

Chapter 5

Restoration Program

All work conducted under the restoration program must be reviewed and approved by the McFarland Historic Ranch Advisory Committee prior to commencing work or committing funds. The committee will consult with the necessary experts, including their historic architect, the State Historic Preservation Office, and Regional Parks, as necessary, to ensure that the work is consistent with professional standards for rehabilitation. Recent photos of each of the buildings described in this chapter are included at the end of the chapter.

McFarland Ranch House

Although it is the intent to create a living history pioneer ranch at the turn of the twentieth century, the sponsors of the McFarland Living History Ranch will make every effort to provide for a safe environment for visitors. The highest priority will be given to historic preservation and protection. Cultural sites and the historic McFarland House will be restored and preserved, and wherever replication is needed, it will be done after research is done and careful consideration is given for preserving a sense of time and space.

Parts of the 1879 Victorian residence will be used as a house museum. The interior of this structure will be furnished with some pieces that belonged to John McFarland. Some antique furniture will be purchased. The gardens and grounds will be restored in order to accurately recreate a historic appearance.

Because of the property's historic and architectural significance to the area, a nomination for listing the McFarland House was submitted to the National Register of Historic Places and the California Register of Historic Places. The nomination was written by Paula Bogosian of Historic Environment Consultants of Sacramento, California.

The restoration of the McFarland Home will be performed under the supervision of a preservation architect that meets the Secretary of the Interior's professional qualification standards. The work will be accomplished by local builders when possible. The Director of the McFarland Ranch Project will supervise the work as it proceeds. The work done on the preservation of the house can be concurrent with work done on the ranch site if funds permit.

Restoration recommendations have been developed by Bob McCabe Architects, a Sacramento firm that meets the Secretary of the Interior's professional qualification standards. Mr. McCabe's architectural drawings are included at the end of this chapter.

Exterior Restoration

Below is Mr. McCabe's list of restoration work that must be done on the house in order to restore its historic integrity to 1890.

- The existing canopy and stairs at the front of the house must be removed and the original version of the wrap-around porch to the northeast corner of the building must be rebuilt. This would include all band saw trim, latticework, and replicas of the original handrail appearance.
- The existing rear porch is enclosed. This will be opened up to recreate the original back porch to be extended the full length of the west elevation. There will be new stair replicas added to the porch to return it to its original look.
- The two chimneys that have been removed will be reinstalled; one on the second story part of the building and the other on the north elevation single level of the building. The interior fireplaces will be replicated in the same exact locations.
- An historic replica of the "Widow's Walk" on top of the second floor roof of the main building will be reinstalled with an ornamental fence.
- All the windows and doors that are not original size or type will be renovated to match the existing originals, both in operation and in trim. If they are not original or do not meet the criteria for restoration, they will be replaced. Some of the original windows have been found stored in the granary and can be used for this purpose.
- The basement area is located below the northeast corner of the main building and is entered from a trap door in the floor of the north porch. The basement area may require additional waterproofing on all the walls. A new trap door is needed to replace a worn non-historic existing door.
- All exterior siding must be evaluated for heavy cracks and/or missing boards and will be repaired or replaced to match exactly.
- Using the original drawings of John McFarland, the following restoration will be done. The entire structure will be re-roofed with wood shingles sized and spaced to match this historic period. When the existing roofing is removed a plywood diaphragm will be installed over the existing skip sheeting to meet the seismic structural and fireproof requirements.

Interior Renovation

- The sitting room will keep its original historic appearance but may be used for a contemporary function. The same will be true for the other rooms on the lower level.
- The kitchen area will be returned to the original historic look, but the pantry and wash room may be redesigned to incorporate an unobtrusive contemporary kitchen and food service area for functions to be scheduled at the ranch.
- The downstairs bathroom will be returned to its historic appearance. An ADA compliance toilet will need to be installed at either an outdoor rest room or in a designated space in the structure. A second bathroom will be located at the second level for volunteers.
- The existing stairway is in wonderful shape and should remain with only minor repairs.
- The entire upper level will be used for museum functions within the original 4 bedrooms, a sewing room, and a small bath. These rooms will be decorated in period furnishings suitable to convey the original use of the room. However, these rooms are for display only and will not be used as domiciles.

Utilities

Future plans for the architectural restoration will include recommendations and specifications for compliance with the Americans with Disabilities Act, fire suppression systems, and climate control.

The Barn

To the pioneer farmer, the barn was the most important building on his land. It was often built before the farmhouse. The McFarland barn was important because of its large size and prominent location on the ranch. The large barn faced the west and stood north of the house in the area that has been chosen to be the McFarland Ranch Cultural Preserve. The McFarland barn stood until a new and larger one was built by George Orr. During the winter of 1997, the Orr barn collapsed under the pressure of heavy rains and strong winds. It was left in a collapsed state until 1999, when members of the Society began sorting the salvageable lumber to use when the replica of McFarland's old barn would be rebuilt on the same site where once it stood.

If there is to be a pioneer living history ranch, the barn must be rebuilt. It is hoped that an old-fashioned barn-raising can be held to give the people of the community a feeling of personal pride by participating in the ranch building and to help defer the high cost of building a replica of the old barn. The outside of

the building should be rebuilt to its original appearance in 1890. The building's interior should retain the original configuration and have some static exhibits of woodwork, hardware, and fixtures typical of that time period. Original or period artifacts cannot be used. In such a space open to the public, typical reproductions should be used.

The usage for this building will vary as different methods of presentation are tried and tested. Milk cows, sheep, and/or other animals may be kept there, and it can be a classroom during inclement weather, or used for demonstration purposes as well. The pasture adjacent to the barn will be considered a functional part of this space. Cows may be pastured there and should be available for milking demonstrations and supervised hands-on experiences for ranch visitors.

Keeping live animals at the ranch must be contingent upon the ability of the Society or some other party to care for them.

The Metal Storage Building

This large metal building at the north edge of the complex was added to the property some time after McFarland's death, and thus after the period of interpretation. It is partially located on the site of the original barn, which is planned for reconstruction. Before the reconstruction of the replica barn, the metal barn will be relocated to a site east of and parallel to the new driveway east of the parking lot. This building will remain in use for storage and general maintenance yard purposes. It will be camouflaged with either agricultural crops in the field to the east or with wooden siding materials, or both, to reduce the visual impact on visitors arriving via the main gate.

The Carriage House

At the present time, there is a garage that was built in the 1940s on the site of where the carriage house once stood. This building will need to be renovated or reconstructed to replicate a carriage house as it would have been in the 1890s. Additional research will be conducted as part of the effort to develop renovation or reconstruction plans. The Society has a Veely buggy and a Studebaker Doctor's buggy, that will be housed there. To protect the upholstery from the mice, this structure must be made airtight.

The Workshop

This building, which is just north of the proposed carriage house, was once the metal shop for Mr. McFarland's ranch. In keeping with its history, the workshop will be used for farm equipment and maintenance as needed for the McFarland Living History Ranch. It will remain relatively the same on the outside of the structure to fit the sense of time for the ranch, but the inside must be equipped

with safety devices such as smoke alarms and fire extinguishers. It will be in here that all farm repair work will be accomplished. This building which was built in the 1800s, is still very important to the running of the ranch and must be kept.

The Grain Storage Building

This building, located directly across from the workshop, was added to the complex some time after McFarland's death, and thus after the period of interpretation. Additional research to determine the construction date and to gain a thorough understanding of its function is required. Until such time as funds can be secured to dispose of the building, it can be used to interpret the evolution of farming and ranching at the site.

The structure has 6 entrances: one on the north, two on the south, one on the east, and one on the west. The opening to the north leads to a pit where grain would be dumped and then transported up by means of an auger into the three grain bins on the south and the east. The 4 large grain bins could be used for storage for the time being, since they are clean and weather-protected. When time and money permits it, this building should be moved, the grain pit filled. At this time the use of this space within the cultural preserve should also be carefully studied.

The Bunkhouse

John McFarland built a bunkhouse for the farmworkers on his ranch. According to Charlene Mathews, McFarland's great, grand niece, the bunkhouse was west and north of the McFarland House. Additional research, including inspection of historic photos, is necessary to document the construction date and original appearance of this structure.

The original bunkhouse was destroyed and a foreman's cottage was built in its place by Charles Hayenga. In 1998, Regional Parks assessed the condition of this building, built in the 1940s with old lumber. It was found to be termite infested and of no particular historic value. It was recommended that this building be demolished and the ground under it fumigated to remove all termites from the ground. An inspection done by the contractor and a member of the McFarland Living History Ranch Committee noted that the termite damage was so extensive as to render the timber useless. Immediate burning of the building was recommended followed by termite abatement of the soil under the building. The building was demolished, however the termite abatement was not accomplished.

The Society intends to reconstruct the original bunkhouse. The reconstructed building will be designed based upon the additional historical research and the appearance of the structure during the last quarter of the 19th century. The inside of the bunkhouse should be interpreted according to the use of the building

during the interpretive period, 1878–1902. Additional research will be conducted to develop a detailed and documented plan for this interpretation.

The Woodshed

John McFarland built this building to store winter wood. It was 1 of three buildings side by side. The first building was the woodshed, the second was the wash house, and the third was the family outhouse. The remaining woodshed structure was remodeled in the 1940s to use as a handy storage area for garden supplies. With paint and care, it can still serve a useful purpose and contribute to the interpretation of the complex.

The wash house and outhouse should be reconstructed in the future, following additional research to determine their appropriate appearance, location, and interpretive purpose.

The Tank House

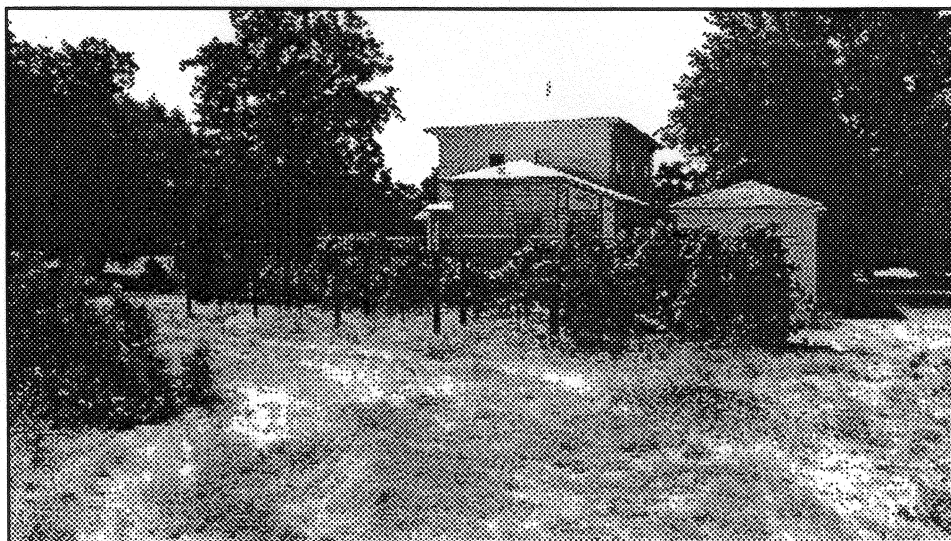
The tank house, built in the 1800s, was once on the south side of the house. It will be rebuilt and will be placed in the approximate location of the original as seen in old photographs. Prior to reconstructing the tank house, the areas identified in the photographic research should be tested by professional archaeologists to confirm the accurate location. This could be accomplished by teaming with one of the California State University anthropology departments to conduct a summer field school. This could also be incorporated into the educational programs for school-age visitors, in support of this plan's objective to promote an interest in the preservation and stewardship of historic resources.

The Chicken Coop

In the back yard of the house, and just a little north of it, there is a chicken coop. The existing structure will not be preserved. Photographs indicate that McFarland kept his chickens north of the house along the fence line, near the bunkhouse. A new chicken house will be constructed in approximately the same location, but to a design determined through historical research. This will most likely include a fenced-in chicken yard to protect against natural predators.



McFarland Ranch House, main entry.
Source: Galt Area Historical Society, Inc. 2000.



North elevation of McFarland Ranch House and wood shed.
Source: Galt Area Historical Society, Inc. 2000.

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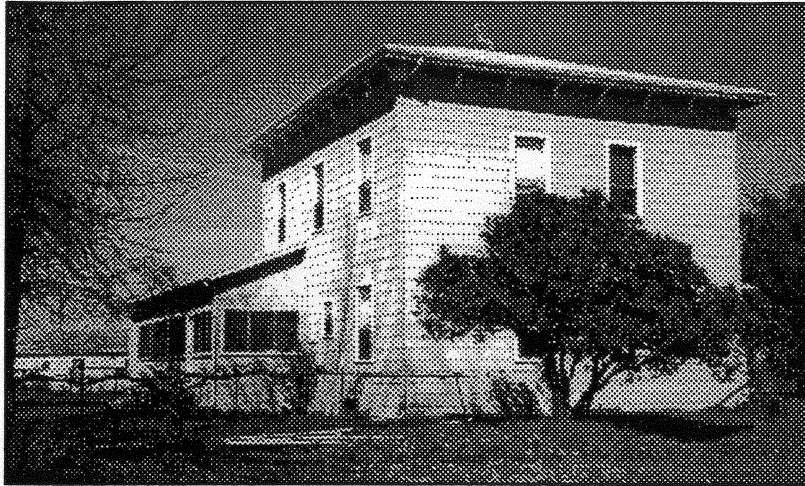


McFarland House, contemporary exterior with shed roof addition.
Source: Galt Area Historical Society, Inc. 2000.



