as to who should be evaluating exhibits: a multidisciplinary team comprised of the audience/visitors,

Becoming familiar with the "Standards" would be an excellent starting point for any exhibit development team. If a checklist similar to that designed by the Smithsonian to evaluate exhibit accessibility is available or developed for the other five categories identified in the "Standards," then the Exhibit Development and Evaluation Ship would be ready to travel full steam ahead. 🐾



Family Kite Day at Pacheco

By Jennifer Morgan, Interpreter 1

After 6 summers working as an interpreter in an ancient redwood grove in northwestern California, my new permanent position in California's Central Valley was a completely different experience, with new challenges. My two parks, Pacheco State Park and San Luis Reservoir S.R.A., are within a half hour's drive from Los Banos, whose population is nearing 30,000, and yet amazingly few residents there are aware of the beautiful parks in their backyard. (We're just over the hill from the Gilroy—Santa Cruz area as well.) One of my primary interpretive missions was to figure out how to get all these nearby people into our parks to see how wonderful they are.

Last summer, at our South Sector Interpretive Improvement Team meeting, we were brainstorming how to get people up to Pacheco State Park. (It is a new wilderness state park located at the top of Pacheco Pass, which has been a primary route for travel between the Central Valley



and the coast since ancient times. It is not yet developed for camping, but is a paradise for hikers, mountain bikers, and horseback riders, particularly in the spring.) Once the wildflowers are gone, we mused, there is nothing much up there but sun and wind, with plenty of both. Someone suggested putting on a Kite Flying Day, which sounded terrific, so I filed the idea away.

The next spring I began working on Pacheco State Park's First Annual Family Kite Day. My first step was choosing the date when we could be fairly sure the wind would be blowing. I called the manager of International Turbine Research which operates over a hundred energy-generating wind "mills" at Pacheco State Park and he told me their wind season runs from June 1st through October 1st. We thought we should have it before school vacation started and everyone began summer activities, and chose June 1st. (This date selection proved a poor choice.)

Next I looked up "Kites" in every phone book from places within two hours of us, and called each vendor to discuss my plan and see if they wanted to come participate, and to get their address to mail them a flier. I also solicited ideas from our staff.





I had a very small operating budget and decided to pass out souvenir buttons to everyone who flew a kite, and have a Best Home-made Kite competition with three categories. I had a great stroke of luck when Old City Kites of Sacramento volunteered to come down and have a 'Make Your Own Kite Free' table—that meant that everyone who attended could earn a button! I also lined up volunteers to staff a table exhibiting Pacheco State Park's history and wildlife, and sun and wind gadgets, as well as a disc jockey to add an audio component to the kite flying.

June 1st dawned, the sky was overcast and the winds were howling over 25 m.p.h. (It was so strong that the banners I had hoped to hang on Highway 152 to attract all the passersby would've been torn to shreds.) We put up the signs and mini-kites directing cars to the event, as well as the demonstrator tables, etc., and waited for the crowds to materialize.

The first to arrive were members of the Merced Kite Club. (Talking with them gave me my first inkling of the meaning of fanatic. Most of them own thousands of kites.) They set up a number of colorful kites that immediately lent a very festive air to the event.

As the day progressed, the sun came out, and people drifted in. Although the visitor turnout was well below my dreams, the enthusiasm was enormous. I greeted all newcomers, showed them the 'Make Your Own Kite Free' table, and gave them their buttons. There were many unusual, colorful kites dancing in the air, and the up-beat music enhanced the show. One person rode his four-wheeled "bike" that was kite powered, and we all enjoyed watching him whirl around. The Kite Hospital we'd set up helped repair what the wind tore asunder. Everyone who attended had fun.

By 3:00, when we ended, we estimated about 80 people had dropped by. I was a little demoralized by this low number. However, both the Old City Kites people as well as the Merced Kite Club thought that we'd had a fairly respectable first time turnout. They felt it was such a wonderful place for a kite festival they were all looking forward enthusiastically to a better planned, better advertised Kite Day next year, and

were even offering to help me work on it!

Only a few days after the event, I was thrilled to hear that one of the Merced Kite Club enthusiasts had voluntarily created an entire visual montage of our day, complete with cute captions. It can be found at: kitenerd.com; (go to) shops and friends; (go to) Gone with the Wind Kites; (at the bottom) news and updates; (at the bottom) photos; then (in the middle) Pacheco Fun Fly 6/1/02.

