Fairfield Osborn Preserve Oral History Project - Transcription
Interview was conducted by Jocoya Fox-Jones (SSU) with interviewee, Lynn Lozier (TNC)
Commence on Tuesday, April 9th, 2013 between 11:40am to 1:20pm
Jocoya Fox-Jones: All right good morning, this is Jocoya Fox-Jones; I am history grad history at Sonoma State University. I will be conducting today, Tuesday, April 9th, the History of the Fairfield Osborn Preserve at the Oral History Project Interview. Good morning, Lynn.

Lynn: Good Morning, Jocoya.

Jocoya: Oh yes, let’s started on this journey. So, before we started on the history of the Preserve, let’s talk about your history Lynn. So... QUESTION 1<Where and When were you born?>

Lynn: Huhm, I was born in Berkley, California. Huh. On April 9, 1952, so this is my sixty-first birthday today.

Jocoya: Sweet! Oh, wait, your birthday is today?!

Lynn: Yeah!

Jocoya: Oh my gosh, you are doing your oral history for Meee! (laughing)

Lynn: It seems some particular good timing, don't you think? (laughing)

Jocoya: (laughing) Yes, I like how this worked out. Wow!

Lynn: I know right. (laughing)

Jocoya: Thank you, I'm honored.

Lynn: Hmmm (agreeing)

Jocoya: QUESTION 2 <During your childhood, what did nature mean to you?>

Lynn: Nature was, I um, well its sooo cliché. Nature was my park. (pause) Um, I grew up in Larkspur, which is part of the suburbs of San Francisco. So, it’s a working class town, when I was a kid there, it’s pretty posh these days.

Jocoya: Yep-

Lynn: Oh yeah, but um, I went and played in the hills. So that’s where I got my entertainment, um, and I felt comfortable being outside even though it did occur to me it was dangerous. I, da, get scrapes, poison oak, and things like that

Jocoya: Yeah.
Lynn: But um, I think one of the reasons that I was comfortable outside is that my father spent a lot of time on the lands in the Marin County. They are owned by the Water district. They, the water, domestic water system supplying Marin County is actually collected in reservoir from Mount Tamalpais and most of the communities of Marin County are back up by Mount Tamalpais. When you are crossing the Golden gate bridge from San Francisco and you see that huge hill behind there.

Jocoya: Yes.

Lynn: That is Mount Tamalpais.

Jocoya: Yes.

Lynn: And thee water district owns a lot of property up there. When I was a child that was most the only, public land that you could have access to recreational. There was no park, Point Reyes National Seashore, there was a couple of very small state parks and but the water district lands had thousands of acres. They had access roads for fire trucks to serve their equipment. And my dad was a long distance runner and he would practice of the fire road. He ran the Dipsea Race when it was fifty people. (laughing)

Jocoya: (laughing) Oh yeah, the Dipsea. My family runs the Dipsea and love going to Stinson Beach.

Lynn: Yeah, (laughing) I saw it in your email.

Jocoya: Yes.

Lynn: Well, he was member of the Tamalpais Running Club and he would train on those fire roads. And he worked the swing shift. He went to work from four o’clock until midnight. So, in the summer and other times, as he was home, when my sister and I were he would take us on fire roads. Even though we were quite small, and we were play in the dirt and he would run this section of road.

Jocoya: (laughing)

Lynn: (laughing) And he would pass us ten minutes later and he come up and check on us. And he would get his exercise and we could explore. And when we say, Dad, what is that animal track? And we would go to the library and look it up. Of course, those days, there was no real western field guides.

Jocoya: Hmmm, hmm.

Lynn: You know. Western field guides only just was birds. So, in the library, they had animal track pictures and we would say, Oh, it’s a woodchuck!
Jocoya: (laughing)

Lynn: And today, as a biologist, I know there are no woodchucks out in CA. (laughing)

Jocoya: (laughing)

Lynn: I appreciate that it is so much easier with the sources today that were available to learn about nature by self-directed exploration, but was hard as I was a kid. But to answer your question, it was a place that was very comfortable, was a place for entertainment. We didn't have television until I was nine. Um, if you get bored, you get kicked out the house (laughing)

Jocoya: (laughing)

Lynn: And you outside.

Jocoya: (laughing) Good, good, go outside and enjoy yourself. (laughing)

Lynn: Yep.

Jocoya: QUESTION 3 <So, what school or more specially college did you attend to? And what did you studied?>

Lynn: I actually, I had no intention, more like no expectation of going to college. I came from a working class family, uhm my mother had wanted to go to college, but was unable to because she started a family and I, like I said, had no expectations going to college. When I was in high school, um, about my junior year, all of my girlfriends became terrified became domestic. (laughing)

Jocoya: Hmmm. (laughing)

Lynn: And frankly, I just felt too uncomfortable I had to get out of there. Uhm, tsk, I was working, I had a waitress job, and I uh, I had no college-prep though I had some good experiences in high school and in a couple intelligently stimulating classes. I was an honor English for a long time because of course, my parents readily talked to me so I was verbally comfortable. (laughing) Didn't have to study to get into upper level English class and I took the course, Ancient Literature and we read Brahma Vedas, we read thee annotated Bible, we read Beowulf, and we read Aristotle. (laughing)

Jocoya: (laughing)

Lynn: It was so fun. And it was my first experience of intelligent stimulation outside of my family. And so, I was looking around for some way to get out of dodge. Really, and the, uh, the early 1970s college was cheap. And thee, uh, Sonoma State had a program, a undergraduate program, of basically intellectual exploration. And Hutchins school of something study...
Jocoya: Hmmm.

Lynn: And I apply there. And they did not care about my grades...or my college prep. So I got in and for two years. I did my, uhm, undergrad in uhm, intellectual explorations- reading, discussion, essays, and stuff like that. So the answer to your question, I went to Sonoma State because they would take me (laughing) and partly because I had really... as I said I came from a working class family, I had no idea of student assistance. I know about scholarships, and I applied for a few and I went through God how many hoops to get a two-hundred dollars scholarship for assists (laughing)

Jocoya: (laughing)

Lynn: And that really was about it. I did not have high school counseling about going to college, uhm, and I can keep my job. And go to Sonoma State. So I could support myself, which I was excepted, after high school. Uhm, when I was in high school, I meet, in my biology class, I meant this skinny kid named Larry Serpa, who loved science. Aw, he just adored it, he loved it his whole life. He knew he was going to college. He knew he was going to be a biologist. And we started hanging out together, we, the high school science teacher interested guy named Larry Black. He took uhm, a group of kids in the desert every Easter vacation to explore. He got a uhm, bus driver to volunteer her time to, she was wonderful, and the district loan him a vehicle. I don’t know how, he got the money for gas. He was a captain of the National Guard. He would borrow equipment; he got jerry cans, things like that- (laughing). All under the table. (laughing)

Jocoya: (laughing)

Lynn: And we... it only cost twenty dollars.

Jocoya: Oh my goodness!

Lynn: (laughing) And my family could afford that and so I like to go and based on, he told me this later, based on my contributions in my class of intellectual curiosity. I got picked. And Larry got picked because he excellent science student. And so we hung out together almost a whole week in the desert with a bunch of other kids and our relationship developed in those lines. He went to Cal Poly in San Osbious, which is a great school for biology. And I went to Sonoma State. The first year we saw each other or every of month or so, her came back to see his family. Second year, we were driving each way, and uh, second year I was in Sonoma State, since he is older than I am-

Jocoya: Hmmm.

Lynn: And he in his third year transfer to Sonoma State to be with me. Tsk,

Jocoya: Awe.
Lynn: which was a real act of sacrifice because it was not the school that was solid in organisms in biology.

Jocoya: Hmmm, hmmm

Lynn: He wanted... unfortunately, he had a lot under his belt already.

Jocoya: (laughing)

Lynn: He has always been a self-directed and studier. So we lived together in Cotati. And I finished my undergraduate with Hutchins and I found myself being draw to the study of biology. And in an official way instead of poking around with what I was always interest to do. And I was following him to his classes, where we plan and collect, a bug collection. And um, I was fascinated by it. There were names for these things. Wow. Who knew?

Jocoya: Yeah!

Lynn: Uhn, but it was difficult for me to I, I course I had none of the college-prep, no physics, no chemistry, I had no math above geometry.

Jocoya: Hmmm.

Lynn: Uhn, but so I day I after particularly frustrating seminar, in Hutchins, when I was the only one that read the material (laughing). I wandered into biology office department, and I asked the secretary there. If I wanted to become a major, what would I have to do? We did not have ethnography those days, which tells me what the requirements are. So, she picked up her phone and pushed a couple of buttons and said Jack, I'm sending a student up. (coughing) Excuse me. So, I found myself in an interview completely unprepared with the head of the head of the department.

Jocoya: Just like that?

Lynn: Just like that. (laughing)

Jocoya: (laughing) Hey, I have someone down here, could you bring her up.

Lynn: And uhm, it turned out to be wonderful, enduring relationship. The man became my mentor, but during my interview, he, uhm asked me about my prerequisite, I had no chemistry, I had hardly any math, no physics. I, I tear-up and cried in the entire interview. I have a vivid memory, I had long-sleeve lavender turtleneck. I remembered dapping my eyes on its cuffs. (laughing). Until the end of his life, he swears he swore does not remember that. Dr. Arnold, but he said, You don't have prerequisite, you have no grades I can look at. I am concern. Biology
is not easy. I said in my tears, I know it is easy, because I live with Larry Serpa and he studies all the time. (laughing)

Jocoya: (laughing)

Lynn: Funny, I still tear about that. Yep, so basically, I got in. Larry was in one of Jack’s classes. He knew Larry very well. Larry had top grades. And I got in based on the left hand of recommendation. (laughing)

Jocoya: (laughing)

Lynn: And it took me five years, to get my BA. I didn’t really have the background. I had take math classes just to get into the chemistry.

Jocoya: Hmmmm

Lynn: But you know, I did pretty well. I had a great model in learning; I learned study skills for college for the first time. Uhm, tsk, I graduated with honors and distinguish. (pause)

Jocoya: There you go.

Lynn: So, There is my story. There is my biology story.

Jocoya: At Sonoma State, I like how everything moved so quickly like that you took an opportunity and then it was there for you. And went for it and grabbed it.

Lynn: You know in retrospect. It is easy to see it that way. But, I was really was pitied. I was a leaf on the water. (laughing) I really had no idea what was going on (laughing).

Jocoya: (laughing) Please take me!

Lynn: (laugh out loud)

Jocoya: (giggle) QUESTION 4 <So, describe to us, what environmentalism meant in the 1970s from your experience or observation?>

Lynn: Wow, that’s a good question. Uhm, let me tell you a story. Oh, you noticed I do that, uhm. My first, uhm, this probably answers some of your questions. <Referring to QUESTION 9: When did you first visited the property that is now the Fairfield Osborn Preserve for TNC?> My first visit to the Fairfield Osborn Wildlife Preserve was in a lower division biology class that kind of I can’t remember when I was a Hutchinson student.

