

The Catalyst

The Newsletter for Interpretation in California State Parks

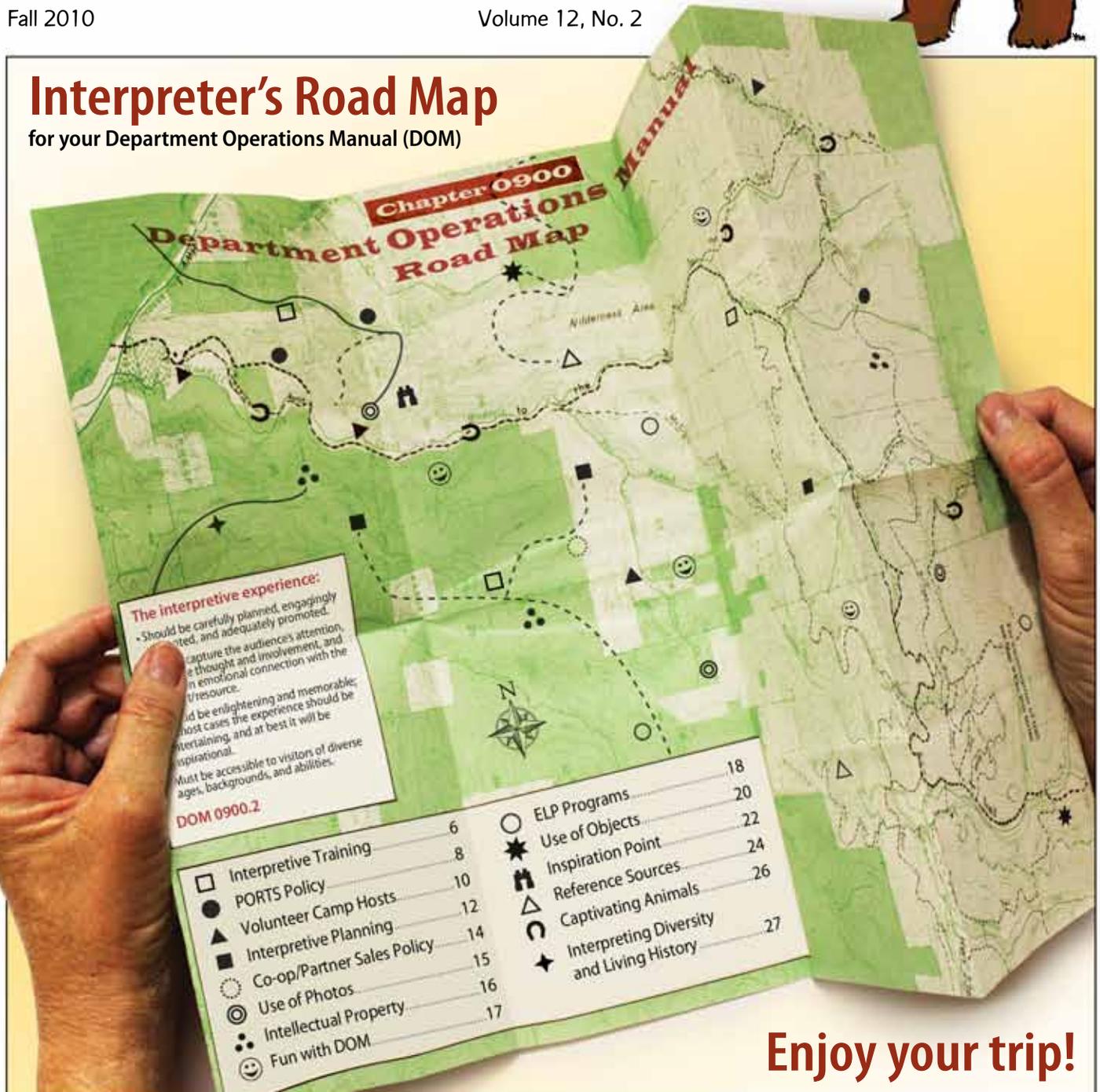
Fall 2010

Volume 12, No. 2



Interpreter's Road Map

for your Department Operations Manual (DOM)



Enjoy your trip!



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Contributor's Guidelines

The Catalyst welcomes your original articles up to two pages in length. We prefer unpublished material, but will occasionally reprint items published elsewhere. 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. Please include a photo with caption whenever possible.

We really appreciate items submitted on disk or by e-mail. We can read most DOS/Windows file formats. Please send photos as separate files, not inserted into your document. You may also submit original photos or other illustrations to *The Catalyst*. All photos and artwork submitted will be returned promptly, if requested. We reserve the right to edit all material. Items are selected for publication solely at the discretion of the guest editor and the publisher. We appreciate your suggestions and constructive criticism.



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Guest Editors Wanted

Are you looking for an opportunity to work with other writers on engaging interpretive topics? Would you like to develop and challenge your creative and technical skills? Consider becoming a Guest Editor for an upcoming issue of *The Catalyst*. Among topics we're planning for future issues:

Interpreting Climate Change

Interpretation and Technology

Interpretive Planning

Please contact Donna Pozzi with your ideas: **dpozz@parks.ca.gov**

From the Guest Editor



Cate Merritt Murphy, Interpretive Publications Editor

This issue heralds the autumn season and the new Department Operations Manual's Chapter 0900, dealing with Interpretation and Education.

Of course, reading a new chapter in an operations manual is about as exciting as perusing the fine print in your county's codes—not exactly a reader's choice for curling up by the fireside as the weather begins to turn chilly.

Let us think of the new DOM Chapter 0900 as a reference. The manual chapter explains every policy you might want to know about interpretive plans, programs, volunteers and cooperating associations—but were afraid to ask.

This issue of *The Catalyst* provides a roadmap to Chapter 0900. Each person's contribution to this issue relates to her or his area of expertise. In addition to this issue's contributors, other Headquarters and West Sacramento staffers can help you with interpretation questions or DOM policy clarification. However, your first reference should be your park and sector interpreters and your district's interpretive coordinators. They DOMinate!

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PORTS Program Coordinators

Dear Master Interpreter

Dear Master Interpreter:

What happens if we violate Department policy? Are there any consequences?

- Naughty but Nice

If you violate Department policy, you may be identified as deficient in those areas on your district's performance review (and we never want to show deficiencies—especially interpretive). You might also impact your district's ability to compete for grants administered by the Interpretation and Education Division.

Following the policies in the Interpretation and Education Chapter of DOM helps ensure that our interpretive offerings are of the highest quality, so our visitors can truly make the most of their experiences in our parks. In the end, isn't that our goal?

Dear Master Interpreter:

What is the DOM?

- Newbie

The DOM is the Department Operations Manual, not to be confused with the DAM or Department Administrative Manual. Both policy manuals outline approved guidelines for operating and for administering our Department of Parks and Recreation. Business and Fiscal Services administers the DAM, and the Department Operations Manual is administered by Park Operations. Links to both manuals can be found online at the shared intranet home page under Policies, as well by searching the Intranet home page.

Dear Master Interpreter:

Why do we have to report numbers in CAMP?

- Writer's CrAMP

If you're like most interpreters, you'd much rather be giving presentations than entering data about them. At least three good reasons make using CAMP well worth the effort, however.

First, the interpretive numbers can translate into dollars when it comes to obtaining funding for interpretation through the normal budget process or from outside grants.

Second, the data can be a valuable management tool, helping supervisors to allocate resources more efficiently and to track park-user trends.

Finally, the captured information becomes, in time, a historical record that sheds light on long-term changes in the way the public interacts with our parks.

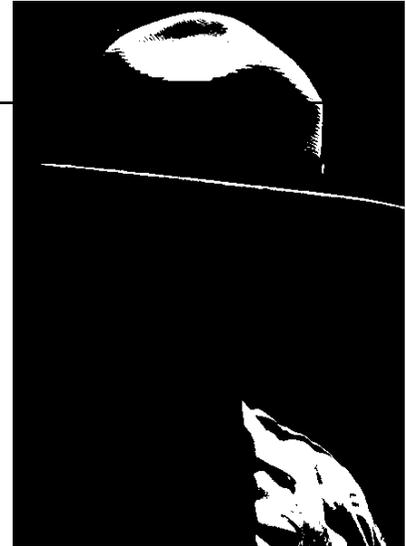
Try to keep in mind that your diligence with CAMP will pay dividends long after the programs you're reporting on have become a distant memory.

Dear Master Interpreter:

Why is our Parks logo considered intellectual property?