Kite flying is truly a wonderful pastime for families, and for any park that has wind and clear space overhead. It gets you out in the fresh air, enjoying an inexpensive activity that anyone (except perhaps Charlie Brown) can do, and it's restful and mesmerizing to just relax and watch the wind make kites dance around. We're anticipating seeing our Pacheco State Park Family Kite Day grow in time, thanks to local kite aficionados and the wind. Look for it in late June! 🐾



Warning!!

All Guests Of Nelson Rocks Preserve Must Read This!

Nature is unpredictable and unsafe. Mountains are dangerous. Many books have been written about these dangers, and there's no way we can list them all here. Read the books. Nelson Rocks Preserve is covered with steep terrain with loose, slippery and unstable footing. The weather can make matters worse. Sheer drops are everywhere. You may fall, be injured or die. There are hidden holes. You could break your leg. There are wild animals, which may be vicious, poisonous or carriers of dread diseases. These include poisonous snakes and insects. Plants can be poisonous as well. We don't do anything to protect you from any of this. We do not inspect, supervise or maintain the grounds, rocks, cliffs or other features, natural or otherwise.

Real dangers are present even on trails. Trails are not sidewalks. They can be, and are, steep, slippery and dangerous. Trail features made or enhanced by humans, such as steps,

walls and railings (if any) can break, collapse, or otherwise fail catastrophically at any time. We don't promise to inspect, supervise or maintain them in any way. They may be negligently constructed or repaired. They are unsafe, period. Live with it or stay away.

Stay on the trails whenever possible. The terrain, in addition to being dangerous, is surprisingly complex. You may get lost. Carry food, water and first aid supplies at all times. Rocks and other objects can fall from the cliffs. They can tumble down slopes. This can happen naturally, or be caused by people above you, such as climbers. Rocks of all sizes, including huge boulders, can shift, move or fall with no warning. Use of helmets is advised for anyone approaching the rock formations. They can be purchased or rented at Seneca Rocks. They won't save you if you get hit by something big or on another part of your body. A whole rock formation might collapse on you and squash you like a bug. Don't think it can't happen.

Weather can be dangerous, regardless of the forecast. Be prepared with extra clothing, including rain gear. Hypothermia, heat stroke, lightning, ice and snow, etc. can kill you. Rain can turn easy terrain into a deathtrap.



If you scramble in high places (scrambling is moving over terrain steep enough to use your hands) without proper experience, training and equipment or allow children to do so, you are making a terrible mistake. Even if you know what you're doing, lots of things can go wrong and you may be injured or die. It happens all the time.

The Preserve does not provide rangers or security personnel. The other people in the preserve, including other visitors, our employees, agents, and guests, and anyone else who might sneak in, may be stupid, reckless, or otherwise dangerous. They maybe mentally ill, criminally insane, drunk, using illegal drugs and/or armed with deadly weapons and ready to use them. We aren't necessarily going to do anything about it. We refuse to take responsibility.

**Safety Schmafety or
Better Safe Than Sorry?**

Phil Broder of Starr's Cave Nature Center in Iowa sent us this article, and assured us this is an actual park sign. Read on and consider what this could mean to your risk management strategy!

If you climb, you may die or be seriously injured. This is true whether you are experienced or not, trained or not, equipped or not, though training and equipment may help. It's a fact, climbing is extremely dangerous. If you don't like it, stay at home. You really shouldn't be doing it anyway. We do not provide supervision or instruction. We are not responsible for, and do not inspect or maintain, climbing anchors (including bolts, pitons, slings, trees, etc.) As far as we know, any of them can and will fail and send you plunging to your death. There are countless tons of loose rock ready to be dislodged and fall on you or someone else. There are any number of extremely and unusually dangerous conditions existing on and around the rocks, and elsewhere on the property. We may or may not know about any specific hazard, but even if we do, don't expect us to try to warn you. You're on your own.



Rescue services are not provided by the Preserve, and may not be available quickly or at all. Local rescue squads may not be equipped for or trained in mountain rescue. If you are lucky enough to have somebody try to rescue you or treat your injuries, they may be incompetent or worse. This includes doctors and hospitals. We assume no responsibility. Also, if you decide to participate in a rescue of some other unfortunate, that's your choice. Don't do it unless you are willing to assume all risks. By entering the Preserve, you are agreeing that we owe you no duty of care or any other duty. We promise you nothing.