Jocoya: Hmmmm
Lynn: And the instructor said, *This property belongs to the Nature Conservancy.* And they are kind of the right-wing of the conservation movement because they still believed in private land. It is that interesting.

Jocoya: Yeah, that is.

Lynn: And now the NC from thirty-seven years ago is a very interesting reference (laughing)

Jocoya: (laughing)

Lynn: (continuing laughing) point. Ha-ha so. You know, what was environmentalism movement. Um, tsk in that science class I had in high school, um I read um, Paul Ehrlich book called in *Population Bomb*, which was a bid deal in the 1970s. Looked at the trajectory and population growth and looked at sources that said its all gonna collapse. Um, somewhere worrisome, and I think that I can’t...your asking me the perspective of someone that was seventeen years old or eighteen and so, um, I like nature. I thought it was important. I thought it was happy to be in an environment where people were beginning to take actions that helped it.

Jocoya: Hmm.

Lynn: At the same time, I had no perspective what was happening environmentally. I grew up in Larkspur, um, I remember thee seasonal wetlands next to the apartment building we lived in had standing water during the winter. And I remembered spread oil in it. Any my parents telling me, *You cannot gin in there that stuff is probably bad for you.*

Jocoya: Hmm.

Lynn: I also remembered when much of San Francisco bay, yet, unfilled. Remember standing at the edge of the curve at the old Redwood Highway looking into the water high tide. And today there is a mile of half of gyms, grade schools including the one I went to, um subdivision and retail between Highway 101. So, answering your question. I didn’t have any prospective on it.

Jocoya: Were you aware (clear throat) conscious of like uhm actively is take car-

Lynn: Keep in mind what time this was. I mean. 1960s, 1969 was the summer of love. Uhm, my science professor was the captain in the National Guard. We went to People’s Park in Berkley; he was commanding those guys that had the rifle with the daises sticking the top of them.

Jocoya: Hmm.

Lynn: I mean, we needed a substitute teacher for three weeks. Um, there was a lot going on.

Jocoya: Yes.
Lynn: (laughing)

Jocoya: (laughing). It was a different time.

Lynn: Yeah.

Jocoya: QUESTION 5 <Um, so let's talk about TNC. So for that do not know about The Nature Conservancy, could you summarize, um what TNC does?>

Lynn: Well, we don't say TNC because that's what the “T” stands for

Jocoya: Ha-

Lynn: Um, tsk, to tell you what it does today would will be very different for what it did in 1975. I will say it is a science-driven conservation organization that focuses on living things and on conservation solutions that have um are sustainable. And we started very small, if you, we get into the history on the Osborn Preserve. I could give you great examples on that. But today we are the greatest environmental group of the planet. Um, we are active in twenty-eight countries, three-thousand staffed, and we um do what works for conservation last for people, which makes it extraordinary innovated, really really for us to work.

Jocoya: And you love it.

Lynn: I love it. I been here doing forever. (laughing)

Jocoya: (laughing)

Lynn: I can't believe it. Who would think! (laughing)

Jocoya: (laugh) I noticed when I was in the lobby and check out you map then website I was live Whoa, you guys are really big. I had no idea that going to this says, Yes, yes!

Lynn: Well, um I had eleven different jobs within my thirty-seven years with Nature Conservancy. So, this plus with coming-up with a growing organization, there are opportunities. And every one of those jobs I had to learn something completely new to me. And you know, can you BEAT THAT? (laughing)

Jocoya: Exactly (laughing). So good to love several jobs in one. There you go.

Lynn: Yea.

Jocoya: QUESTION 6 <So, how did you come to work for the Nature Conservancy?>
Lynn: That’s really the story of how the environmental education began at the Fairfield Osborn Preserve. Preserve is named for Joan Roth’s father. He was pioneering conservationist and thinker. Uhm, the director of Boston Zoo. He wrote two volumes for the lay public in environmental problems, one in 1938, one in 1941.

Jocoya: Woo, he was ahead of this time.

Lynn: Yeah! One was called Our Plundered Planet, it was about top soils destruction worldwide. The other was called Limits of the Earth, it was about…guess what? Population

Jocoya: population-

Lynn: Huh. And when I went to work there, my dad said, I read his books. Which is pretty cool. People think Rachel Carson is the first, but she was the first to talk about direct risks with people and individual organisms, but Fairfield Osborn had the ecological view. And so anyway, his daughter obviously tuned in. (laughing)

Jocoya: (laughing)

Lynn: And she and her husband, Bill Roth, who comes from a very old time and wealthy California family. Uh, his mother was Lurline Matson Berenice, Matson Stream ship line, so that beautiful estate down the peninsula called Filoli- that’s where he grew-up.

Jocoya: Oooh!

Lynn: Yeah~ Wonderful man. Very liberal man actually ran for governor. First time I meet him, was when he was campaigning for governor, for California governor and made an appearance at Sonoma State campus.

Jocoya: Wow. QUESTION: When was that- during like the Jerry Brown period …or?

Lynn: May have been earlier.

Jocoya: Earlier?

Lynn: It had to be, uh, between ’74 and ’76, I think.

Jocoya: Yeah.

Lynn: Your find out, I’m not real specific on a lot of dates. But I can narrow it down.

Jocoya: It’s ok.
Lynn: Uh, so Bill and Joan brought this property on Sonoma Mountain and lived in Ross, and would stay in Ross, which I understand they sold it to finance his campaign. (laughing)

Jocoya: (laughing)

Lynn: Anyway, uh and as Joan told me mother-in-law was a very horse person and of course, her daughters had horses and learned to ride. So they had a place to have horses. They have three daughters. And they would go in the early weekends and kept horse uh, this is going to get you into the program now the property came to be preserve. But I will not tell that story. Does that work for you?

Jocoya: Yeah, yeah.

Lynn: Ok. Uh, Bill and Joan brought this property had this old cabin on it that actually burned before they owned it property was the original homestead and they had their riding range on the old tops and the girls rode. And they had a BBQ, one weekend and their a friends of theirs, Hamilton something, tsk uhm, invited uhm, his brother-in-law and his sister to join them because they were new to the area and that was Jack Arnold. That was Dr. Jack Arnold, who was hired by thee state university system from the university specifically for teaching too started the school of Natural Science from the new Sonoma State college.

Jocoya: Ahhhh~

Lynn: So the Jack was here. The college was in temporary building down in Rohnert Park. Buildings that were later converted to cheap student housing. I lived in one of them. (laughing)

Jocoya: (laughing)

Lynn: They called it the complex was a figurative description. (laughing)

Jocoya: (laughing)

Lynn: So Jack was here. He just moved from with Ardell to Sonoma County from Stockton. And they did not know um anybody, their- Ardell’s brother, Ham invited them to come to this picnic. And Hamilton was friendly to the Roths and Jack says, This a beautiful place to go up. And you know it started a campus down in Cotati and would it be possible, since you only live here on weekends for me to bring classes here for natural study. And Bill say, Great! Jack didn’t not know it, but Bill was a regent of the university of California system so obviously very educational orientated. (smirk) And that how the relationship between Roths and education began. So, with Dr. Jack Arnold and informally bring classes to the Preserve and it goes like that.

Jocoya: I like how that works. (laughing)
Lynn: So the Roth’s used the property when their girls went to school, they grew up went off to college and used it less. And they um, wanted to see it preserved and they...um, I don’t know how Bill knows the Nature Conservancy. I’m sure it was through his social connections. It very small organization in the Western Regional Office have in San Francisco was with three people.

Jocoya: Whoa-

Lynn: The western part of the country, maybe it was five people. Anyways, um, and Bill started making gifts to the Nature Conservancy a portions of property they owned.

Jocoya: Hmmm.

Lynn: I think frankly they had an enough land that they gave us was determined what they could write off on their taxes by annually basis. So it was divided up in nice chunks and were get the last three all at once. (laughing)

Jocoya: (laughing)

Lynn: Uhm, tss, but the Nature Conservancy had um a pair of caretakers living there on the property when those folks uhm, let me see, uh, don’t remember that way back uh, (pause) I believe that they, they lived with a least with the university. Uhm

Jocoya: Hmm.

Lynn: I think that what happen. Uh provides them some legal contest or liability as with students have.

Jocoya: Hmm.

Lynn: So, when the caretakers lost, they decided to leave. Then the University- they, uh, Nature Conservancy called up the university and said, Would you like to select us some caretakers? And Larry and I were both students of biology in the Environment Department of the time. And the university said you know, Who is interested? We got the job! Probably because it wa two-fer. (laughing)

Jocoya: (laughing) Hurry get take this spot!

Lynn: Well, it was fortunate it because in the usual bureaucratic glitch, we given up our great little chicken-coop, burrow Cotati moved livestock and barrel up there and in a week later, we got a call from the Nature Conservancy, saying Our caretakers are coming. (laughing)

Jocoya: (laughing)
Lynn: Fortunately, we had territory priority. (laughing) Some of the many glitches. But um, so we were volunteers and we were unpaid, but we got free housing and we were responsible of making sure the place did not burn down with midnight parties throwing out their cigarettes outside windows. Um, we really had no job description or construct, but we were interested so we started working on developing the, ugh educational resources that would help classes and plant list, we did a species list. We out-filled one of the rooms in the barn as a teaching facility for displays and stuff like that and to make it more useful to the university.

Jocoya: Hmmm.

Lynn: And we have done this for I guess (pause) something close to two weeks, uh about 1976 early 1976. We got a visit from the Roths, we never meet them. They just drop-in and they were delighted to have some people living there and uhm they were very interested in teaching the materials and um excited about it and Joan was, Bill is, they both educational. Bill focus was the university level, but Joan loves kids and she really, really wanted to see small people experiencing, this place. Just like her daughters had (laughing) and she explored and um there were two things. One is that Larry and I both had part-time jobs, where we had to pay the bills. And we didn’t have much more capacity to give. And tsk, also the university was also very concerned that um, that the preserve (pause) be undisturbed has much as possible for research purposes.

Jocoya: Yes.

Lynn: And finally, Joan proposed that we undertake an educational problem aimed to kids and that we use adjacently property that they even given to the Nature Conservancy.

Jocoya: Hmmm.

Lynn: Yea! Which was, was the property that brought us North and South from the course section, which is uhm, historical and original uhm Fairfield Osborn Preserve.

Jocoya: QUESTION: Is that area where you start into the entrance where you actually come off the road? And then it has the front part...?

Lynn: That’s it.

Jocoya: parking.

Lynn: Yeah.

Jocoya: Yeah.

Lynn: The old entrance is turn in the road by the email boxes where you started whiny.
Jocoya: Yeah!

Lynn: (laughing)

Jocoya: (laughing) When I was driving there that sudden down-

Lynn: Downhill (laughing)

Jocoya: (laughing) Ok.

Lynn: Exactly. Joan propose, she had this idea, then, she and Bill went back and forth about it. But um, on Joan’s fiftieth birthday, Bill out together a um package um dinner and brought her up to the preserve to celebrate her birthday with Larry and me. We were there guests, uh, sunset, he brought something I never seen, bento boxes, Japanese bento boxes.