- Doodles

The Department logo is a registered trademark, and all trademarks are, by their very nature, intellectual property. Trademarks are creations of the mind (in this case, the minds of the committee members who developed the logo and the designers who actually carried out the vision of that committee). Just as corporate logos are intellectual property (think of the McDonald's golden arches "M" or the Nike "swoosh"), so too is the California State Parks logo.



What's Up?



Interpreters' Resources

The new Chapter 0900 of the DOM resulted from years of collaborative efforts among members of the Interpretation and Education Division at Headquarters with park interpreters and stakeholders in the field. This chapter serves as your go-to resource for all operating policies and regulations dealing with Interpretation and Education.

The chapter defines park interpretation, as differentiated from education, in all of its components. The easy-to-follow, comprehensive table of contents makes it simple to look up a questioned practice, program, plan, or area of interpretation and education.

The chapter replaces Interpretation and Education's outdated Chapter 1300 by updating and expanding that DOM Chapter's policies and provisions.

A shortcut to the PDF version of DOM Chapter 0900 may be found online at <http://isearch.parks.ca.gov/pages/29/files/DOM0900%20Interpretation.pdf>

The Interpretation and Education Division's new intellectual property handbook, *Creations of the Mind: California State Parks Intellectual Property Handbook*, makes a fine companion to the new DOM chapter 0900. Read more about the handbook on page 15 of this *Catalyst* issue.

Interpretation is part education, part inspiration, part entertainment. It is a sharing of knowledge, enthusiasm, appreciation, and wonder. It is a profession; it is an art.





Meeting our Training Needs

By Sara M. Skinner
State Park Interpreter II
Mott Training Center



The new DOM 0900 Interpretation and Education Chapter emphasizes the value of interpretation training and what our department should strive to accomplish. The old version, Chapter 1300 Interpretation, did not include the most integral part of the new chapter for the Training Section. The new sections—0900.3.7.1 Training for Interpretive Presenters Policy, 0900.7.1.2 Basic Interpretation Instruction in the Peace Officer Academy Policy, and 0901.5 Training Section—provide a good foundation for interpretation training.

Every year, the Interpretive Performance Improvement Team (IPIT) drafts a proposed schedule of interpretation courses based on polling the field, demonstrated needs, and current interpretive methods. The California State Parks (CSP) Training Schedule Draft is then presented to the Park Operations Policy Group (POPG). POPG determines the highest priority trainings, and then the Training Schedule is published.

A new section, Training for Interpretive Presenters Policy 0900.3.7.1, makes many of the interpretation courses CSP Policy requirements. What does this mean? Well, you may have noticed a change on your ETMS home screen, so check it out.



The course, called Basic Interpretation for Guides and Interpreters, is required for all employees hired in the Guide I and Interpreter I classifications within their first two years with State Parks.

For permanent employees . . . primarily responsible for delivering interpretive programs, [proficiency in the theory and techniques of interpretation] shall involve not less than 36 hours of basic interpretation instruction . . . before completing 24 months of employment.

The Basic Interpretation course has now been added as required in the Employee Training Management System (ETMS) to people within these Guide and Interpreter classifications.

The most exciting part of DOM 0900 3.7.1 is the recommendation for annual training in interpretive presentation.

. . . a minimum of 24 hours of interpretive instruction will be provided annually to all departmental employees and volunteers whose duties primarily involve the delivery of interpretive programs. For permanent employees in a peace officer classification where interpretation is not a primary duty, a minimum of 8 hours of interpretive instruction shall be provided annually.

Requiring twenty-four hours of interpretive training offers employees delivering interpretive programs a great opportunity to keep skills current, follow trends in the field of interpretation, connect and

share valuable resources with fellow employees, and maintain an effective connection with visitors.

The ways to meet the new recommendations include; 1) formal Department training (courses that appear on the official CSP Training Schedule published in ETMS and on the public website www.parks.ca.gov/mott), 2) district-led training, and 3) out-service training opportunities. We hope field staff will share information regarding training that they are offering, attending, or recommending to employees in their districts/sections.

If you provide training at your site or attend outside training that includes interpretation training (not including your normally scheduled docent/volunteer trainings), we want to track these sessions. Please provide their details to the Training Specialist at the Mott Training Center, who is responsible for overseeing interpretation training statewide. We can then document the training. That training can be added to your training record and entered into ETMS for future reference and/or credit.

The interpretive breadth covered by the new DOM chapter is exciting, and I can't wait to hear more about the trainings that employees are both attending and offering.

KEY REFERENCES:

DOM 0900.3.7 - 3.72
DOM 0900.7.1.2
DOM 0901.5

Parks Online Resources for Teachers and Students: It's All About Partnerships



By Ty Smith
Cultural Resource Specialist
State Park Interpreter II



On a rainy February morning, thirty-five sixth graders file into a classroom at Creekside Middle School in Patterson, CA. They have been told to expect something special, but their expressions reveal that they did not quite know exactly what that "something special" would be.

A videoconference camera captures their images, which are projected back on a large screen. The students begin to make funny faces. "Look at me—I'm on TV," says one student. Another shouts gleefully, "I'm a star!"

Once he settles the students, the teacher plugs in a set of numbers on a remote; as the system registers them, it repeats them in a digitized voice. "2, 1, 6, dot, 1, 5, 4, dot, 8, 6, dot, 6, 4."

Once this IP address is entered, the teacher presses the call button; two seconds later, an image of Interpreter LuAnn Thompson appears on the screen.

"Hello, Creekside Middle, welcome to Anza-Borrego Desert State Park," she exclaims. For the next fifty minutes, LuAnn shares the wonders of the park with the students.

This, however, is not a lecture, but a highly interactive program. Students ask questions, they see park objects and make comments, and they perform a dance that illustrates plate tectonic movement. By any measure, this videoconference is successful.



What the students see and experience during such programs—while the most important aspect of PORTS—is only the tip of the iceberg. What students did not see during the event was all of the effort it took to get to that point.

The success of that specific program depended on the testing of equipment, the routing of network traffic by the county office of education and school district staff, the writing of content standards-based-curriculum and the development of on-line/on-demand resources to accompany them, the commitment of district funds and staffing by the District Superintendent, and the countless other activities that took place behind the scenes.

The PORTS program is the sum of its partnerships, which involve various Department and public education entities. Any project dealing with diverse partnerships requires a great deal of communication, coordination, and management to ensure all partners' needs are met.

PORTS is a powerful tool to reach non-traditional park users and otherwise reach students outside of the boundaries of your park, but it is also a serious commitment of time, money and other resources.