McFarland House, main entry and staircase.
Source: Galt Area Historical Society, Inc. 2000.

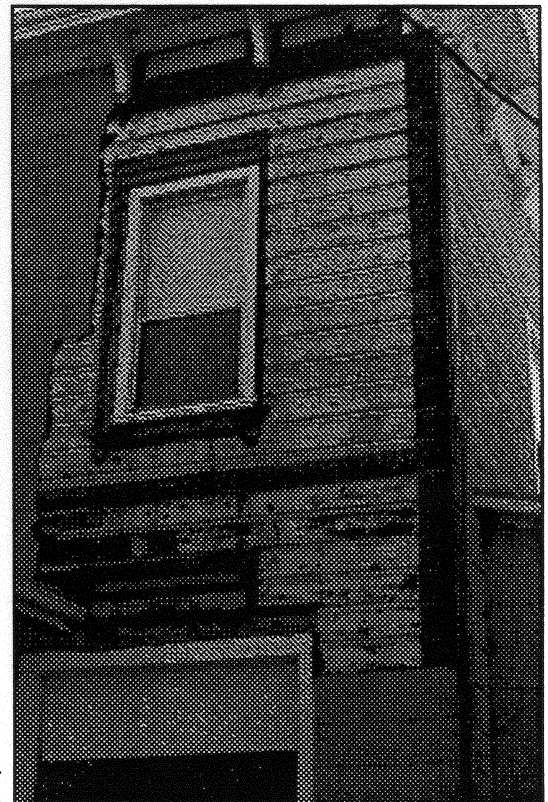
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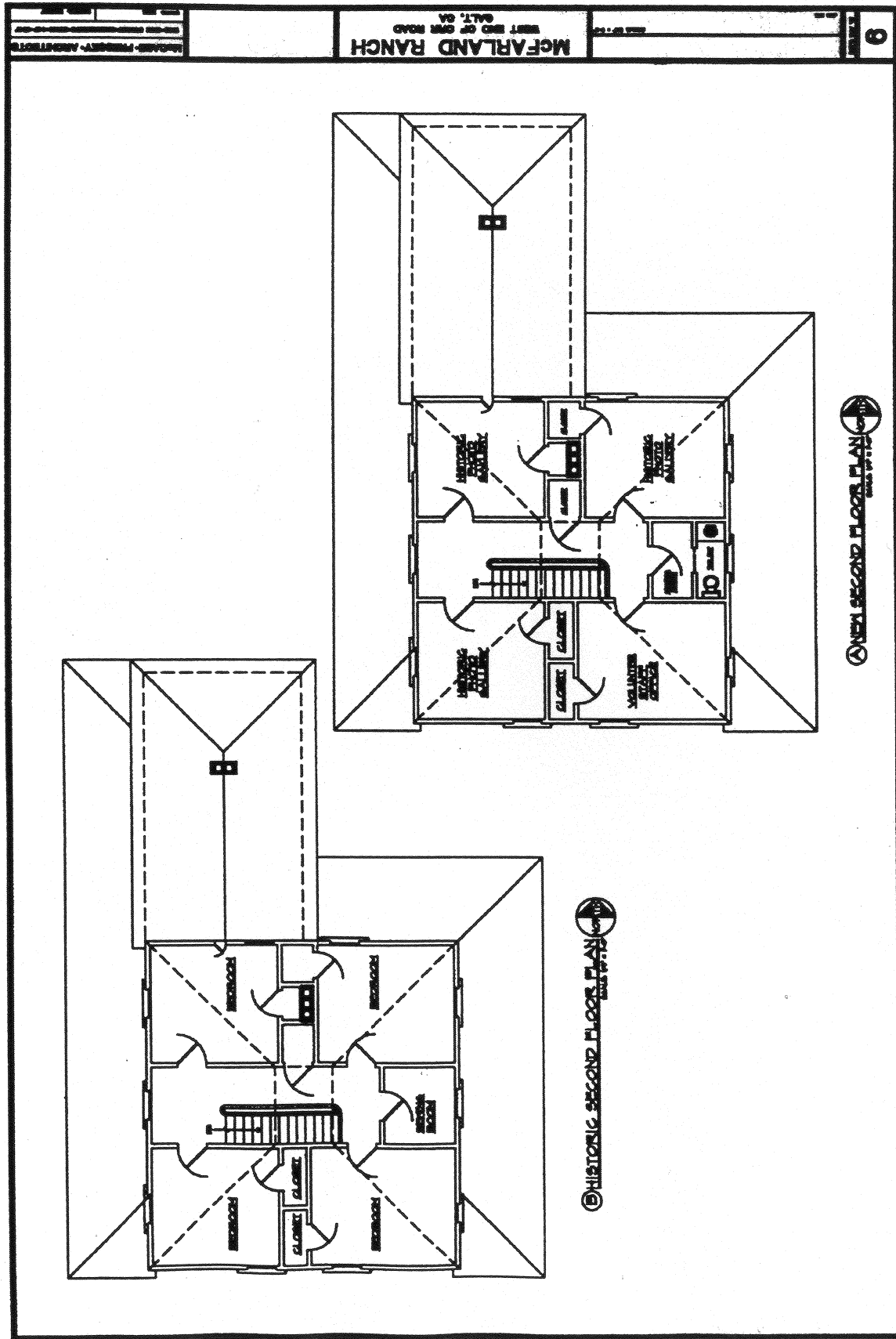
McFarland House, contemporary exterior with shed roof addition.
Source: Galt Area Historical Society, Inc. 2000.



McFarland House, shed roof addition, interior.
Source: Galt Area Historical Society, Inc. 2000.

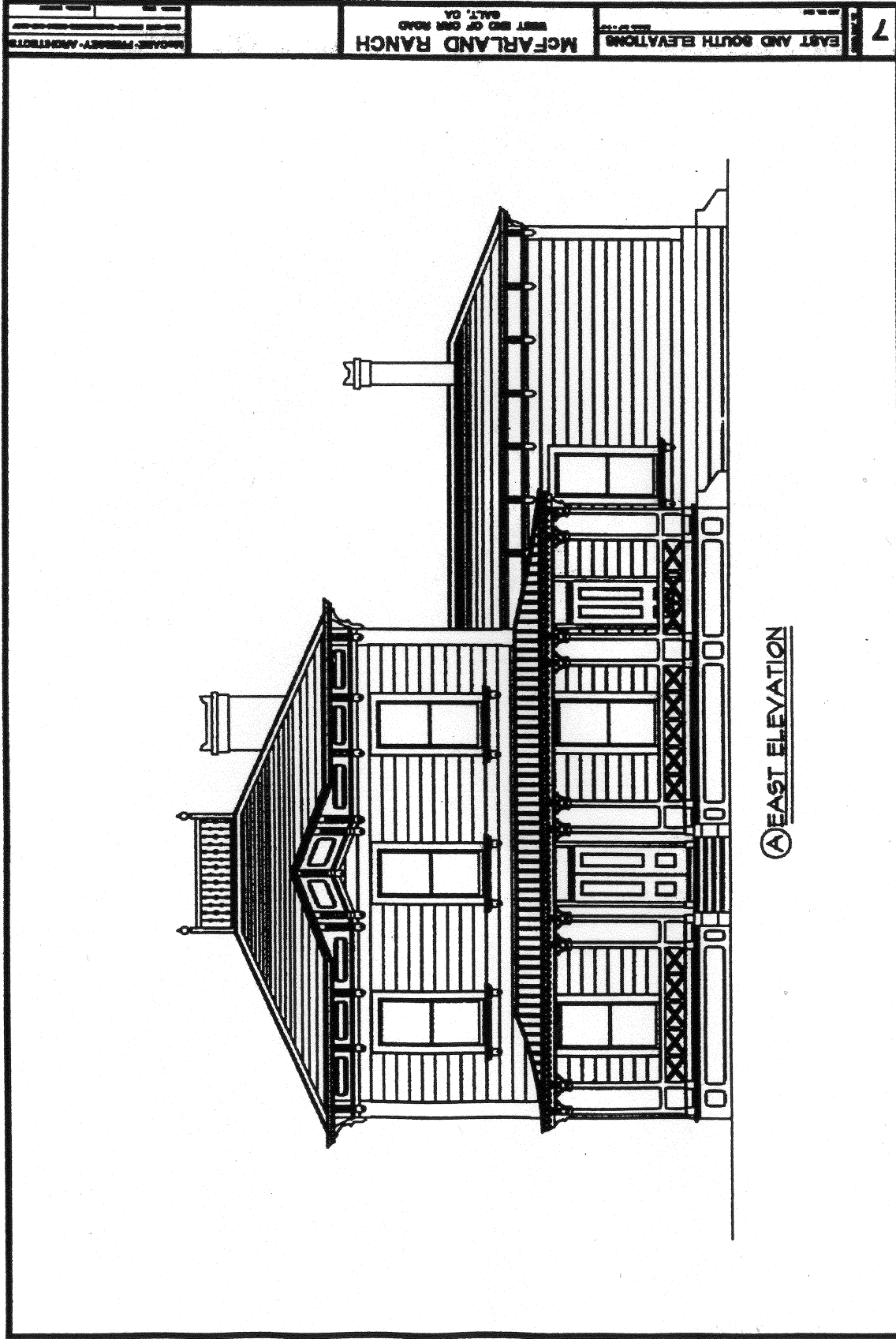


Original residence exterior wall and window treatments.
Source: Galt Area Historical Society, Inc. 2000.

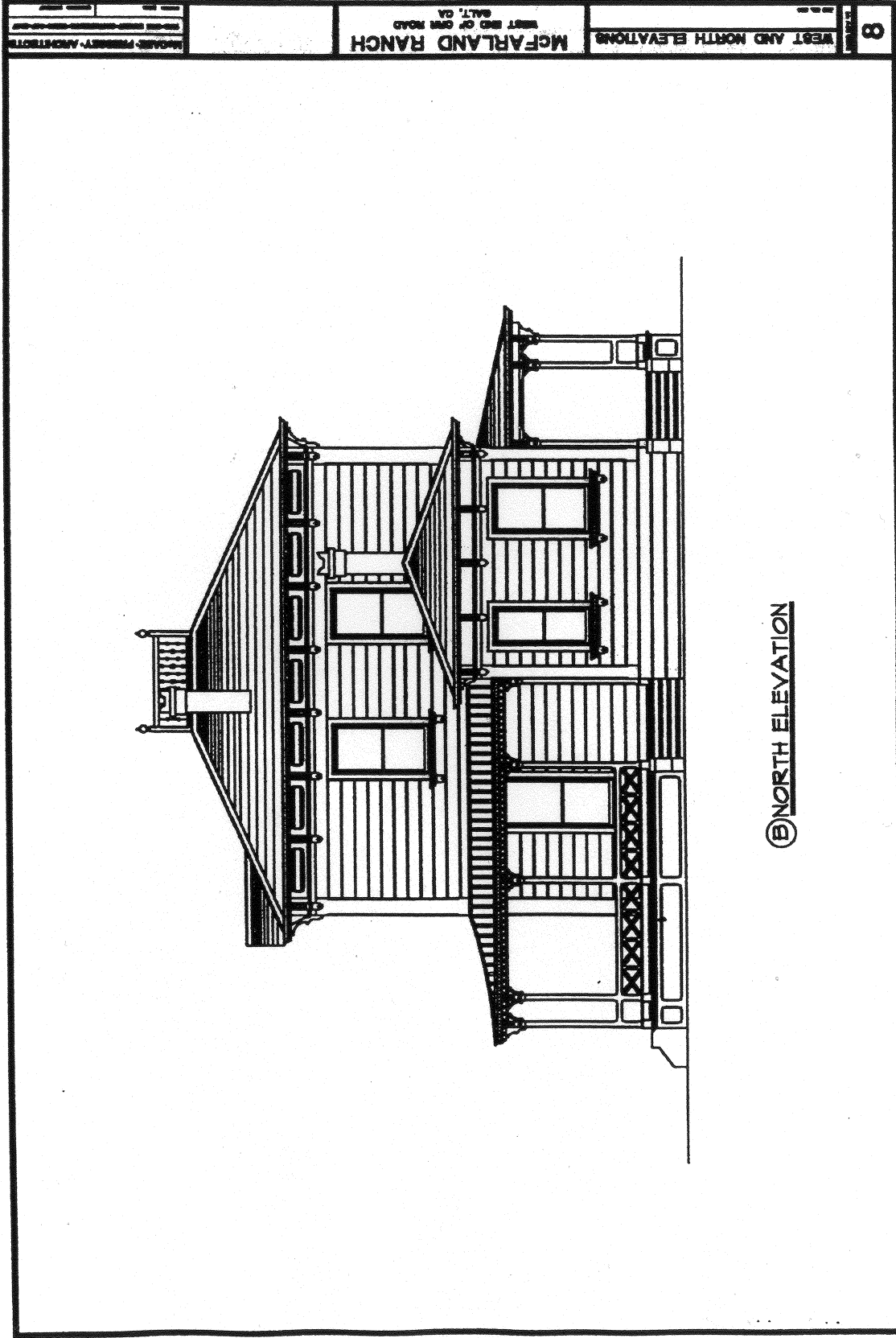


Proposed north elevation. Restoration Recommendations. Plans prepared by
Bob McCabe Architects, November, 1999.

