

The EXPLORER

Vol IX, No. 1
Summer 2005

Newsletter of
Cabrillo National Monument and
Cabrillo National Monument Foundation

Sharing the wealth of knowledge

National Park Service Mission



The National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

Our mission statement directs us to offer enjoyment, education, and inspiration! This issue of *The Explorer* highlights our efforts to accomplish this mission through public interpretive programs, school programs, internships, the Youth Conservation Corps, Research Learning Centers, and more!



Thank you for your support as we share the wealth of knowledge offered by the resources of Cabrillo National Monument with this and future generations.

Research Learning Centers: connecting science, parks, and people

by Patricia Heusner

National Park Service areas preserve some of the most pristine and protected natural and cultural sites in the United States. For researchers, these areas offer exceptional opportunities for study. How do scientists find places to conduct their research? How do National Parks find scientists to help with research needs?

To address these questions, the National Park Service has established twelve "Research Learning Centers" across the country. According to the Research Learning Center website, (www.nature.nps.gov/learningcenters/index.cfm), the centers have two primary goals:

1. to attract non-NPS scientists to conduct research in national parks. These scholars then assist managers by conducting research on prioritized park projects. In turn, research results help park managers in making science-based decisions.

2. to synthesize the information and transfer it to local communities and a broader audience electronically as well as by other means of dissemination.

The Research Learning Centers were created thanks to the Natural Resource Challenge, a

plan set in motion by the NPS in 1999 to place increased emphasis on preserving natural resources within the parks. The park service committed to:

- protecting native species and their habitats, using improved research methods to make management decisions.

- providing leadership for a healthy environment by applying the highest standards of environmental stewardship to all park operations and by monitoring air and water quality.

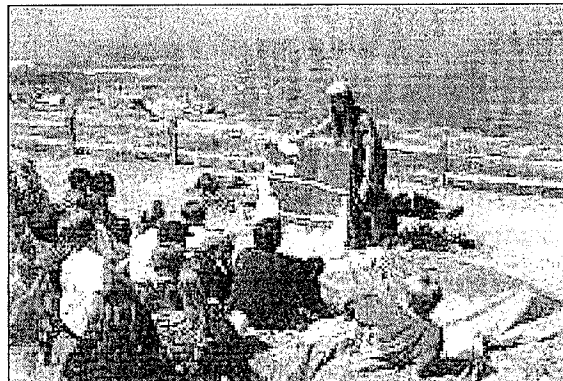
- connecting parks to protected areas and parks to people. This includes inventory, monitoring, collaboration with experts in the scientific community, resource planning, and making parks places for science and learning.

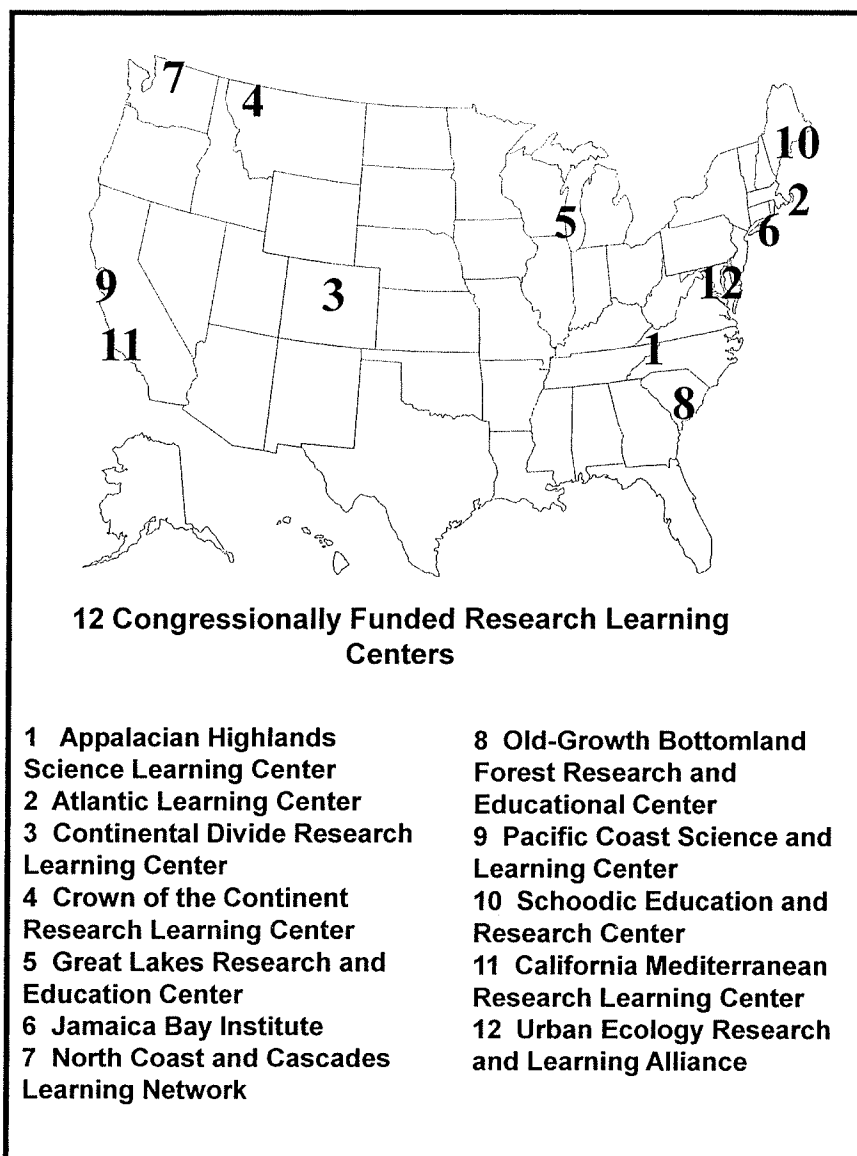
The latter of these three goals is where the Research Learning Centers play an important role. Each of the twelve centers encompasses a geographic region of the country where