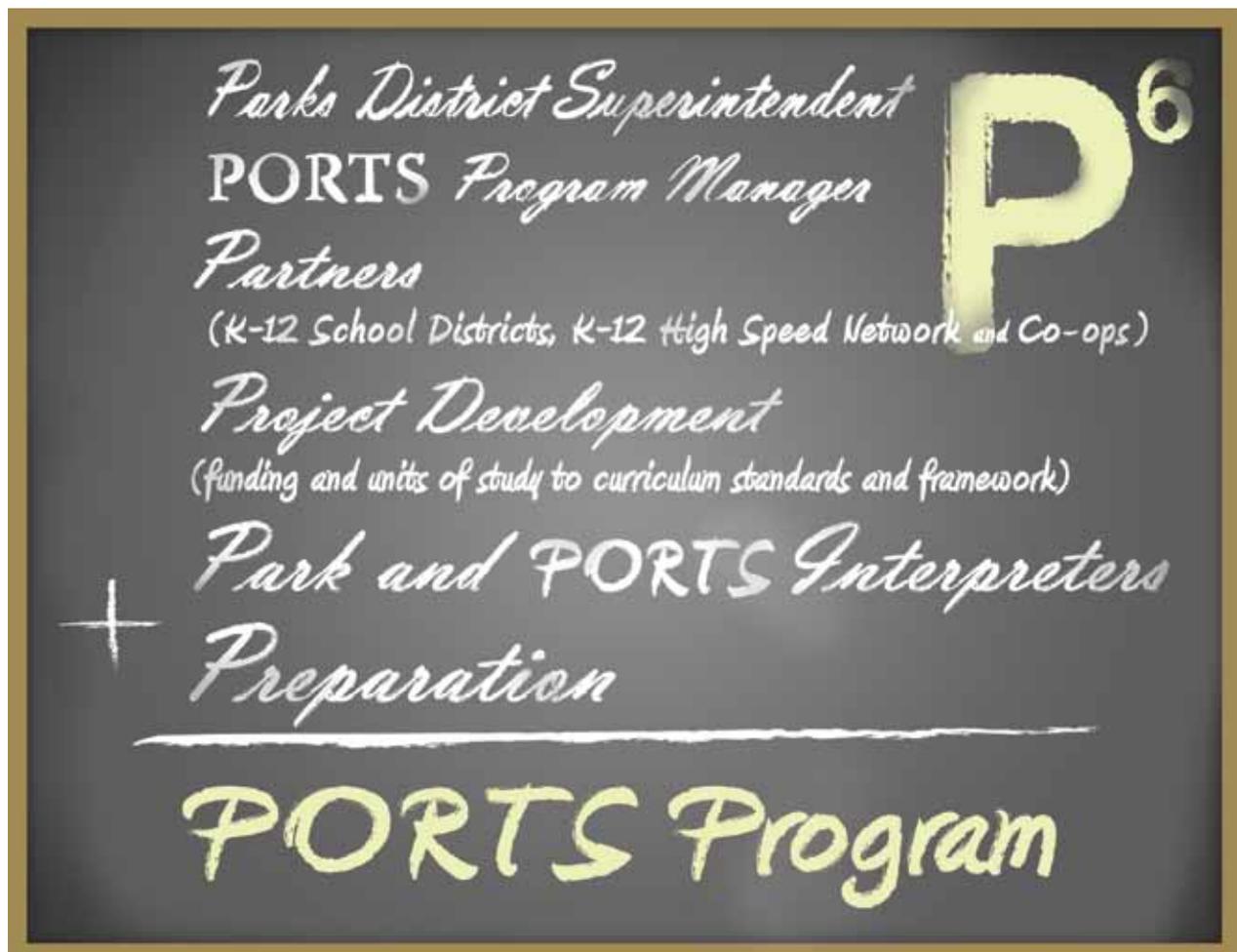
DOM section 0904.6.16.3 helps districts and the Interpretation and Education Division define those roles and responsibilities. In short, the PORTS program is more than simply videoconferencing, and this DOM policy helps ensure that PORTS creates and maintains essential partnerships.

KEY REFERENCES:

DOM 0901.1.3.6

DOM 0904.6.16.3.1

DOM 0904.6.16.3



Volunteer Coordinator's Mailbag



By Margo Cowan
Volunteers in Parks
Program Manager



THIS MONTH'S TOPIC: CAMP HOSTS

Newly approved Camp Host Program policies are found in DOM Chapter 0900, Sections 0908.3.6 through 0908.3.7.3. Camp Host Guidelines that accompany the Volunteers in Parks Program Guidelines are available on the Volunteers in Parks Program website:

www.parks.ca.gov/volunteers.

Reaching into the old mailbag, I am responding to a few of the most commonly asked questions (as well as several outlandish ones).

1. I am interested in becoming a permanent camp host. Where should I apply?

Hosts may serve a maximum of six months in any single unit. The district superintendent may approve up to an additional two months (previously three months), if no other qualified applicants are available. (Section 0908.3.6.6)

2. How many dogs and cats can a camp host have in a state park?

No more than one dog and one cat are permitted per host site. (Section 0908.3.6.9)

3. My husband got a splinter in his finger while selling firewood. Can he apply for Workers' Compensation or State Disability Insurance?

Circle all of the DOM violations in this cartoon.



Unless the host's finger got infected and required medical treatment, it's unlikely that a Workers' Comp claim would be filed and highly improbable that the host would qualify for SDI. Department staff should follow Procedures for Reporting Accidents, Section 7.3, in the Volunteers in Parks Program Guidelines, and submit an Accident Report (Other than Motor Vehicle), Std. 268, as directed by district procedures.

Camp hosts, as long-term volunteers, are generally covered for Workers' Compensation insurance and tort liability coverage if properly registered, scheduled and working within the scope of their duty statement. Refer to Chapter 6 in the Volunteers in Parks Program Guidelines for additional information.

For information on qualifying criteria for State Disability Insurance, visit http://www.edd.ca.gov/Disability/Disability_Insurance.htm. As volunteers, camp hosts do not pay into the program and are not eligible for SDI.

4. My wife is on probation for a miscarriage of justice. Can we be camp hosts near her probation office?

Camp hosts are held to the highest standards of personal and professional conduct. As part of the application, hosts are required to undergo criminal history checks (Section 0908.3.7.2 and DAM 0200, Personnel, Section 02155.3), and must fill out DPR 883, Pre-Employment/Conviction Disclosure Statement, which will be matched with results from the Live Scan fingerprint check. While a misdemeanor conviction doesn't necessarily disqualify an applicant, the district's public safety superintendent will determine the suitability of a candidate for a camp host position.

5. My wife makes ornaments and mobiles from pine cones, driftwood and seashells. Can we set up a sales booth in our host park?

Besides the overarching regulation that all natural, cultural and historic features in California state

parks are legally protected and should not be collected, hosts and other volunteers may conduct home-based occupations on park property only with written approval from the district superintendent or their designee (Section 0908.3.6.11). Additional direction is found in DOM 0200, Personnel, Section 0260.6, Incompatible Activities, and DOM 2200, Department Housing, Section 2210.2, Commercial Activities.

6. I have a permit to carry a .357 Magnum and have often had the opportunity to use it. Can I bring my weapon if I'm accepted as a state park camp host?

California's gun laws are available on the CA Department of Justice Firearms Division website: <http://caag.state.ca.us/firearms/forms/pdf/Cfl2006.pdf>.

While it is unlawful to carry a loaded firearm on one's person or in a vehicle while in any public place, including campgrounds (Penal Code Sections 12026 and 12031), properly registered unloaded firearms may be allowed in the host's RV. However, volunteers are not authorized to handle firearms and/or ammunition while serving in a volunteer capacity (DOM 0908.3.6.12). State park peace officers are encouraged to inform hosts of the applicable rules and regulations for possession of firearms in state parks.

KEY REFERENCES:

DOM 0908.3.7.2

DOM 0908.3.6.9

DOM 0908.3.6.6

DOM 0908.3.6.12

DAM 0200 Personnel, Section 02155.3

California Penal Code Section 12026 and 12031

Interpretive Planning: Past, Present, and Future



By Carolyn Schimandle
Planning & Programs Manager



A lot has changed in California State Parks interpretation planning over the years. Examples of several past planning styles sit on the shelves of your park, district, or division office. You might find a general plan from the 1950s or 1960s that consists only of a diagram of planned facilities, or a more recent general plan with park resource and interpretation information. You may have some interpretive prospectuses (prospecti?) that were done on their own as the highest level of interpretive planning for a unit. Others—most commonly dating from the 1980s—were written in conjunction with general plans. You might also find park-wide interpretation planning documents called a Strategic Plan, Park Interpretation Plan, or Master Interpretive Plan.

Plans in this latter category inspired recent efforts to redefine the interpretation planning structure for California State Parks. These one-off plans were written to solve two different problems. The first problem was the lack of previous detailed parkwide interpretation planning in a park unit's general plan or prospectus, or the complete absence of a general plan or prospectus for the park. The second problem comes from the general plan's current role as the top level of a tiered environmental impact report for park unit development, a role general plans took on in the late 1990s. Instead of specific interpretation project and program recommendations, general plans now give broad interpretation goals and guidelines that won't be quickly outdated if park conditions and visitor expectations change. This created a gap between park general plans and their specific interpretive service plans (exhibit, program, self-guided trail, etc.).

No defined level of interpretive planning specified which interpretive services should be developed, and when and how that would happen.

In autumn of 2007, a group of interpreters from the service centers, headquarters, and districts met at Folsom Lake SRA to begin defining a new State Parks interpretation planning structure. Four days of lively discussion began an effort that continued for the next two years in subcommittee meetings, email exchanges, conference calls, and document reviews by interpreters throughout the state.

The final result is a four-level interpretation planning structure, introduced in the new DOM interpretation chapter, section 0902.6. Here's how it fits together:

- General plan interpretation sections, defined in the Planning Division's Planning Handbook, (2002, rev. April 2010) provide unifying primary and secondary themes, primary and secondary interpretive periods for historic interpretation, and interpretation goals and guidelines. An Interpretive Prospectus that contains the same information may be written as a provisional measure if there is no general plan for a park unit, or if the general plan does not contain adequate, up-to-date interpretation planning.
- Interpretation Master Plans (IMPs) translate the general plan goals and guidelines into specific goals and measurable objectives to accomplish those goals, giving strategies to meet those objectives. IMPs also recommend new interpretive services as strategies.
- Interpretation Action Plans (IAPs) prioritize the strategies, list tasks that must be done to implement each strategy, and identify by position who will be responsible for each task.
- Interpretive Service Plans (ISPs) get down to the concrete level of detailed planning of projects and programs that are part of the strategies for the park. The timing of the ISP development is based on the tasks and priorities in the Interpretation Action Plan.