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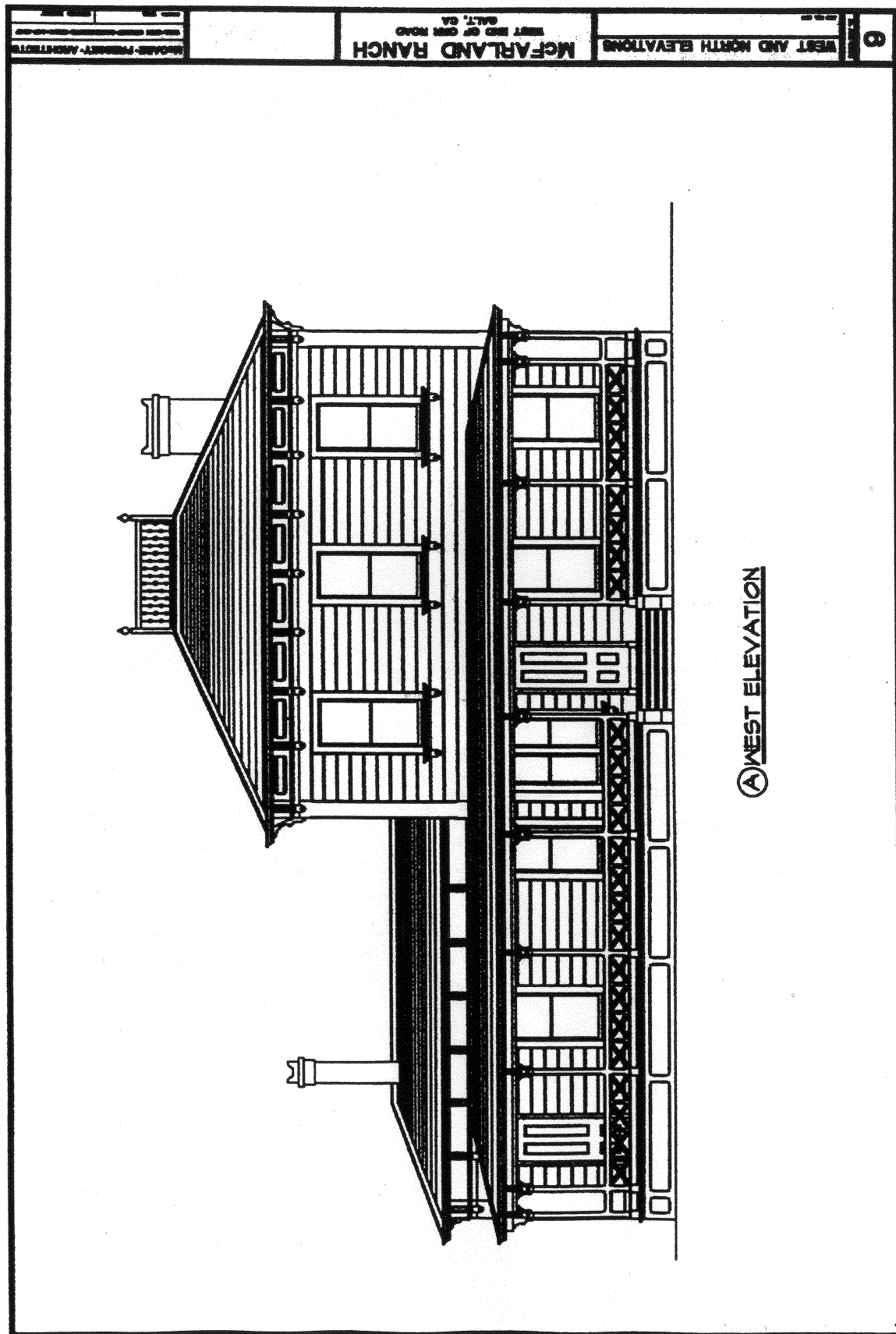


Proposed east elevation. Restoration Recommendations. Plans prepared by
 Bob McCabe Architects, November, 1999.



Proposed north elevation. Restoration Recommendations. Plans prepared by
 Bob McCabe Architects, November, 1999.

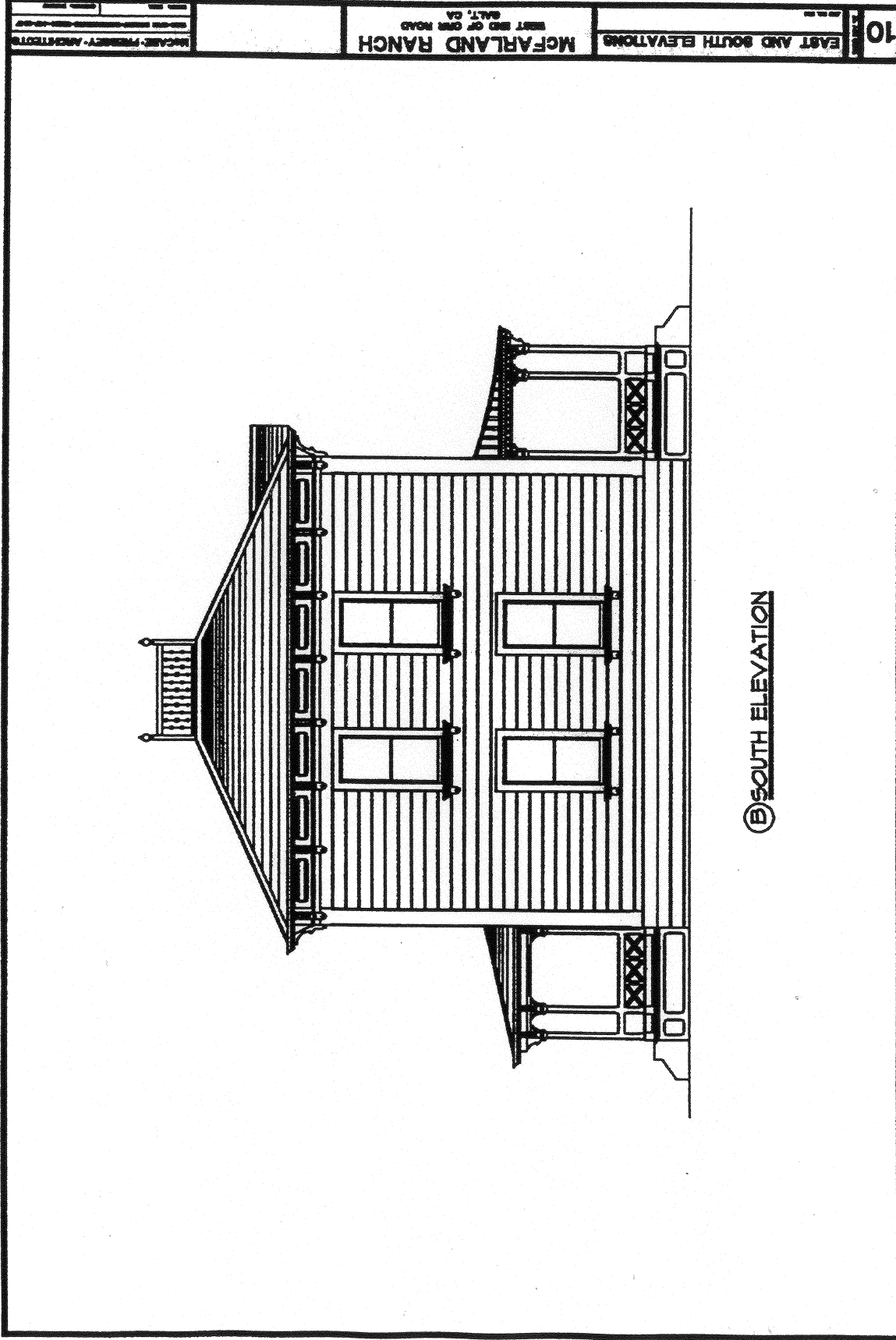
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Ⓐ WEST ELEVATION

Proposed west elevation Restoration Recommendations. Plans prepared by
 Bob McCabe Architects, November, 1999.

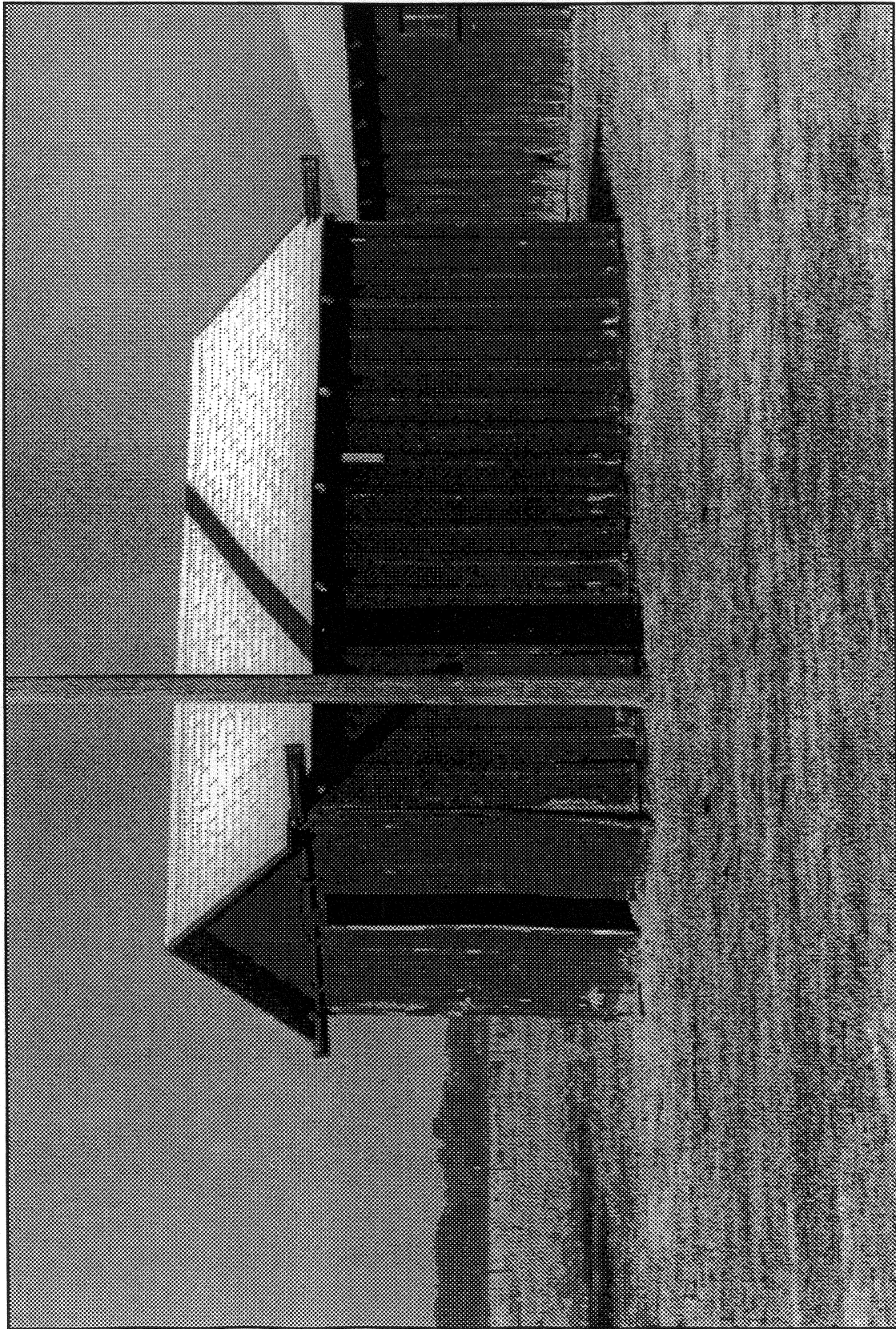
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Ⓑ SOUTH ELEVATION