Jocoya: Hmm.

Lynn: Wrap in um Japanese prince scarves (laughing)

Jocoya: (laughing)

Lynn: and I told ya, I was a working-class kid, I was not a cosmopolitan teenage (laughing)

Jocoya: (laughing)

Lynn: So that was pretty cool! (laughing)

Jocoya: Bring me some sushi over.

Lynn: Oh, I remembered those little radishes- “what are these things”

Jocoya: (laughing)

Lynn: (laugh) that changed things. And as a fiftieth birthday gift, he proposed that, that they, the two of them support exploring and starting environmental production program. And ain’t sure if many people know that story.

Jocoya: Yeah, yeah.

Lynn: So, they worked through the Nature Conservancy and eventually a position was created in TNC and Larry and I did it once a week thing. We kept our part time job and the Preserve had I full time staff position. And we, uh, we worked to put together of environmental program, which is, I think, interested story too, but where were we with your questions?
Jocoya: Uh, lets (looking over card) **QUESTION 7 <How did the Fairfield Osborn Preserve get accepted as a TNC facility in 1972 >** Which you have (pause) answered totally.

Lynn: And to follow-up the Nature Conservancy was doing. In the 1970s, it was a pretty opportunities one organization. We basically accepted gifts with natural areas and that was an example.

Jocoya: That was an example. Yes, here is a gift and thank you.

Lynn: Yes.

Jocoya: Uh, lets **QUESTION 8 <Do you know any like Pre-Roth histories of the property before you came?>**

Lynn: I know a little bit. Uh, sometime in the early 70s, we had a really cold winter and there was now. There are six inches of wet snow.

Jocoya: Snoww-

Lynn: Yeah- It was pretty amazing! From the valley, to the campus and all of that all over was white. Bright and clear and we were overrun by people coming to play in the snow, which was a problem because there is no place to turn around. (laughing)

Jocoya: (laughing)

Lynn: And, and you know we put at the road on top for people but we still had two cars that fell off the road. The tow truck picked up two sheriffs and deputies with sheriff’s helicopter trying to sort of the mess. But one of the people that showed up was a fellow that commented to me, as I was chatting that his mother was brought up on the of property. I said, Whooa really? Can I talk to her?

Jocoya: Hmmm.

Lynn: He gave her phone number and I made an appointment her, I went down, she gave me coffee and I talked to Mrs. Elvick. I think, and I asked her everything I can think of just like you are.

Jocoya: Yes.

Lynn: I was less prepared. I wish I had my notes that day. Um, she, so there (click) what I learned from Mrs. Elvick really gave me a frame reference ecology interpret what was going on at least in terms of plant life community on the Preserve.

Jocoya: Hmmm.
Lynn: And she had, she and her family had. I don’t know if they homesteaded it, I don’t know how they came into ownership of this property but which, which she was a child. They had um, had lived in a story they built near where the current spring box is, um, on the Preserve. And they had um, farmed barley, and in the meadow that is between Courtship Creek to Copeland Creek, which is change topography so much you would never believed it was flat, but in my lifetime.

Jocoya: Yes.

Lynn: Um, tsk, and the two things that really impressed me about which she told me, well, three. One is the movement house. They put it on rolls tree trunks- and they rolled it across the marsh in the dry summer. (laughing) And put it up on the hill where it stood near the walnut tree,

Jocoya: Hmm-

Lynn: Uh, near the cart born cabin until its burned down where the Roths stayed.

Jocoya: Hmmm.

Lynn: That was pretty impressive. But she told me that um her father and brothers cut wood on the property for split it took it by wagon down to the Petaluma River and sold it for fuel to be shipped to San Francisco. So for free places and industry.

Jocoya: Hmmm!

Lynn: And that was their, that’s their cash, would selling wood. She also told me, when I asked her about what animals she seen. They had lots of chipmunks. I never had seen a chipmunk on the Osborn Preserve.

Jocoya: I have not seen a chipmunk either when I went there-

Lynn: Well, you are not going to since they like scrub.

Jocoya: Ah~

Lynn: They love lower vegetation- lots of nuts and fruit and this, between Mrs. Elvick’s time and mine the trees have burned up from those stocks and filled in its pretty shaded. But I thing about the vegetations there, that many, many the trees have multiple trunks from a single space even the oaks, even coastline oaks and that’s always been puzzlingly until you realize they are all sprouts. All those tees were cut down. There was light of on the ground. There were scrubs, nuts, berries, and chipmunks. So that was fascinating to me how much has changed. Um, I think that, that insight has really shaped my, sort of, intellectual development as
a scientist I my ecology view. The way things looked now, is not how it always been, nor its going to look in the future.

Jocoya: Yeah, the changes.

Lynn: Yeah, the changes. So, I did talk to Mrs. Elvick were some um, bits of farming equipment around, uh, horse-drawn row um, I think, that might still be there.

Jocoya: Hmmmm.

Lynn: And we found a full size limestone deep in the woods. So that was interesting and we there, there uhm, hidden side of the preserve that is mapped in Sonoma State system that includes calm shells, which tells you Native Americans, who lived there went all the way down to the mud-lands along Petaluma River was part their, their range of activity.

Jocoya: Hmmmm.

Lynn: Um, in we found a few, um, close-stop points. Uh spear points and so we know a little bit about, that’s pre- Miwok users of that, were they the Miwoks? – Yeah, they are northern Miwok there. Uh, so obviously there was plenty of Native Americans activity. And Joan told me that they collected number of limestones, and how have them all in the house, but they were all destroyed in the fire. So their daughters had arrow point, arrow head collections and limestone probably the place was pretty heavily utilize, but that stuff is gone. We, we found, its, its spear-point course large things, we didn’t never found an arrowhead.

Jocoya: Yeah. You keep on mentoring the fire. QUESTION: Im curious when did this happen- this big fire event?

Lynn: All I know the house was burned. I don’t know when it happen, Joan can probably tell you and her daughters were still at school. And it was when they stop going regularly when they had a place to stay. That’s why it’s a reference point for me. Uh (pause) Joan told me the house was so irregular, I mean it moved across the marsh on rolls. (laughing)

Jocoya: Yeah. (laughing)

Lynn: That they had to put, put to bricks under the piano to the girls that practice (laughing). So you get the picture! (laughing)

Jocoya: Yeah. (laughing)

Lynn: That they had to put, put two bricks under the piano so the girls that practice (laughing). So you get the picture! (laughing)

Jocoya: Yeah. (laughing)
Lynn: But it is, kind of, a reference point because that the barn was built there. And there is a that vegetation that is associated with the people, the walnut tree, pomegranate, figs, and a few ornaments. Uh, tsk, so that hole in the nibble in the vegetation picture sticks with me. The cabin was built by the Roths, after the house burned down. So that’s it structure.

Jocoya: Okay. Well, the structure, okay gives context. QUESTION 9 & 10 <Uh, lets see...You already described when you first visited the property that is now the Fairfield Osborn Preserve, but could you tell us a little bit your first impressions, when you first came onto the property?>

Lynn: You know I don’t a strong impression because I was used being outside. It was an outside place. Go to school , uhm, I don’t as I said, I don’t remember that the course was which means it was not natural history orientated because the minute you start identifying plants or animals you are thinking about their life cycles, then you get me and but, that was part, whatever, it was. We were doing. Yeah.

Jocoya: Okay QUESTION 11 <Let us describe the buildings, uh- some of the buildings- do you have any idea particular history or stores that you like to point out?>

Lynn: The learning center was originally (coughing) because are (pause) are agreement with um never made it to writing but, (pause) our discussions about what could happen if the educational program worked for grade schoolers want and undertaken was not to take place at the preserve property.

Jocoya: Hmm.

Lynn: So it took plus it’s the Roth’s property. There was no, there was no place, no less a building, and we, um, we the very least, needed a place to keep teachers and supplies and things like that. And so Joan decided that uh, tsk, just a simple shelter will be something she and Bill could put up. And they hire somebody to build, basically, a two car garage (laugh)

Jocoya: (snicker)

Lynn: property and and I picked a place that was relatively flat, which is the center the Marjory Osborn Education Center is now, which was Joan’s mother’s name. Um, and I am really glad (laughing) want I did, but it was just luck. Cause that whole mountain, everything goes up and down and has shockingly stayed leveled for some time now (laughing)

Jocoya: (laughing)

Lynn: So anyways, so, we had a building and then um. I think the university, has a pretty good records on how it was expanded and fundraising that was done by The Nature Conservancy and the friends of the preserve to move it for it being just a class part
Jocoya: Hmmm.

Lynn: of the education. Marjory Osborn Educational Center to include the um volunteer room, the kitchen, the arch entry hall second phrase.

Jocoya: Ok. It started as a garage and now is building we see today.

Lynn: Two car garage (laughing) it is today. We painted it and sheetrock it. It was just a shell. (laughing)

Jocoya: (laughing) Ah- QUESTION 12 <Lets see what was your title when you first started out Osborn Preserve?>

Lynn: Larry and I were co-preserve managers.

Jocoya: Alright. Also during that time, you both lived there as well.

Lynn: Yes.

Jocoya: Yes.

Lynn: We lived in thee one room cabin. (soft laugh)

Jocoya: (soft laughing).

Lynn: two-hundred square feet.

Jocoya: Was it free?

Lynn: Yes.

Jocoya: So that’s sweet bonus. Right there!

Lynn: It was. We built a sleeping loft on top, so there will be move for each of use to have a desk.

Jocoya: (laughing)

Lynn: It was horrible. (laughing)

Jocoya: QUESTION 12 <So what were your roles and responsibilities at the Preserve with at title?>
Lynn: You know it was very undefined...and in fact, I didn’t, we, didn’t even have a job
description for the Nature Conservancy for over two years. We used to joke that the job
description was two words (pause) “handed it.” (laughing)

Jocoya: (laughing) But did you guys made your own like, uh agenda, structure to fill in uh, when
the TNC did not? Did make one-

Lynn: When we had a pretty good sense what, if you will, our, our professional and moral
obligations were to protect it. So you know we, prepare fences, we patrol, we uhm, we went
out the mid of the night, we heard a rowdy crowd, uh, parked at the gate and asked people to
take their garbage with them and don’t throw their cigarettes out the window. Uh, tsk, yeah
that was, you know.

Jocoya: Well-

Lynn: I was young then (laughing)

Jocoya: (laughing)

Lynn: Walking out with a flashlight and uhm said, Hey you guys, put your cigarette out.
(laughing). Turn out to be threatening, but to tell people know that there was a presence. Uh,
so, um, we did a lot of that cause fires remains our big, big concern. Then the other part, what
we did, we try to develop the utility of the place for teaching purposes, so we did those.

Jocoya: Hmmm.

Lynn: We built, we designed, we built the trail system, who did it all ourselves the trail system
on the property the Roth’s retain until they gave it, uh, was done, we had CCC [California
Conservation Corps] and out groups helping.