parks have similar or related natural resources. Therefore, parks in each center are able to share successful research methods as well as research findings with each other. In turn, as we share these research findings with the public we hope to enable everyone to take an active role in caring for their parks.

Cabrillo National Monument is part of the California Mediterranean Research Learning Center, based at Santa Monica Mountains National Recreation Area. One of the ways we are already collaborating in the Mediterranean Research Learning Center is by sharing protocol and results for the herpetology and tidepool monitoring projects at Channel Islands National Park, Santa Monica Mountains National Recreation Area, and Cabrillo National Monument. Scientists at all three parks compare notes on techniques and protocols and determine how

to improve research methods; they also share their data so that the health of these three areas can be ascertained and maintained in a regional context rather than from a park-by-park local perspective. The Research Learning Center is also developing a prospectus and associated website to





of population sizes of the coyotes, foxes, and raccoons on the peninsula

- to determine the effects of non-native species in both the terrestrial and marine environments (e.g. northern range expansion of the gastropod *Mexacanthina lugubris*)

- to quantify intertidal algal and invertebrate communities and population dynamics

- to evaluate the history of Juan Rodríguez Cabrillo's crew.

We look forward to sharing more about your National Monument with you as we learn more about it ourselves!

Many thanks to Andrea Compton for her contribution to this article.

PH

Read more about the Natural Resource Challenge at www.nature.nps.gov/challenge

and about Research Learning Centers at www.nature.nps.gov/learningcenters

link and guide researchers in conducting work at each of the parks.

This spring, in an effort to communicate research to the public, an education project titled "Each One Teach One" brought together a college intern from San Diego State University and three classes from High Tech High School to teach them about the Coastal Mediterranean Ecosystem. The intern first studied under our scientists here at Cabrillo, then taught at the high school, and finally, brought the three classes here to see that

ecosystem first hand.

The Mediterranean Research Learning Center is off to a great start in collaboration and education. At this time, the center is awaiting its director so that new projects may begin. Some current research needs outlined by Superintendent Terry DiMattio and Chief of Natural Resource Science Andrea Compton are:

- to determine the effects of fire and the effects of long-term suppression in coastal sage scrub habitats
- to evaluate the interactions, habitat needs, and fluctuation



The National Park Service cares for special places saved by the American people so that all may experience our heritage.

Marcy's morsels

by Marcy Marquez

As some of you may know, I am the Volunteer Manager for Cabrillo National Monument. Do I hear you ask, "What does that mean?" I am in charge of recruiting, interviewing, and fitting people into correct volunteer positions. We currently have over 180 active volunteers working in a variety of positions, such as visitor center assistants; habitat restoration assistants; living history interpreters of the 1500s, 1880s, and World War II; tidepool volunteers; and herpetological, tidepool, and shorebird-monitoring assistants. It is exciting to meet new people that are as passionate about the National Park Service's mission as I am!

I also meet and receive numerous inquiries from college students who are interested in fulfilling their internship requirements here at Cabrillo National Monument. Most internships last for a semester and average 180 hours. Interns take part in nearly all our divisions: Interpretation, Resource Management, Maintenance, and Natural Resource Science. Our interns have majored in biology, history, geography, and other subjects.

