

The Explorer

Newsletter of Cabrillo National Monument
and the
Cabrillo National Monument Foundation

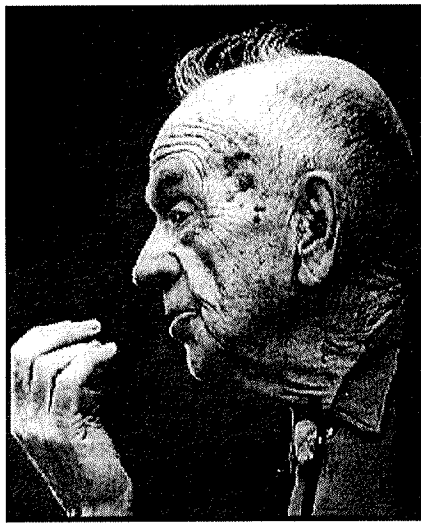
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Interpreting for park visitors

The art of interpretation has been going through an identity crisis for a number of years. Recently, standards were established in interpretive competencies for all rangers who seek to professionalize this art. But there are still those who believe that interpretation is nothing more than information and that anyone can do it. In his book *Principles of Interpretation*, Freeman Tilden said, "Information is not interpretation. Interpretation is revelation based upon information." It is a tool of management utilized for the purpose of enhancing visitor experience and accomplishing management objectives. As the twenty-first century approaches, and as we strive to meet the goals established in order to meet the requirements of the Government Performance Review Act (GPRA), interpretation will very likely acquire added significance. We will be ready at Cabrillo National Monument. While monument visitors can still find traditional methods of interpretation—an interpreter with whom they may



Freeman Tilden

**"Information is
not interpretation.
Interpretation is
revelation
based upon
information."**

communicate directly, a roadside exhibit, a visitor center display, books, pamphlets, maps, self-guiding nature trails, movies, and slide program—they can also experience non-traditional methods. They may view videodisk programs, listen to multi-language audio stations on compact disk, or use an interactive video information system on a computer. Those prospective visitors who choose not to visit the monument may tune their radio to AM 890 or boot up their home computer and browse through our web site, <http://www.nps.gov/cabr/>. As we hurry towards the new millennium we will also be prepared to put Cabrillo National Monument into schools and homes with a new web site for children about sixteenth-century European explorers and the people they met in their pursuit of *plus ultra*. The articles in this edition of *The Explorer* will provide a little more information about interpretation at this unique place.

Edmond Roberts
Chief of Interpretation,
Cabrillo National Monument

What is an interpreter?



by William Penn Mott, Jr.
NPS Director, 1985-89

I am constantly being asked, "What is an interpreter?" To get a definition, I consulted the dictionary, which defines an interpreter as "one who interprets." That's passing the buck. I then looked up the word "interpret" and found it defined as "to explain or tell the meaning of; present in understandable terms." I can agree that an interpreter should be able to explain or tell the meaning of the subject under discussion and do so in understandable terms, but I expect a great deal more from our interpreters.

First, they should be professionally trained, enthusiastic, creative, flexible, and be able to communicate to people at all age levels.

Secondly, I believe that a good interpreter should become very knowledgeable about a particular subject around which he or she can create a unique program that is his or hers alone, and which reflects that person's personality.

Thirdly, I want our interpreters to use whatever special talents they may possess in the field of music, drama, puppetry, magic, dance, etc., to enrich and create new and exciting interpretive programs.

Interpretation has been, and must always be, the hallmark of the National Park Service.

An interpreter can be an entertainer, but of greater importance is his or her ability to be an **educator** utilizing the captivating environment of a national park so as to stimulate interest in, and respect for, the wonders of nature and the interesting and exciting heritage of this country. . . .

Passion*

by Larry Beck

Department of Recreation, Parks, and Tourism,
San Diego State University

Passion is the sacred ingredient for powerful and effective interpretation—passion for the resource and for people who come to be inspired by the same.

*There is a single magic, a single power, a single salvation,
and a single happiness, and that is called loving.*

—Hermann Hesse

Carl Sharsmith loved Yosemite National Park. He also loved interacting with visitors to the park over a career that spanned some 50 years. As a seasonal interpretive naturalist his enthusiasm for Yosemite and for those to whom he interpreted its beauty was undiminished. He influenced thousands of visitors and the affinity he shared was reciprocal. As children who attended Sharsmith's interpretive programs grew up, they brought their own children to go on interpretive hikes with him. Sharsmith interacted with seemingly countless visitors who wished to experience and understand Yosemite's grandeur.

In the latter part of his career, Sharsmith was approached by a woman with a limited itinerary and the age-old questions. She asked, "I've only got an hour to spend at Yosemite. What should I do? Where should I go?"

In a slow, deliberate voice the elderly interpreter replied, "Ah, lady. Only an hour. I suppose if I had only one hour to spend at Yosemite, I'd just walk over there by the river and sit down and cry."

Carl Sharsmith, and interpreters like him, embody a noble passion for the resource they interpret and those who have come to be inspired by it. Freeman Tilden suggested that the "priceless ingredient" for effective interpretation is love.

The Interpreter's Passion for the Resource

One does not generally speak about love, in modern culture, except in the most trivial sense of the word. Those who call upon others to practice brotherly and sisterly love are as likely to be ridiculed as to be taken seriously. But as the "priceless ingredient" of interpretation it has a precise meaning. Interpreters can and do love the forests, the deserts, the canyons, the coasts—the various landscapes—as well as the cultural sites at which they work. This passion for the resource, this intimacy, grows over time.