We do not and will not even try to keep the premises safe for any purpose. The premises are not safe for any purpose. This is no joke. We won't even try to warn you about

any dangerous or hazardous condition, whether we know about it or not. If we do decide to warn you about something, that doesn't mean we will try to warn you about anything else. If we do make an effort to fix an unsafe condition, we may not try to correct any others, and we may make matters worse! We and our employees or agents may do things that are unwise and dangerous. Sorry, we're not responsible. We may give you bad advice. Don't listen to us. In short, enter and use the preserve at your own risk. And have fun!

NRP Management

Multi-use Trails

Ensuring Successful Regional Planning

By Paula David, Statewide Trails,
and Laura Westrup, Planning Div.

Local agencies throughout the state are recognizing the significance of trail linkages from downtown centers, community destinations or from residential areas – as functional transportation routes and for their highly sought-after recreational and health benefits. For many of these communities, a multi-use trail system functions as a recreational amenity that serves a wide range of users: equestrians, bicyclists, walkers, joggers, in-line skaters, children in strollers, people using mobility devices (such as wheelchairs), cross country skiers, hikers, wildlife viewers, and anglers.

Many local governments are noting an increase in user demands for developing multi-use, regional trails that in addition to providing recreational experiences and places to exercise also serve as important transportation linkages. It is well known that properly located trail systems can buffer adjoining land uses and help define and shape community boundaries. In addition, urban trails benefit the local economy by attracting tourists from outside of the region.

Fortunately, potential funding is available to regional planners through Proposition 12 and Proposition 40, the Environmental Enhancement and Mitigation Program (EEMP), National



Recreation Trail Program (NRTP) and TEA-21. In addition, grant programs under the Habitat Conservation Fund (HCF) and the Land and Water Conservation Fund (LWCF) are available. Projects that show a direct linkage to other trail systems often rate more favorably than those submitted as stand-alone trails.

What makes a regional multi-use trail successful?

The answer: Good, solid planning started well in advance.

A well designed trail decreases long-term maintenance costs and protects natural and cultural resources. The most successful multi-use regional trails are located along corridors that have the same trip origins and destinations as motorists. For example, bicyclists and walkers generally need to get to and from the same facilities, community service areas (e.g., libraries, schools, shop-

ping centers), and places of work as those using cars or taking public transportation. Of course, access, climate, and the perceived safety of the trail user will affect the success of the trail.

Many local recreation and park agency planners have worked hard to create trail systems that meet the recreational and destination needs of a diverse and insistent population. New trails may be so popular that they will fill to capacity within a few years after opening, leaving trail operators at a loss to accommodate the flood of users. Other aspects change as well, including the equipment and needs of the trail user. In the mid-1980s, mountain bikes and in-line skates introduced a whole new set of opportunities and user needs. Today, planners are learning more about the special needs of those using scooters, skateboards and racing wheelchairs. Undoubtedly the future will present new recreational variations not even considered today.

Three Stages of Regional Trail Planning

Trail planning can be divided into three distinct and fundamental stages:

1. Visualizing the "Trail Plan"

Early in the planning phase, technical matters such as identifying the general location of the trail corridor, agencies that would be involved, potential funding sources, trail layout, design, and trail use are carefully analyzed. Do remember to include ADA trail standards for pedestrian use trails; check out www.access-board.gov/PUBS/outdoor-rec-rpt.htm for more information. Community participation is absolutely vital and will help to create a sense of community ownership of the project (more on this below). To be effective, regional planners must use trail user studies and seek community input at public meetings.

A general time frame for developing a simple trail plan can be as lengthy as 24 months, depending on the complexity of the situation.

2. Developing and Retaining Community Partnerships

After the initial planning process, the master trail plan will need to be incorporated into the community's general plan. It is very important to form a coalition of diverse groups of citizens and potential trail users early on, preventing any one group from taking ownership of the project.

Experienced trail planners know that broad-based support is needed to:

- Provide a better understanding of the needs of the community;
- Understand different user groups interests and concerns;
- Develop compromises among groups that have different priorities, needs, and interests; and
- Generate ideas for trail design, location, and uses.