I started at Cabrillo National Monument as a volunteer, moved on along into a 900-hour internship, kept moving right on to become a park ranger, and graduated from San Diego State University with a B.A. degree in geography. This summer I sure have my work cut out for me with our many interns and volunteers!

Dan Golin is our first full-time summer intern, coming to us all the way from Colorado State University. Read on to learn about the first half of his internship!

An inside view of an internship

by Dan Golin

I was born and raised on the East Coast; my family and I moved to Colorado when I was 16. After graduating from high school, I enrolled in Colorado State University's College of Natural Resources. I have always had an interest in the outdoors and enjoy partaking of many outdoor activities such as hiking, fishing, wildlife viewing, etc. Colorado is a wonderful place for these hobbies as well as a great place to attend college. I am now into my last semester at Colorado State University. In order to complete my undergraduate degree, I am required to complete 400

hours of an internship that coincides with the studies of a natural resources degree. During my spring semester, I started looking for an internship outside of Colorado. I wanted one that would involve my enthusiasm for the outdoors, as well as provide a change of scenery from my home in Fort Collins, Colorado. I searched extensively on the internet for internships on the West Coast. After a few calls and e-mails to Cabrillo National Monument, Marcy Marquez, the internship coordinator for the park, allowed me to come on board for the summer. What attracted me the most to the

area of southern California and Point Loma were the weather and the location, right along the Pacific Ocean. It is a wonderful place to work on my internship requirement.

Throughout the weeks I have worked at Cabrillo National Monument, I have participated in a variety of activities to assist the park. I have helped do everything from biological surveys in the field to crafting informative flyers for educational programs. In helping with the biological surveys around the park, my main objective was to check traps that were previously set out, with the

Throughout the weeks I have worked at Cabrillo National Monument, I have helped do everything from biological surveys in the field to crafting informative flyers for educational programs.

intent to collect data on the reptiles, amphibians, and small mammals that had fallen into the traps. This was a very educational experience for me as I did not know what types of animals inhabited this coastal ecosystem. Moreover, I was able to explore the tidepools during a ranger-led program. Once again, I learned a great deal about the variety of animal life living in the intertidal region of the park.

My internship has allowed me to work with young individuals involved in a program called YCC (Youth Conservation Corps). Students aged 15 through 18 work with resource management techniques to help rid certain areas in the park of non-native plant species, plant young native species and collect native seeds for later cultivation. I am quickly learning how to identify these native and non-native plants.

I have also spent many hours in the visitor center. This interpretive task has allowed me to learn a great deal about the history of the park as well as to talk to visitors to find out

what their interests are.

Cabrillo National Monument has been a great place to fulfill my internship requirement. The staff is helpful and fun to work with, and I have learned a great deal from talking to them. The history of this wonderful area is extremely fascinating, and I learn something new just about every day I come to work. This has been a great experience for me, and I am sure I can use it for many of my endeavors in the future.

Catching the curiosity bug

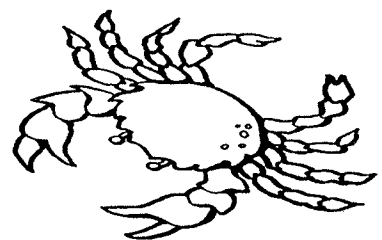
by Laura Congdon

Have you ever wondered if an anemone sleeps? Or how a sea star eats? Or where hermit crabs find their shells? There are so many quandaries in life that are a hoot to figure out. If you've ever helped people uncover them, then you know how much fun it can be sharing what you know.

Tidepool Preservation, Education, and Resource Protection (TPERP) volunteers get a unique opportunity to catch the curiosity bug in themselves and in others while wandering the seashore of Cabrillo National Monument. Home to a plethora of sea creatures, this unique tidepool area spurs questions that abound and confound.

If you would like to be a TPERP volunteer at the tidepools (time available between October and May) or if you already have been one and would just like to check out what's new, you are invited to attend the annual TPERP conference, October 15 and 16, 2005. For more information, contact me at

Laura_Congdon@nps.gov



The Youth Conservation Corps

by New Thanyachareon

I would like to share a story about the opportunities offered to today's youths.

As we have come to the end of the regular school year, I realize that many of our children will have about three months of summer vacation. These children and their parents are probably wondering how will they spend a fruitful summer.