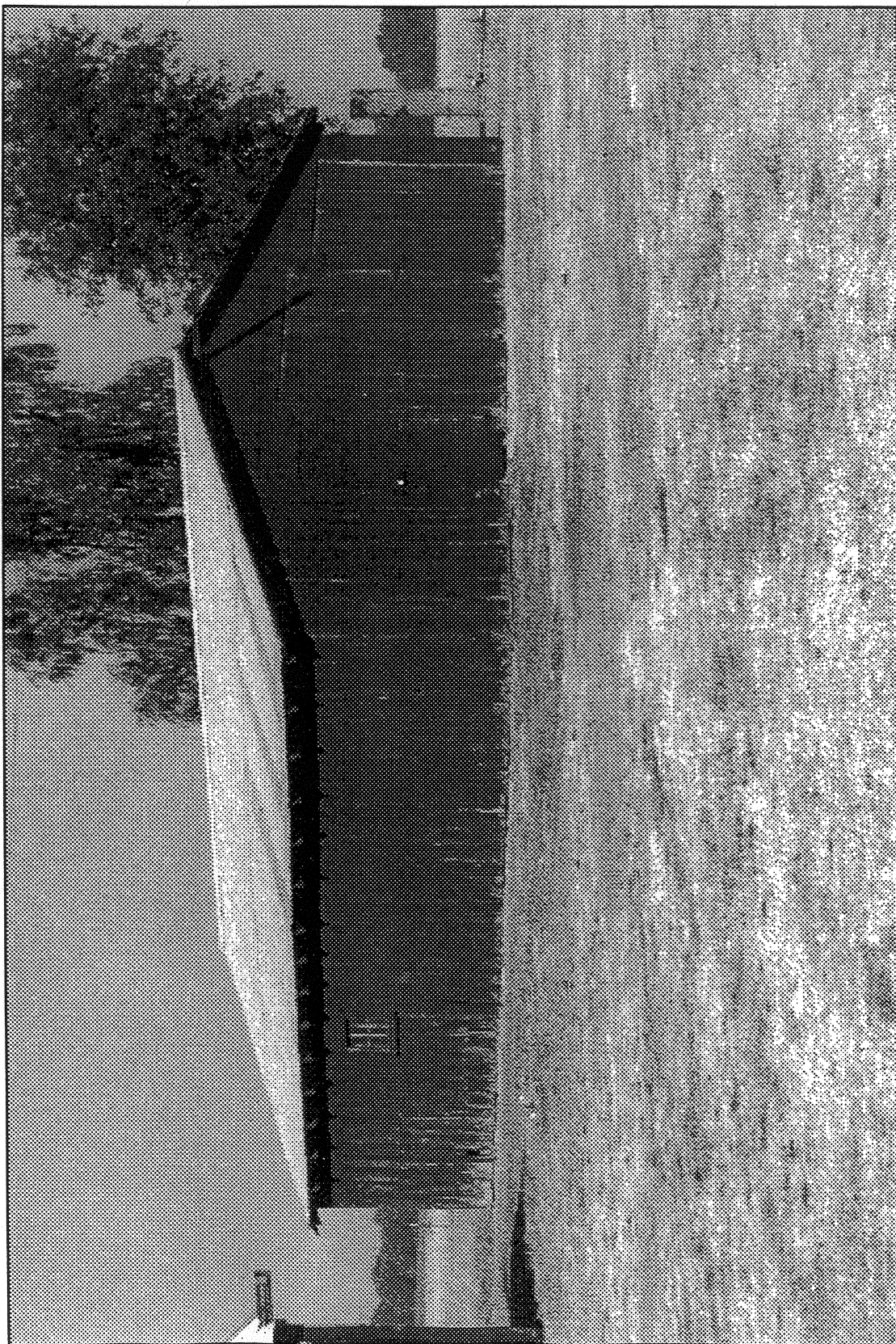
Proposed south elevation. Restoration Recommendations. Plans prepared by
 Bob McCabe Architects, November, 1999.

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Carriage House.
Source: Galt Area Historical Society, Inc. 2000.

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Historic Ranch Workshop.
Source: Galt Area Historical Society, Inc. 2000.

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Chapter 6

New Facilities

Caretaker's Home

The primary need on the ranch is security. Because the ranch is isolated by a half mile from any neighboring farm and by three miles from the city limits, it is vulnerable to theft and vandalism. A caretaker living on the property is the answer to preventing anyone on the premises without permission. The caretaker will be given free housing in lieu of pay, and will be expected to do those tasks outlined in his or her contract. Adequate consideration must be given to the selection of any staff housing. The Society must be responsible to the ranch visitors and their perceptions and enjoyment of the McFarland Living History Ranch. Thus, the following steps will be taken to ensure a quality home that is compatible with the McFarland Ranch.

- A staff residence should not be intrusive on or detract from the natural and cultural resources being presented.
- If any new houses are required, they will be constructed so as to be architecturally in character with the existing farmhouse, or will be completely screened from the historic zone of the McFarland Living History Ranch.
- One location considered appropriate for staff housing is located east of the eucalyptus grove. It is removed from public area and visually buffered by the trees.
- The Galt Area Historical Society, Inc. will provide a manufactured home. They will expend \$70,000 to purchase a doublewide mobile home and prepare it for the caretaker.
- The home will be surrounded with ornamental shrubs and flowers so as not to detract from the sense of time and place which is to be established once the visitor leaves the parking lot and enters the "historic zone."

Rest Room

A rest room building will be designed and constructed to accommodate staff and visitors to the McFarland Living History Ranch. The rest room building will be located north of the caretaker's home and east of the eastern boundary of the

cultural preserve. The rest room building will be designed to be as visually unobtrusive to the cultural preserve as possible, while at the same time being easy to locate by visitors and staff. The rest room will be on the septic system shared by the caretaker's home, which will require the installation of a 12,000-gallon tank (completed in 2000).

Security Improvements

A large gate has been placed at the entry to the property on Orr Road by the Cosumnes River Preserve. A smaller gate has been installed at the turn of the driveway near the parking lot. This gate will buy the caretaker some time, if thieves or vandals get by the first gate and seek to enter the ranch. Locks and keys for the gates will be provided by the Society to the caretaker as needed. Cosumnes River Preserve personnel and lease-holders will enter their land via the second gate and a road east of the parking lot that leads onto their land without traversing the cultural preserve. Future plans include developing access along the eastern boundary of the property with a separate entrance from Orr Road.

Lighting is essential to good security and for any night programs. Proper lights must illuminate the total yard in the evening, and a light at the end of Orr Road near the entry gate is a must. The caretaker must be able to see the whole yard clearly at night, so outbuildings as well as the house must have good lighting. Whenever possible, the lighting will be done in the most unobtrusive way so as not to detract from a sense of time and place in the cultural preserve.

Group Camp-Out Area

The camp-out area has been chosen to take advantage of the variety of natural and scenic qualities of the McFarland Living History Ranch. This primitive camp-out area will have a minimum of facilities and be designed to fit into the natural setting, with little or no site disturbance. Other than clearing vegetation to delineate the camp-out area, the only proposed facilities will be portable comfort stations and fire pits or camping stoves. Water will be supplied where it is feasible.

One and a half acres of land will be set aside on the northeast corner of the property for a camp-out area for groups such as Scouts for an overnight visit. The land will be kept bare, but the fence will be that of a corral fence of the late 1800s. This will be an Eagle Scout project, which will involve researching the kind of fence needed, and the type of wood used, as well as its construction.

- Vehicle access will be limited to one service vehicle per group. Supplies can be delivered to the area, thereby accommodating longer stays.
- Each group will be allowed to retain one vehicle at the site for emergency use. The service road provides emergency access to the camp-out center.

- Safe cooking facilities and an eating area will be available for group meals.
- The group camp-out center can also be used between meals as an assembly area and outdoor classroom.
- The open space within the group camp-out center can be used for organized activities.
- Parking facilities for adult advisors and/or camper buses will be provided in the main parking lot.

Interpretive Center

There is a need for museum display space outside of the cultural preserve. This space will house exhibits and demonstrations that can not be accommodated in the period rooms of the ranch house or the period spaces of the outbuildings. The interpretive center will provide a place to interpret the historic themes which the McFarland Ranch is a part of, such as agriculture of the northern San Joaquin Valley, the culture of the Miwok Indian tribe, the history of Galt, and the natural environment of the Cosumnes River Preserve. The interpretive center will be located outside of the cultural preserve, in the vicinity of the caretaker's home, and will be designed to be as visually unobtrusive as possible.

Demonstration and Performance Areas

Demonstration Area and Pens

The area directly south of the grain-storage building presents a large clearing suitable for a demonstration area. This area will be used for a variety of activities, such as demonstrations of animal husbandry by members of the Future Farmers of America (FFA) and the 4H Club. It must be created in a way to be utilitarian as well as suitable for an arena where FFA and 4H members can demonstrate animal care or practice judging.

FFA and 4H members will be responsible for the care of their animals. Area youth will help the Society create animal pens in the area southeast of the barn, where animals will be protected from the elements.

In conjunction with the restoration of a small milk house located adjacent to the barn, a small structure to house dairy cows will be used to help interpret and present dairy ranching experiences for visitors.

Folk Dance and Arts/Reception Area

The performance area is vital to funding the McFarland Living History Ranch. It will be extremely important to have that area available for receptions and group

activities for which there can be a monetary income for the Museum. Until such time as another option is designed, the large cement pad on the south side of the granary will be used for group events.

Landscaping

Parking Lot

A parking lot will be located outside the cultural preserve but as close as possible to the main activity area. This site is generally out of view from most of the cultural zone, but will require some screen planting to visually buffer it. The parking lot will accommodate 100 cars and 4 buses. A bus drop-off zone will be indicated.

Access from the parking lot to the cultural preserve will be directly onto a section of the ranch driveway. This entry path will provide the ranch visitor with a picturesque view of the ranch complex. So as to make this complex more accessible to people with disabilities, the path will not exceed a 12:1 slope.

A visitor location will be established in the northwest corner of the parking lot. This location will permit staff to monitor carrying capacities and provide visitor control and orientation.

The parking lot will be located to the north of the driveway as visitors enter the long driveway to the ranch. It will be fenced with farm fencing such as was used in the late 1800s, and will have an aggregate bed on which to park the cars. Oak trees and other shade trees will be planted to give adequate shade without endangering visitors or their vehicles. Old-fashioned rambling roses will be planted to climb on the fence as was done on pioneer ranches. They will also offer a deterrent to thieves and vandals seeking to jump the fence.

Picnic Area

Adjacent to the historic zone and directly across from the parking lot, a picnic area will be established amid the grove of walnut trees there. The tables and benches will be wooden, as natural as possible to blend in with the surrounding farm. If possible, there will be an area where pits for burning wood for cooking will be allowed. The picnic area will be located south of the McFarland House, and west of the driveway. It will not be a part of the historic time zone. A minimum of fifteen tables will be needed to accommodate school visitations. These picnic tables should not be visually intrusive on the natural historic scene.

Signage

All signage will be done professionally. The Society will enter into a contract with a qualified firm with demonstrated experience to do all signage for the property. All signage must be planned so as not to be intrusive, while at the same time, it must be clear and precise enough to offer the visitors proper information. A large sign should be placed at the Orr Road entrance identifying the McFarland Living History Ranch. Smaller signs are needed throughout the historic zone as well as in the Farmhands' bunkhouse to assist visitors with learning information or finding a specific area.

Trees, Shrubs, Lawn

Photographic record shows the trees that were planted by John McFarland. It also shows a lawn area around the house surrounded by a picket fence. Planting elsewhere on the ranch consisted mostly of the trees that were on the land when McFarland purchased it. A few small eucalyptus trees can be seen in photographic records.

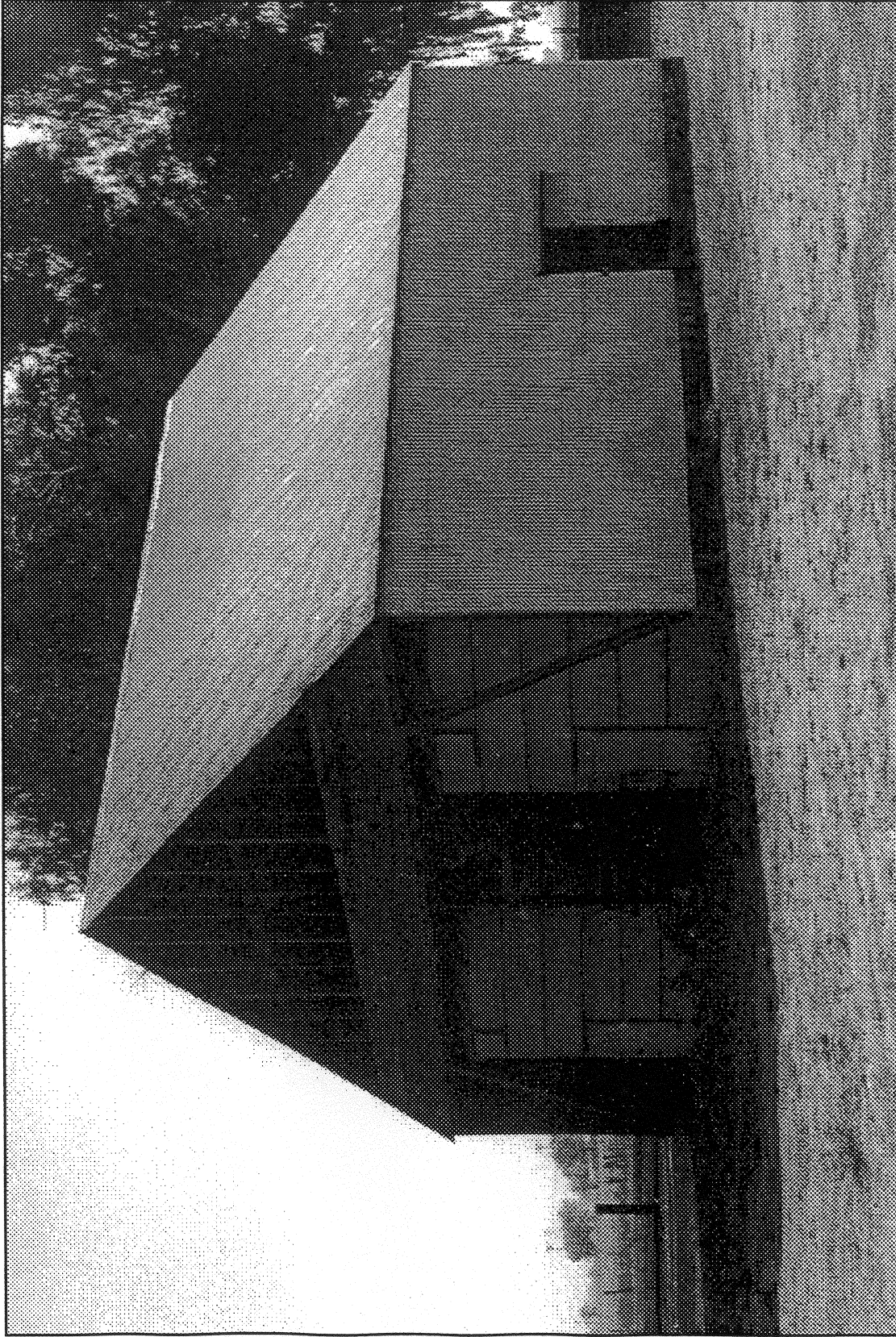
In the Thompson and West History of Sacramento County, the drawing of the McFarland Ranch shows three fountains, two on the north and one on the south of the front stairs. Existing pipe shows the north fountain near the house still to be in existence. That fountain will be restored.