Jocoya: Hmmm? I like how come-... QUESTION: So people actually come to like the property to
actually party or hangout?

Lynn: Well, you see it at a dead end road.

Jocoya: Ok.

Lynn: So, and that, you know, anybody who lives in a rural environment knows that is a magnet.

Jocoya: Ok.

Lynn: People does far they can and they stop.

Jocoya: Uh?!
Lynn: What’s how it works. Try to get out of town.

Jocoya: (laughing)

Lynn: You know, you will have your six pack, you have your girlfriends, you want as much privacy as you can afford, your, your, doors, and windows (laughing)

Jocoya: (laughing)

Lynn: You go to a place, you hope nobody else knows (laughing)

Jocoya: Wow- (laughing)

Lynn: Lots of partying, and lots of trips, lots of garage, lots amount of vandalism.

Jocoya: Oh wow. QUESTION 12 <So lets see was these anyone else that worked with you or when did someone came to work with you guys?> Initially, it was just you two, right?

Lynn: It was we two, uhm, for most of it. But keep in mind, maybe this is the time to talk about education program.

Jocoya: go ahead. >>> QUESTION 16 <How did the Environmental Education Program for school children get started?>

Lynn: Because it involved a lot of volunteers, community members that really where the capacity curiosity developed (flip flashcards noise) on the Preserve. So Joan Roth, uhm, wanted to, to love young children involve (sniffing). Bill said he wanted fund it. And the uni-, the Nature Conservancy agreed to hire a position if they would support the gift. And thee, university, uhm, considered the tasks and tolerant it if didn’t overlap thee area they were activity using. So we had asked to the Roth’s property, Joan had thee, this structure constructed and she took me down to Marin County to Audubon Canyon Ranch which go to, which experimental education facility of great, uhm, history tenure and he introduce me to Nancy Barbour, who was one of the thee key volunteers in the program (spoken softly). And she told what they do. (pause) She took me through and it, their program and whatever it was about and that was my model. I had no, uhm, interpretative training, I had no educational background in formal way, but I knew what it was like to get and experience a nature place. (pause). And I, uhm, I had no model from with Audubon Canyon Ranch of using teaching people to be interpreters. Audubon Canyon Ranch calls them docents, after thee, the museum model. I think. (laughing)

Jocoya: That’s what I am thinking.

Lynn: It needs a skilled volunteer...
Jocoya: Hmm.

Lynn: needs someone with the personal commitment and, and that depth of knowledge, who wants to share that.

Jocoya: Hmmm.

Lynn: So, we put together, a program with ACR, Audubon Canyon Ranch, is very serious about their docent training. They have a two years program, you have to attend very session and, and there is a lot of hands-on in it. So we took that model and we put together uhm, a training program that ran six sessions... I think, six All-day sessions, on uh Saturdays, six sessions Saturday um, tsk and we recruited. We recruited on campus. We recruited in the local paper. We pretty consistently, from the time I was involved with the program, we usually had, four-three, four, five community members, who were active docents. And thee, and thee rest were Sonoma State students. Some of them did it for two years. Uhm, most of them did it for- we asked a four years commitment because we were scheduled with the kids.

Jocoya: Yes.

Lynn: We needed interpretations, but thee, um tsk, the training the students really good opportunity to get your feet wet as a hands-on naturalists and some people took the class, took the, did the docent training for the learning and did thee interpretation as students basically (laughing)

Lynn: So many, many people have gone to be professional naturalists, which is wonderful- So, we put together this programs, Larry's strong, deep, strong, biology and apt to, commitment to get into the literature and answer questions and, and get a frame of reference on living things, is really what drove it. And we wrote together, mostly, him, um, a guide to the preserve. And they were still using that Fairfield Osborn Preserve guide- its what sixty pages, and its talk about the place by natural community and what happens there?! What are the animals likely to be seen? What are their lives like? Whats cool about them? And tsk, that was sort of ours resource, but all the docent training was a class-component and a field-component. Lets go out and see what we can find.

Jocoya: Yes.

Lynn: And that learning, going out and see what we can find was modeled for kids. Um, tsk, the program includes a class visit to prepare both a teacher and students what coming includes probably now a PowerPoint slide, pass my time (laughing).

Jocoya: (laughing)

Lynn: With pictures, um its happening right now.
Jocoya: Hmmm.

Lynn: You know. I saw this last week. Do you think you can find this? What people’s appetite introduced that and also some interpretation. Talking about with the food chains is, who depends on whom, what thee job description are for many things. You know, I know that stick. Kind of like the throwaway line to kids, “What is a job description?”

Jocoya: (laughing)

Lynn: You know, what, where do you live? What do you eat? Who eats you? Most kids are behind that

Jocoya: are behind (laughing)

Lynn: And so in the winter, we talked about fungi and, and in the spring we talked about um, tsk bird territory and. And all of that what’s happening, no set course once the kids were out. So, the children come out uh, we would break them into groups. And each volunteer naturalists, would take different groups and what they did was up to them in terms of learning. Where they went? What they focused on was directed by the interest of the children and um, we had some goals with the programs. I will tell you in a moment, but um, one of things I thought was the most- great insight didn’t not happen right away was to um, sort kids by energy level. So, not by academics capacity by, not by verbal, but how energetic (laugh) they are.

Jocoya: (laughing) Yeah.

Lynn: And, and we asked the teachers to do that and to code them by color. Red kids are the ones, who focus much better if you born off the energy first. And that group was always taken by um, um volunteer naturalist, who is an athlete. And they really had a wanted work out (laughing). And they

Jocoya: (laughing)

Lynn: usually just sprint up the hill and they stop for a breathe at the ridge top and by that stop they will be ready to look and talk. And they were the ones would look at the windducks at the upper pond because flash them down hill. (laughing). Good destination. And you know, the spectrum blue group were focused immediately. And I loved them because they always taught me things. I did, uh, I fill in somebody was sick or don’t show up, so I probably did, we did three groups a week and I was almost always a naturalists for one of them.

Jocoya: Hmmm.

Lynn: Um, that we usually get the blue group because they, they asked a lot of specific questions and the confidence of the naturalist was lower than- (laughing)
Jocoya: (laughing)

Lynn: They wanted to know what might be it but what is Um, tsk, (pause) and they were the ones really, with some guidance, we really get what biodiversity is, which is a reach it takes a lot of perspective. And I remember doing one group, blue group, uh in this about this time of the year, we always asks if they a couple of parents, and um, we would have more than one pair of eyes. And, one of the par- they got into grasses (pause). Wow, there different kinds of grasses. Really?! Well, actually there are. Heres one. Can you find one that is different? And that was, the process. So, tsk, you know, Joan, normally we don’t pick things, a single grass stem, we can do that. And, one parent chose to agreed to be the grass librarian.

Jocoya: Hmm.

Lynn: And she had a handful of stems and kids would find something and go We got this one, yet?

Jocoya: (laughing)

Lynn: Yeah- WHOA! (loud) here is another one, and at the end of the day we had twelve species of native grasses in her hand. And, these kids learned by that experience that not only there is twelve species grasses, but we can tell them apart. We didn’t get to names- we didn’t do names- except for a couple of them but most of they can’t more technical, but that insight. What when you are out in nature and looking around and Yeah, its cool to be here, but its complex! And so that’s probably of different ways of learning, that twelve different kinds of lives for plants. That is, as for as I am concern that is the platinum reward!

Jocoya: Yes. (laughing)

Lynn: That is, if you can get kids to-anybody in nature to experience that insight then, then we have hope on the planet.

Jocoya: Yes.

Lynn: (laughing)

Jocoya: Here they are active and using application as well. QUESTION 17 <What were the program’s goals?>

Lynn: Well, the goals for the program were, I remember, I also meet with a couple of environmental educators told me, wonderful women, thank God, she had insight. She said, People will ask you what your goals are, but between you and me, if you get kids outside and allow them to- give them the chance in directive learning. Its doesn’t really matter- (whispered)

Jocoya: (laughing)
Lynn: What it was wanted (laughing). But you know in retrospect, we wanted to give kids, thee the skills to explore on their own. Uh, uh enough guidance that- that their relatively safe, you know, little tricks like, when you turn over a rock, roll it towards you, so if someone is living under it and scared. They won’t runaway up your pants leg (laughing) They look for dark place.

Jocoya: Hmm (laughing)

Lynn: (continuing laughing) That happen to Larry when he was a kid. He had a mouse (laughing). So okay, roll the rock so, uh, away from you. And then, um the responsibility. Put it back! Somebody lives under there.

Jocoya: Yeah.

Lynn: Um, tsk, putting your head in the place of the other organisms. What would you feel it someone did that to you? To- took the roof off your house. Whoo, there’s people that live here! (laughing)

Jocoya: (laughing)

Lynn: Please! Put it back. Um, so, little skills responsible exploration environment um you know, don’t put your fingers where you cannot see.

Jocoya: Hmm.

Lynn: Somebody might be living there, might be scared. They will bit you! You know.

Jocoya: Exactly- (speaking softly)

Lynn: Um, their protection from all black widows and from most rattlesnakes encounters. You have an enough distance. Um a few simple safety skills and the, um the capacity to do that direction learning. So in comfort first level confidence lever that was our ultimate goal. All when they left the preserve, if we did not have that we would not succeed. The second level was seeing connections. You needs what? How fungi breaks down, (pause) dead stuff. Um, tsk dead stuff, very technical terms everybody get it (laughing).

Jocoya: (laughing)

Lynn: (laughing) You needs a lot of fertilizer that is locked up in those branches, leaves, and crud. Well, the plants do, right?!

Jocoya: Hmm.

Lynn: So, who benefits from the fungi, the plant well, take a step further, you need the fungi, well gosh your things are connected. Um, those insights, um there is a lot of interesting in large
inconsistencies of birds, and mammals. You don’t see a lot of them. You see signs, - you see dropping, you see track- why was there a deer, here. Look around, what do you think she was doing here. See anything that has been munched? Well, I bet this was breakfast. Um tsk, again making connections, seeing other living things from your frame of reference putting your head in their place, getting that empathy. That was the second tier. If you cannot get there, and get comfortable you are not anywhere- this is this phrase second. And, um, the third tier, was seeing, thee, richness of biodiversity. Realizing, how much variety in here, how many different lives amazing complexities share with, the planet with. That’s was, uh as I said was platinum insight and not (excited) got with us, but if they can came out with the first two we can build on it.

Jocoya: Hmmm.

Lynn: So, those are the goals of the Environmental Education Program we started it 1976 and it has been going on since. I am just astounded (pause) just astounded, I am humble. I am thrilled, and we have several generations of eighth graders, ninth graders, go through in the program and then when they are parents, have their kids come though and they are the ones that wanted to go along. We hat lots, lots of parents said, I was here in fifth grade! And, and we had a number of those people, come back at Sonoma State as volunteer naturalists.

Jocoya: Hmmm.