When a city or county agency decides to amend its general plan to include a regional master trail plan, it will develop and follow a set of planning procedures in accordance with the California Environmental Quality Act (CEQA). The purpose of these procedures is to identify and disclose to decision-makers and the general public the potential environmental consequences of adopting the master trail plan. CEQA is most

effective and efficient when the public is actively involved.

3. Going for it - Implementing the Plan

Issues such as liability, CEQA compliance, easements, operation and management policies (adopt-a-trail, organizing volunteer maintenance programs, jurisdiction, and management of various segments of the trail) are the focus of this planning phase.

It is critical to develop a detailed feasibility plan on how to obtain financing to ensure that a trail plan will be implemented following its inclusion in the general plan. Solid planning and allocated funding go hand-in-hand. A winning grant application includes proof that all aspects of technical planning and community partnerships are covered. 🐾

Learn more by attending...

19th Annual California Trails and Greenways Conference

Education and networking for all planners, trail builders, managers, and supporters

September 6-8, 2002

Granlibakken Resort in Tahoe City

Presented by the California Department of Parks and Recreation and the California Recreational Trails Conference

Contact the Statewide Trails Office for registration and sponsorship information: Paula David (916) 651-6915; Exhibit and vendor opportunities: Doug Wilber (916) 651-6916, or visit www.parks.ca.gov

“Adventure Guide” Makes It Fun and Easy to Interpret Park Values to Children

By Cara O'Brien
Interpreter II, Angeles District

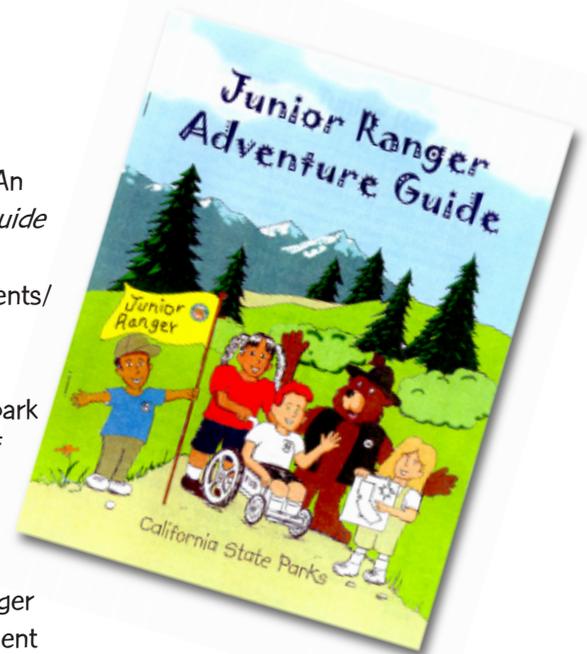
The new self-guided *Junior Ranger Adventure Guide* offers all California State Park units an opportunity to have their own educational program available for visiting children between ages 7-12. Whether your park is a museum, historical unit, natural preserve or beach you will be able to offer each child visitor in this age group the self-guided activity book that will help them learn more about your park unit. You can even customize the *Adventure Guide* and award to make them unit specific so children attending a program at one unit will get a different award and/or *Adventure Guide* than the one they complete at another unit in the same sector. This will encourage children who live locally or regionally to explore many different parks in order to earn the different awards available.

The *Adventure Guide* does not replace the traditional presented Junior Ranger program but instead works with it or by itself to make sure any park can offer a quality children's educational program with or without staff to present Junior Ranger programs. Children can do both the self-guided *Adventure Guide* and attend guided Junior Ranger programs if they are offered. Children can also get credit in their *Adventure Guide* for exploring self-guided trails/tours or going on docent/ranger-guided tours, trails and other presented programs.

This gives the family flexibility to complete the *Adventure Guide* whether they visit the park for an hour or enjoy an extended visit. An added benefit of the *Adventure Guide* over the regular Junior Ranger program is that it encourages parents/guardians and older and younger siblings to work with the children while they learn and explore the park in a safe and educational way. Of course this program is not designed to replace the valuable interaction between Rangers and children on presented Junior Ranger programs but instead to complement it and provide programming when it is not available. Each program offers unique benefits.