Because the front porch spanned the entire front of the house, those plants that are now planted there must be removed altogether, or planted in containers to be placed somewhere else later on.

Photographic records show a walkway from the front steps to the hitching post at the front gate, which divided the front lawn in half, and the entire house area was surrounded with a picket fence. This will be restored, even though many of the young trees planted by McFarland have now grown tall and may be somewhat in the way.

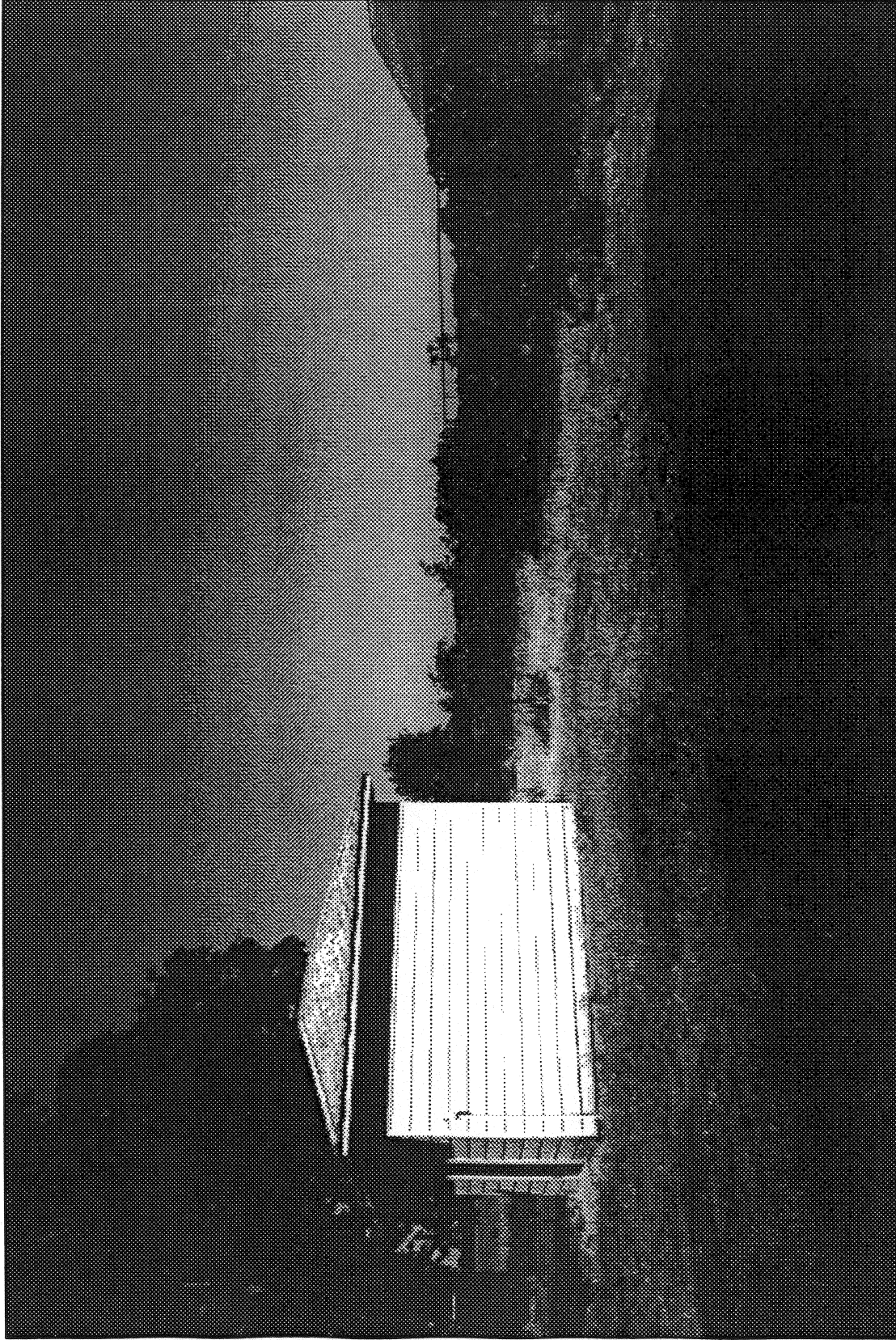
Pathway Design and Medium

Any walkways leading to the house, to the interpretive areas, and to any other areas must be made handicapped accessible. The Society will work with the Sacramento County Department of Special Education to determine the best approaches to landscaping for maximum accessibility. It has been suggested that all walkways be finished with well-compacted decomposed granite as the medium most easily used for visitors in wheelchairs or for those using walkers.



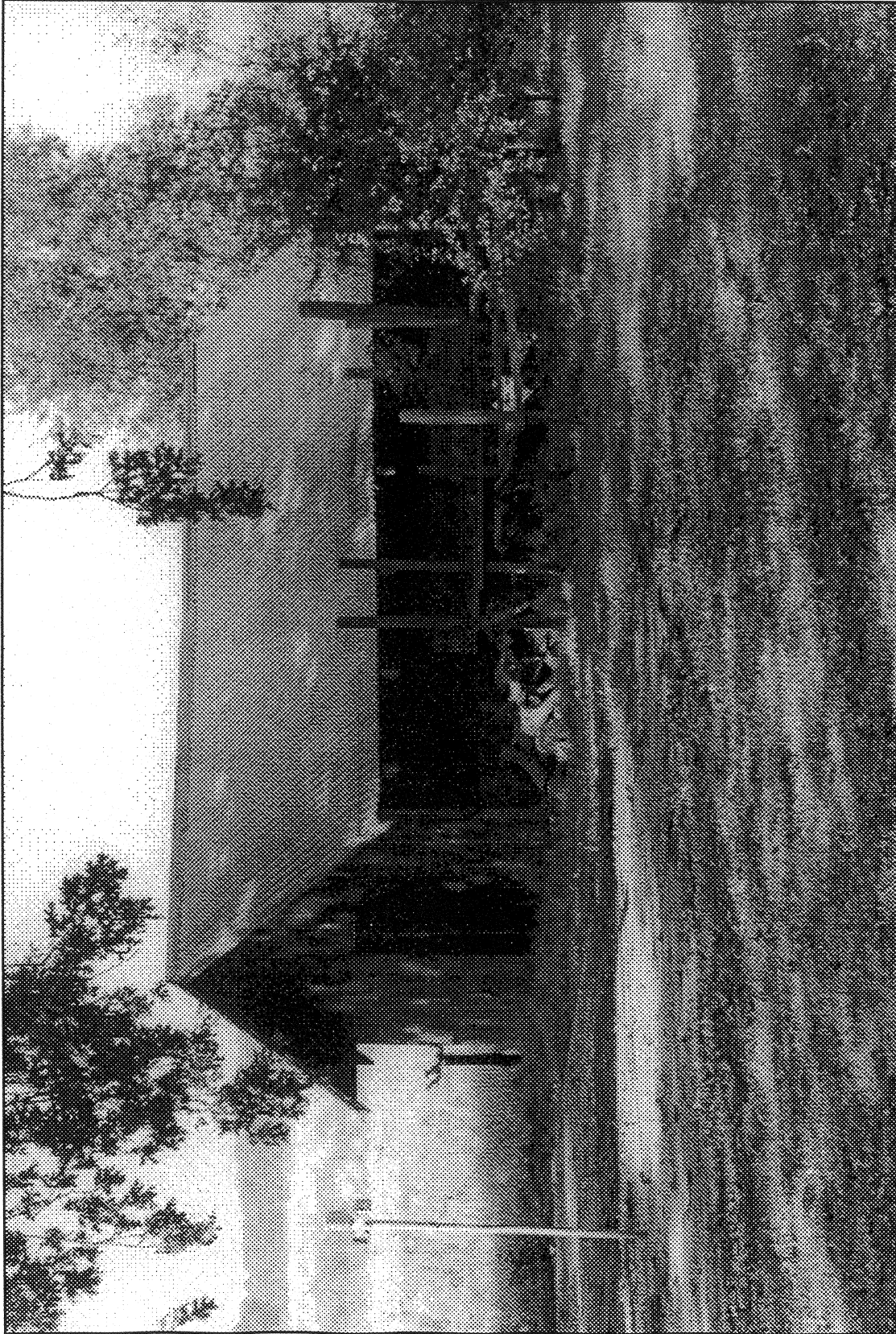
Grain Storage Building with Bins.
Source: Galt Area Historical Society, Inc. 2000.

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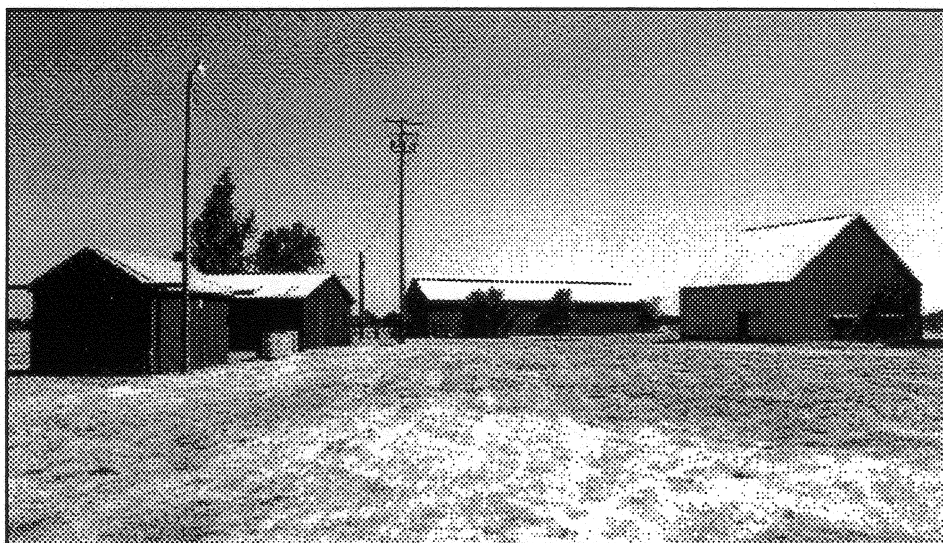
Woodshed.
Source: Galt Area Historical Society, Inc. 2000.

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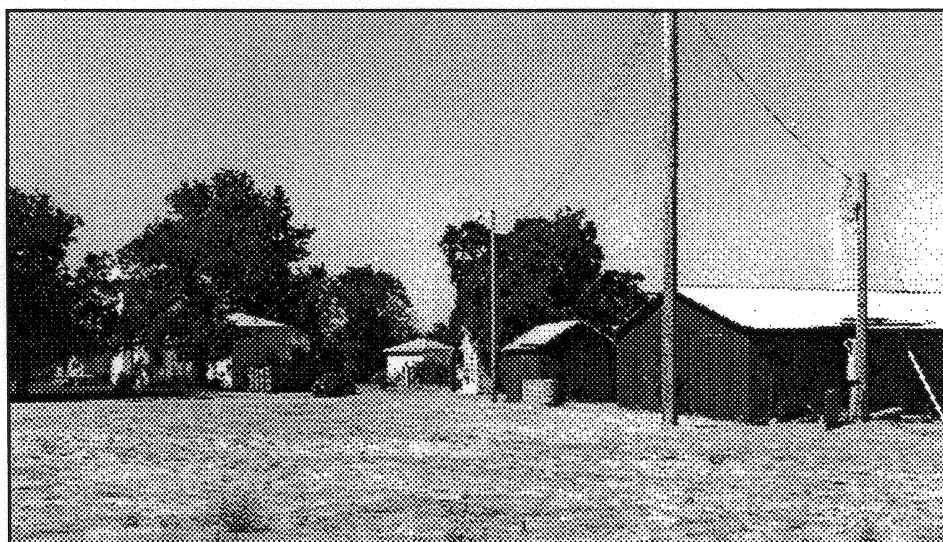
Chicken Coop.
Source: Galt Area Historical Society, Inc. 2000.