Coming from a third-world country like Thailand (formerly Siam), I was used to going to school year-round until I moved to the United States. From the hot and humid weather of Thailand to the cold and harsh winter of Minnesota, I was thrust into a world with which I was not familiar. I experienced my first color-filled autumn season and whitewashed winter. When I was told I would have three months off from school I was shocked. I thought, "What will I do?" My English was limited and I was pretty much alone without friends, except for my family. I was an Air Force kid and where we were stationed there was a natural area surrounding the base. There was a playground, but that got old real quick. Growing up a Buddhist, I had an appreciation for nature and that's what got me through the summer. I would go into the woods and explore, build forts, and pick raspberries. I would lie down underneath the elm trees and stare at the clouds and look at

the birds and wonder.

My stepfather took notice and gave me a series of nature books called "Golden Guides." I would read them over and over until I knew each one by heart; I still have those books. I am now a Park Ranger and love it, but I didn't know that's what I wanted to be until 15

years after graduating from high school.

Today, there are many camps and organizations that help keep our youths busy during the summer. I have had an opportunity to experience one such group—the Youth Conservation Corps (YCC). It was created in 1970 through a partnership between the Department of Interior and Department of Agriculture—National Forest Service to provide educational skills and to foster stewardship of our natural resources. The YCC was established in 1971 as a pilot program for three years. One of its objectives was to bring young people from



Summer 2005 YCC crew

Left to right: Kenneth Wilson, Sayo Osibodu, Kristi Pinterich, and Brad Bowen.

various backgrounds to an environment where they could work as a team and learn from one another. Specific projects might include trail blazing and maintenance, construction of fences and walls, painting, and even weeding to promote growth of native plants. The program was such a success that it became a permanent institution in 1974.

Congress mandates a partnership between the National Park Service, U.S. Fish and Wildlife Service, and USDA—Forest Service to provide funding for the YCC. Regional coordinators and park employees work with local organizations to advertise the

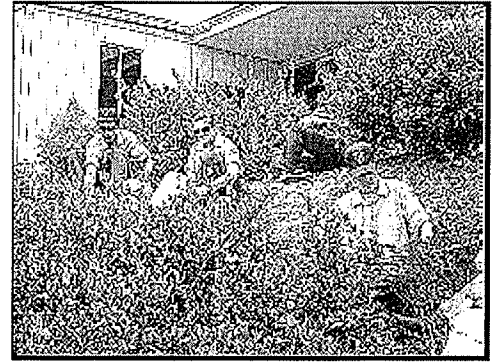
program and recruit young adults. Potential candidates must be 15 to 18 years of age to participate in the YCC Program.

Had I known an institution like the YCC existed when I was a high school student, I would likely have joined and participated. I am proud to see our young adults take the initiative to learn more about the environment and see the fruits of their labor. I will gladly hand over the reins to those who show great promise, for they are our future.

Editor's Note:

This summer's YCC crew at Cabrillo National Monument has been hard at work pulling weeds, gathering seeds from native plants, setting posts and rope around the lighthouse area, and repairing damaged trails.

A HUGE thanks to the YCC for their hard work and dedication, and to the volunteer supervisors who have been helping guide them this summer!



A teaser about the wood warblers of Point Loma

by CNM Volunteer Claude Edwards, Bird Walk Leader

Editor's Note: Claude Edwards, a local bird expert and Cabrillo National Monument volunteer, leads bird walks at the monument the third Saturday of each month, beginning at 9:30 AM. He has been sharing his knowledge of the bird world at Cabrillo since 1981! You are invited to join these walks anytime.

When European explorers and settlers made their way to the Americas, they encountered a variety of small, energetic, drab-to-colorful, insectivorous songbirds that were reminiscent of more modest-looking counterparts "back home." The European species were called "warblers," based on the way they sang,

and this term was applied to the new species they were finding.

In time, the new species came to be known as "wood warblers," belonging to the families *Parulidae* and *Peucedramidae*. The wood warblers have close ties to the American tropics where the group is believed to have originated. Wood warblers are closely related to such disparate families as towhees and sparrows (*Embirizidae*), grosbeaks and buntings (*Cardinalidae*), tanagers (*Thraupidae*), honeycreepers (*Coerebidae*), and blackbirds and orioles (*Icteridae*), which are also believed to have originated in the American tropics. All of these groups of birds are represented on Point

Loma, as presented on the Point Loma Bird Checklist. They are also shown and discussed in varying detail in the popular birding field guides.

There are approximately 110 to 116 species of wood warblers known to exist, residing throughout the Americas from the Arctic Circle, concentrated throughout the tropics, to southern South America and most nearby associated islands.

In the United States and Canada, there are 54 species of warblers assigned to 17 genera. The vast majority of them are in the genus *Dendroica*. That total

Continued on next page



With its large area,
varied terrain and
vegetation, and armies
of keen-eyed observers
out and about, southern
California boasts 45
species of wood
warblers.

compares with 66 species
recorded within Mexico and
Central America, 53 species in
Costa Rica alone, 48 species
recorded within Panama and

nearly 50 species occurring in
the West Indies, many of which
are found nowhere else.