An additional plan type, the Annual Interpretation Implementation Plan, helps districts choose short-term objectives and priorities for the coming year from the Interpretation Master and Action Plans.

One thing has not changed over the years: there are still plenty of good reasons for well-done multilevel interpretation planning. To quote the beginning of DOM 0902.6, "Interpretation requires a structured planning approach that gives focus and direction to the development of park unit facilities and activities."

Well-thought-out levels of interpretive planning guarantee that each interpretive service in a park unit will fit with and enhance others. Each interpretive service will have a clear central theme, fit the needs of the intended audience, be accurate, attract and engage a wide variety of visitors, be universally accessible, and meet its objectives. The visitor leaves the park with clear messages that reinforce each other, instead of a jumble of unrelated ideas and facts.

Good interpretive planning also saves money by

- reducing false starts and unnecessary project work;
- organizing program management;

- prioritizing interpretive services in order of need; and
- eliminating ineffective projects and programs.

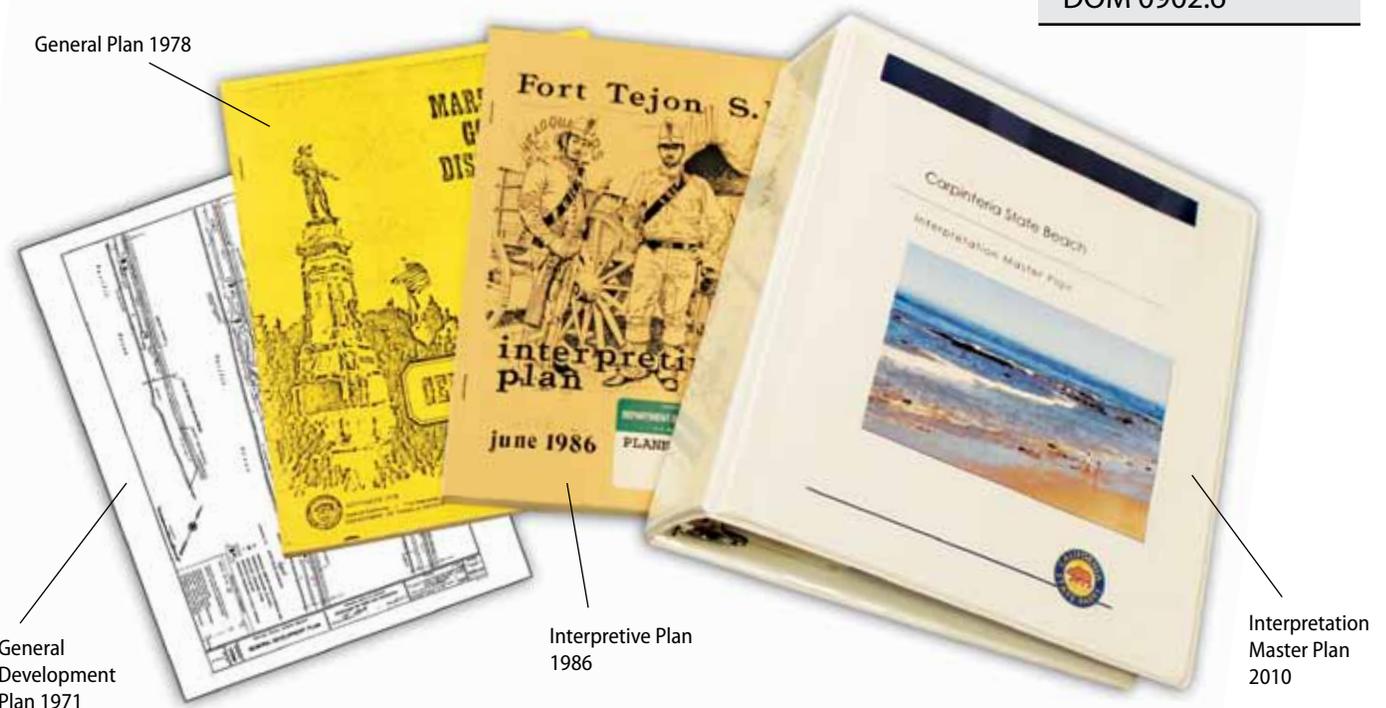
Another BIG benefit: a good Interpretation Master Plan can attract that elusive beast we all seek—funding. An IMP shows the potential funder that the project or program is developed and organized. It answers vital questions such as, "What are the project goals and objectives?" "Whom will it serve?" "How will the project attract target audiences?" and "How will the project's success be evaluated?"

In fact, an Interpretation Master Plan will take care of a lot of the work of completing a grant application.

In all these ways, good multilevel interpretation planning will prepare state parks for the future. Instead of creating new plans in reaction to whatever that future brings, park management will have existing roadmaps showing different potential routes to take.

Alas, this article is out of space, and you probably have lots of questions about the new interpretation planning policies. Plan on looking for answers in DOM 0902.6.

KEY REFERENCES:
DOM 0902.6



Co-op Policy Clarified



By John Mott
Cooperating Associations
Program Manager
(Retired Annuitant)



Until recently, the policies for the Cooperating Associations Program, one of our department's largest public/private partnership programs, could be found everywhere and nowhere. What was policy and what was not was debatable. Association policy has now been clarified in DOM 0908.

The new DOM cooperating association policies came from many sources, including the Cooperating Associations Program Manual (1992), the recommendations of the Cooperating Associations Review Team (1999), Department Notices, and individuals like you.

By reading the Cooperating Associations Program section of the chapter, you will find some highlights sure to pique your interest. Consider some examples:

District Responsibilities Regarding Associations

- Co-op members or volunteers may not replace or supplant state employees;
- State employees may drive state vehicles, but association employees can't;
- Department staff run the Volunteers in Parks and the Interpretive Program in state parks.

Cooperating Associations Liaison (CAL)

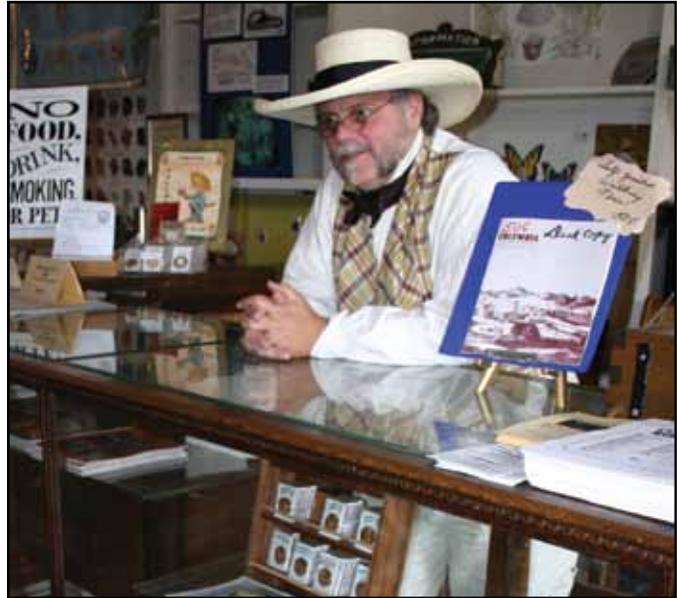
- Roles of a CAL are specifically defined, as well as who may be a CAL.

Department / Association Relationships

- Separate, but related roles of parks, associations and volunteers are clarified;
- Special-event-permit, cash-handling, and accounting processes are discussed;
- Lead direction to park and association staff is spelled out.

Public Works

- DPR contracts for public works in state parks; associations can't contract for (but may fund) public works projects.



Standard Agreements

- Contract, annual report, and other document requirements follow not only law, but policy. Please keep paperwork current.

Equipment and Gifts

- Gifts of equipment, materials and other items to state parks are clarified.
- Associations may not collect funds in competition with the park.

Sales Areas Defined

- Department-operated
- Concession-operated
- Cooperating association-operated

Materials and Services for Sale

- What makes the best sales and services
- What to avoid

Fees Charged for Interpretive and Educational Services

- When fees may be charged or may not be charged;
- Traditional free interpretive offerings are still available.