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McFarland Ranch buildings arrangement. Left to right; Carriage House, Workshop, contemporary storage building, and Grain Storage Building. View to the northeast.

Source: Galt Area Historical Society, Inc. 2000.



McFarland Ranch Workshop, Carriage House, Caretakers Home, and wood shed. View toward McFarland House.

Source: Galt Area Historical Society, Inc. 2000.

Chapter 7

Interpretive Programs

Audience

It is expected that the McFarland Living History Ranch will have groups visiting almost daily. Scheduling and docent availability will have an effect on how often the ranch will be available for visitors. Information on the origins of these groups will be tracked. This will allow for continuing outreach to better target a wider audience. The Society expects to immediately draw school groups from the Galt, Lodi, and Sacramento areas. Over time the Society expects draw school groups from Woodland, Davis, Manteca, Modesto, the Mother Lode, and the San Francisco Bay Area.

School Groups

Demand for quality school field trips is greater than the available supply. The interpretive programs for the McFarland Living History Ranch have been developed to work well within the State of California's history and social science content standards and with the Galt Joint Union Elementary School District's evolving Service-Learning Program. This will allow area teachers to incorporate field trips to the McFarland Ranch into their lesson plans for grades K-8. Older students can incorporate projects at the McFarland Ranch into their own service-learning or club projects.

Youth Groups

Areas set aside for Scouting activities are scarce within the Sacramento Valley. The group camp-out area in particular is intended to provide a facility for use by area scout troops. The interpretive programs, such as the Environmental Learning Program, can be incorporated into visits by the scouts and other youth groups.

Adult Visitors

The McFarland Living History Ranch is a cultural resource for the whole community. Activities such as weekend open houses, special events, and day retreats will be provided to facilitate interpretation for adult visitors.

Interpretive Themes

The framework of the interpretive program at the McFarland Living History Ranch is given here. Interpretive efforts will focus on the cultural resources relating to the history of the area, the McFarland Ranch, and early pioneer farm life and agriculture. The Society intends to interpret the flow of history at the McFarland Living History Ranch.

The interpretive program is the key to achieving the objectives of the master plan. Each of the interpretive themes supports at least one of the objectives. Though stated earlier, the master plan objectives are repeated below for easy reference.

1. Restore the historic McFarland Ranch House and preserve its surroundings in a fiscally sound manner.
2. Create a method of experiencing pioneer history in an out-of-classroom setting: a "living history" ranch that creates a sense of time and space on a turn-of-the-century pioneer ranch and encourages an interest in pioneer history among young people and adults.
3. Provide a place where one may learn about conservation and preservation of natural habitat.
4. Interpret the agricultural and cultural history of southern Sacramento County.
5. Create a setting that promotes a continuation of enthusiasm for and understanding of historic preservation and restoration among future generations.
6. Document the McFarland House on the National Register of Historic Places and the California State Register of Historic Places.

In addition, the themes have been crafted to support the State of California's History-Social Science Content Standards, which are used by the Galt Joint Union Elementary School District. Programs have also been designed to integrate with a Service-Learning Program currently being developed through a project funded by the CalServe Initiative. This will help area teachers incorporate field trips to the McFarland Ranch into their lesson plans. It will also help the Society with customizing the day's events for each group visiting the ranch. The content standards are included in appendix B of the master plan.

This section of the master plan provides the themes and their associated message, techniques for conveying the message, and most appropriate facilities for conveying the message. In order to implement this section of the master plan the

Society will develop a module for each theme. The modules will include information for the docents to use with their audience, with options for use with different age groups. These modules should minimally include: a statement of the interpretive theme and message, enough historic background for the docent to understand the story, specific activities that the audience can participate in to experience the story, and options for customizing the module to different age groups. It is understood that as each is attempted, it will be tested for continuance. Modifications or perhaps a new and more meaningful module will be considered by the McFarland Living History Ranch Committee based upon these on-going evaluations.

Interpretive Techniques

Diverse interpretive methods and media will be used at the historic McFarland Ranch. Interpretive displays, panels, and brochures will be made available as well as guided tours, the period rooms in the McFarland House Museum, demonstrations, hands-on experiences, first-person encounters, and other appropriate activities. This would be done in an effort to enrich the visitor's enjoyment and understanding of the interpretive theme. At places where safety permits there will be campfire programs and other night activities as identified below.

- **Guided Tours:** Guided tours will be developed by the Society based upon the historic context of the ranch and the interpretive themes presented below.
- **Interpretive Center Displays:** A new Interpretive Center should be built outside of the cultural preserve to house displays and programs. This facility could serve multiple purposes, with the common purpose of interpreting those aspects of regional history that fall outside of the theme and interpretive period of the cultural preserve.
- **Supervised Archaeological Digs:** Programs may be developed that allow visitors to participate in a professionally designed and supervised archaeological excavations at the Ranch. The archaeological investigations would be designed based on historic research and the likelihood of gaining information about the historic uses of the Ranch. The purpose of the archaeological excavations would be both to gain information and to instill in participants an appreciation for archaeology and the protection, appropriate excavation, and analysis of archaeological sites.
- **Publications:** A variety of publications will be developed over time to augment the interpretive programs. Publications may include interactive games (such as scavenger hunts or bingo), brochures, and storybooks.
- **Demonstrations:** Docents and other volunteers will work with the Society to develop demonstrations that focus on a particular aspect of late 19th century life in the region or on particular crafts or social events.
- **First Person Encounters:** Docents and other volunteers will develop a character based upon historical accounts and interact with visitors as if they were that character.

- **Hands-on Activities:** As part of the Environmental Learning Program, hands-on activities will be developed to allow visitors to engage in chores that were typical of the era.
- **Environmental Learning Program:** An Environmental Learning Program will be developed to allow children the opportunity to live on the ranch for a day to experience what life was like on a typical ranch at the end of the nineteenth century. Similar programs have been established in several State Park system units. Such a program allows school or other groups of young people to visit a unit (usually overnight) and learn about a particular historical era by participating in a wide range of activities designed to bring that era to life.
- **House Museum/Period Rooms:** All of the rooms on the first floor and the majority of rooms on the second floor will be restored to appear as they did during the period of interpretation (1878–1902). These rooms will be used during guided tours, first-person encounters, demonstrations and other activities to provide visitors with a view of life during the interpretive period. No more than two rooms on the second floor may be converted into office space for the Society and its docents and will be closed off from view of the public.
- **Outbuildings:** The outbuildings will be restored or reconstructed to appear as they did during the period of interpretation (1878–1902). These buildings will be used during guided tours, first-person encounters, demonstrations, and other activities to provide visitors with an understanding of what activities historically occurred in the immediate environment of a late 19th century ranch house. With that in mind, the outbuildings will be planned to be functional for present needs, while being remodeled to fit the time and space intended here.
- **Replicas:** The Association for Living Historical Farms and Agricultural Museums advocates the use of high quality replicas as stand-ins for genuine historic artifacts in hands-on educational programs and in other living-history activities. Relying on replicas saves wear and tear on original artifacts, which may be fragile, irreplaceable, and/or unattainable. It often permits far more realistic portrayals of the uses or abuses of objects that were a part of everyday life in the past.

Primary Theme: The history of pioneer family life and farming in Galt at the end of the 19th century

Story/Message

Life on a farm at the end of the 19th century was very different from life today; the whole family had chores to help the farm succeed, many items we have now didn't exist or were made by hand, many people contributed to the farm's success, and running the farm and selling the crops was done differently than now.

Supports Objectives

This theme supports objectives 2, 4, and 5 and can be used to illustrate the history-social science content standards: K.3, K.5, 1.4, 2.4, 3.3, 3.5, 4.4, 5.3, 5.8, and 8.12.

Techniques Used to Convey This Theme

- Environmental Learning Program.
- First person encounters with McFarland family members, farmhands, and area merchants.
- Hands-on activities that emphasize some of the chores and responsibilities of living on a turn of the century farm, such as woodworking, candle making, rope making, tending farm animals, gathering walnuts, laundry, cooking.
- Demonstrations of more complex activities, such as repairing or operating farm equipment, planning the annual harvest (from planting to market), preparing a family meal.
- Interpretive Center Displays that describe the factors that contributed to a well-run turn of the century farm.
- Guided tours with docents describing what life was like in the McFarland home and what activities went on in each of the outbuildings.

Facilities Used to Interpret This Theme

- The restored McFarland House Museum can be used for the hands-on activities and guided tours associated with domestic activities.
- The outbuildings can be used for demonstrations, first-person encounters, guided tours, and portions of the Environmental

Learning Program

- The demonstration area can be used for demonstrations, first-person encounters, hands-on activities, and portions of the Environmental Learning Program.
- The group camp area can be used for hands-on activities and portions of the Environmental Learning Program.

Secondary Theme: Natural resources of the McFarland Ranch

Story/Message

The land surrounding the McFarland Ranch is not only fertile farmland but also represents significant natural communities including oak riparian forest, seasonal wetlands, valley grasslands, and the Cosumnes River.

Supports Objectives

This theme supports objective 3 and can be used to illustrate the following history-social science content standards: K.4, 1.4, 3.1, 3.3, and 4.1.

Techniques Used to Convey This Theme

- Interpretive Center displays that describe the flora and fauna of the immediate area.
- Brochures that help people identify the flora and fauna of the area.
- Partnership with the Cosumnes River Preserve visitor center and programs. Many natural features around the ranch could be interpreted along foot trails leading from near the corral to an observation area to observe flight and feeding patterns of migratory birds and to learn about native flora.

Facilities Used to Interpret This Theme

- a footpath and observation area can be developed and used by the Cosumnes River Preserve staff to conduct guided tours and demonstrations,
- an interpretive center can be used for displays, demonstrations, and other learning activities,
- the Cosumnes River Preserve visitor center can be visited as a part of a coordinated program or tour.

Secondary Theme: Native Americans practiced their cultural traditions at the McFarland Ranch while contributing to the financial success of the ranch

Story/Message

Members of the Miwok Tribe worked and lived at the McFarland Ranch during part of the year, yet stayed connected with their heritage by practicing cultural traditions on the ranch and traveling back to their families' homes in the Sierras during other parts of the year.

Supports Objectives

This theme supports objectives 2 and 4, and can be used to illustrate the following history-social science content standards: K.4, K-5, 1.5, 3.1, 3.2, 5.3

Techniques Used to Convey This Theme

- First-person encounters with farmhands who are members of the Miwok Tribe
- Hands-on activities that emphasize traditional practices of the Miwok that would have taken place at the McFarland Ranch
- Interpretive Center displays that describe the heritage of the Miwok Tribe, including geographic settlement of the tribe, traditional practices, involvement in California's economy and growth, and relations with other California tribes.

Facilities Used to Interpret This Theme

- The demonstration areas can be used for first-person encounters and hands-on activities.
- The reconstructed farmhands bunkhouse can be used for first-person encounters and guided tours.
- The interpretive center can be used for programs and displays regarding Miwok culture.

Secondary Theme: The settlement and economic success of the northern San Joaquin Valley is directly associated with the efforts of early farmers such as John McFarland

Story/Message

Agriculture has long been a driving force in California's growth and economy, and this trend began with settlers like John McFarland who settled in the San Joaquin Valley in the last quarter of the 19th century and established successful farms.

Supports Objectives

This theme supports objectives 2 and 4, and can be used to illustrate the following history-social science content standards: K.3, K.5, 1.4, 1.5, 2.1, 2.5, 3.3, 3.5, 4.1, 4.4, 5.8, 8.8, 8.12

Techniques Used to Convey This Theme

- Environmental Learning Program
- First person encounters with McFarland, farmhands, area merchants, and town "boosters."
- Hands-on activities that emphasize the business activities of a turn-of-the-century farm, such as animal husbandry, bagging grain for market, accounting and ranch management responsibilities.
- Demonstrations of activities associated with the business side of the ranch, such as negotiating sale prices for the year's crop, preparing a wagon team for delivery to market.
- Interpretive Center Displays that describe the factors that contributed to a well-run turn of the century farm.
- Guided tours with docents describing the process of turning fields of crops to market-ready products.

Facilities Used to Interpret This Theme

- The restored McFarland House Museum can be used for the hands-on activities and guided tours associated with ranch-management activities.
- The outbuildings can be used for demonstrations, first-person encounters, guided tours, and portions of the Environmental Learning Program

- The demonstration area can be used for demonstrations, first-person encounters, hands-on activities, and portions of the Environmental Learning Program.
- The group camp area can be used for hands-on activities and portions of the Environmental Learning Program .

Secondary Theme: Preserving historic resources such as the McFarland Ranch and natural resources such as the Cosumnes River Preserve helps us understand our community and our role in today's society

Story/Message

The Galt area has a rich and unique history and environment that helped shape the growth of the community. By understanding the natural and cultural history of our community we can better understand our role in the continuing growth of the area and appreciate what it means to be a citizen of Galt.

Supports Objectives

This theme supports objectives 4 and 5, and can be used to illustrate the following history-social science content standards: K.1, K.5, 1.1, 2.5, 3.1, 3.3

Techniques Used to Convey This Theme

- Environmental Learning Program
- Guided tours that emphasize the contribution of McFarland to the establishment and growth of Galt.
- Guided tours that focus on the restoration efforts and the management of a living history ranch.
- Hands-on activities that focus on preservation activities, such as restoration of outbuildings, archaeological digs, or creating interpretive materials.
- Archeological investigations supervised by professional archeologists that show how we learn about history through the study of the things buried underground.