Even parks where there is little staff will be able to make the *Adventure Guide* available to visitors in brochure racks and can make prizes available by mail if there is no other way for them to be awarded. However, the interaction with park staff when the child receives his/her award for completing the *Adventure Guide* is so valuable and rewarding for both the child and the staff that it is worth finding a way to make it possible.

One of the biggest benefits of the *Adventure Guide* is the chance to make it park-specific. Using the provided template to make the *Adventure Guide* park-specific is easy; it can be as simple as adding your park's name on the cover or even adapting questions so they specifically



address the resources in the park. Staff as well as children will appreciate this “plug and play” program because it will teach the child visitor and his/her family how to interact safely with the resource while learning to appreciate the park's values. You can even direct child and family away from over-used areas and toward more durable or under-utilized resources/exhibits by adapting the *Adventure Guide*. Whether you use the *Adventure Guide* just the way it comes or make changes to it, the possibilities for reaching children in the parks are limitless and require little time and staff.

For questions on how to obtain the *Adventure Guide*, please contact your District Interpretive Coordinator or Jessica Watrous at (916) 653-9069. 🐾

One Perspective

Professional Development

by Tony Bormann
Instructor, MN State University

As the primary professionals in the teaching/learning process of our respective institutions, we ought to place continuous emphasis on the development and improvement of our professional competence and productivity. This professional growth occurs in areas such as effective interpretation skills, scholarly or creative activity, and active involvement in our local communities and professional organizations. Scholarship and current knowledge in our areas of expertise and interest together with a desire to improve our methods, are instrumental to being a good interpreter.

I am fortunate to have the encouragement of my supervisor and institution when it comes to professional development. It actually goes beyond encouragement. It is re-

I see professional development as a key to preventing the demise of a good interpreter. Attending professional meetings is a privilege for me.



staying fresh means to become stale; autopilot. What follows is a set of blinders that narrows my perspective of opportunities for growth. Doing the same old things the same old way makes me anxious and bitter and soon I will be one of those people I mentioned earlier. Involvement in the leadership of an organization is priceless. The friendships I have gained are numerous. Leadership responsibility outside of work has helped prepare me for leadership in my job.

I will continue my involvement in NAI and treat it as a privilege. I thank NAI and its leadership for the opportunity to grow as a professional. All this said...I will continue to enjoy my job and care about what I do and strive to do better. 🐾

We all know people who don't like their job and could care less about trying new things. One of my goals is to not become one of those people.

quired. The performance of my job duties is evaluated annually and is directly related to my attitude and desire to do well and improve myself. We all know people who don't like their job and could care less about trying new things. One of my goals is to not become one of those people.

Participation is something I value enough to make the effort to pay dues and fees, take vacation to attend a conference, rearrange work schedules and childcare, and negotiate with my spouse. Presenting at meetings and attending sessions at workshops is one way for me to keep fresh. Not

Step Back in Time

By Crystal Shoaf, Ranger I
and Sara M. Skinner, Guide I

The Petaluma Adobe once served as the headquarters for the 66,000-acre cattle *rancho* owned by General Mariano Guadalupe Vallejo. There were many people living near and working at the Adobe in the 1830s-1840s. The *rancho* included over 3,000 sheep, 2,000 horses, and 25,000 head of cattle.

Living History Day at Petaluma Adobe State Historic Park is held the second Saturday in May. The public has the opportunity to meet the *vaqueros*, traders, cooks, crafts persons, soldiers, and others that lived in Old California in the 1840s. The costumed volunteers and re-enactors recreate activities and scenarios that were typical of ordinary life on a Mexican *Californio rancho* in the 1840s.

Upon embarking for the 1840s, visitors must acquire a passport at the entrance. The passport gives them entrance to Mexican California. They also can acquire a settlement deed or a land grant if the soldier at the gate feels they are worthy. The visitors then cruise the courtyard and see the volunteers in action.

Jane Beckman, a volunteer who returns every year, demonstrates cooking an authentic meal that is provided to the volunteers. We have candle making and basket making stations where people can try their hand at crafts that were essential to daily life. Our incredible brick maker,



Jerry Kelly, also demonstrates how to make adobe bricks and the kids can jump in if they want to.