These topics just scratch the surface. Get a cup of coffee, find a comfortable chair, and dig into DOM 0900—you will be glad you did!

KEY REFERENCE:

DOM 0908

They Ought to Be in Pictures



By Wil Jorae
Museum Curator II



Our 278 California state parks feature an amazing array of biodiversity, cultural diversity, and recreational diversity—drawing people from around the state, the country, and the world. Images that show the beauty of our parks can stand on their own. Images that also show the wonder and excitement of visitors enjoying these resources are the icing on the cake. We want to be able to use photos featuring our fantastic visitors and amazing volunteers on our web pages and brochures, as well as share images with our Proud Partners and other related organizations.

One sticky wicket hinders this usage.

California law, specifically related to the right of privacy and the right of publicity,

requires that we get permission to use people's likeness. Failure to secure appropriate permissions, called the "model release" form in the private sector, cost one large corporation \$16 million in 2005. We know how little of California's budget goes to California State Parks, as we are intimately familiar with the precarious nature of our funding. Without the release forms, we are stuck showing either the back of visitors' heads or altering photos to remove the issue of recognizable people.

So how then can we use those fantastic photos we take of people enjoying our parks? I'm glad you asked! Gather 'round, one and all, to see the amazing DPR 993 Form! It slices, it dices, and will solve all your problems! All kidding aside, the form really does solve the issue of legally using the images our staff members take of the many visitors enjoying state parks.

The DPR 993 Visual Media Consent form allows our visitors and volunteers to provide their consent to use photos of them, free of charge, forever. With completed, signed forms, we can show everything from our wonderful programs for children (e.g., environmental living programs, Junior Rangers) to special programs at historic sites, volunteer programs, and people enjoying the many diverse recreational opportunities offered statewide. **The form is available on the Share Drive, now available in both English- and Spanish-language versions!** So go print out some DPR 993 forms (including instructions), tuck them in your unit's camera case, get them signed, and continue to capture those great photos that we can legally use.



This photo shows the powerful message of joy and excitement captured in this moment of exploration in one of our State Parks; the DPR 993 allows us to show in a poignant way the impact our parks have on today's youth. (090-P65162, Sugarloaf Ridge SP, photo by Brian Baer)



This image was created many years ago and has no accompanying DPR 993. We adjusted this image to protect privacy/publicity rights of the girl as well as protect State Parks from a potential liability situation. (090-S21876, Lake Perris SRA, photo by Bob Mortensen)

KEY REFERENCES:

DOM 0906.4 - 0906.4.1

Intellectual Property Rights



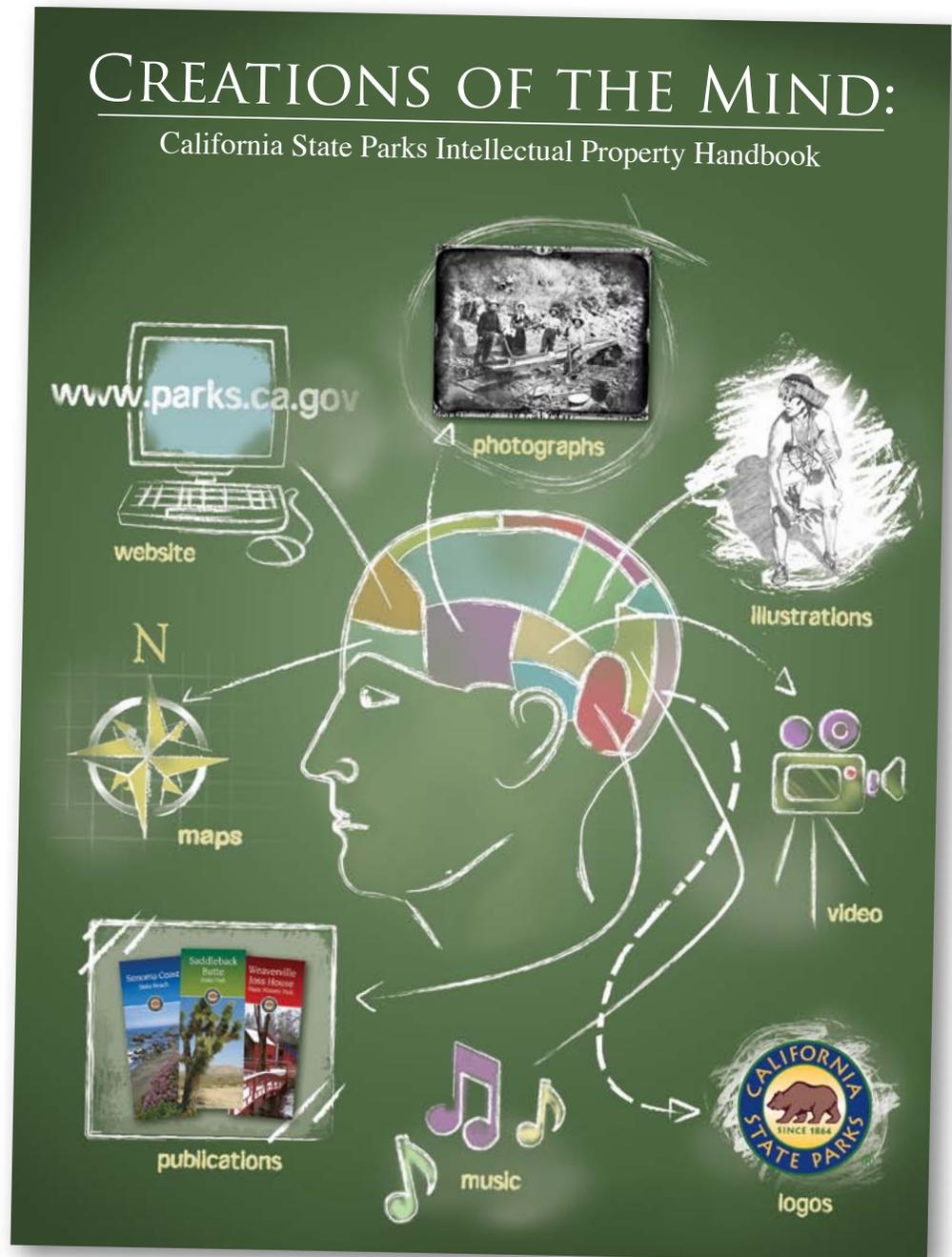
By Jenan Saunders
Staff Park and Recreation Specialist
(Acting Deputy State Historic Preservation Officer)



The Department has a new hot-off-the-presses handbook to help you carry out the intellectual property policies put in place in new DOM chapter 0900. *Creations of the Mind: California State Parks Intellectual Property Handbook* gives information on all aspects of this important legal issue, which touches just about anyone doing interpretation in our parks (as well as many non-interpreters).

In the index of the handbook are two useful flowcharts that take you through the process of either allowing outside entities to use Department property, or getting approval for the Department to use property owned by someone else. The flowcharts refer to page numbers in the handbook that will give you more detailed information about each specific step in the process.

The handbook can be found online at www.parks.ca.gov/interphandbooks or can be ordered in hard copy or on CD from the Interpretation and Education Division (interp@parks.ca.gov).



KEY REFERENCE:

DOM 0907

Fun with DOM! The Puzzle



Fill in the answers, then transfer the letters from the numbered spaces to the corresponding spaces below to reveal the secret message. Answers can be found in the DOM 0900: Interpretation and Education chapter sections shown in parentheses after each clue.

