**DIRECTOR'S NOTEPAD**

In an ongoing effort to provide quality training opportunities for the membership, the Park Rangers Association of California and the City of Poway Community Services Department co-sponsored a training workshop on Friday, October fourth at the Lake Poway Recreational Area.

The workshop, aptly titled, "INTERPRETIVE HOW TO'S," attracted thirty-three Park Rangers from all over Southern California. Participants were treated to two morning sessions and one afternoon session, all of which dealt with a different aspect of outdoor education.

At 8:00 a.m. Bob Wohl, a State Park Ranger heading up the interpretive efforts at Torrey Pines State Reserve, delivered a high energy presentation on the "in's and out's" of working with school groups; at 10:00 a.m. Emilie Troxell and Ethan Rotman, Naturalists for the State Department of Fish and Game, ran the group ragged in an effort to demonstrate what not to do when giving nature hikes (which was followed by several group exercises from PROJECT WILD). Lunch featured local fix'ins of fresh trout and catfish, shrimp and hamburgers.

Finally, at 1:00 p.m., Dr. Steve Neudecker, Director of the Chula Vista Interpretive Center, explained to participants the role that interpretive centers have and will play in outdoor education.

In addition to the valuable information that each participant went home with, the day also provided each person the opportunity to network with one another and to give feedback on what they wanted to get out of their membership in P.R.A.C. (and from within the Region V area).

As Region V Director, I want to assure the membership that I will continue to be responsive to you and your agency's professional needs and desires (i.e. workshops, networking, communication, organization, etc.). If you have any questions, comments, suggestions or articles for the Region V communiqué, please feel free to call and/or write to:

Brent Mason  
Poway Community Services Dept.  
P.O. Box 789  
Poway, CA 92064  
(619) 679-4386


**"A.P.B."**

WANTED: General information regarding your facility (i.e interpretive center, trail system, etc.) and/or park located within the Region V area.

CHARGE: Failure to share this information with your peers (Region V would like to begin featuring any one of the above in future communiques).

REWARD: A visit from your peers when you least expect it. The opportunity to host a general membership meeting.

**THIS SPACE RESERVED FOR YOUR FACILITY.**

**CONTENTS**

- Director's Notepad..........................1
- A.P.B...........................................1
- "Panhandlers".................................2
- Project Wild..................................3-4
- Space Available..............................4
PANHANDLERS

Activists defend right to beg

Robert Watkins conceded that he was at the downtown street corner to find money for bus fare, rather than as a forum for his freedom of expression.

But the 27-year-old unemployed laborer bluntly defended his right to seek donations from the pedestrians along B Street.

"As long as I'm not bothering anybody, there's nothing wrong with this," Watkins said. He turned to deliver another "Spare change?" request to a stranger, who declined. "See?" he said.

"That doesn't cause trouble. It makes some of them feel good to help a guy down on his luck. How can that be against the law?"

The answer is expected to come soon in a San Francisco legal challenge to California's 100-year-old prohibition against panhandling.

This past week, a federal district judge there overturned the statute, ruling that it represented a form of free expression by the impoverished. Individuals, the judge said, should have the same right as organizations to solicit contributions. The decision will be appealed, setting the stage for a final determination on the constitutionality of the law.

The ruling, however, has taken on symbolic meaning - both as a step ahead for protesting First Amendment rights, and a step back in the burgeoning efforts against the influx of unruly street people in urban areas.

"As a society, what kind of message has that sent to people?" said Ron Oliver, director of the Central City Association of merchants. "Their freedom of expression is one of I don't want to work. Charities are giving something back to society - these people aren't."

Betty Wheeler, director of the American Civil Liberties Union here, said freedom of speech and expression issue is a legitimate implied message about how society is dealing - or ignoring - the homeless and other dispossessed classes.

It may be uncomfortable for the public to see beggars, but the constitution does not distinguish between their right to seek contributions and the right of more mainstream charities, Wheeler said.

"The day when, 'Brother, can you spare a dime?' becomes criminalized is when our constitutional rights go," she said.

The law basically states that it is a violation to "accost other persons in a public place or any place open to the public, for the purpose of begging or soliciting alms."

The penalty ranges up to six months in jail and a $1,000 fine. Sue Heath, chief deputy city attorney, said the typical punishment for a first offense, with no aggravating factors, is a fine of $25 or $50.

The city will continue to prosecute such cases, unless the case being appealed leads to an order against it, Heath said.