As with human love for one another, this expression takes meaning as we renew constantly our capacity for the complexity and wonder of the place we interpret. Eventually, a reciprocal relationship with the land becomes established in which we become aware that the landscape is aware of us. What can be achieved through this "erotic" bond is a spiritual connection with the place that brings peace, joy, astonishment, and fulfillment.

In some countries interpreters demonstrate their love for the resource by making the ultimate sacrifice in protecting it. In the West African country of Côte d'Ivoire, two or three park rangers (functioning as guides and interpreters) are killed each year by poachers. At Comoe National Park, Lobi tribesmen hunt and

*Excerpt from *Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture* by Larry Beck and Ted T. Cable ©1998. Reprinted by permission of the authors and Sagamore Publishing.

We feel a sense of obligation, out of respect for the resource and those who have come to enjoy it, to craft a worthy interpretation of the place.

kill both game and rangers with poison arrows. Empowered by the village fetishers, the poachers gain psychological if not spiritual advantage over the rangers. The ill-equipped rangers are often less familiar with the terrain than poachers and may lack proper shoes, functioning guns, binoculars, radios, or other equipment. They are no match for the local hunters.

Those who do not die protecting the parks also pay a severe price. Park rangers are social outcasts and are subject to all manner of ridicule. They may also work for months without paychecks. Why? These African rangers conduct their work because they love the landscape and want to protect their vanishing forests and wildlife.

The Interpreter's Passion for People

Interpreters also enthusiastically share their passion for the resource with others. This does not mean that the interpreter loves audience members in a romantic sense, but rather has a passion for educating, enlightening, and inspiring them. We feel a sense of obligation, out of respect for the resource and those who have come to enjoy it, to craft a worthy interpretation of the place. That is to say that interpreters love their work—a career that becomes an intricate part of their lifestyle. Barry Lopez wrote, "Such a life speaks to a need many of us have but few can attend to—long-lived intimacy with a place, being able to speak of it knowledgeably to others."

Consider that throngs of the employed battle traffic and suffer long hours indoors, often in mundane chores, in contrast to work enjoyed by interpreters in places of natural or cultural beauty. And that is precisely what Tilden suggests we remember when we are dealing with less than courteous visitors: "the pestiferous, the unmanageable, the ineducable, and some whose apparent reason for exist-

ence is to provide the hangman with work." The interpreter's role is to understand these people, to be patient, to enlist visitors' higher capacities to appreciate where they are at the moment. This is not romantic love, but rather empathetic love.

Interpreters must treat their clientele with respect. Although we may know more about a certain segment of history, or the ecology of a place, we may not have the medical, mechanical, musical, or management expertise of those who are with us. So we may assume, for the essential sake of our own humility, that some in the audience may be at least as accomplished as we are.

There is yet another dimension of our relationship to the visiting public. In our quest to satisfy the visitor we must not lose our integrity. The purpose of the interpreter is not to fill a void for the visitor who has come expecting to be entertained. Furthermore, if a visitor becomes abusive—disturbs other people or harms the resource—then, and only then, but at that point decisively, the interpreter must notify the unwelcome guest that he or she has come to the wrong place.

Of course, self-absorbed interpreters and self-indulgent visitors are the exceptions to the rule. If we treat others with respect and trust, we may expect the same in return and potential problems are kept to a minimum.

Some interpreters have a passion for working in areas where both the human and natural resources may need restoration. An urban park or other setting may be used as a vehicle to *help* people. Some interpreters' love for people is so great that they take personal risks to interpret to them. Interpreter Robin White, herself a former gang member, for years led Gary, Indiana, gang members into the Indiana Dunes National Lakeshore on day and overnight field trips. Debbie Chavez and her USDA Forest Service staff work with Los Angeles gang members by taking them to the nearby Angeles National Forest.

In addition to federal agencies, many private organizations introduce people to nature who would not otherwise experience it and can benefit greatly from that exposure. The Student Conservation Association, Outward Bound, the Environmental Career Organization, and the North American Association for Environmental Education all have programs targeting inner-city youth.

Rather than taking people to distant natural areas, some programs interpret the resources that surround people in their neighborhoods. In Los Angeles, a program called WOW! (Wonderful Outdoor World) uses city parks and playgrounds as camping and nature study sites. WOW is a partnership program with public agencies including the Bureau of Land Management, USDA Forest Service, National Park Service, California State Parks, California Fish and Game, Los Angeles City Parks, California State University-Long Beach and private organizations such as the National Outdoor Leadership School and the Walt Disney Corporation. This program offers children the opportunity to camp in a Los Angeles city park. During the outing, environmental education activities teach ecological concepts to the children and they learn map reading, fishing, and camping skills.

Interpreters with these programs care about people first, regardless of the quality of the surrounding natural resource base. When they cannot take people to natural areas, they love interpreting the magic of nature found in vacant lots, school yards, and city parks. They conserve lives, not just resources.

The Role of Passion in Inspiring Others

Passion plays a role in influencing visitors. It gives the interpreter a certain charm and credibility. Visitors are more likely to listen to someone who brims with enthusiasm, who is passionate about

Continued on next page

the place visitors have arrived to, who is fired up about his or her work.