Lynn: And either they went into science or not, environmental or natural or not, because they are comfortable with nature. And, I am convince especially as I aged that its that building on that empathy, is that spiritual connection that (pause) motivates people to care (pause) and its not one way. I mean, that Earth needs people to care, yeah!

Jocoya: Hmmm.

Lynn: Well, people need the Earth for context, and spiritual substances, and sense of (pause) support in relatedness. And tsk, and you know, whether we, we survive as a species on the planet really depends if that that happens or not.

Jocoya: Yes.

Lynn: It’s a big concern of mine in the electric world that people are not getting out. There are not getting that opportunity to connect um, their not making spiritual connection and also I think is really contribution to short attention spans. People are not developing the skills to look deepen to ask more, to put pieces together, and the thing that frightens me most about it is you know, keeping, the commercial side uh technology keeping people’s attention.

Jocoya: Hmmmm.
Lynn: We have created a very high expectations- of novelty (pause) constant stimulate of something new, something moving and that is so superficial- that the depth of those insights that I’m talking about is just that accessible people don’t have the intellectual and uh cognate skills to build that on their own.

Jocoya: You feel like there is disconnections to connection get down naturally to build into, for instance this educational program, which is like a legacy gives you an opportunity to go out there, actually get to context of the world, but because of that disconnection people are not able too.

Lynn: I think, it’s getting harder and harder, I had a taste with when we started the educational program because started with kids from Petaluma.

Jocoya: Hmmm.

Lynn: And, at the time, east Petaluma had not built out, um it was a time, you went up in 101, Petaluma’s was only on the left. It hay fields on the right. And, and golden eagles, lived there.

Jocoya: Oh, wow-

Lynn: Really! Yeah, it was very different, um tsk in the early ‘70s and the East Petaluma kids, they were cool being outside. They were farm kids. They knew a lot! Um, tsk, I often found that when I would go in doing the classroom visits which I generally, I did. Um, though later we trained naturalists to do those as well. Part of the exercise was to go to the school grounds, to take a look there. And we would bring, these plastic bug boxes, so somebody could hold it, at least not crushing it or least it not defending itself and share it. (smirk)

Jocoya: (laughing)

Lynn: So we just pass bug boxes, and find me something that moves or find me something that interests you. And then we get back together, we build a, uh, a food chain from it.

Jocoya: Hmmm.

Lynn: And those Petaluma field kids, they knew where to find cool stuff. You know, they know to pick praying mantis, off the ornamental scrub in front, thee administrator’s office (laughing). What is that kid doing out there? Aren’t they suppose to be in class? (laughing)

Jocoya: (giggle)

Lynn: They knew it was there. They noticed it. They, they were “tuned in”. And they probably took care of pigs, sheep, anyway...so you know, they were comfortable with insects.

Jocoya: Yes.
Lynn: Um, when we got, when East Petaluma started developing in and new families came in from other places, um, those kids had no clue- I had kids ask me, Are there monkeys up there? When I took them outside.

Jocoya: (laughing)

Lynn: You mean, they had no frame of reference and it was funny, buy it was scary.

Jocoya: Yeah.

Lynn: So, but they came around. They were more afraid to be outside. A lot more. Um, they don’t share that- but they stay on the trail. They got solid on their feet, they are not scramblers. It starts early to be out and and agile a bit. My personal feeling is that I believe in genetics.

Jocoya: Hmm.

Lynn: I’m a biologist, um we are hunter-gathers, were hunter-gather animal. And those genetics run very deep. And I think if you give, people the opportunity to, to some looking and some, some security in a little bit directs, skill building, they don’t it for themselves. I, I believe its hard-wired. That’s my that’s my biological-bias.

Jocoya: (laughing)

Lynn: So (pause) you know, that’s the story.

Jocoya: QUESTION. Um, lets see, I am thinking about going back to the guides was that just you and Larry’s research to construction those guides for the educational program?

Lynn: Yeah. A lot, of reading, um we did a lot of, of remember, we, of course, lot references and in those days, we, you know, about books,

Jocoya: Hmm.

Lynn: the internet never occurred to anyone. Um, tsk, and there were a series Dover Press printing a series of books about bird life history written by a fellow named Cleveland Arthur Bent. And he had in the ‘30s and ‘40s researched lots, lots, and lots of birds, basically everything North America has. Started out was funded by the department of agriculture to see which bird crop pests.

Jocoya: Hmm.

Lynn: And I am sure a lot of the feeding came from the birds that were blasted out of the sky and their stomach contains were analyzed because their kinds of numbers. Anyway, they were
reprinted, expensively in paper cover and we still have a full stack, I think they were a dozen by bird group the cranes in this one, shore birds in this one, and so we just showered those for, um, feeding habits information about the birds that lived on the preserve. So are can tell people that, you know pigeons eat acorns. Wow! Who would thunk? Um, tsk and we started building out from that from, you know, what can we tell somebody about a particular animal. The original guide had chapters by section number of birds, section on mammals, and that’s how we taught thee, thee docent training course. And but we were asking people to integrate information without modeling it. And so, it soon became oblivious we needed a particular narrative form that it was rewritten, a long the plant communities and at the same time there was uh, new course of campus about biological illustrations and so we got some drawings from students, and we encourage people to draw stuff, we can put into that in the guide. So you will see the beautiful pages of larkspur gorgeous stuff, I can give you a picture of a really good drawing. (giggle)

Jocoya: (giggle)

Lynn: Um, tsk and, I remember doing thee- then the questions was- if you see it, uh flush a great barn owl- what can you say about it.

Jocoya: Hmm.

Lynn: How do you find that in there? So, we put together index, I, did this on a weekend, on Sonoma State campus, so one of the labs room in the biology department. And, I went through the book and every time I saw, uh, a name of animal, I would wrote it up on a piece of paper, uh page number. And I had those set-up alphabetical on the desk tops Oh, we are back on tree squirrels! (high-tone) What page is that on? And I wrote it on slips on paper. And then a sat down and typewriter and I typed out in index. So that, its origins (laughing)

Jocoya: (laughing) That is how it is actually made.

Lynn: Ah-uh

Jocoya: So, its different today with computers. Ah boy~ QUESTION 19 <Uh, so lets back before for the educational program you talked about the impact it has, uh could you put a little bit on what is this LEAF program that I->

Lynn: Oh, the Nature Conservancy educational program-

Jocoya: Yeah, Yeah.

Lynn: This is really interesting. Uh, Larry was involved in this, you might ask him about it, because it was only, only put out for California for the first time this last summers. Uh, the Nature Conservancy is interested in (pause) having environmentalism and conservancy uh, embrace in the next generation. And, and the Nature Conservancy’s basically built by baby
boomers and the generation before. And we are all aging, look at me, I over sixty, I cannot believe it. Uh, tsk and and you know, thee, sort thee tsk (pause) people that get involved are the one’s parents that did it. Schools did it, so its really, a disconnect because changing demographics of the country and the people, who are interested in the environment. And so the Nature Conservancy charter actually weekly (pause) darn, I wish I can remember the name of the founder, I would like to give him a plug, um. Founder to um to do outreach to schools with inner cities schools with um, advance placement programs that were likely to bring people into the sciences, not necessarily environmental sciences, engineering, things like that, but folks that were interested in to technical future. And so, we have a summer program were we take, uh, uh, I class from the school from Central LA, last year. Uh, and the girls for stay in California, the boys go to mid-western area cause you don’t (laughing)

Jocoya: (laughing) Exactly!

Lynn: THEM together. A camp out! So the boys went to uh, uh to uh Bison Ranch in Montana and the girls went to Santa Cruz Island, which is a Nature Conservancy Preserve. And worked on, habitat restoration um surveys of endangered species. Ah, basically, everything the Nature Conservancy staff do. They had- we carved a chunk of the work from them in the course of the number of four weeks, six weeks, I forgot. And they went one project to another. So they work, they get paid for it. And they had chance to rub shoulders with people who love it, who do it, uh, you know expand their frame of reference.

Jocoya: Exactly.

Lynn: Yeah, that’s the program. I’m excited about it.

Jocoya: That’s awesome! Cause I was looking at some the website actually specially youtube some uh people from uh high school went to practice fire control at the forest and I was looking at it said the LEAF program, Oh wow, involved these high schoolers. That Good.

Lynn: There is a video of Larry. Oh, Santa Cruz Island, with uh, doing aquatic insects survey, restore wetlands with dragonflies. Its pretty nifty. (laughing)

Jocoya: (laughing)

Lynn: These girls got very good catching dragonflies. (laughing)

Jocoya: Ok. We will break right here for education-

Lynn: Great

Jocoya: And we will stretch.

Lynn: Yay-
PART 2:

Jocoya: Alright, so let's begin our second half. **QUESTION 21** **During your research at the preserve, did yourself or others find any artifacts or rules of previous occupants?** - Which you explored a little bit.

Lynn: Yeah, I cannot really draw um, anything beyond what we discussed before the break.

Jocoya: Okay.

Lynn: Those were incidentally observations, which sure that, that um Sonoma State, is, is a very, very important resource for archaeology records. (OHP) State of California Office of Historic Preservation depository and they probably have a great deal of information, but their reluctant to share it for obvious reasons. (laughing)

Jocoya: Ah researchers. **QUESTION 22** **Ah lets see, do you have any memories of fire, grazing, or logging on the property?**

Lynn: Ah, well the Roths had horses. And they were gone by the time we got there, but there was a lot of cross fences that we took out. And I expected, there to be a much more dramatic sort of re-vegetation respond in the absence of the horses, I expected to fill in much faster and they didn't. It was pretty much an equilibrium. Already, I think they kept the horses were there was grass and there will be grass instead of having, umm move into areas that don't succeed as scientist say, through replacement to work in vegetation. So, there are a couple of things I excepted to see happening that didn't. Um, when we first came there, thee pond, the large pond that is sustain by the damn, um at the lower preserve, what we call Cattails Pond. I think its called Turtle Pond, now. Um, it had this huge ring of cattails around it, like ten to twelve feet deep from the shore. I was sure that thing fill in think of all those cattails failing deep and decomposing. We have no open water, fairly short water. It hasn't. It hasn't changed a lot. It may changed fifteen percentage to twenty percentage.

Jocoya. Hmmm.

Lynn: But it is pretty much an equilibrium. So that was an interesting surprise. Um, tsk I expected a lot more scrub movement in the grassland and really the only places, I saw it are
places that have water, so seeds in spring you get brushes and ferns and some scrubs like that coffee-berries where raise to grass. So that was much less extensive and more site specific that might generally expectations. Um, tsk (pause) tsk, thee, thee the fire cutter I already shared had a huge impact on, on how thee tree cover came back being in multiple trunks rather a single tall central trunk and individual singles that is a dramatic difference. It has ecology effects it should be because more large stems means more cavities and more places for nesting. Um, its richer in a kinda way. You know, management, managing environments recovering from, from utilization um, are not going to look just if nobody ever used them it doesn't mean the fact that they are different necessarily bad.

Jocoya: Hmmm.