The event was started by one of our living history volunteers, Troy Dunham, in 1982. He has encouraged the public, examined the volunteers for period wear, and been a tremendous asset in getting the event off of the ground over a decade ago. Our event this year was a huge success. We always have competition with

nearby events in our county, but attending Living History Day has become a tradition for many families. This year we were also lucky to have many members of the Hudson Bay Trading Company attend as well as some Russians from Fort Ross. We had a large turnout and the staff was very pleased.

So, if you are in the area on the second Saturday in May 2003, come on out and walk into Alta California. 🐾

The Road Less Traveled

The Travel Trunk

By Jamie Mendez

I have always preferred a spontaneous, spur-of-the-moment style of traveling. The best vacations seem to have been those with only a general destination in mind and just the departure and return date chosen in advance - no particular place that I had to get to nor any specific time that I had to be there. If something looked interesting then I would stop – maybe for an hour or maybe for a day or two. This way my very ordinary vacation would be transformed into a grand adventure! But even the most daring adventures need to make travel preparations, and so before each trip – I never left without rummaging through my old travel trunk to ensure that I had everything that I would need along the way.

With the advent of this column my adventures have been of a different sort, even though my style of traveling has remained pretty much the same. My destinations are general and – like my time schedule – flexible and subject to change. I now, however, more so than before, need to keep tabs on the contents of my trusty travel trunk. In fact I was rummaging through it just the other day searching for exciting places to go and people to meet. I found reams of research on all aspects of California's many state monuments and parks. I dug past the historic buildings and right into living history. I had almost located the interview I had in mind when a photograph album caught my eye. I was about to put it

aside but opened it instead. A familiar face smiled at me. I began to feel myself being transported back in time. A time in the not too distant past that I did not want to revisit.

Time seemed to stand still that bright February morning. For the smiling face in the photograph, time from that day forward would stand still – forever. The sense of loss was overwhelming. The sounds of grief – individual and collective – deafening. The void created by the passing – more akin to a black hole slowly engulfing us all with no end in sight. A tragic ending and an equally tragic loss revisited. I mechanically began to thumb through the rest of the album. More familiar faces smiled at me and the black hole began to gradually recede. Soon the void was gone – filled with smiling faces of friends and family. What kind of cruel tricks was my mind playing on me? This was not what I had intended to write about. This person had nothing to do with historical monuments or the people who worked at them. Then I came to the sudden realization that I was wrong.

History is about people – who they are; what they did; and why they did it. What we venerate as historical sites were built and occupied by people. The details that historians and interpreters get so involved in are the details of these historic people's lives. What people of the past believed has formed the foundation of our culture as we know it today. But sometimes one person – like that smiling face in

the photograph – creates such an overpowering cultural presence that all the other smiling faces in the community and their accomplishments are eclipsed. It is only after that outstanding individual is gone that the other shining stars become visible.

By this time, the album had slipped from my hands back into the trunk. I picked it up and slowly began to thumb through the pages. This time, though, I didn't stop at the first smiling face. I focused instead on the photographs of all the others and the stories that each person had to tell. Soon I found that my interpretive travel trunk was filled with so many fresh new ideas and so much renewed enthusiasm that I could barely close the lid!

I chose not to pack away that photograph album – at least not yet. I had one photograph remaining upon which to ponder – that familiar smiling face that had so recently thrown me into such a tailspin. As I looked down once again upon that picture I thought I heard a low chuckle and caught a hint of a twinkle around those eyes staring back at me from the past. The story has been told and the lesson has been learned. Your passing was not an ending but a new beginning. Of course you knew that all along. It was for me to find out. The other stars have always been out there shining. You did not eclipse them. It was my own inability to scan the greater horizon that clouded the universe beyond and the road less traveled. 🐾

Cultural Diversity: California's Heritage and Legacy

Jose Ignacio Rivera
The Legacy (Part 2):

During the Gold Rush people from all over the world travelled to California to find their fortune. At this time we see the first large migration of Chinese to California. In fact, the Chinese term for California was "Gold Mountain." Most of the Chinese entering California were Cantonese.

The worldwide migration to California during the Gold Rush was very one sided, in terms of gender. There were very few women in California early on. Some women did make a living out of prostitution, but by far not all. Most women who entered California during this time period were not very well educated. The few women who were educated left us a treasure of first hand information about California from an interesting perspective, such as Dame Shirley.