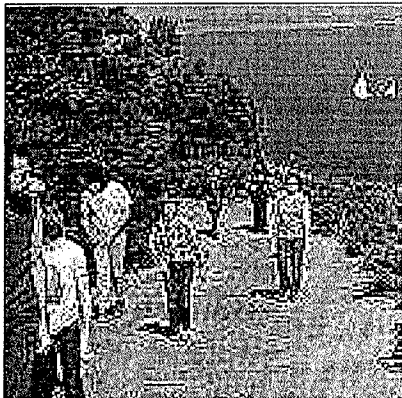
With its large area, varied
terrain and vegetation, and
armies of keen-eyed observers
out and about, southern
California boasts 45 species of
wood warblers. Twelve of these
species occur regularly and
nest within the region. Seven
species of warbler regularly
nest in San Diego County.
Ironically, only one species
nests on Point Loma, the
Orange-crowned Warbler,
Vermivora celata, of the
coastal California sub-species
sordida. These birds are over
all duller and darker olive-
colored than their mainland
kin.

Most of our warblers are
spring and summer residents
that depart for tropical America
during the winter because of
the lack of appropriate food
resources and the cold

weather. However, a few
individuals of various species
have been found to delay their
departure or even remain till
the following spring. A few
species remain comfortably
with us year-round.

In the San Diego area, Point
Loma (that's us) has the
highest recorded diversity of
wood warblers than in any
other regional location, with 44
species. Based on thirty years
of observation and records, 33
of these are considered casual
or rare visitors, warranting
attention and posting of their
appearance on the San Diego
Rare Bird Alert ((619) 688-
9430) and on the "San Diego
Birds" e-mail list.

More will be told about
migratory warblers, rare
species, and bird-watchers
seeking them on Point Loma in
future articles.



Bayside Trail Reopens

The popular Bayside Trail at CNM
has reopened to the public. The
scenic 1.2 mile trail has been
closed since February 22 when
three mudslides caused by heavy
winter rains closed its lower two
thirds.

NPS geologists determined
that ground saturation from heavy
rains caused mudslides as the trail
collapsed in two places. A third
slide covered the trail with mud.

After allowing the trail to dry out
through the spring and early
summer, the Park Service began
reopening the trail for reopening.
Crew members from the Youth
Conservation Corps (YCC), the
park's summer youth employment
program, cleared mud and debris
from the trail, while park staff
trimmed vegetation that had
overgrown the trail and installed
water-filled barricades to prevent
hikers from coming too close to
the slide areas.

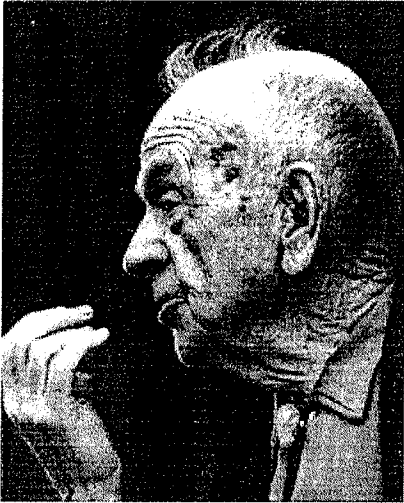
The trail winds through

sensitive native coastal sage
scrub habitat, passing remnant
World War I and II coastal
defense systems as it descends
300 feet from the Old Point
Loma Lighthouse along the
eastern flank of Point Loma.
Hikers are treated to spectacular
views of San Diego Bay and the
skyline of the city in the distance.
They can enjoy the tranquility of
the trail and the warm scents of
buckwheat, black sage, and
sagebrush. They may encounter
rabbits, squirrels, birds, and
lizards, and perhaps they will
hear the barking of sea lions
basking on the rocks below.

The trail is open daily from
9:00 AM until 4:00 PM.

Reach out and touch some time

by Nancy Walton & Bob Munson



"Any interpretation that does not somehow relate to something within the personality or experience of the visitor will be sterile."

—Freeman Tilden

Freeman Tilden, often called the "Soul" of Interpretation, wrote the above for the National Park Service. It remains a core interpretive philosophy.

Cabrillo National Monument on Point Loma is not just a park with a big statue and a great view. We are here to help Americans understand a part of their history. It is a history that helped make us the people we are today and that will influence where our nation goes in the future. As film maker Ken Burns recently observed, "When we're armed with an historical awareness, we are enriched in every dimension. We can solve complex political (and social)

problems in the present, ensure ourselves a future, and come to value the importance of place."