Why is it that some people are passionate and others are not? We don't pretend to know the full answer, but we are compelled to delve deeper into this subject for no other reason than this world would be a better place if there were less deceit, less pessimism, less apathy—and more truth, more optimism, and more passion.

How can we, as interpreters, express the best in human nature? Although this question is ultimately reduced to the level of the individual, we offer some generic thoughts. Through our passion for the resources we interpret we may bring out a similar passion in those we interpret to. To draw visitors into a full appreciation of the interpretive setting, the interpreter displays an affinity for the resource and a respect for humanity. We introduce to visitors something we love, not something we own.

Interpreters may also convey their passion by hinting that what we do isn't a job or occupation, but rather a way of life. According to Barry Lopez, the calling is a high calling that many in our society don't recognize. But we can promote our work by serving as role models to the public. We have the opportunity to reveal our quality of life as a result of staying close to, and continuing to learn from, the landscape. This relationship with our world, marked by learning that turns to wisdom, and the sense of awe, appreciation, and joy it brings—this relationship is something that visitors will observe. And perhaps they will ask themselves what they might learn from an interpreter's connection to his or her place and consequent passion for life. For many interpreters this passion comes seemingly naturally. Others have to work harder at it. What can we suggest?

From the superintendent

by Terry DiMattio

It seems appropriate to write about some of the good things that happened at the park for the year's last issue of *The Explorer*. So as 1997 draws to a close, I would like to share with you some of the accomplishments of the wonderful folks who work here.

The first one is the successful implementation of our Tidepool Protection, Education and Restoration Program. As you regular readers know, we first implemented this program in the fall of 1996. After Gary Davis's six year study demonstrated that the population of several tidepool species had sharply declined, we declared Zone 3, the least used and southernmost area, critical habitat and closed it to the public. We also made the commitment to use our own staff to continue monitoring each zone—1, 2 and 3—to detect trends and measure the populations of key plants and animals. And we decided to increase the number of uniformed people, both rangers and volunteers, in the tidepools during low tides. These people would help visitors find the fragile and often elusive creatures that lived there, answer visitors' questions

about the tidepools and our restoration program, and deter depreciative behavior. To implement this program we formed a tidepool committee, chaired by Chief RM & VP Carol Knipper. The members, Rangers Debbie Stetz, George Herring, Samantha Weber, and Mary Beth Vygrala, recruited and trained 30+ new Volunteers-In-Parks (VIPs), and built barricades to control access to Zone 3, prepared educational material and press releases, and enticed the media out to the tidepools to talk about the problems there and how we proposed to solve them. Thanks to these folks, other staff members who helped when asked, and the VIPs who generously donated hundreds of hours, this program has been a great success.

We implemented the restoration program again this fall. Preliminary data gathered last spring suggest that Zone 3 is slowly recovering. Recently, the California Coastal Commission gave us permission to keep this zone closed for up to three years if our monitoring data indicate that it is necessary to do so to allow its full recovery.

There is another program that I be-



Members of CNM and CNMF staff, Christmas 1997

lieve has helped the terrestrial habitat on Point Loma to recover: our partnership with the US Navy to enhance the Point Loma Ecological Reserve. For the third summer, the Navy transferred funds to the National Park Service to administer a joint Youth Conservation Corps (YCC) Program. We combined Navy money with NPS money and hired three labor leaders and about 30 young people, ages 15-18, to do the work. For eight weeks, under the guidance of Ranger Marty Lane, these hard-working people removed acacia trees, iceplant, and other exotic plants from Cabrillo National Monument and Navy land at the Fleet Combat Training Center, Pacific, and what is now known as the SPAWAR System Center, San Diego. They also received weekly classes in environmental education and visited other areas where San Diego's precious natural resources are being preserved. Over the summer, the YCC removed hundreds, if not thousands, of acacias from the Ecological Reserve. This will keep this highly invasive plant from spreading and allow the sensitive coastal sage and maritime succulent scrub habitat to recover.

While some of the staff was busy removing exotic vegetation, other members and VIPs were monitoring the condition of the plants and animals within the monument and the Ecological Reserve. This year, Samantha Weber continued to assist scientists from several UC campuses gather data on reptiles and amphibians, birds, small mammals, and even moths. By permitting and participating in this research, we will acquire invaluable baseline information about what is here and what the condition of the plants and animals may be. We will also learn the protocols, or methods, for monitoring these important resources. Our goal is to develop a long-term monitoring program for the monument and the Ecological Reserve using our own staff and VIPs. Thanks to Samantha, we are learning more about the condition of the natural resources on Point Loma than we have ever known before. Armed with this knowledge, the National Park Service and its neighbors—the Navy, City of San Diego, US Coast Guard and Veterans Administration—will be better able to

care for this special place.

This year the interpretive rangers were very busy working on several projects that will spread knowledge of the park far and wide. The first is the complete revision of the park's brochure. Chief of Interpretation Edmond Roberts and his staff—John Golda, George Herring, Mary Beth Vygrala, Emily Troxell and Debbie Stetz—worked with the Division of Publications, Harpers Ferry Center, to create a new layout with new illustrations, photographs and text. This attractive new brochure should be available after the first of the year and will be given to all those who pay the entrance fee.