Most women made a living just doing simple domestic chores that the gold miners missed, such as baking pies, doing laundry, sewing and mending clothes, running a boarding house and the like. Some women built a fortune, obtaining their original investment money doing this type of domestic work. A good example of a woman rising to prominence doing domestic work to earn investment money would be the well-known Los Angeles black woman, Biddy Mason.

The gender of the Gold Rush immigrants was varied. During this time period we see the first "gay" or homosexual life style finding a safe harbor in the homeport of the Gold Rush - San Francisco. San Francisco became a haven for homosexual men, with many leading a very open life style even then.

Since the Gold Rush there have been other large immigration waves, such as the 1930s "Grapes of Wrath" dust bowl immigration, and of course the post World War II migration into California by returning "vets" to name

Diversity is the legacy California will leave to her future generations.

a couple. We see large waves of Filipinos, East Indians, Japanese, and of course migrations from all over Latin America. Even though California became a part of the United State politically, it never stopped being a part of Mexico culturally — not only because of the long tradition of the Californios such as the Castros, Selpulvadas, Vallejos, and Lugos to name a few, but the constant waves of fresh immigrants that kept the culture alive and strong.

An interesting rule of thumb, as many of us who have worked in the

California Indian and Mexican communities have found out: if a Mexican family has been in California for four generations or more, chances are they have California Indian blood. In the first 30 years after California was annexed by the United States, the California Indian population was reduced by 80% due to diseases and especially homicide. In order to survive, many California Indians melted into the Mexican community. Despite popular belief, in reality Mexicans are really Indians who live farther south. Mexico has always been an Indian nation, and the demo-

graphics keep proving it. Even the name Mexico is rooted in Nahuatl, one of the many indigenous languages of Mexico.

Diversity is the legacy California will leave to her future generations. While California's population is diverse, this is not the case for the rest of the country. "White flight" is still happening, but no longer on the neighborhood level; now it is on a state-to-state level. William Frey, a University of Michigan demographer, pointed out in his book *American Demographics* (June 1998) that out

of the nation's 325 major metropolitan areas only 21 are truly multicultural.

The nine largest multicultural urban areas are: New York, Los Angeles, Chicago, Miami, Houston, Dallas, Washington D.C., San Francisco, and San Diego. Frey's list also includes 11 smaller cities, but they are all located in California and Texas. Only one city with a population of less than 2.5 million outside of California or Texas made the list, and it is Albuquerque, New Mexico.

Logically, the most diverse states are the "port of entry" ones, such as New York, Texas, California and the like. A little known fact is that, up until recently, only Mexico City had more Mexicans living it than Los Angeles. Now Guadalajara is number two, and Los Angeles, California is number three. Mexicans and other



Nationally, white population growth is slow, but due to "white flight" from the "port of entry" states, the white population is exploding in cities like Seattle, Portland, Minneapolis-St. Paul, Salt Lake City, Las Vegas, Phoenix, and Orlando. Even though America loves to expound

they frequently socialize with someone from a different racial or ethnic background. New neighborhoods without the stigma of racial traditions are attracting people of various ethnic backgrounds. These people will socialize with whites who have similar education, jobs, and children about the same age. Thus we may be heading toward the social make-up of Latin America, where it does not matter what your ethnic background is, but the new guide may be class and possibly age.

In the sea of humanity that we all come from, this wave is the wave of diversity, and the surfboard is tolerance

Latin American immigrants are now making huge inroads into states like Michigan, Nebraska, Iowa, and the Rocky Mountain states. Asian immigration also falls within these parameters. The twenty metropolitan areas with the greatest Asian populations are along the Boston to Washington, D.C. corridor, and of course on the West Coast.

upon its "melting pot" myth, William Frey points out that the majority of the U.S. counties are still 90% white.

The good news is, although older America wants to keep their distance from the new immigrants and stay with their own, the youth do not. The young and the educated are changing the American attitude toward diversity. Of the new freshman class, 63% say

As we stand today, California is surfing the crest of this new youthful acceptance to diversity. In the sea of humanity that we all come from, this wave is the wave of diversity, and the surfboard is tolerance, and we must stay on it for the ride of our mutual lives. We can all be proud as Californians of our heritage and legacy of diversity. Going back to Part 1, what is true in nature is also true culturally, "In nature diversity is good, and diversity is healthy."

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