Lynn: Um its just different- boy nature is really good at different. (snicker)

Jocoya: (Giggle)

Lynn: Laugh So lets see you asked me about um, grazing and logging. Thee, one thing that has changed, since we have been gone anthropogenic is trees establish where they are protected by deer browsing, um at Osborn deer, deer are not grass eaters though many people predominately present that they are. They supplement their diet with grass when its green but, basically their leaf eaters off of scrubs and trees. And they love oak tree leaves, and love maple leaves, and you will see there is a line which the deer can no longer reach, where the leaves begin.

Jocoya: Yeah.

Lynn: If a tree wants to establish itself its got to get past that point that point to be about three to four feet or five or its stunted and it will spread out from its dense bonsai it kind of thing and your look at the surface every week bit in half um and, where there is cover trees establish. So establish rockwalls, get up quickly without deer get their nose in there and bit it off. They establish long fences, so thee, some of the trees are now like this, eight inches in diameter where just the size of my thumb, where fence in my day. So you know there is some interesting influence, fence long gone, why are there trees along here?

Jocoya: (Laughing)

Lynn: Um another factor was that snow. That snow was heavily and wet and broke a lot of tree branches, broke through crowns of many of tree. So literally, tree just busting at the point where the narrower branches go into larger trunk and fall over and land in the ground. And that for, for five years after that snow fall everywhere you went you saw dead branches in the grass, which is fire nightmare by the way, but what that was was cover all those broken dead branches which cover for seedlings and lot of young trees got their start in that what called deadfall so when the four or five years took those stuff to break down they got off past brows line skinny little trunks leaves above it. Some of those trees made what I called the “bonsai dense” coming back, come back if they get wide enough, they then the dear cannot reach the
middle and the trunk. And that kind of skirt and I can show you several trees at Osborn that got their started that way and you can still see one that old and have that skirt on the bottom and so that, that single snow event launched generation of new trees seedlings that live you know two-hundred years.

Jocoya: Hmmm, hmm.

Lynn: So again, another one of those variables you don’t know about if you are not there watching. You’ll never put together...

Jocoya: Yeah.

Lynn: which is fascinating for me. And then in terms of things changing there is the whole story of slope change, I don’t know if you ask different question that that is a different category like rainfall.

Jocoya: Um, but to the trees I noticed that there is a sudden death oak that’s going on with trees

Lynn: Yes, yes, fungi pathology um, tsk commonly called sudden oak death and it was introduce from Europe and it came in we think in the nursery trade with azaleas or dandelions. Which it does not, in fact, effect but does not damage, so carried. And it um it effects several species of oak tree lives under the bark unseen and until it crawl around all around and cuts the circulation and then then the tree dies in a matter of few days or probably a few week, but a full tree of green leaves can be brown from one this. Or if it higher trunk one branch of a larger tree. Its a huge thing and its real no way of knowing what and how it will play ecologically in the long term, but thee the primarily research at it is really its kind of discovery and characterization happen in Osborn, which shows you again, how a natural research and learning facility can, can contribute

Jocoya: Exactly!

Lynn: Yeah.

Jocoya: Exactly.

Jocoya: QUESTION 23 <Um, could you tell us about the flame, not flames, the floods or rain events that were particularly memorable?> I know u talk about the snow.

Lynn: Yeah, um (pause) There were a lot of wet years. And where we lived at in that little cabin, when Copeland Creek was it peak flow. It roar. It seems like a long way, but it was really, really loud that straining base was spread across Sonoma Mountains. There probably at least eight-hundred acres or maybe twelve-hundred acres surface that collects three inches of rain yet, it all comes downhill that way. So its quite a channel very catastrophe in peak rain falling event. You could not stand on the bank. Three days after a major storm and boulder as big as this are
moving in the flow, the whole bed is different its like thunder you cannot have a conversation, so bong-bong-bong

Jocoya: (snicker)

Lynn: Its very dramatic and it has it hope that um when Rachel talks to Larry, he, he addresses whats special about Copeland Creek because ecologically its very interesting, because how much thing change with those events there are no fish in it. They all been washed out. and it has not been repopulated because those extremely events move everything.
Jocoya: no fish!

Lynn: No fish. Its almost unheard. We were looking very hard. (Laughing)

Jocoya: (laughing)

Lynn: It um, has a great deal with pitch. And whole, there is no, no fixed bottom, so in it, it is extremely vant everything moves. There is no refuge. And its stream- that anything had refuge washed out that has moved really (laughing)

Jocoya: (laughing)

Lynn: and so it has amazing diversity sting insects that generally pray of crayfish which is very interesting story, but Rachel get that from Larry that his master thesis.

Jocoya: I bet she will snatch some of that. U-

Lynn: Let me tell you, about slop change impacts in big rainfall here. Um, (pause) Sonoma Mountains are relatively young, the last time geologist talk to me about we were talking about six millions years, I do not what the current numbers are. Geologist throw 0s around all the time, you know, in the millions without second digit is still young geological speaking. And it has been raised up, and its had um, tsk lava flows and um ashes explosions all them and most of the rock in the surface comes from those events, but because it has been raised up (pause) the sides are not particularly stable. Um, tsk and the comparison was made to me, this made guy was ah um, geologist of the University, since pass away named Dr. Crawldad and he, he said, Imagine making a bowl of pudding. Kay? Nice, tupperware and then just before it sets-up solid. turn over the table top and take the bowl away. What happens? you'll see a crack and the nature quick in the bowl ffff-sh.

Jocoya: yeah

Lynn: Okay. then the next piece up is steadier and then there will be another crack and you'll go slop (fff-sh). And then, he, called Stylolite slopping, present in the swarms, they, they as soon as one happens the next place up is less stable and so they work their way up kinda of stairway and thats basically, responsible for most of the structure on Sonoma Mountain. Tsk, and I have
seen places move a lot. We have one year I think that was two wet years in a row, I don't remember which one it was, and in the course about six days, anything you can see and hear thee the pavement remember that stead section. I told you a about that you have to shift down, just that whole section just dropped and there was a gap in the pavement went this (pause) and you know Ca-trans came out paved it over (laughing)

Jocoya: (laughing)

Lynn: Know you have to shift it climb over, but it is one of those drops. The meadow where they Elvis farm barley has drop twice, it has now three steps and that happen my time, I saw that happen. And, it it left a scar, um, um there were huge gaps that, that the next vegetated, actually left a couple of them so (pause). And (pause) thee the scrap behind the barn, the edge of the barn it looks like your looking of the edge now it didn't use to be like that use to be a nice slop. So those kinds of changes we had at least one year, where several years of saturation got things to the point where they slopped on their own. Um, we started planning trails for the Roth property it became acutely obvious because you basically had to plan a trail that went run across the climb over the shelf across the point over the shelf the forest trail is like that. Where ever steps that the drops.

Jocoya: Ok that makes senses because I went on some trails, How this get made?

Lynn: Its that bizarre.

Jocoya: Yeah.

Lynn: So, seem so, so unintuitive. The other thing you get when you have that go back to the bowl of pudding, you have that first piece come off, when it slides thee, thee cut edge it left at an angle because its sort of stabilizes itself set end up a little valley, where the outer edge is higher than the inner.

Jocoya: Hmmm.

Lynn: You will see that happen in Osborn if you turn your eye to it. Plus, the pool is one of those.

Jocoya: One of those locations.

Lynn: Yeah.

Jocoya: QUESTION 24 <So, we are talking about changes in the landscape that you noticed over time. Do have any other ones like earthquakes or mudslide or any land changes that were dramatic?>
Lynn: There is a historic landslide and huge ash deposit of down slope of the cabin quite a big. If you walk out that open meadow stand and look into it something Copeland Creek that is probably several thousand years old that is active stuff goes, wash that maybe another reason if there aren't fish because ash is basically glass very embracive. So if you get a slide of that in the system in a high rainfall then its so embracive that probably its issue influence too.

Jocoya: Hmmm.

Lynn: Earthquakes we had one great experiences. This is a story, um, largest fault is not very far away. Tsk, and we lived in this one room cabin, we built sleeping loft. We really didn't know how the place was construction so we didn't built out from the wall, we built it free-standing and tackled to the walls. And (pause) my husband's mother, was raised in SF and his grandmother was living in San Franscico during the '06 quake, she was five years old, she was ferry across the bay, watching the flames. Its quite a story. So he was well-trained, so (pause) there was an earthquake on the roger's creek fault, there was a joke then the windows rattled. It, it and the loft slay (laughing)

Jocoya: (laughing)

Lynn: And I remember, I come to my sense, when I woke up, I realized what, that, that I remembered the shake and that this sort of secondary, and but Larry was Its an earthquake! Its an earthquake! Get up, up, we got to stand at a doorway! (laughing) So, I scramble out loft ladder and I, I came to my slowly consciousness standing under the doorway front door of the cabin looking out the open field underneath ONLY thing in an acre and a half that can fall on me. (laughing)

Jocoya: (laughing)

Lynn: Whats wrong with this picture!!! (laughing) So, I told his mom you, you trained him well-trained but he needs to be more adaptable (laughing)

Jocoya: (laughing) Ahhh~

Lynn: That my only earthquake story- fortunately.

Jocoya: Which is good. QUESTION 25 <Um, May you walk with us through a typical day, when you stayed at the Preserve?>

Lynn: Tsk, well, again, it depends what was happening. If it um, if a Monday morning or Wednesday or Friday, I would um, get up and check the answering machine to find out if there been any glitches with the school that was coming or with any with the volunteer naturalists. Um, I would go up to the Ed Center, I would we didn't have running water for a long time, so I would bring full cooler and bring that up um. I check to make sure, thee, thee, um teaching supplies were or organize thee, magnifying glasses, the bug, insects nets, those kinds of things.
If there was anything that um, memorable citing want to alert the naturalists to. I would make sure they were on the map. So um, (pause) tsk, rattlesnakes, every, every year in April, when they come out of hibernate, their active in the day time for a couple of days to get until they was get their first meal then they go back for night where you never see and hear from them again. So if there is a rattlesnakes citing we put that on the map. with a star. When you go through the meadow stay to thee left, where you can see the trail. Keep your ears open you might hear one.

Jocoya: Exactly-

Lynn: So, um you know, that, that up to date hazard alert um and then depending on thee, um on the docent who with, if everybody was coming, I probably necessary meet the bus. But um, um if um a gap or if I was going to leave or needed to connect with teacher, I will be there until the bus arrive. Um, tsk and then then the groups that go off and I will go back to the Preserve, I would check, um then again the answering-machine, I would return phone calls, um, which was a lot of work before email. We spend a lot of time of the telling-phone. Um, tsk, (pause) since I was married to student, technically working half time, I tried to do certain stuff on my coursework. Um tsk, then and then I go up usually I back to the Ed Center about the time the school bus came back to de-brief with the naturalists. After they you know, the kids are out, there are not parents eavesdropping you know. Any, any time spots, concerns, anything that that we need to work on together anything cool um sometimes, they said something they didn't understand and we talk about it. Kinda found their comfort level with that subject matter, um and then I clean up whatever they didn't put any properly (laughing)

Jocoya: (laughing)

Lynn: see the garbage-can needed emptied, lock the gate, um, and then head back on the hill probably having night class, so then I will be going down campus for that about a lot of times I would stay after class and do coursework in the library particularly in the winter because the cabin had a stove for heat. So, I spend a lot time in the library during the winter after hours.