*Note: This article is comprised of excerpts from an article appearing in the San Diego Union and is offered to the reader as it might effect our parks and facilities......Ed.*
ENVIRO-ETHICS

Objectives  Students will be able to  
1) distinguish between actions that are harmful 
and beneficial to the environment; and 2) 
evaluate the appropriateness and feasibility of 
making changes in their own behaviors related 
to the environment.

Method  Students develop and use a 
"Personal Code of Environmental Ethics."

Background  The major purpose of this 
activity is to provide students with the 
encouragement and opportunity to look at 
their own lifestyles in light of their impact on 
natural resources and the environment.

Materials  None needed.

Procedure 1. Involve the students in 
discussion about the impact each of us has 
each day on aspects of the environment - from 
using electricity to make breakfast to putting 
on clothes that were derived from some 
natural resources and transported to us by 
some means, to use of the varied products we 
choose and employ each day, to our choices 
of recreation and entertainment. We are con-
sumers and our impact is formidable.

2. Ask each student to work alone to devise a 
"Personal Code of Environmental Ethics."
This code may be written or not. Emphasize 
the importance of the code being for the 
person who creates it. The code should take 
into consideration daily actions that are harm-
ful to the environment, and those which are 
beneficial, or at least not harmful, to elements 
of the environment. We will always have 
some impact; we can make choices about the 
Kinds of impacts we make, their 
extensiveness, etc.

3. Ask for any volunteers to share their "Per-
sonal Code of Environmental Ethics." They 

might share the entire code, or a segment of it. 
They might describe the thinking that went into 
the decisions they made in constructing their 
code. Students might illustrate a part of their 
code - if they choose not to write it - to convey 
a major idea. Encourage the student to ask 
each other questions about the codes, in the 
spirit of learning more about each person's 
priorities, but not in a judgemental approach. 
the purpose is for each student to evaluate his 
or her own priorities, in a responsible consider-
ation of day-to-day actions that affect the 
environment, but not to be actively critical of 
another student's approach to the same 
problem. In this way, each student is simply 
couraged to take responsibility for his or her 
own actions.

4. Encourage the students to try using their 
codes, keeping track of how easy or difficult it 
is for them to live by them. "Progress reports" 
are appropriate, again in the spirit of each 
person paying attention to his or her own 
actions; and bearing the responsibility for them.

Variations and Extensions

1. Reflect for a few minutes on your daily life. 
In fact, close your eyes and follow yourself 
through a typical day. What natural resources 
do you use? What choices do you make that 
have an impact on the environment? What 
choices do you make that have an impact on 
wildlife and its habitat? What choices do you 
make that have an impact on other people, here 
and elsewhere on the planet? If you could, 
what things - if any - would you change about 
your daily life in order to have a more 
beneficial, or less harmful, impact on the 
environment? What things - if any - do you 
already do that you think are helpful, or at least 
not harmful, to the environment? Brainstorm 
ten words that come to mind when you think of 
actions and behaviors you value. Create a 
sentence, paragraph, or poem that might 
capture the essence of your own "Personal 
Code of Environmental Ethics."

2. Develop a "life map." It could include 
where you want to live, whether you want a 
family, what kind of home, transportation, food 
resources, job, recreation, etc. Look at the costs 
(continued on page 4)
PROJECT WILD (CONT)
and benefits of your choices - for you personally, other people in your community, wildlife, other natural resources, etc.

Evaluation
List five environmental issues.
List one way that you directly or indirectly contribute to an environmental problem.
Identify, describe, and evaluate one way you could lessen your role in contributing to an environmental problem.
Make at least one change in your lifestyle that will reduce your role in contributing to an environmental problem.

Age: Grades 6-12
Subjects: Language Arts, Social Studies, Science, Home Economics.
Skills: analysis, application, comparing similarities and differences, description, discussion, evaluation, invention, problem solving, reporting, synthesis, writing (optional)
Duration: one or two 30-45 minute periods.
Group Size: any
Setting: indoors or outdoors.
Key Vocabulary: ethics, responsibility, lifestyle.

Do you have something to say? Do you have something you would like to share with your fellow Park Rangers in Region V? Do you have a complaint, a criticism or maybe a suggestion?

The INSIDE REGION V Communiqué will always have Space Available for your thoughts, concerns, or any item you would like to contribute.

As you may have noticed, our format is a little different this month. What do you think about the changes? This communiqué is your voice within the region. Please use it. If you have something to share or contribute to future issues, type it up and mail it to Brent or you may send it to me directly:

Jim Flake, Park Ranger
Community Serv. Dept.
P.O. Box 789
Poway, CA 92064

Anything we don’t fill with text, we’ll have to fill with graphics.

* Note: Our environmental feature will return next month. We will also try to be on time next month.