Key to understanding our history is to remember that history is not names, dates, and places; it is people. How do people react to each other and to situations? Names, dates, and places are important to historians because they help establish the way in which people came together and reacted. For most of us, names, dates, and places are trivia. This is why at Cabrillo National Monument we concentrate on concepts and understanding. We have found that the best way to present these is by the human touch: *People*.

We use *Living History* to take visitors out of the classroom lecture or electronic media context and allow them to visit with a person from the past. It is the concept of "what I do, I understand." By talking to a Living History Interpreter they become involved with another human being whom they can relate to their own lives. Even if they can't handle the equipment, wear the clothes, or do the activity, they are directly interacting with a real live human being who does. They become involved, and they understand.

There are a number of Living History Interpreters at Cabrillo NM. We have roving interpreters, who usually

populate the area of the lighthouse or the Military History Exhibit, as well as presenters of structured programs. Some of them portray people who were involved in the great Spanish mapping expeditions of the 1500s, particularly the Cabrillo Expedition, which landed here in 1542. These were voyages exploring a world as unknown



We have had a number of young people participate in these demonstrations, and the experience has sparked inspiration in many of them to learn more about Spanish history, lighthouses, clothing, or their own heritage.



"There is properly no history; only biography"

—Ralph Waldo Emerson

then as outer space is to us today, using equipment much less sophisticated than that of our astronauts. The courage it took to sail a ship no bigger than a bus into an ocean of unknown size is illustrated by the fact that, on average, half of the Spanish explorers never came back, died, or disappeared on an expedition. It is the appreciation of the human drive to go beyond the known that impels us to do the same.

During our Living History presentations about the Cabrillo voyage, we use the personage of a *despensero* or supply officer on Cabrillo's *Victoria* to bring the life of the common man's struggles, duties, and personal life to the visitors. By discussing clothing, armor and weaponry of both sailors and soldiers, the audience can relate their lives to that of the men who came ashore here in 1542. Since approximately half of our visitors are female, we then carry involvement right into the audience by "volunteering" visitors to actually try the clothing women wore 450 years ago. This is something

virtual reality can't achieve. Just as jeans and T-shirts are the status clothes of today's youth, the clothes we demonstrate to the audience were also seen as status symbols for a woman of New Spain in the 16th century. Another of our Spanish presenters portrays a navigator on the voyage; he has taught countless schoolchildren about the art of navigation in the 16th century and its legacy still with us today.

Roving interpreters at the lighthouse and the military history exhibit provide a casual and more personal engagement with our guests: People are greeted by the lighthouse keeper himself, who may spend a great deal of time explaining the intricacies of caring for the lens and lighthouse, or expounding on the realities of living so far from the city of San Diego, or the difficulties of obtaining enough water for his family. Visitors might also encounter a fellow visitor from San Diego—in 1889! Modern visitors often find they have more in common with an older San Diegan than they might have thought.

We have had a number of young people participate in these demonstrations, and the experience has sparked inspiration in many of them to learn more about Spanish history, lighthouses, clothing, or their own heritage. The particular feelings, inspiration, and connection a child experiences may propel him or her on to a career in clothing history, theatre costuming, teaching history, archaeology, drama, or an endless list of



By discussing clothing, armor and weaponry of both sailors and soldiers, the audience can relate their lives to that of the men who came ashore here in 1542.

other possibilities. Every visitor's involvement has demonstrated that doing is often more interesting than watching.

It gives visitors a priceless insight into human relations and interactions now—and 450 years ago. Such is the goal of Living History!

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"What I learned at Cabrillo National Monument..."

by Patricia Heusner

Dear Ranger Patricia,
Thank you for showing us the lighthouse. I liked learning about the school and the chalkboard. But I did not know about the pot under the bed. It was interesting for them to go to school in a row-boat! It was funny that they had a garden. But they had to do a lot of jobs. It was like they were like a farm, lighthouse, gardenkeeper. I liked when we saw the wooden toys they played with.

Your friend,
Stelby

(2nd grade)

Dear Ranger Patricia,
Thank you for telling us about how they used to live in the old days. I hope I get to come again. If I see you I will make sure that I say hi. Thanks for taking us to the basement. I do not want that basement as my room. I learned how they did math. And I had fun.