Jocoya: Take advantage of it. (laughing)

Lynn: Yep, (laughing). And then, you know, turn it around the next day.

Jocoya: Wow-

Lynn: There a lot more time actively um, being a biologist on the Preserve. We went up walking to see whats going on. And kept the illuminance notes in, his observations also gives us high points of the naturalists with things going on. But a really trail that kind of thing.

Jocoya: Larry seems always to be active outside, ah.

Lynn: Yes, still. He is sixty-two. (laughing)
Jocoya: He still going out there. QUESTION 26 <Um so, why did the Natural Conservancy decide to donate the land to Sonoma State in 1997- from your understanding?>

Lynn: The organize has evolve in, in my time with it. Um, its several times, actually. Um tsk, as I said in the ’70s it was very opportunistic it just had a few staff, it was um, most of it work including the work certain gifts and donated land and a lot other stuff thats done, done volunteers, we had great volunteers, still do. Um, tsk and they in the early ‘80s, we had the science of conservation of biology did not exist, when I went to school. It was, was a being gen up people like McCarthy and Wilson and, and it on the east coast and graduating students were just beginning to discovered that things like um, productivity mattered, that um, um, edge-effect in other words um, core preserve going to be dissolve around the borders, that sort of the concepts behind natural order protection just weren't there in the science. And as that stuff beginning to played out and the Nature Conservancy realized that if we wanted to live up to our mission in preserving biological diversity TNC was founded by a group of ecologists in the ’30s. When nobody used the word ecology or knew meant, so its commitment to biodiversity is core. Tsk, um, we realized that we could not do it the way were accepting small gifts of land, we had to be organize, we had to plan, to protect the right places not just that come to us, we had to um, build the capacity, to raise money to do that. Um, tsk, so that and we began that in the ‘80s. We targeted preservation actions. Base on habit types that were characteristic of the state and not represented in any protected place that is things like Valley Oak um, Wetland habitats um, coastal dunes, um, tsk, whirlpools in the central valley, things that are people necessarily realize that are natural habitats, but whole bunch of species depends on them, tightly connected in fascinating ecological processes. We begin, firmly preserving conservation lands, and that got us bigger and did inspire donors we were able to get that support um, and build a larger and more professional staff, and about thee end of the ’80s. We had another revelation that was that, to have impact, a lastly impact we had work with bigger, not just targeting places and buying pristine examples , we had to consider the environment that exist in. We began working on um, began conservation actions on working landscapes, so we began a further conservation easements, which was partial rights and land that is being actively used. Like ranches, some cases farmlands, um, and and other areas we use for recreation without significant impact and that just blow it open. Um, the scale we were actually working huge and there are limits on everything. And we looked around at thee, the projects we currently had in our hands and said um, How many these still need us?” “Are there specific unique expertise? And some them that meant we investigate more, more dramatically, we did some coastal dune restorations, where we put in hundred and thousands of dollars, which was huge for us at the time.

Jocoya: Hmmm.

Lynn: To get the natural habitats back because it had completely overrun by plant and stabilizing vegetation. But places like the Osborn were the university was involved since day one, it had a solid program, um, it was loved and cared for, didn't need the Nature Conservancy involvement. So, it you know we went to the university and said (pause) We would love you to
have it, if you want it. And, you know, it was well-received um, we did retain a conservation easement, which means that um, tsk, you know, if, if the state of California went the way for the town or Stockton, which is in bankruptcy, that um, the state being underline entity in the university could NOT sell it. For anything of another a natural areas, could not be develop, the most powerful thing conservation easement does take that card of the table.

Jocoya: Yes.

Lynn: So um, were taking an easement, we can waive the fee to the university. The relationship with the Roths continued to blossom by that time their daughter, Maggie lived next door and she had kids and, and they, the Roths ultimately making in little gifts and um, working with the county open-space agriculture of open-space group to really protect everything they had, which is pretty cool.

Jocoya: I know.

Lynn: Uh-uh.

Jocoya: Look at that. So we were discussing the first part about uh, technology, digital work.

QUESTION 27 < So our livelihood is increasingly becoming digital. Is the digital revolution beneficial or harmful with people connecting with nature in parks and preserves?>

Lynn: (pause) Um I think it is can be an impediment there are some things that are digital stuff that is fabulous people are on iphones today you can identify a plant by its leaves.

Jocoya: Yes.

Lynn: That is HUGE! And thats huge if you use it to gain insight, if you do it you know, collecting stamps it missing the point. Its its a door. Its not an end point. And my consider is that a lot people, a lot of people its just a um, (pause) So that part that is is powerful it sure beats the heck of me, my dad, and my daughter going to Larkspur library looking up woodchuck trails tracks pictures east coast woodmen reference, which is truly all there was. I mean it seem inconceivable in my time is training to be a naturalists the university of California, um, press, that for lovely series of natural history guides (beep, beep, beep) but you know that was early ‘80s, ‘70s, ‘80s (breathe) so technology can give you access to information, which is fabulous. Um, my concern is that it is its uh, its its can be buffer. Its what can I find on my handheld about where, I am instead of what can it tell me.

Jocoya: Hmmm.

Lynn: That openness what can it tell me is that lost of that what concern me most. Um, tsk nature is analogy of our world. And if you're expectation is digital you are going to miss it. So, thats my biggest concern...
Jocoya: Ok.

Lynn: That and what I shared earlier about (click) technology creating an expectation of novelty.

Jocoya: Hmm.

Lynn: Its people are excepting things come out them, instead of the open to using their mind to um, explore.

Jocoya: Exactly, exactly. QUESTION 28 <So back on technology, describe to us about application of the Conservation Track Program. And how it its beneficial to the Preserve & other easements?>

Lynn: That is an interesting story. Conservation Track is a web-based system that I built with our IT guy here is this office is the Nature Conservancy in San Francisco in 2003 in respond to need. When I look back at it now, today it is used twenty percentage Nature Conservancy conservation easements managed through Conservation Track the big ones- big estates and 20 small land trustee in the system to manage their conservation easements and its growing, which is amazing to me. Its been ten years and technology still relative. Um, but in so before I tell you the impact that it has, let me tell you my story around it. I so thinking when I was preparing this conversation that um, building the environmental program in Osborn without really any guidance with (pause) the opportunity to, to make something out whole cloth to me is fairly tsk, nonspecific need.

Jocoya: Hmm.

Lynn: to me its contextual rather than incremental um, tsk, of course at the time I had no idea how challenging that was, that was good. (laughing)

Jocoya: (laughing)

Lynn: But it really gave me the confidence in tackling new things that I didn't know about that really want I done in my career. I have fell in one I never done before to another never done before, which has kept it wonderful, organization um cause I have always been challenge I always had a chance to do something with traction something meaningful. Um, so conservation track (pause) happen because our association state-director looked at the Nature Conservancy tenure we were at fifty years into 2001. And he said, How do we know our work is lasting? Good question.

Jocoya: Hmm.

Lynn: How do we know? Um, and at that time I have been with TNC almost thirty years so this question to that history immediate got to me. Um, tsk and I had some thoughts about it and I um, I wrote, I gave him my feedback, he asked me to write it up, and I wrote a quite paper and the next year we had a brand new MBA in the program and um, and he asked her to look into
it. And she talked to a lot of people including me. She wrote a paper and the following year he talked told me my life will be changing I was going to be resign to this challenge. (laughing)

Jocoya: (laughing)

Lynn: And at the time, I was in Santa Cruz project director which is a huge job.

Jocoya: Hmm.

Lynn: And I could not changing imagine moods that dramatically, but I managed. I made the transition. And I looked around at with the Nature Conservancy done in the state, and what we still had authority over and information. I talked to many friends who worked in the field, who I have been colleagues before I moved into this Santa Cruz director job. And I realized that conservation easements were the biggest part of our work that really anyone keeping a central eye on it. That the typical staff that work on the easement deal you the typical staff that work on the easement deal know drafting it, working on the land owners, if they were still on geography, they have that relationship they were managing well, but there was no documentation and there was no way knowing where, what was falling through the cracks. So, I did um, survey, I sent out I get it, Excel spreadsheet creak database that centrally our world office that had list of land were been involved, I sort it by county. And I sent it this email, we had email everybody had email at 2002, I believe it is. I told all my friends saying, Everything you want to know about our work in your county and a few questions. And it had county, the interested in the column, so Do you know this place? With a couple of questions: I know it well, been there, um, I have no clue. I tried to keep it light. And I got good advice too. I will tell you that story, if you want, and then where were you last there this year, last year, less than five years, and I wrote it all. And I found it that that the lands we own out-right were covered, they had people, active attention. Conservation easements especially the old ones spotted. I found that the time we had ninety-six conservation easements in state, five of them, five, we had no one staff never been too.

Jocoya: Ohhhh-

Lynn: Is that scary.

Jocoya: Yeah.

Lynn: It’s easy to explain how because the year before um, the person in charge had been promoted and the number two person taking a job out of state, but there is no one managing it to get those resigned. So it’s only been a year and half that could been longer, and who would know?

Jocoya: Hmm.
Lynn: So I knew because I have been on the ground that it is very difficult when you are on the field to get access, to it was, to original documents. So most people who knew we had an easement, probably did not have a copy of it. Or they had a copy of it a draft they commented on, but it hadn't full circle it came back to them. So I knew we need a web-base system and, at the time, they IT guy that worked for us here, we hired out of retirement. He retirement from IBM and him, he was bored, he thought have fun working for conservation knowledge. He is older than me. (laughing)

Jocoya: (laughing)

Lynn: And Ron said, Microsoft just released this thing called small business energy program. It was website, a secure private website. And we have a serve in the backroom not using since we attach it to the office. Lets set it up on that see we can do. So we built it and um, and I highlighted it with um, a half dozen of my friends in the field said try this out and tell you think and we got many good traction and we um, tsk we rolled it out ultimately, move it to. We had start we wanted to get more sophisticated bring in consultants who really knew the software, and now we ultimately we have a company that host it for us. And customized it. We took all of our software and source and any land trust needs can use this and there are twelve-hundred land trustee in the country and five-hundred or more in the easements. So everybody has this problem and um, and its been very powerful. I’m thrilled. I’m, I’m trilled how much impact it has, people. Its goals are for to maximize the time that the person that is mo this easement of staffer can spend on the ground with the landowner. Minimize the time they spend filling out forms, trying to find documents, u know the paperwork. I, I have been a field person, if, if I ever retire, and um, I love to do embroidery do crosshatch it will say instead Home sweet, home, it will say Maximize field time, minimize office time.

Jocoya: Cut off the paperwork. So you were talking about the advice um, for the process or the making of it?