- Projects or plans must be entered in the **park** _____ to receive funding. (0902.7.1)
- Volunteer costumes must conform to the park's guidelines on _____ (0908.3.5.15)
- All interpretive programs will be designed around one or more _____ from approved interpretive planning documents. (0902.4.1)
- A camp host may serve up to _____ annually in a single unit. (0908.3.6.6)
- The _____ is the official communication channel between the Department and a cooperating association. (0908.4.4)
- Each developed campground should have a _____ if it fits with the park's general plan. (0905.7.1)
- Publications intended for teachers are developed in line with educational _____ (0906.2.1)
- Items that perpetuate _____ will not be sold or distributed in state parks. (0909.2.6.1)
- Interpretive special events are linked to the park's _____ (0904.6.8)
- The _____ is responsible for a high quality interpretive program. (0901.8)
- _____ are some of the planning documents that should be submitted to the Department Archives. (0903.5)

SECRET MESSAGE:

_____ k _____
 12 33 21 18 9 5 16 37 1 15 19 30 6 29 32 26 35 11 36 8 25
 _____ !
 24 4 3 31 38 20 17 14 10 23 7 34 27 13 2 22 28

ANSWERS TO FUN WITH DOM! PUZZLE

- 1. Park Infrastructure Database**
Where projects or plans must be entered to receive funding. (0902.7.1)
- 2. Period Attire**
Volunteers must conform to the park's guidelines on this. (0908.3.5.1)
- 3. Themes**
All interpretive programs will be designed around one or more of these, from approved interpretive planning documents. (0902.4.1)
- 4. Six Months**
Length of time a camp host may serve annually in a single unit. (0908.3.6.6)
- 5. Cooperating Association Liaison**
The person who is the official communication channel between the Department and a cooperating association. (0908.4.4)
- 6. Campfire Center**
Each developed campground should have this, if it is in line with the park's general plan. (0905.7.1)
- 7. Content Standards**
Publications intended for teachers are developed in line with educational these. (0906.2.1)
- 8. Stereotypes**
Items that perpetuate these will not be sold or distributed in state parks. (0909.2.6.1)
- 9. Purpose or History**
Interpretive special events are linked to the park's this. (0904.6.8)
- 10. Sector Superintendent**
Responsible for a high quality interpretive program. (0901.8)
- 11. Interpretive Master Plans**
One of the types of planning documents kept in the Department Archives (0903.5)

Secret message: State Park Interpreters educate and inspire!

Environmental Living Programs

DOM 0904.6.16.2

By Carolyn Schimandle
Planning and Programs Manager



A Fort Ross ELP group finishes dinner while the sun sets.

Environmental Living Programs (ELPs) provide children overnight park experiences...

...that explore the interaction between people and their environment.



Students take roles from the past at Fort Ross ELP. Gardeners carry water (above) and a proud fisherman displays his catch (right).



Immersed for a brief time in the past, students learn from their own experiences about earlier cultures and lifestyles.



Participants in Ide Adobe ESP mix adobe mud for bricks.

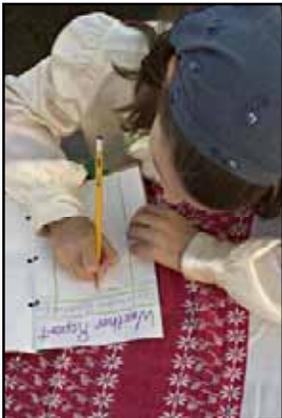
Environmental Studies Programs (ESPs) have similar goals to ELPs but are organized without the overnight stay.



Local continuation high school students are trained to lead activities for the Ide Adobe ESP as part of their own school work.

Environmental Living/Studies Programs Policy

DOM 0904.6.16.2.1



Both are equally structured to provide the most informative experience in the allotted time, focusing on the unit's interpretive themes, and are coordinated with concepts taught in the classroom (they differ from standard tours and programs in their in-depth nature, their length, and their immersion of the children in the subject matter being discussed). Programs incorporate demonstrations, hands-on activities, and follow-up student assignments.

Fort Ross ELP participant records the day's weather

Environmental Living and Environmental Studies Programs shall incorporate ...



Making candles at Sutter's Fort ELP

...demonstrations,...

...hands-on activities,...



Ide Adobe ESP blacksmithing demonstration

...and follow-up student assignments.

The Department shall require that teachers and/or parents attend a pre-program workshop before bringing students for an ELP or ESP. At the workshop, teachers and/or parents shall be given, at a minimum, an outline of the content of the program and a listing of the academic content standards covered by the program.



Fort Ross workshop for teachers, parents and aides who will be assisting on ELP fieldtrips

Use of Objects in Interpretation



By Wil Jorae, Museum Curator II

Nothing provides a window in time like objects that relate to a specific park's history. Seeing the doll of the Donner Party's Patty Reed, original artwork produced by the Civilian Conservation Corps, or natural history specimens can really help provide a sense of place and time. This sense helps our visitors make a more personal connection. Yet many of our museum objects are rare, unique, even priceless in their nature. How do we make such objects accessible while protecting both the objects and park visitors? Three key methods to keep in mind include: creation of dynamic exhibits, use of authentic reproductions, and potential use of selected objects approved for extended hands-on use.

A good interpretive exhibit can showcase some of the objects and specimens that really tell the actual history of your park. Whenever planning a new exhibit, be sure to include input from museum curators, exhibit designers, and stakeholders (the audience and/or communities that will be featured). For museum objects, consider a display's light, heat, security, and temperature. Curatorial

staff can provide advice and methods to maximize protection while allowing your visitors to "see the real deal." Intellectual property rights considerations may limit the way an object would be displayed and/or used in brochures or exhibit catalogs; be sure to investigate, starting with the museum donor records. A museum curator may also suggest alternatives, such as the use of photography to capture high-resolution digital images to incorporate into an exhibit panel. Exhibit designers may bring new ideas, materials, innovative presentation methods, and even new technology to help get your message across to visitors. Giving stakeholders input will help ensure that you have a strong and accurate message in a more authentic, true voice. Building a strong team at the beginning of the process is a key way to make sure that your objects tell their story in a way that your viewers will find relevant.

Another method to include objects in your programs involves the use of authentic reproductions. A great way to grab the attention of a group of visitors is to



engage multiple senses. Interpretive objects can provide tactile, auditory, visual, and in some instances olfactory stimulation that can really draw in your visitors while they are both inspired and educated. People like to touch and pick up objects, feel their texture, and use them as they were originally intended.

Whenever I visit museums, I always visit the children's areas to

- 1.) look for new ideas to bring back to Parks, and
- 2.) to play with the reproduction objects.

I have played with ink pads, made impressions on wax with reproduction signet rings, even pushed replica branding irons into soft sand to see their shapes. Interaction always adds an important element. You may even have some resources you were unaware of; ask your friendly neighborhood curator about the "Z" numbers if you are new to a park.

A third method, though it may involve extra research, includes locating objects that might be approved for extended hands-on use. We generally avoid active use of museum objects because handling increases the rate of deterioration, and fragile objects might easily be broken. Some natural and cultural objects received past treatments with hazardous chemicals (such as arsenic and mercury) to deter insects and other pests. Some durable objects may be handled acceptably and safely. In some instances, large numbers of once-common objects have found their way into the Department's collections. Other objects may have no direct connection to our parks but are representative samples of things that fit



your specific interpretive theme and period. You will need to consult with both your Superintendent and with a museum curator to determine if an object qualifies for extended hands-on use, with approval documented through the DPR 934 Authorization for Extended Hands-On Use.

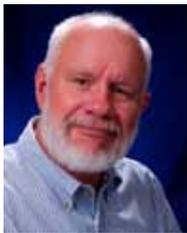
Use of objects in interpretive exhibits and programs can help make your park's history come alive, to help connect our visitors to their past. These objects can also lead to a better understanding of our role as stewards and the importance of preserving the past while making the past available and relevant in the present. Be sure to check out DOM Chapter 2000: Museum Collections Management for more specific details on using objects, the appropriate forms, and processes for review and approval.

Special thanks to Ann Fry, Rick Fitzgerald, Winnie Yeung and Heather McCummins for their input.

KEY REFERENCES:

DOM 0904.7 - 0904.7.2.1

LAY SERMONS and a PAPER CATHEDRAL



By John Werminski,
Regional Interpretive Specialist



"Something inspirational"—That was the prompt next to my name when I was asked to contribute an article for this issue of *The Catalyst*. I wondered what I could say that would be inherently uplifting about a rewritten chapter of a departmental operations manual.