Your friend,
Andre

(2nd grade)

DEAR RANGER NEW,
THANK YOU FOR TALKING TO US ABOUT CABRILLO. I ENJOYED LEARNING ABOUT CABRILLO'S SHIP AND THEIR WEAPONS SUCH AS A CROSSBOW. IN THE PARK I ENJOYED THE LIGHTHOUSE AND BAYSIDE TRAIL. THE STAIRS IN THE LIGHTHOUSE MADE ME DIZZY. THE BAYSIDE TRAIL HAD INTERESTING FACTS ON THE PLACKS. WE SAW A GREEN BIRD THAT BLENDED IN WITH THE PLANTS ON THE TRAIL. DO YOU KNOW WHAT THAT COULD HAVE BEEN? WHEN I'M OLDER I'D LIKE TO BE A RANGER AND PROTECT WILDLIFE LIKE YOU!

SINCERELY,
MARISSA

(4th grade)

"Kid letters" such as these are one of the highlights of my job. The kids are thinking! The stories of the monument provoke them to wonder.

Students *experience* history and the natural world at Cabrillo National Monument. Here students can hold an astrolabe or Spanish-style helmet, climb the lighthouse stairs, and smell and touch the plants used by the Kumeyaay people. They can encounter a hermit crab and watch a California towhee scratching the debris to uncover seeds and insects for lunch. These tangible tidbits bring alive what students have studied in books and pictures.

The education program serves approximately 20,000 students, teachers, and parents each year through ranger-led and teacher-led field trips,* and many of our resources such as teaching supplies and printing costs are provided through the support of the Cabrillo National Monument Foundation. Many thanks to all the Foundation members who help us give students a first-hand and first-class experience!

*For more information about the education program, visit the park's website at www.nps.gov.

Editor's note: The photograph of William Doyle on page 7 of the Spring 2005 *Explorer* should have been attributed to Peter Fay. We regret the omission.

The People Report

by Carol A. Martin



Laura Congdon is Cabrillo National Monument's newest Law Enforcement Ranger; we are happy to welcome her and the animals are happy to have her looking out for their best interests. She will be organizing our TERP Program this fall. (See her article on page 5.) Laura was born in Hartford, Connecticut, where she lived for 18 years. She has been in San Diego for two months since joining our staff. She visited Cabrillo National Monument in the 1990s and again four times before coming to work here. Brought into the National Park Service because of her interest in animals, she worked with wildlife rehabilitation and spent two summers in interpretation at Yosemite, presenting information about the animals there. Bats and owls are among her

favorites and she would like to learn more about the snakes at Cabrillo National Monument. Other experiences in the NPS were seven months at Glacier Bay, Alaska, and eight months at Mount Rainier. Her background also includes working as a technician assistant for a Seattle watershed project, studying mountain beaver and raccoons. Laura worked in Belize for two years putting her Biology and Environmental Policies degree to work in park management, refining the law enforcement and education programs. She also spent four months in Costa Rica at a research station for sea turtles.

Relaxation in her spare time involves drawing with pastels, pencils, or charcoal. Jogging keeps her fit; she would like to take up crew rowing again while in San Diego, and is looking for a tennis partner. Favorite foods that keep her going include mangos, tofu, and, of course, chocolate. Her favorite visitor comment on an Alaska sea cruise: "What elevation are we at?" Laura enjoys doing research wherever she is. She is excited to be at Cabrillo National Monument with the diversity the park has to offer and is looking forward to working with our Tidepool VIPs.



Tracie Cobb was born in Torrance, California and has been in San Diego for two months. She visited Cabrillo National Monument once before coming to work here. Tracie joined the National Park Service after a one-year museum management internship with the Department of the Interior in Washington, D. C. She has visited a few parks around the United States—her favorite so far is Haleakala in

Maui because it seems to float above the clouds. Tracie has worked for several museums, including the Los Angeles County Natural History Museum, Smithsonian, Gene Autry, and Getty Museums. While she worked at the small Los Angeles Neon Museum Visitors would comment, "I wish there was more of it to see!" Tracie worked at Disneyland for a while (every child's dream). She was a history major in college. She relaxes, eating goldfish crackers and listening to music. She has taken violin lessons and can play the saxophone. Her favorite spectator sport is basketball. Tracie is happy to work at such a beautiful place, applying what she has been trained to do.



Kris Owens is one of the new CNMF bookstore clerks. She was born in Indianapolis, Indiana, and has lived in San Diego for the past two years, coming to work here part time for some intellectual stimulation. She had not visited Cabrillo National Monument before her employment

here; however, she has visited several parks throughout the United States. She loves to travel with her brother, read, hike, and backpack, and her mobile home is ready to go on a moment's notice. She used to live near Yosemite and it is still one of her favorite places to hike and camp off-season when the crowds have thinned out. Her favorite hiking was in the Alps for a month about two years ago. Tennis was her favorite sport until a foot injury sidelined her. Kris has worked mostly as a Public Health Educator and as a substitute teacher for K-12; she prefers grades K-6. Her favorite food is white cake with chocolate frosting. She plans to take a stroll down the Bayside Trail now that it has reopened. Her favorite visitor comment is, "This is the best visitor center I've been to; it has the greatest variety of books!"