The interpreters have also been working with Harpers Ferry Center on two military history projects. Together with Point Zero Design, they refined the design proposal for the Radio Station exhibits on Point Loma's military history. The next phase, the exhibit plan, which contains the layout, graphics and text for these exhibits on Fort Rosecrans, should be done in 1998. We have also been told that funds may be available to create and install these new exhibits. This is exciting news. Next year we should also be installing two new military history wayside exhibit panels: one at the WWI-era searchlight and generating station on the Bayside Trail, and the other at the base-end station below the Whale Overlook. This second panel tells how the large guns were aimed and fired at approaching enemy ships.

Another project that should be done in 1998 is the complete revision of *Cabrillo's Log*. This account of Cabrillo's voyage of exploration is the first record of European contact with the peoples of the Californias. It describes the events of the voyage as well as the geography of California and what life was like among the people who lived along the coast in the 16th century. The new edition will contain a biographical sketch of Juan Rodríguez Cabrillo and short articles on those who accompanied him, the navigational instruments they used and the weapons they carried, shipboard life, and the Native Americans they encountered. If all goes well, this new book should be ready by next fall.

As you can see, the staff has been very

busy. Some members, though, did not have the chance to work on exciting new projects this year. Nevertheless, the park could not have thrived as it did without them, and I would be remiss if I did not mention them. Each day, they worked quietly and efficiently to ensure that we had what we needed to do our job, that the buildings and grounds were safe, well kept, and ready for our visitors, and that our visitors were protected. So, thanks to Chief of Administration Anna Stits and Administrative Assistant Terry Petrovich-Joyce. Thanks too to Chief of Maintenance Ed Caudillo, Bob Hayes, Nello Jefferson, Mark Mattivi, Jim Kerby and Russ Williams. Thanks also to Ely Edquid for making this a safer place to work and visit and to Joe Wilson for warmly greeting tens of thousands of visitors. Thank you too, Karen Eccles and the association staff, for making everyone who enters the View Building feel welcome. And to all the VIPs who donated their time and talents to serve our visitors and care for this park, you have given more than you may realize.

Nineteen ninety-seven has been a good year. To anyone I may have overlooked, I apologize. And to everyone who made Cabrillo National Monument a better place, thank you and may you and yours have a wonderful holiday, and a healthy and bountiful New Year.

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Dear Ranger. . .

by Debbie Stetz

"You ar a god techr. yre nich. you sod us ware to go."

Harrison, 2nd grade

"I am fron Room 22. I reaily like what you tot me I did not now about Cabrillo intellyoutod us. You must now your stuff. well by. it was good and a good lurn about Cabrillo."

Keshaun, 3rd grade

"I liked the lecture on Cabrillo and the compass activity on our field trip to Cabrillo National Monument. It is a beautiful and historic park. The two "state of the art" vessels are tiny compared to today's very large ones. I can't believe the San Salvador docked at Ballast Point or Indians lived on what we call Bayside Trail. Thank you for putting that information into my brain."

Andrew, 4th grade

Kids say the darndest things. We all know that to be true. We also know that they can be very sincere in what they say, and rarely does anything pass them by. Because of this, we must be very careful what we teach children and must be aware of their comprehen-

sion and adjust our instruction appropriately to their level of thinking.

The three letters above clearly illustrate the differences in children's developmental levels. At seven years of age, second graders are just entering independence where instruction begins to focus upon simple tasks of critical thinking. They are able to write words and can express themselves in simple sentences. On the other hand, third graders have reached a degree of independence (as they are well-aware!) and are eager to learn and express their own ideas in written words. But third grade can sometimes be a bit awkward for them as they realize they are not "little kids" anymore—like first and second graders—but are not yet "big kids," like those in fourth and fifth grade. Their grade level is a bit like a testing ground between primary and middle grades where they are beginning to practice independent thinking. In contrast, fourth graders are extremely independent and have developed a much higher cognitive level enabling them to receive instruction focused upon subject matter, such as history, math, and science.

As instructors, it is very important to understand the cognitive level of these

different age groups. At Cabrillo National Monument, the interpretive rangers lead educational programs designed for second through fifth grades. The second-grade program focuses on 19th-century life in the lighthouse, while the third through fifth grade teachers have a choice of programs about Cabrillo's exploration, the coastal sage scrub plant community, or tidepool ecology. The third-grade teachers also have an alternative to the ranger-led programs, which are "Connections 1542" and "Connections 1880," two programs that focus upon Cabrillo's voyage and life in the lighthouse respectively. After attending a one-day workshop with Ranger Emily Troxell, they lead their class in an independent study session throughout the park.

School groups spend about an hour with the ranger, and during the first few minutes of instruction, the ranger must assess the group and determine its learning capabilities. Each group is unique and dynamic and although the subject matter remains the same, the teaching style must be adjusted to meet the needs of the group. Even the most difficult concepts can be taught in such a way that children will understand them. For instance, the Cabrillo program includes a compass activity which can be a chal-

lenge for a child (and adults!) to learn. But with patience in teaching to the appropriate level of knowledge, every child in the group can be successful in reading the compass. It takes awareness on the rangers' part to recognize the student's comprehension and to adjust their style of instruction to the proper learning level.

Simplifying concepts for children to understand is easy to do. Put yourself in their place and try to understand the world from their point of view. Comparing to familiar objects in their world makes it easier for them to understand new ideas. Every adult has had a similar experience; you just have to remember what learning was like when you were a youngster. And what a joy it is to see a child's face light up at that moment of understanding a particular concept! When children understand, they become much more appreciative of the subject, which in turn, makes teaching a much easier task.