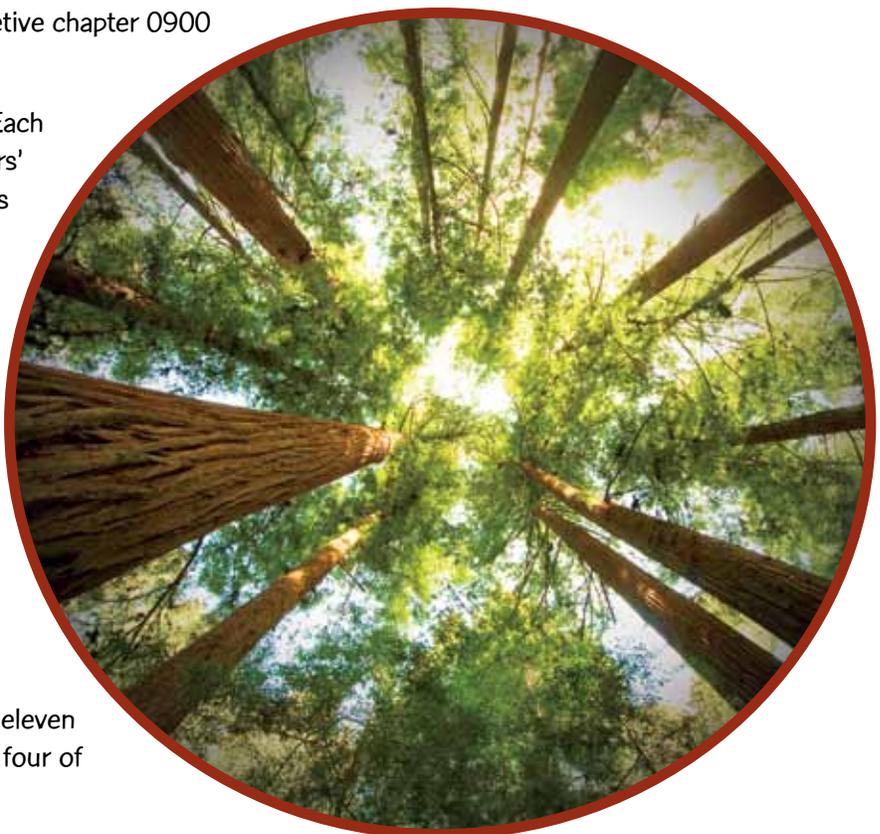
It's a bit of a stretch, I'll admit. But since the chapter involves interpretation—and since interpretation involves making creative, meaningful connections—and since I've been reading about the Middle Ages lately, the metaphor of a Gothic cathedral came to mind. Please bear with me as I try to explain.

When a California state park interpreter thinks professionally about cathedrals (which I don't imagine is too often), it's probably in association with redwoods. The hush and tranquility of those old-growth groves naturally seem to evoke that comparison. Even so, some authorities take a different view: instead of great trees giving rise to thoughts of great churches, it may originally have happened the other way around. The nave of a medieval cathedral—with its stately columns, branched rib vaulting, and filtered light—evokes the look and feel of a primeval forest that was rapidly vanishing from Europe even as Notre Dame and Chartres were being built.

But I digress. What does the DOM interpretive chapter 0900 have in common with a cathedral?

Each, in its way, is a monumental edifice. Each was a collaborative enterprise of many years' duration, in which few of the initial workers would lay eyes on the finished product. And each was subject to modifications and delays as decision-makers readjusted their priorities and new information came to light.

At the bottom of a file six inches thick, I have, in front of me, a memo that first enlisted me in the now-finally-completed Chapter 9 revision, although it was called Chapter 13 back then. The memo was dated February 1994, and was signed by Monterey District's interpretive services supervisor, Hayden Sohm. Of the eleven members on that original committee, only four of us still show up at our desks each day.



Over the past sixteen years, many other names would find their way into that file of drafts and memos. As the roster kept evolving, so did the Department's organizational structure and the role of interpretation in State Parks. Administrations came and went in the offices down the hall. The museum curatorial staff branched off from the Interpretation Section and developed its own set of policies and guidelines. Intellectual property rights and accessibility became more pressing considerations. In the field, volunteer and co-op issues increased in number and complexity. The new DOM chapter reflects these as well as various other trends.

There's another way in which our document resembles a cathedral constructed out of paper. Both church and chapter are material structures designed to frame and foster something immaterial, ineffable, and infinitely more important. And in that regard, another communication I had with Hayden Sohm in that spring of 1994 comes back to mind.

Our small office at Headquarters had recently emerged from the ashes of the Phoenix reorganization and, in response to field requests, I was planning a road trip to provide interpretive training at districts all around the state. I called Hayden to ask him what sort of presentation he would like. There was a pause at the other end of the line before he answered, slowly: "Well, you know, I was thinking of something like—a sermon."

It was my turn to pause. My first reactions were surprise and confusion, followed by a hesitance that melted away as he explained. He was looking for something motivational—even inspirational, if I was up to it. He asked if I could address the majesty, mystery, and wonder of the natural world we were preserving in our parks. By the time we finished talking, I realized that, as an interpreter, I had been doing that sort of "lay sermonizing" all along. By way of contributing "something inspirational" to this issue, I hope you'll excuse me now if I do a little more.

Newton Drury, one of our most illustrious park leaders, may have said it best: "The heart of our movement is a thing of the spirit, although the material we deal with is land." With equal insight and authority, Freeman Tilden boiled down his six principles of interpretation into one word: "Love." You won't find much mention of love and spirit in DOM chapter 0900's seventy pages, but my church analogy holds nonetheless. I can assure you that those intangibles underlie the writing of every line.

I'd like to conclude with one other voice from the past—that of John Ruskin, an eminent nineteenth-century social critic—and, incidentally, a passionate devotee of Gothic cathedrals. As "the guiding principle of all right practical labor" he recommended this: "that your art is to be the praise of something that you love." For interpreters, those words ring with a happy realization. We've built our careers on the truth of that advice. It could be appended to our duty statements. Interpretation is essentially a celebratory act, and even interpreters whose sites hold stories that are less than lovely can at least celebrate the opportunity to tell them.

Here's hoping that our new DOM chapter will guide and support you in your work. Praise on!





TMI (TOO MUCH INFORMATION)

By Victoria Yturalde
Interpretive Publications Supervisor



Kearney or Kearny? The red-legged frog—threatened or endangered? Steller's jay or steller's jay? Douglas Fir or Douglas-fir? What is the correct spelling for the Tuolumne Miwok?

These examples illustrate the real-life questions that the staff of Interpretive Publications Unit encounters every day. But how, in an age of information overload, do we conduct effective research, which "lies at the heart of good interpretation" (DOM 0902.2)?

1.) CONSIDER THE SOURCE:

The major challenge we face today is not "Where can I find information for my interpretive plan or project?" Rather, it's "Which information can I trust?"

First, remember that not all information is written down, and not all that is written down is correct. Sometimes the most knowledgeable person about a particular subject is just a phone call or a few steps away! One-on-one personal contact is a lost art, and it's amazing how much you can learn about a subject by just listening to our own Department experts. So pick up the phone! Walk down the hall! Spend some time cultivating relationships. (DOM 0903)

"Primary" information sources are the best because they're usually closer to the truth. For example, if we want to know how many visitors participated in a campfire program, we'd rely on actual statistics kept by the ranger or interpreter. If you want to know how Thomas Kearney spelled his name, you might try to find a record of a piece of correspondence he signed. If you're interested in the history of the Kumeayaay people, you'd do well to contact a learned member of their tribe.

"Secondary" sources are less valuable because they usually involve a "retelling" of primary sources. Remember that child's game "gossip," where you repeat a phrase in the ear of your neighbor? By the time it comes full circle, it's nothing like the original. This is what can happen with secondary sources. Basing your research on other people's work can be dangerous; if they were incorrect to begin with, you end up repeating and building upon their errors. So use primary resources whenever possible! (DOM 0903)

2.) ESTABLISH AUTHORITIES

You can't find primary sources for a lot of subjects, so you need to decide which secondary resources are the most trustworthy. For example, you might choose the USDA Plant Database as your authority for spelling tree, flower, and plant names, and the American Ornithologists' Union as your guide to bird species. In matters of punctuation and style, you can't go wrong with the Chicago Manual of Style. Most of these authorities allow free access (DOM 0903.2).

3.) BUT—I FOUND IT ON THE INTERNET!

It's easy to "Google" a research question on the internet—but beware! There is usually no way to assess the credentials of the writer or evaluate the legitimacy of the information. Unlike the Encyclopedia Britannica, where entries need to be validated, "Wikipedia" is an open-ended collection of largely uncontrolled information. If you do use an internet source, always document author, title, and date you accessed the page, as well as the web address. And make sure your internet information can be confirmed by at least one other credible source (DOM 0903.9.1)

4.) WHAT IS THE UNIT DATA FILE?

In a nutshell, the Unit Data File is a collection of information about a park unit. Want to know how the park was acquired? How many tours were given in 1980? What the weather is like in May? Check the unit data file and add to it whenever possible! (DOM 0903.1.1) These days, the Unit Data File also refers to a digital version of the old file cabinet, and you can check what's there and add to the database on the intranet.

Good interpretation requires strong research skills. Strong research skills include considering your information sources carefully, utilizing the experts in our Department, using original materials whenever possible, developing trusted authorities, verifying information found on the internet with at least one other source, and contributing your work to the Unit Data File.