Facilities Used to Interpret This Theme

- McFarland House Museum
- All facilities used during the Environmental Learning Program

- Buildings currently undergoing restoration or renovation
- Future archaeological investigations
- Interpretive center

Interpretive Programs

One-Day School Field Trips

Probably the most common program that the Society will provide will be school field trips. The Society will conduct outreach efforts to inform area schools of the programs available through direct contact and through continued coordination with the Service Learning Project currently under development. The teachers can work directly with the Society to customize the day's activities to augment their curriculum.

Youth Day Camp or Day Retreats

Other youth groups, such as the Boy Scouts or Girl Scouts, can also coordinate with the Society to arrange a field trip or overnight stay at the McFarland Living History Ranch.

Adult Day Retreats

Adult groups can also arrange with the Society to visit the ranch. Such groups may wish to hold special meetings or retreats at this peaceful and secluded venue. Area teachers may wish to visit the Museum and participate in activities, demonstrations, or tours that they are considering for use with their classes.

Special Event Days

The heritage of the area is to be interpreted for all audiences. The museum affords the community an ideal setting for community events, with its unique ambiance and ample acreage. Special events, such as the Classic Car Days, will be organized and advertised to the community. All events will be organized through the Society. Interpretive techniques such as guided tours and first-person encounters may be incorporated to promote the heritage of the area and the assets of the McFarland Living History Ranch.

General Admission Days

While special programs and school group visits may be the focus for the early years of operations, there is a desire to have the museum open to the general public. For the immediate future all visitors will need to coordinate with the Society prior to visiting the ranch. However, the Society will consider a policy for having general admission days in the near future.

Chapter 8

Management and Operations

Administrative Operations

The excellent technical assistance already carried out at the Rae House Museum by the members of the Society will be expanded to encompass the McFarland Living History Ranch.

Volunteer Coordination

Heavy emphasis on interpretation on the McFarland Living History Ranch will require specialized staffing to implement the proposed interpretive programs there. Guided tours, and talks provided by docents will be required to operate the McFarland home, shop displays, and animal pens; proposed demonstrations, including the care and handling of ranch/farm animals, square dancing, needle craft, and pioneer children's games will require trained personnel.

Administering the environmental living program and possible concessions developments in the ranch complex will be an ongoing effort by Galt Area Historical Society, Inc., staff. The environmental learning program will be particularly time-consuming to develop and sustain. To accommodate these interpretive services the Society should encourage development of internships, volunteerism, and docent programs. Interpretive tours, talks, displays, and museums can greatly benefit from volunteer efforts, but the environmental learning program and demonstrations must be supported by active docent-type programs to ensure success. Trained staff will be needed to accomplish this.

Facility Operations

To ensure the protection of the many natural and cultural resources of the ranch and to implement the numerous and diverse programs that are proposed, it is essential that adequate facilities be provided. A number of support facilities are required to operate and administer any park system.

The Society's operation and administrative facilities at the McFarland Living History Ranch will consist of a maintenance and storage building, a caretaker's

house, and a ranch operation office. These buildings will be kept out of the cultural preserve and as unobtrusive as possible. The policies for developing these facilities are included in the Land Use section of this master plan.

Property Management and Maintenance

Any park area that includes historic structures requires sensitive approaches to maintenance and operation. Maintaining historic integrity will be the underlying objective when defining maintenance and operational programs. During the renovation and restoration of the buildings within the cultural preserve all activities will follow either the rehabilitation or reconstruction guidelines in the Secretary of the Interior's Standards for the Treatment of Historic Properties. The work on the ranch house will follow the Restoration guidelines of that same document. Ongoing maintenance and operational practices should not be intrusive on the cultural preserve during heavy-use periods.

The Society shall encourage the Sacramento County Waste Management to comply consistently with existing regulations set to minimize potential off-site adverse impacts. Of particular concern is the dumping of offensive litter, along Orr Road near the entrance to the McFarland Living History Ranch, some of which tends to blow on to the ranch site.

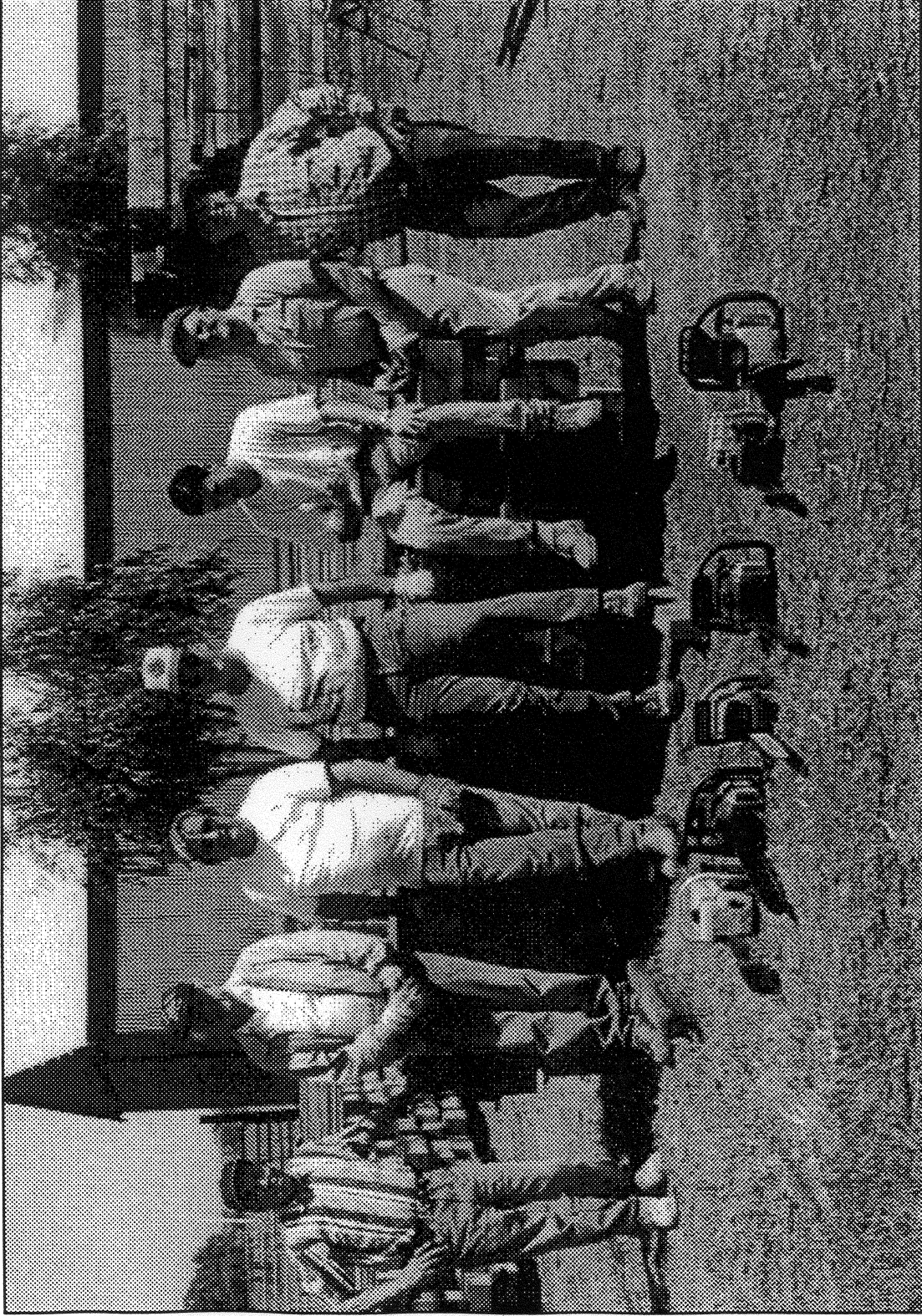
Caretaker Responsibilities

The caretaker is responsible for the McFarland Living History Ranch. He/she must also protect ranch visitors' safety. The caretaker should be available to protect the ranch, to prevent fire hazards, and coordinate with area law enforcement and prevent illegal camping or poaching, vandalism, and theft. Patrolling the entire McFarland Living History Ranch will not be a simple task. It is recommended that the caretaker be supplied with a small ATV or a horse. This mode of transportation would be an efficient means by which to cover the required area on a daily basis. This program should be implemented as soon as the caretaker has moved in.

The staff housing consists of a doublewide manufactured home for the caretaker, which will be placed just east of the eucalyptus grove across from the main ranch house. This will afford the caretaker a clear view of the parking lot and entrance gates as well as the grounds in general. The staff residence should not be intrusive on or detract from the natural and cultural resources being presented on the ranch.

Curation and Acquisitions

The Society currently manages a sizeable collection of historic objects and artifacts, ranging from furniture to carriages. This collection has been established mainly through donations from area families and individuals. The Society has a curation program currently in place at the Rae House, another historic property that they manage. This program will be applied at the McFarland Living History Ranch Museum. The Society will develop a site-specific curation plan to identify the use, care, and scope of this collection to ensure consistent collection management into the future.



McFarland Ranch, Restoration Volunteers.
Source: Galt Area Historical Society, Inc. 2000

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Chapter 9

Implementation

Introduction

This master plan provides development guidelines and resource management policies for the following 5-year period. Because of the long-range scope, it is unlikely that the entire plan will be implemented in one step. It is more likely that the proposals of this plan will be implemented in a series of steps or phases. Considerations for implementing these phases include: financial constraints, user health and safety, resource protection, or activity and facility deficiencies.

One way to define the sequence of plan implementation is to assign priorities to each element of the plan, but is sometime difficult to place constantly changing priorities together in a single phase. For this reason, the phases suggested here should be considered only as general guidelines; they must be re-analyzed as funding becomes available. Such a procedure will guarantee that each phase will satisfy the highest set of priorities at the time of its implementation.

Work Phases

Proposed activities and facilities have been assigned priority within 6-month phases. The recommended sequence of plan implementation shown in table 2 takes into account existing and future user needs and recreational deficiencies. At the beginning of each project the Society will coordinate with Regional Parks in accordance with the compliance and review process described in appendix C.

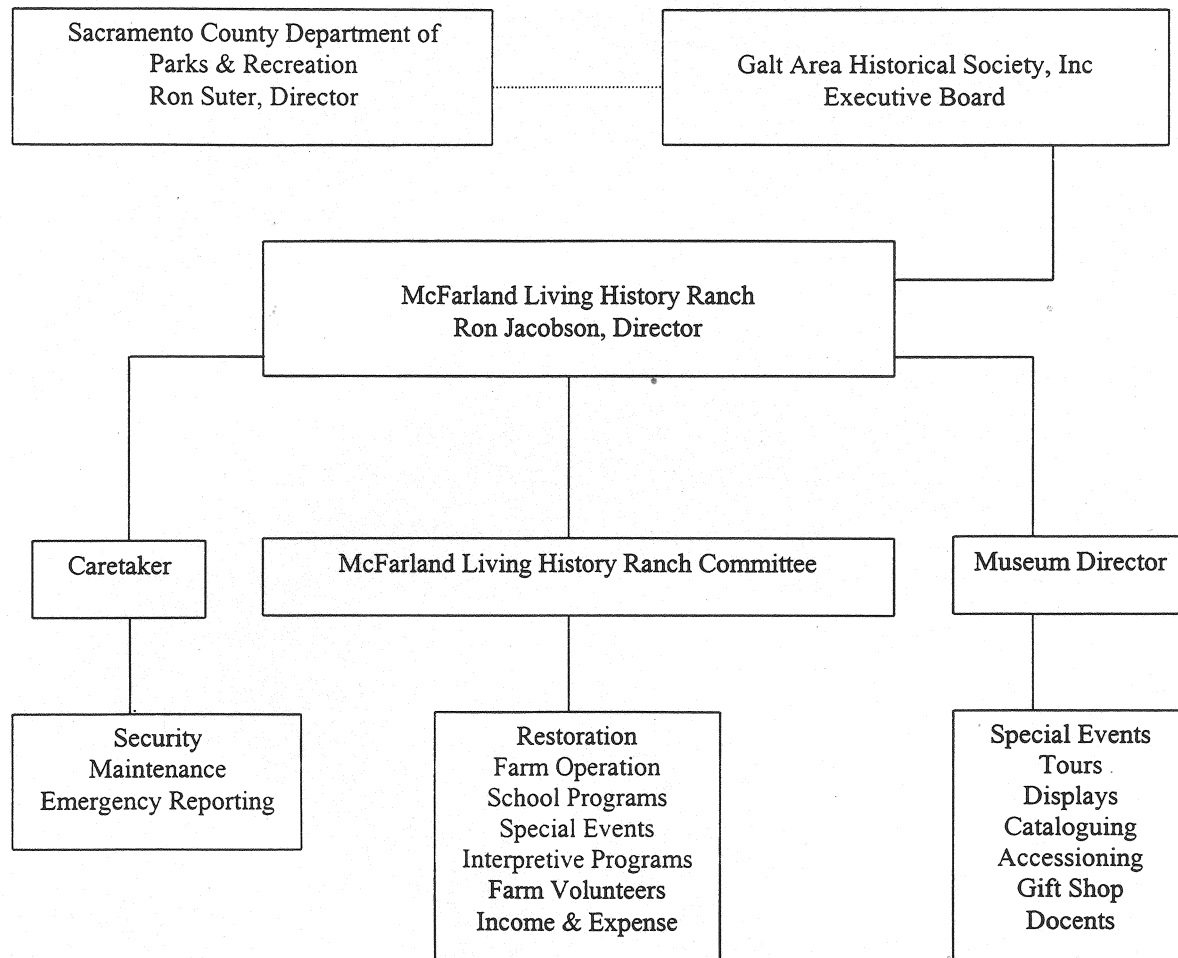
Although this project is divided into two parts—the restoration of the McFarland Home and the creation of the turn-of-the-century ranch—each component of the planned project interrelates to make a coherent whole. Some of the areas in this project will become operational sooner than others. It is possible that some of the suggested plans will take longer to be implemented. The program is therefore planned so that the McFarland Living History Ranch Museum can function in some manner even when only a fraction of the overall program is completed.