Children learn quickly and are eager to impress us with their "wealth of knowledge." But what may be difficult for them to master is the fact that they know what they want to say but do not know the appropriate words to express it correctly. Children are creative and will often substitute familiar words to express a more difficult concept; that is when they come up with the "darndest" expressions. At that point, the instructor understandably looks at the child, and with great restraint, holds back any impulsive chuckles :)

"Dear Ranger Debbie, Thank you for taking your time to teach us about Cabrillo. You were vary nice to us. I hope you teach other people like you taught us."

Dane, 4th grade

The education programs at Cabrillo National Monument are designed for second through fifth grades, with a maximum of 35 students per program. Please call 557-5450, Extension 2231, Monday through Friday between 12 noon and 5 PM, for more information.

Multisensory interpretation: we watch as well as listen *by Emily Troxell*

We as a nation of people have gone through a drastic change in the way that we look at our world. We have become a society of viewers instead of a society of readers. With this in mind, our interpretative programs now include activities that use a multisensory mindset.

We have chosen two forms of multisensory interpretation: drama and costumed interpretation. Each carries with it a cost and a benefit to the visitors. Lets look at drama first.

For seven seasons, a drama dealing with the voyage of Juan Rodríguez Cabrillo has been presented during the summer. The story line has remained the same though the script has evolved over the years. During the early years, the cast was limited to a sailor and a park ranger who compared their versions of the Cabrillo story. Today the cast consists of four players and the format of the presentation is a modern-day talk show. The moderator is a Native American who relates present thinking with that of 1542. The guests are a sailor and a priest who sailed with Cabrillo, and a Kumeyaay woman. The result is that viewers are bombarded with facts and emotions generated by several people who were associated with the Cabrillo exploration.

This production is financed with funds provided by Cabrillo National Monument Foundation. With these monies, Virco Enterprises, operated by Bill Virchis, provides the director and actors, does the script development with park staff guidance, and maintains the quality of the performances. The park staff provides the facility, costumes, publicity, stage, properties, and lighting. The production becomes an important part of the interpretative program. Working together in this fashion, the production is presented 24 times a year.

As with all our programs, care is taken to present the facts in as accurate a form as possible. *Facts* range from emotions

that might have plagued these people to hard-core information related to the Cabrillo exploration to the clothing that characters wear. There are times when the costumes can not be completely accurate. Take the costume for the Kumeyaay woman, for instance. It is well known that the proper outer wear for a woman of her time should be merely a willow-bark skirt. Just a skirt, of course, would be unacceptable in today's society. So a deer skin has been fashioned to form a cape and bodice. The Kumeyaays would probably have worn such a skin, but the actual way in which we drape it is truly a contemporary style.

This past year we began costumed interpretation at the Old Point Loma Lighthouse. When an interpreter wears a costume, two methods of delivering information can be used. Third-person interpretation is utilized when the person simply tells about the particular time period. First-person interpretation is when one assumes the persona of an individual living in the special time period. The interpreter must stay in character even though visitors may try their best to unmask him or her. One of our volunteers, Luke Burke, plays the part of a newspaper reporter living in 1883. He wanders around the outside of the lighthouse trying to find the Israel family. He can talk the legs off a visitor about the happenings of the day. He might comment on the cost of a pair of jeans, or what is happening in the nation's capital. He deals with people who say they came in cars or planes as though they are mistaken. He defines distances as how long it would take a horse and carriage to travel that distance. When people ask for directions to the restrooms, he tells them about the water closet located on the far side of the outbuilding and then adds that one was supposed to be located behind the lighthouse—just a short way down the hill. He knows the area well, but he still remains in the year 1883.

While Luke charms the people outside the lighthouse, three of our volun-



teers dress in costume once a week and spend three hours talking to people in the lighthouse. The focus of interpretation here is to tell about what happened during the time period, rather than taking on the role of an actual character. Demonstrating crafts popular during the 1880s provides an avenue for encouraging conversation with the visitors. Each volunteer has chosen a craft to demonstrate: One chose needlepoint, another china painting and another crocheting. Each dresses in a park-supplied costume that resembles clothing worn during the period. One dress is that used for special occasions, and another was worn for informal gatherings. We are hoping that during the next year we will be able to obtain a costume that represents everyday clothing. Interaction with the visitor includes information about life during the period as well as factual information about the lighthouse and the park.

By the inclusion of a more complete visual picture of a given situation, we hope to instill in our visitors a better understanding of what people experienced during a specific time period. In both the dramatic presentation and the interactive costumed interpretation, we have incorporated a strong visual impact to help portray the facts relating to the places and events commemorated at Cabrillo National Monument.

Setting the scene for interpretation

by Carol Knipper

*My object in living is to unite
My avocation and my vocation
As my two eyes make one in sight.
Only when love and need are one,
And work is play for mortal stakes
Is the deed every really done
For heaven and the future's sake.*

From *Two Tramps in Mud Time*
by Robert Frost

Sometimes when I go to National Park Service areas I avoid rangers. I am not always interested in the significance of this and that or the plight of some living organism. I want to enjoy the park in my way. It is easy to regard this as a non-ranger experience but that is only on the surface. Behind the peaceful scenery that I enjoy—or even that cheery, knowledgeable ranger ready to interpret everything—there is a host of other rangers, managers and specialists who also act as interpreters when policies, data, and political whims play upon the park service mission. Even before I start out to enjoy my non-ranger interpretive experience, I've already encountered a whole lot of interpretation!