For information you would like included in the People Column, please contact me at Carol_Martin@nps.gov



The environmental committee at Cabrillo National Monument would like to encourage everyone to recycle, reduce energy use, and help control storm water runoff pollution.





Cabrillo National Monument Foundation

Cabrillo National Monument Foundation's purpose is to support the interpretive, educational, historical, and scientific activities at Cabrillo National Monument. One of the ways the Foundation does this is by funding the park's Education Program. These funds support the development, printing, and distribution of materials used in the program, and covers the cost of buses to assist economically-disadvantaged schools to visit the park. Additionally, these funds support the formation of a teacher/student/parent "steering" committee and development of new education programs and program materials, as well as teacher workshops.

In the broader sense of supporting education at Cabrillo National Monument, just about everything we do is geared toward that purpose. We fund the park visitor use guide, *Cabrillo Journal*; this quarterly newsletter, *The Explorer*; living history programs; promotion of the park and its events; printing of park brochures; the Junior Ranger program; the annual Cabrillo Festival; books and subscriptions for the park library; special events such as Whale Watch Weekend; National Park Service Anniversary; Old Point Loma Lighthouse Anniversary; and the publication of interpretive materials about the park that are available in the Visitor Center.

All of these programs and projects are designed to educate the visitors to Cabrillo National Monument on the important work taking place at one of their national parks and the story that is being told there.

Karen Eccles, Executive Director

Cabrillo National Monument Foundation would like to thank Mike Nelson for providing invaluable assistance with setting up a new inventory control system after ours crashed last month. We don't know what we would have done without him. **MANY THANKS, MIKE!**



Please visit our website:
www.CNMF.org

Calendar

August 14, 2005
America's Finest City Half Marathon

August 25, 2005
CNMF's Annual Meeting
NPS Anniversary

September 17, 2005
Public Lands Day

October 2, 2005
Cabrillo Festival

Bird walk at CNM, 3rd Saturday of every month.
Join Claude Edwards at 9:30 AM in front of the
Visitor Center for an exciting morning.

New Members

We welcome the following new Cabrillo
National Monument Foundation members:

Yvette Anderson
Dr. and Mrs. David Arkin
Jack and Marion Barry
Richard and Rosalie Bregante
Carla Brooks
Elena Cala
V. June Caldwell
Noelle Collins
Kent Foster
Maria Luisa Garcia
Mr. And Mrs. Emil Ghio
James Johnston
Karen Ladner
Hilda Mangana-Gilbert
Geoff and Mares Northrop
David and Beverly Reed
Toni Scott
Suzanne Trelease

Make a Lasting Legacy

The CNMF Endowment Fund, established in 1997 with the San Diego Foundation, is another way you can support the endeavors of Cabrillo National Monument. Interested donors can contact us at (619) 222-4747 or by e-mail at CNMFKaren@aol.com



The beam cleared a path
through the thought cluttered
confusion and indecision

We all have it

Knowledge

The torch handed on
and on forward and on

Run with it

Lead

The ember ignites illumination
new ideas forge the future

We empower it

Teach

Be that Light

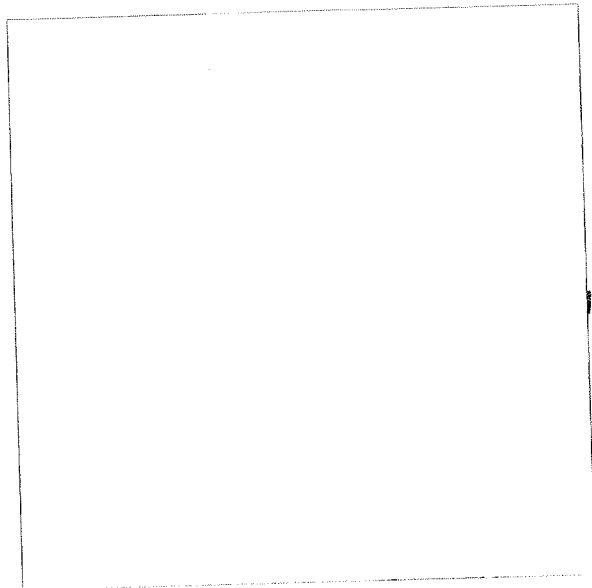
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