The work proposed now will span fiscal years 2000/2001, 2001/2002, 2002/2003 and may continue for at least two more years, depending on available funding. The Committee has purposely identified priorities so that after each year the

ranch can be functioning in some additional manner. Although the restoration of the McFarland home is extremely important, because of its historic and architectural significance, it is not necessarily going to be the first work done. Much of the work of the ranch can be done before beginning the major work on the home. It (the house) must, however, be weatherized to protect it from winter damage.

McFarland Living History Ranch Project

Flow Chart of Responsibility



THE GALT AREA HISTORICAL SOCIETY, INC.

The Galt Area Historical Society was founded in May, 1986, by Orvel Fletcher, Beatrice Orr Smithson, Margaret Greer, and Eugenia Olson. The Galt Area Historical Society, Inc. was chartered on October 14, 1987. It is affiliated with the Conference of California Historical Societies, the San Joaquin County Historical Society, the California Association of Museums, and the Sacramento County Historical Society. It has a current membership of 450.

According to its constitution, "The Galt Area Historical Society, Inc., has as its purpose, the preservation of the history of the area south of the Cosumnes River, to include the towns of Liberty, Elliot, colony, Clay, Arno, Hicksville (all no longer in existence), Hearld, Thornton, and Galt."

To accomplish its goals, the Society sponsors activities that provide funds and opportunity for reproducing old photographs; restoring and maintaining two pioneer cemeteries; maintaining the Rae House Museum and conducting tours and sponsoring special events there; researching the necessary information for structures and sites to be considered for restoration and designation as historic sites or buildings in the area; and by sharing the history of the area through various annual events, speakers, and printed and video material.

Since its organization, the Galt Area Historical Society, Inc., has acquired the Elliott Cemetery, founded in 1850, and the Liberty Cemetery, founded in 1852, all that is left of two pioneer towns in California history. It has also obtained and restored the Victorian home of John Rae, built in 1868, and has created the first museum in southern Sacramento County in that home. The Society has had all three sites place on "Points of Historical Interest" by the State of California.

The Galt Area Historical society, Inc., has created a "Community Heritage" afghan and publish a history of Galt, *Our Heritage, Our Community*, which has been

adopted as a fourth-grade social studies text. They also have produced a video history of Galt, *Galt, California, A History*. They are presently planning for the creation of a "Living Pioneer History Ranch" on the McFarland Ranch.

The Society works closely with City Government. Two of its members were appointed to the five-member, City-Council-appointed "Historic Preservation Advisory Board" which meets each month to discuss the preservation of historic sites within the city, and to review any developer plans for such sites in order to protect their historic integrity. The citizens of Galt, as well as those living in the rural area that surrounds the incorporated city, are supportive of the Historical Society's agenda and attend fundraisers to assist the Society in their quest of historic preservation. The weekly newspaper, *The Galt Herald*, runs a historical society column every other week to help the Society tell the history of the area.

Regular meetings are held on the fourth Monday of each month, at 7:00 p.m., in the Galt Chabolla Center, which the City council give them rent-free as their gesture of support for the Society's work of historic preservation.

Its officers are:

President.....	Shirley Turner
First Vice President.....	Eugenia Olson
Second Vice President	JoAnn Gieger
Recording Secretary.....	Louise Dowdell
Corresponding Secretary.....	Denise Willock
Treasurer	Tom Heuer
Historian.....	Wanda Bouchey

History-Social Science Content Standards

Kindergarten

Living and Working Now and Long Ago

- K.1 Students understand that being a good citizen involves acting in certain ways.
- K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
- K.5 Students understand that history relates to events, people, and places of other times.

Grade One

A Child's Place in Time and Space

- Students describe the rights and individual responsibilities of citizenship.
- 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.
- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

Grade Two

People Who Make a Difference

- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives

Grade Three

Continuity and Change

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in spatial context.
- 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Grade Four

California: A Changing State

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.2 Students describe the social, political, cultural, and economic life interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Grade Five

United States History and Geography: Making a New Nation

- 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

Grade Six

World History and Geography: Ancient Civilizations

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Grade Seven

World History and Geography: Medieval and Early Modern Times

Grade Eight

World History and Geography: Ancient Civilizations

- 8.1 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- 8.2 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Environmental Review

The California Environmental Quality Act (CEQA) requires that public agencies that have discretion over approving a private or public project must assess the effects of the project on the environment prior to approval of the project. Included in the resources that must be evaluated are cultural resources. Cultural resources are defined as buildings, sites, structures, or objects, each of which may have historical, architectural, archaeological, cultural, or scientific importance. According to the CEQA Guidelines, a project with an effect that may cause a substantial adverse change in the significance of cultural resources is a project that may have a significant effect on the environment (CEQA rev. 1998 Section 15064.5(b)). The Guidelines further state that a substantial adverse change in the significance of a resource means the physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired. Actions that would materially impair the significance of a historic resource are any actions that would demolish or adversely alter those physical characteristics of an historical resource that convey its historical significance and qualify it for inclusion in the California Register of Historic Places (CRHR) or in a local register or survey that meet the requirements of sections 5020.1(k) and 5024.1(g) of the Public Resources code. CEQA requires that if a project results in significant effects on important cultural resources, then alternative plans or mitigation measures must be considered.

The master plan is a planning document that will be reviewed at a programmatic level for CEQA compliance. As individual projects are planned and implemented, the Lead Agency, in this case the county of Sacramento, will conduct a project-level environmental review prior to consideration of approval of the project by the Sacramento County Board of Supervisors or their designee. The approval of a master plan may not be sufficient to allow individual projects to be implemented. However, the approval of the master plan with its accompanying environmental documentation provides a more streamline approach for consideration of future projects consistent with the approved Master Plan.

This appendix provides information that will facilitate project approval, as well as the steps necessary to obtain these approvals. The planning considerations describe project attributes that would reduce project impacts if incorporated into the project and therefore are more likely to result in approval. The process section describes what information needs to be submitted to which agency and in which order.

Planning Considerations

- All projects that occur within the cultural preserve, or that may affect the physical or visual context of the cultural preserve, will need to be submitted to the Sacramento County Department of Environmental Review and Assessment (DERA) for environmental review. This should occur though the Sacramento County Department of Regional Parks, Recreation and Open Space as the manager of the property and project sponsor.
- Projects that take precautions to meet the Secretary of the Interior's Standards for the Treatment of Historic Properties are considered mitigated to a level of less than significant impact. Such projects will still need to be submitted for review, but the review will be quicker and the favorable outcome more predictable. Whether or not the project meets the Secretary's Standards should be determined and documented by a professional who meets the Secretary of the Interior's professional qualification standards for historic architect or architectural historian
- Projects that may disturb archaeological resources (such as historic foundations or sites of former buildings) should incorporate a pre-project effort to mitigate this disturbance through data recovery, excavation or preservation. The results of excavation are beneficial to the Society, in that they provide additional information about the history of the Ranch, and perhaps artifacts that can be use for interpretive purposes.
- The Sacramento County Floodplain Management Ordinance requires that the lowest floor level must be 1 foot above the base flood elevation. The County of Sacramento Water Resources Division (Water Resources) requires a "floor requirement form" to document compliance with this requirement. This should be noted as part of the application for a building permit.
- The floodplain management ordinance allows that rehabilitation projects that are up to 49% of the value of the structure are exempt form compliance with the ordinance's requirements. This allowance is not cumulative. This should be considered when phasing projects over time. The justification for exemption would need to be documented as part of each project review application.
- Other concerns in the floodplain include the introduction of berms or fencing which would obstruct the flow of floodwaters and debris. Thus, fences should be three-board or three-wire, and other improvements should be designed to avoid causing obstruction.

Process

- (1) Compile the project review application. At a minimum this should include a brief introduction, a detailed description of the project, project plans or other graphic materials that show the location of the project, and steps that are being taken to ensure the protection of any significant historical resources.
- (2) Submit the project review application to the Director at Regional Parks for preliminary review.
- (3) Make changes to the application and/or project design per Director's comments. At this time consultation with DERA may be useful to identify any areas of concern and potential project changes that would reduce impacts.
- (4) Submit the completed project review application to the Department of Regional Parks, recreation and Open Space for formal submittal to DERA for preparation of the necessary environmental documentation.
- (5) After DERA preparation of the environmental document, the following steps are required in the approval process by the lead agency; (1) environmental document certified, (2) project approval by hearing body, (3) Mitigation, Monitoring, and Reporting Program (MMRP) adopted (if necessary to reduce impacts).
- (6) After receipt of an approval letter from the Director of Regional Parks, proceed with applying for building permits and going to bid on the project (if relevant).
- (7) If the county requires Water Resources Division approval as a condition for granting the building permit, follow their instructions or contact Water Resources Division for guidance.
- (8) Comply with the MMRP adopted by the approving authority. The MMRP will identify the method of compliance.

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List of Acronyms

California Environmental Quality Act (CEQA)	(1)
California Register of Historic Places (CRHR)	(1)
Sacramento County Department of Environmental Review	and Assessment (DERA) (2)
Mitigation, Monitoring, and Reporting Program (MMRP)	(3)

List of Citations

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List of Miscellaneous Stuff

(1)

Appendix A

**Galt Area Historical Society, Inc.
Organizational Structure**

Appendix B

History-Social Science

Content Standards for California Public

Schools, K–8, 2000

Appendix C

Environmental Review

Table 2. Implementation Schedule

Programs	Completed or on-going	Months from Summer 2001							Conditions
		6	12	18	24	30	36	36+	
Restoration Program									
McFarland Ranch House									
Exterior Restoration			X	X	X				
Interior Restoration				X	X	X			
Utilities				X	X	X			
Barn									Archaeological testing to confirm location
Research and Design			X	X					
Reconstruction					X	X			
Carriage House									
Research and Design		X							
Rehabilitation			X						
Workshop									
Research and Design		X							
Rehabilitation			X						
Bunkhouse									Coordinate with Miwok Tribe representatives
Research and Design		X							
Reconstruction			X	X					
Woodshed									
Research and Design				X					
Rehabilitation					X				
Tank House									Archaeological Investigation
Research and Design							X		
Reconstruction								X	
Chicken Coop									
Research and Design					X				
Reconstruction						X			
New Facilities									
Security Improvements									Assess visual impact on cultural preserve
Gates and Fences		X							
Lighting		X							
Entry Signage		X							
Restrooms	X	X							
Caretaker's Home									
Design and Acquisition	X								
Siting and Landscaping	X	X	X						
ATV and other equipment		X							
Group Camp Out Area									
Research and Design			X						
Construction				X					
Interpretive Center									
Research and Design					X				
Construction						X	X		
Demonstration and Performance Areas									
Research and Design			X						
Construction				X					
Relocate Metal Storage Building				X					Assess visual impact on cultural preserve.

Programs	Completed or on-going	Months from Summer 2001							Conditions
		6	12	18	24	30	36	36+	
Landscaping									
Parking Lot	X								
Parking area		X							
Visitor location			X						
Plantings			X						
Picnic Area									
Acquire picnic tables			X						
Locate tables and fire pits				X					
Signage									A landscaping plan will be developed for signage, plantings, and pathways
Research and Design				X					
Production					X				
Placement						X			
Trees, Shrubs, Lawn									A landscaping plan will be developed for signage, plantings, and pathways
Research and Design				X					
Pathways and Trails									A landscaping plan will be developed for signage, plantings, and pathways
Research and Design				X					
Construction					X	X			
Interpretive Programs									
Interpretive Techniques									Coordinate with the Cosumnes River Preserve and the Galt Joint Union Elementary School District to develop Environmental Learning Program and Service Learning Program.
Guided Tours		X	X	X	X	X	X	X	
Interpretive Center Displays							X	X	
Publications				X	X	X	X	X	
Demonstrations			X	X	X	X	X	X	
First Person Encounters				X	X	X	X	X	
Hands-on Activities		X	X	X	X	X	X	X	
Environmental Learning Program		X	X	X	X	X	X	X	
House Museum								X	
Out Buildings		X	X	X	X	X	X	X	
Replicas								X	
									Coordinate with regional departments of anthropology to develop archeological programs.