Answers:

1. The correct spelling is "Kearny."
2. The red-legged frog is endangered.
3. Steller's jay.
4. Douglas-fir.
5. The Tuolumne Band is spelled Me-wuk



KEY REFERENCES:

DOM 0903 REFERENCE SOURCES FOR INTERPRETATION
 DOM 0903.2 Unit and/or Sector Interpretive Libraries
 DOM 0903.9.1 Internet Sites Policy
 DOM 0903.1.1 Unit Data Files Policy

Captivating Animals

The most engaging exhibit you should probably avoid



By Mary Stokes
Regional Interpretive Specialist
Retired Annuitant
Interpretation & Education



***"Men have forgotten this truth," said the fox.
"But you must not forget it. You become
responsible, forever, for what you have tamed."***

- Antoine de Saint-Exupery

Live animals—both wild and domestic—speak movingly to people of all ages, backgrounds, languages and abilities. Many visitors come to interpretive programs longing for a closer connection with animals.

Heritage breeds of livestock bring historic landscapes to life with their 'multi-sensory' presence. Some interpreters use wildlife specimens as living ambassadors for the park, as a surefire approach to holding audience interest.

On the other hand, captive animals bring along a tangle of ethical, legal, safety and just plain practical concerns that often overshadow their benefits. Is the docent who

picks up a kingsnake on the trail for visitors to touch in violation of CCR 4305? How will livestock be evacuated when wildfire threatens the park?

Park responsibility for animals continues—regardless of shrinking budgets and vacant positions. The Interpretive Planning section of DOM Chapter 0900 formalizes the decision-making process relating to the use of animals in interpretation, listing crucial issues that must be addressed.

Often we should just say, "No." But sometimes careful planning and hard work can overcome many obstacles!

Legal standards are but a minimum. Parks and visitor centers with animal exhibits and those responsible for the animals must do more than avoid legal liability; we must take affirmative steps to maintain their integrity so as to warrant public confidence. We must ensure that we act not only legally but ethically.

California Code of Regulations, Title 14, Natural Resources, Section 4305. Animals.
(a) Protection. No person shall molest, hunt, disturb, harm, feed, touch, tease, or spotlight any kind of animal or fish or so attempt.

KEY REFERENCES:

DOM 0904.8



California's Tapestry

A Diversity Feature Article

Fall 2010

By Ty Smith
State Park Interpreter II



HERITAGE:

Interpreting a Culturally Diverse Heritage in a Culturally Diverse Present

Heritage. This single word conjures heartwarming images: grandparents passing down stories to grandchildren, family members reminiscing over old photos, and old-fashioned community celebrations. We at California State Parks find ourselves the keepers of "heritage." This fact is, at once, a gift and a curse. At times, the happy images evoked by terms like heritage collapse under the weight of history. For we, too, are keepers of unhappy legacies—a product of the frictions of historic human relationships. The telling of these stories is made more difficult given California's historical and current unparalleled cultural diversity because park staff often find themselves in the position of interpreting other peoples' "heritage."

To this problem position now comes a winning solution. Collaboration through consultation with groups whose heritage we protect provides us with the opportunity to give the stories we tell at parks a richer texture and complexity. While many of us may welcome input when it's offered, the Interpreting Cultural Diversity Policy in the updated DOM chapter on Interpretation compels us to do more than just wait for input. The policy requires that we "regularly evaluate [interpretive] services and actively seek guidance from cultural and community groups in the planning, development, and presentation of interpretive and educational services and other activities traditionally associated with these groups."

This policy refers to the wide range of cultural perspectives that form our rich heritage. In one sense "cultural diversity," under federal regulations, "refers to the condition, expressions and experiences of historically underrepresented groups who have been characterized as 'minority constituents.'" These include Asian Americans/Pacific Islanders, Latinos, African Americans and Native Americans/American Indians. In another sense, the policy also recognizes people of many cultural backgrounds who may have a traditional affiliation with a particular park.

Therefore, the Department must be "diligent in consulting with groups whose cultural systems or ways of life have an association with park resources. These may include contemporary park neighbors, ethnic or occupational communities (e.g. mining, ranching, logging), traditional residents, and former residents who remain attached to the park area."

Related, in both spirit and content, to the Interpreting Cultural Diversity policy is another policy on Interpreting Native California Indians, which compels, morally and legally, a more formalized approach. Given the complex nature of state and Native California Indian relationships, calling our duty in protecting, preserving and helping to interpret sites, many of which are central to Native California Indians' cultures, a "special responsibility" is an understatement. Therefore, the policy compels formal consultation when "presenting the story of Native California Indian people in the Native voice." This does not mean that you must convene a special session of the state legislature every time that you mention Native California Indians in a tour, nature walk or campfire program. The key words here are "in the Native voice." Any time that you plan to present information that speaks from the perspective of a Native California Indian, individual or group, consultation is required.

continued on next page



Alice Royal tells visitors about her school days during the Allensworth Centennial

What is Consultation?

While there are potentially many specific steps, in essence, "consultation" means the "timely and active process of seeking, discussing, and considering the views of the participants to obtain a mutually respectful resolution for the treatment of heritage sites, objects, human remains," or in the case of interpretation, stories.

Consultation can be initiated by either California State Parks or by various concerned Native California Indian groups. While consultation may require time-consuming efforts, such efforts will likely be rewarded. They will help to ensure a more authentic and textured narrative, while at the same time maintaining and perhaps strengthening working relationships with Native California Indian groups on a local and state level. But do not go it alone; very likely your district already has an ongoing consultation program established to deal with a variety of cultural resource issues. Work with your district cultural resource specialists to make sure issues of interpretation are also included in these processes.

Living History: "Far Be It from Me—"

My friend George Cartter, an infrequent Civil War reenactor, likes to tell stories about his experiences in the "Farbe" tent. At many Civil War reenactments, before participants enter the "battle field," they must first pass through the "farbe" tent ("Farbe," as in far be it from me to point out the fact that your boots are from the wrong era, or that plastic calculator wrist watches did not exist in the 1860s—but it would really be nice if you took off your wrist watch and changed your boots). Some reenactment groups use such "peer review" to maximize authenticity and realism.

Parks volunteers and employees use living history programs as a way to personalize and humanize the past. Often, the people involved with living history presentations invest a remarkable amount of time and money to ensure the accuracy of their period attire. The new DOM Living History Programs Policy states that "living history programs must be authentic and appropriate." The policy, however, points to factors

beyond period attire. "Factors to consider in relation to authenticity and appropriateness of living history programs," the policy states, "include such things as interpretive theme(s) and period(s) of the park unit, the individuals selected to fill certain "roles" or characters (age, race, gender, ways of speaking, accents, etc.), and clothing."

For example, no matter how much your park volunteer Cornelius O'Murphy—in just the right light—kind of looks like Jay Silverheels as Tonto, it is probably not appropriate for non-Native Americans to portray Native American characters. It is also a good idea to create living history programs whose participants represent the historical diversity of the time and place that the program attempts to represent. Anyone who has ever attempted to organize a living history event knows the difficulty of getting young people and culturally diverse people to participate. But much care should be taken to represent the diversity (gender, race, age, etc.) of the historic worlds we seek to animate. If you cannot represent such diversity through current volunteers and staff, then creating such diversity should be a chief goal of future recruitment efforts. If representing such diversity is impossible, living history may not be the best way to interpret your site.

Whatever the form, the DOM policy states that all living history programs "must be accompanied by orientation/interpretation for the visitor that allows him or her to have a meaningful interaction with living history presenters." To this end, the Department recommends the use of "third-person" interpretation, a technique that helps portray historical information about human



A Buffalo Soldier reenactor at the Allensworth Centennial

feelings, attitudes, beliefs and social interactions—but through a modern-day perspective.

Living history can be a powerful tool to help connect audiences to the cultural/historical resources we protect. Far be it from me to say, but the Living History Program Policy invites you to examine what your living history programs present to the public and to cultivate programs that speak to multiple levels of authenticity—including, but not limited to—period-appropriate fabric and buttons.

KEY REFERENCES:

Departmental Notice, No. 2007-5
Native American Consultation Policy
and Implementation Procedures
DOM 0900.3.5 and 0900.3.5.1
Interpreting Cultural Diversity
DOM 0900.3.6 and 0900.3.6.1
Interpreting Native California Indians
DOM 0904.6.12 Living History Programs

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