The heart of interpretation (as we use that word in the park service) is knowledge and love. It's that desire to share the mission of the park service and the intrigue and beauty of the surroundings that give rangers a sense of pride in our avocation and vocation. Interpreting how to best apply the philosophies of the National Park Service percolates into all aspects of our jobs, most notably in the walks and talks but also in establishing policies, resources management, maintenance, and law enforcement.

Not every park ranger can give interpretive walks or talks, lead school programs or design bulletin boards. However, the interpretive themes and programs are given color and credibility

through the concerted efforts of many who never talk to visitors and whose efforts have a major impact. The folks who develop policies and standards work behind the scene to forge a foundation of interpretive goals that would only be noticeable if those policies and standards were absent. For example, would your enjoyment of the historic scene around the lighthouse be the same if this area were a large picnic area with festive birthday parties and company picnics? By eliminating such activities, by replanting the area in native vegetation, and by restoring the rooms of the lighthouse with period furnishings, the park ranger at the lighthouse can more easily evoke a remembrance of the 1880s lighthouse era and fulfill a desired goal of the park.

The park rangers' function can simply be defined as filling two major roles: resource protection and resource education. The success of one contributes to the success of the other.

Of course there are many examples of competing demands in national parks: Should we allow cars in Yosemite Valley? Should there be corporate sponsorship of the parks? And what about using the parks as venues for special events such as art shows, foot races or private parties? Having a firm foundation in our purpose to preserve and protect is important because of the kinds of requests the park service receives from those who have their own agenda. Amid these requests, the management staff must seek out responses that inform and enlighten our public and interpret for them—through media, letters and speaking engagements—the mission of the park service and the values of our cultural and natural resources. If we are consistent and do this job well, we'll have a greater

constituency of park supporters and a better park experience for everyone.

To be sure, for every visitor who may shy away from programs, there are many more who will look for the flat hat, which is the recognizable symbol of a friendly park ranger. Knowing this, the National Park Service has renewed its dedication to making everyone wearing a flat hat an interpreter by establishing a course in interpretive competency for all rangers. That doesn't mean all rangers will be leading education programs or introducing slides, but they will at least be competent in interpretive techniques such as speaking informally to groups. For the law enforcement rangers, the interpretive element is now more dominant in their position descriptions. The park rangers' function can simply be defined as filling two major roles: resource protection and resource education. The success of one contributes to the success of the other. Interpretation is not considered a chore by law enforcement rangers, since many began their careers as interpretive rangers and enjoy that positive interaction with the public. It is only common sense that educating the public to the value of the resource and how to enjoy it and leave it intact for others can reduce resource damage and the need to enforce regulations. Along with a natural enthusiasm for the plants, animals, and history, our new emphasis on communication skills will convince the public that the park is a better place when kept in an unimpaired condition.

As park rangers, our job is a tangle of idealism and obligations. From experience I know that my "non-ranger" experience in a park has been predefined by the National Park Service's struggle to create an historic setting, an attractive road or trail, a protected viewshed, or a healthy and diverse habitat. Ranger-led activities mirror the same conviction even more clearly to the visitors as we apply our knowledge, research, and enthusiasm to convey the significance of an event or resource and the mission of the National Park Service. It's work, but it's good work.

Doc Ricketts and me

by Samantha Weber

Do you believe in fate? I don't, really, but sometimes a sequence of events seems sooo non-random and directed, even Ms. Skeptical herself stops to think. Such is the karmic case of Ed Ricketts and me: he, co-author of *Between Pacific Tides*, reviewed here, and I, lowly pawn in the greater scheme of things. Following are the facts—YOU make the call.

Say one summer, for the first time in your entire life, you venture to Monterey, California. Never mind you've been in California your whole life (minus graduate school) and all over 'cept Monterey until then. You just happen to go 'cause you just made friends with someone who just happens to be both a John Steinbeck (author of *Cannery Row*, which takes place in Monterey) fan and a member of the Monterey Bay Aquarium, to which you've never been, and he wants to go. I just met this person a month ago, mind you.

All right. So you cruise and experience the Cannery Row thing, narrated by your companion, Mr. Avid Reader. Very fun and interesting, traveling back about 50 years in time to life on the northern California coast.

Then you hit the south end of Cannery Row, which abuts the aquarium. You walk right into the most amazing aquarium experience you've ever had. Cannot BELIEVE the jelly fish (medusa) display. More therapeutic and relaxing than Valium. Heavenly. And you finally get to see those shore birds you count at work, but UP CLOSE—you could ruffle their feathers if you blew on them. You peer through microscopes at limpet and sea-star parts, and see the tiny silhouette of a shark embryo wiggling within its egg sac. Amazing. Then you leave. Very happy and amazed and pleasantly tired.

Next, the two of you head south, and stop by an almost deserted tidepool area, after a steep, dusty decent along a narrow dirt path. Once there, you have to watch your step so you don't tread on an ochre sea star (*Pisaster giganteus*), they are so



Edward F. "Doc" Ricketts

common here. They come in many colors, but each individual has to decide on only one. Easily eight inches across, they are chocolate brown, bright orange, and the biggest one is, ironically, perfect baby pink. This is the very same species you search for at Cabrillo for an hour and a half twice a year and NEVER find. Never. You're beginning to like Monterey.

Next, you travel back to civilization, where, after yummy Italian lunch and a cappuccino, you two peruse used book stores ("Heaven, I'm in heaven") and your friend sneaks a *Cannery Row* into his pile of books and gives it to you as a surprise gift.

All right. So, having been to Monterey, Cannery Row, you read the book. Amazing book. One of the best books you've ever read. You can picture it all, 'cause it's in the very same neighborhood you just sauntered through. And you learn a great deal about "Doc," the scientist of the community who makes his living capturing and preserving biological specimens for biological supply

Continued on next page

companies (for schools, etc.). His schedule is pretty much dictated by the tides, day or night. He collects and studies many intertidal organisms, so, spending a lot of time there, and being financially and intellectually motivated to know which organisms are available where and when, he learns a great deal about their behavior, habits, preferences, seasonality, romantic life, and life spans. Very interesting stuff.

Next you are lent *Log from the Sea of Cortez*, written by buddies Ed Ricketts and John Steinbeck. The lengthy foreword by Steinbeck is called "About Ed Ricketts," wherein you learn about the man who planned this adventure and upon whom the character "Doc" in *Cannery Row*, was based. Apparently Steinbeck accompanied Ricketts on his voyage of exploration to the giant body of water between Baja California and mainland Mexico. In this book, you learn not only about the different animals of the intertidal areas along that formidable coast, but also about the landscape, the brave people who eke out a living in that hot, extremely arid climate, and the voyagers themselves.

I'll never forget the event that turned the crew off of killing sea turtles (tho' don't quote me on the details). This they had done to get fresh meat while out at sea. One of the crew speared a turtle while cruising south, and apparently, once they got it on board, it had quite the will to live, and did not die quickly or easily. All the while gazing silently at them with its giant, innocent eyes. Most of the crew was quite disturbed. However, this amount of guilt was apparently insufficient from this marvelous reptile's point of view. Once the animal was dead, and they'd taken the shell off to cut it up for dinner, the flesh continued to quiver and respond to touch. For hours. Not seconds. Hours. Even when the meat was reduced to white cubes, the cubes themselves still seemed to react to touch. Apparently, the experience was sufficiently horrible that they never speared a turtle again.

Anyhow, back to our scenario. While reading this book at night, in the daytime you still work. On one of these days, the park librarian and *The Explorer* editor suggest you think of natural history books the park could use. *Between Pacific*

Ed Ricketts was a great teacher. He had limitless enthusiasm for all things intertidal, loved learning about their behavior, life cycles, and romantic life, and was happiest when up to his knees in sea water, exploring the shore line's denizens with a friend or two.

Tides pops into your head, since scientists around you mention it all the time; apparently it's a classic in intertidal invertebrate literature and the park library does not have it. So you ask for it, and they grant your request. Woo hoo!

Weeks later, the same editor and librarian are discussing the next issue of *The Explorer* while you are reading in the library. Editor suggests reviews of the new books in the park. Staring at you on the "new books" shelf is the shiny blue, green, orange, and grey binding of *Between Pacific Tides*. Said editor suggests someone write a review of *Between Pacific Tides*; a pregnant silence ensues.

Okay, okay! I give!

THIS HAS to have been a plan. I've gone to Monterey bay, home of Ed Ricketts, walked down Cannery Row, read *Cannery Row* and learned something of Ed Ricketts through the character "Doc," read *Log from the Sea of Cortez*, adventures of John and Ed in all things intertidal, and now am "required" to read *Between Pacific Tides*, a wonder book of biology if there ever was one, with its plethora of fascinating pictures, descriptions, and stories of so many of the intertidal invertebrates that Ed learned about, some of which he met in the Sea of Cortez. And hmmm, even Cortez is a FAIRLY important figure in Spanish exploration, and a fairly relevant figure here at Cabrillo National Monument, eh?

YOU make the call.

[And now—at last—we get to the book review. Ed.]

And it is a strange thing that most of the feeling we call religious, most of the mystical outcrying which is one of the most prized and used and desired reactions of our species, is really the understanding and the

attempt to say that man is related to the whole thing, related inextricably to all reality, known and unknowable....It is advisable to look from the tide pool to the stars and then back to the tide pool again.

John Steinbeck

The Log from the Sea of Cortez

There are books. And there are good books. And then there are books that make you glad the author was born. Such is the case with *Between Pacific Tides*, by Edward F. Ricketts, Jack Calvin, and Joel W. Hedgpeth.

David W. Phillips, the book's reviser, begins his forward with: "The Fifth Edition of *Between Pacific Tides* is still Ed Ricketts' book." Ed Ricketts, besides being very knowledgeable about intertidal organisms, was a person who often inspired that sort of loyalty. What else would cause someone to begin the section addressing his own contribution to the work with an "It's not me, it's not me, I only typed the page numbers" clause?

Based in Monterey, California, Ricketts traveled to tidepools all over the state, following a schedule dictated by the phases of the moon rather than clocks or arbitrary deadlines. He also explored regions farther to the north and south, including the trip to Baja California chronicled in the *Log From the Sea of Cortez*.

Ed Ricketts was a great teacher. He had limitless enthusiasm for all things intertidal, loved learning about their behavior, life cycles, and romantic life, and was happiest when up to his knees in sea water, exploring the shore line's denizens with a friend or two. It was from among those same friends that came the cry for him to record all that knowledge, so others could have a chance to learn it. At last he did, originally intending to

write a pocket-size field manual, but now it's full size with more than 400 pages.

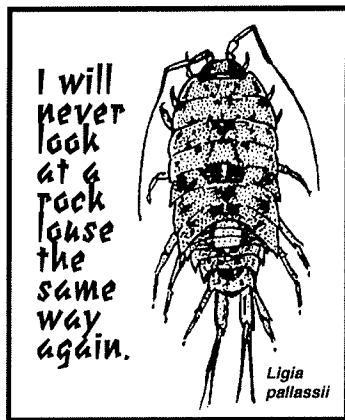
This book is FULL of amazing animal stories. As soon as I began reading I thought, "The Interpreters are gonna LOVE this!" Not only is there a huge amount of extremely readable information for any person to enjoy, but his calm, humorous, and occasionally philosophical voice puts forth so many curious stories, and poses unanswered questions, that it's an interpreter's gold mine. An example is the discussion of a rock louse's love life, and an adaptation enabling them to avoid the many dangers prevalent in the tidepools.

"Sexual dimorphism [obvious physical differences between the sexes, especially size] is marked in *Ligia pallasii*. Adult males are considerably wider (and often longer) than females, and on a crowded surface, females and juveniles may be found under the shield provided by the larger males. The smaller size of the female apparently makes it easier for the male to hold her beneath him during copulation. It also provides him with the unusual ability to run during copulation (taking her with him) if necessary to avoid predators or waves." p. 227.

I will never look at a rock louse the same way again.

The bulk of the book (parts I-IV, pp. 17-424) is organized by categories of marine environments: Protected Outer Coast, Open Coast, Bays and Estuaries, Wharf Pilings. The chapters within these divisions break down into different habitats, e.g. under Protected Outer Coast are Outer-coast Rocky Shores and Outer-coast Sandy Beaches. Therein many animals and a few plants of these regions are discussed, mostly one at a time, usually grouped according to where within that habitat these organisms are most common. The remainder of the tome, pp. 427-495 is called "Between and Beyond the Tides," with chapters on Intertidal Zonation and Some Principles of Intertidal Ecology.

The primary goal of this book was to



then putting forth the unanswered questions about these organisms with the hope that folks will be encouraged to find out the answers for themselves. There is a generous "General Bibliography" and two very complete indices, "General Index" and "Annotated Systematic Index," in the back which can help enthusiasts further their quest for knowledge. (There's almost nothing that endears an author to me more than a really good index.)

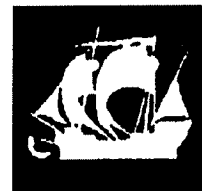
However, it was Ed Rickett's writing style that won me over completely. Having read about him in Steinbeck's works, I was already prepared to appreciate this book. But the gentle, engaging, and at times philosophical prose can bring one so far into the book that you end up spending more time than you'd ever imagine reading about the baffling life cycles of hydras or the trials and tribulations of marine worms. This I did while waiting more than five hours for a friend's delayed Thanksgiving holiday flight, in the almost comically overcrowded San Francisco International Airport. She-of-infinite-distractibility, with feet perched awkwardly on her luggage, managed to completely ignore the three hundred jostling and whining people packed in around her, the overlapping calls for flights and to "not leave your luggage unattended at any time." Even at ten o'clock at night when she should have been exhausted.

Now THAT's a good read.

Between Pacific Tides, by Edward F. Ricketts, Jack Calvin, and Joel W. Hedgpeth, Fifth Edition, Revised by David W. Phillips, 1985. Stanford University Press.

interest readers in the many fascinating goings-on in the intertidal region and

to encourage and enable them to learn more and explore on their own. This he did by supplying us—the lucky readers—with as much information as was in his head, supplemented with relevant literature, and



Cabrillo National Monument Foundation

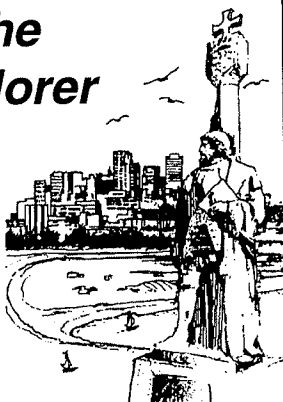
The Cabrillo National Monument Foundation is pleased to announce that six new members will be joining its board of directors. Elected to three-year terms beginning January 1, 1998, are:

Nancy Dawson Dollard, Education Coordinator, Mission Trails Regional Park, City of San Diego; **Dr. Reinhard Flick**, Researcher and Oceanographer, Scripps Institution of Oceanography and California Department of Boating and Waterways; **Sal Giametta**, Vice President for Community Relations, San Diego Convention and Visitors Bureau; **Cynthia Núñez**, Director, Fort Rosecrans National Cemetery.

Pauline des Granges, retired Director of Parks and Recreation, City of San Diego, and **Dr. Charlie MacVean**, retired Navy submarine commander and physicist, will serve one-year terms from January 1 to December 31, 1998.

They will join current directors **Rick Garbini**, **Tracey Kennedy**, **Jim Nauman**, **Eleanor Neely**, and **Raymond Starr**, bringing the board to its full complement of 11 members. Activities of the CNMF will be reported in each issue of *The Explorer*.

***The
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