Lynn: So, want we have today is actually they the Nature Conservancy have trademark the name, Conservation Track, it is a web-based system for monitoring conservation easements and creating documentation for those to report and post them online where they get archive. And had a central oversight in this case, means me, to make sure that someone is assign to it and that they been there, someone review the report and if there is some issues, they have support. And, and, it it web-based its couple a buttons to find our way around.

Jocoya: There you go.

Lynn: Thats pretty funny. I am technological native I still struggle with my relative new Smartphone, but that is the standard, if I can understand anybody can.

Jocoya: Yes, yes. QUESTION 29 <Um Did you experience on the Preserve have any influence on your career direction?>
Lynn: Well, I shared with you want, how I feel about tackling new things. Um, (pause) I, I fascinated with biology, as I told you my move to became a biology major from a non-college bound person, um was, was not un-dramatic um, and my biggest dilemma was I was not sure if I was love with biology or thought I just in love with Larry, biologist.

Jocoya: (laughing)

Lynn: And it approved to be both. But, that that engagement (pause) where were going with this question? (pause) Um, what question was I was answering when I got into this story?

Jocoya: **Um, um experience at the Preserve did it influence your um, your career direction?**

Lynn: Hmmm, this is all preamble love of biology. Um, I am just fascinated by organisms. Um, I know I wanted to know where there live, what they do, what their lives are like, and and genetic flexibility especially with climate change. Um, and and I connect and that probably goes back to my dad get us outside, but so I soon as I get into school knew I wanted to connect with animals, not so much plants, but animals of all kinds including slimy ones and small ones. (beep, beep) Um, tsk, and I actually come close to go into museum work, um I got the offer from the Nature Conservancy if I got that the Roth proposal to the point that they actually had a job description and prepare to hire ten days before I got an offer from a small museum where I applied. So, it was a squeaker (laughing)

Jocoya: I know- (laughing)

Lynn: And I would of been perfectible happy in, in a museum environment, um you know, I am an incremental person, I love detail. I mean giving a job to put things slots, sort stuff, I would be seventh heaven. Fortunately, I was stretch beyond that, that is mine, my underline architecture. So yeah, being, being working with Nature Conservancy being outside that situation as u said, a leaf on the water, um that being in the right place at the right time huge impact. Once I started working for the nature conservancy I got to do things that had impact, and I got to be creative, and get traction. Um, I had opportunity but boy nothing come close to thee, thee the ability to have meaningful work and having impact and put creative input in myself into invest personally in it nothing has come close and I had offers from educational institutions, environmental elsewhere, they are wonderful jobs.

Jocoya: Hmmm.

Lynn: And very attractive opportunities. Its bizarre get heavily called, but it happens. Um, tsk and just enough has come close and now I am doing other things for the Nature Conservancy that are also fascinating and stimulating, um I am involved skill training and coaching mentoring. And I love that.

Jocoya: **Is that training for other people for going out and education or that...?**
Lynn: Its all, all all of our staff in the California program have um, team members skill training and people who that cross team leaders skills training and I do, I am facilitator for the training. And I am one-one coach for its application.

Jocoya: There you go.

Lynn: So, u know, its this talking to people is where kind of where was ten years ago, what can you do that be powerful. (siren) You know, who do you need to convince.

Jocoya: Hmm.

Lynn: What questions you need to answer.

Jocoya: Yes, yes. QUESTION 30 <So what are the pros & the cons of preserves open to the public?>

Lynn: This preserve?

Jocoya: Um.

Lynn: Generally?

Jocoya: Generally.

Lynn: Um (pause) that that is certainly has as evolve as an idea. I think that that the idea you found a pristine place, but you put a fence around it will be ok, science biology of conservancy as totally said that is not true.

Jocoya: Hmm.

Lynn: Um, everything outside influences, basis species, um, eliminating natural processes like fire and flooding and systems depend on the many of them has shown us that you that’s simplicity and, and native. So, giving you have to be engage with natural areas, and its going to involve people why not do it constructively.

Jocoya: Yes.

Lynn: It, it in retrospect, it seems obvious and then the other end, that if if you do it constructively you can, people can people can learn from it. They can build that bond. They can come away with the you know, roll the rock away from you and don’t take natural species

Jocoya: Hmm.
Lynn: You know, its someone home or or mushrooms dinner, but you can do rub of a leaf, you can write a poem, u can do a drawing, u can take picture, of course, you can take it with you. You just physically take it with you.

Jocoya: Physically-

Lynn: You know, um, all those things you learn those experiences you learn that someone say it at you. So, that again working with the next generation with committed and, and competitive um, um, lovers of the outdoors and then frankly, the bottom line is things don't survive that very long which means we need a much better kind of penetration into the good culture at large.

Jocoya: Hmm.

Lynn: About what (pause) non-domestic living things are all about. We have a long way to go on that.

Jocoya: To have that connect mentioning before.

Lynn: Yeah.

Jocoya: Yes, yes QUESTION 31 <Can you tell us a few of your favorite memories or stories from the Preserve?> You put out a little more, got any more stories (laughing)

Lynn: The ones I am less embarrassed about,…(laughing) I think you heard most of those.

Jocoya: (laughing)

Lynn: Um, (pause) you know, when you asked about the questions that you sent to me when I asked about them, I was hard-press to pull out a few things um, I a couple of little anecdote (pause). One of the things, that I found most of the years that I lived at Osborn was the opportunity to get to know a natural area intimately. So that I know where the horse trails will come up in the spring and I know, thee, the motes produce pollen will be up before the branches form I know what it looks like when the leaves get all twisted because the shape not quite out of the ground, I know what that twisted thing will give, will produce. That, that sense of continuity and intimacy is just precious. (pause) I use to think tsk that um, after I left Osborn that I (pause) I really though I won’t get a chance to know a place intimately again, until I will retire. Then i will look for one, but now I know I am not going to retire, so its even more precious to me. On the other hand, I have develop the availability to get, to get that in the moment almost anywhere that is ecological rich, it, it kind got created the scene now that I have, more ambidextrous. Um, so that thats that is just fabulous without (pause) treasure without price. Individual things um, tsk, that year that snowed, after the when the fog came back in so people could not look at top of the mountains, when we had hundreds of visitors that afternoon, I went out and I looked for animal tracks tsk, and I saw history on the snow.
saw everything that happened on the ground not bird stuff um, (pause) since, probably middle of the night. I saw thee the foxes' hunting routine, where it went and, and where it stop, where it sniff at. And every one of those things, I kind a put my head where he was or she was, say Yeah, there might been a mouse under there. And, and it made three circles around the wood rat nest (laughing)

Jocoya: (laughing)

Lynn: Three passes on the same routine, he came back. And, and you know, I had a whole series just lovely insights from that experiences that um, that stick with me. (Silence and tears) That and just being, (pause) being perceive and acknowledging the expressing spiritual gratitude for those connections and those insights. I mean today, I can run my hand over hazelnut leaves and say a little pray. You know, thank the goddess. And make that connection and that is really personally of course, but its magical.

Jocoya: Hmmm.

Lynn: You know, I have that experience, I had the experience to hunt for it. Um, I’m not should if I would got there basic on um, um working fire roads with my dad, um I would still keep going out, no question about that.

Jocoya: Yes.

Lynn: So, yeah. The magic is there and the mundane (laughing)

Jocoya: (laughing)

Lynn: (laughing)

Jocoya: (laughing)

Lynn: (laughing)

Jocoya: Ah the preserve~ Do you need a tissue? Is there any tissue?

Lynn: No, Im good.

Jocoya: Okay. Okay. Um, QUESTION 32 <Um, What do you think is unique and special about the property?> But, I think you covered that unless you want to add on that-

Lynn: Just that, that its let me comment on its value as a teaching source.

Jocoya: Ok

Lynn: Um, (pause) that part of Sonoma Mountain is, this is what caught Dr. Jack Arnold’s attention, when he was at the BQQ at the Roths in the early ‘70, about 1970, I guess the first gift was ‘72, at the Nature Conservancy. Um, it has a great deal with habit viability and relative small area and thee because of the topography um, you can do a lot of learning in isolation
when really a lot of other people doing the same thing in other pockets, and then that's fabulous. And it, just lends itself to thee, the grade school program, it lends itself to um, to large groups and research. One of the reasons, it has, I mean, reasons, one of the underline features that contributes to that is you know, we have this bizarre geology that resolve in lifting and cutting down, and a lot of um, tsk, sort of physical isolation and it, in relative small area. I flew over it once. Look down and say "My god we everything close together." (laughing)

Jocoya: (laughing)

Lynn: Um, so it sounds a lot of water for for the place it is at it has what three ponds have been developed, um one of them, probably the, the pond down against the marsh probably nature, um tsk, but they are all spread by, by springs and seeds where there’s water, there opportunity, where there water, there plant diversity, where water, there larger amount bigger animals that sort of packs it in too. And then, here we are in the central coast range, where you have valley influences, coastal influences, and northern influences, southern influences, you get huge mixing of plants types. You got bunches different kind of oaks, lots of botanical diversity, and that bring with it the animals and plant and things that depend on it. And part of that its very, very rich- ecologically rich. And that makes it, um, really, really, engaging. So that's a plus, also Copeland Creek like the only fishless stream in the coast, and has Larry's species list for aquatic insects where is hundred longer than any other state. Its pretty amazing. But he'll get, Rachel will get those numbers for sure. (laughing)

Jocoya: (laughing) So you said this is a difficult question, QUESTION 33 <What is your favorite place on the property? And why?>

Lynn: I have thought about it, of course, depends for what?

Jocoya: Hmmm.

Lynn: You know, the trail, if you go down Copeland Creek from thee, the main crossing and head uh, south you'll find yourself what use to be an old wagon road, cross over the boulder saw, which is different every year because the storms move them. Um, and climb this gradual slope and I’m told that that was a wagon road and that the other children went to school somewhere over the ridge and that so their routine. And it mines around across the tiny little drainage in the creek, a couple of little board platform bridge and then water out the slope and then there is chain ferns coming down the trail and then red flowery current is just beautiful pink flowers and tasty blue fruit.

Jocoya: (laughing)

Lynn: Um, I think that section of trails is my favorite along, before you get to the stream crossing filtered sunlight, supports a lot of wildflowers you don't see anywhere else. um, tsk that orange, um, con- dauf- larkspur, the orange, red larkspur um, combines um, mission bells, lilies, you know things that are that come up slowly and and you don't see often, so, its always
something cool to see along there. And I enjoy that um, i also like it cause the trails are a little wide, its a place with other people you can stop, point at things, and, and share little bit more. If I have a favorite- thats it, its much higher that everything else. (laughing)

Jocoya: (laughing) as a location-

Lynn: Yeah.

Jocoya: **QUESTION 34** *What do you hope that students and community members will learn at the Preserve?>*

Lynn: (pause) Well, I have the same goals as I did for the Environmental Program. Um, that that learned that any natural area um, has something to offer to them if they open to, and and they apply themselves, engage. I don't mean apply themselves like work that that they engage as I said, about my concern about technology is that people you use things come at them, that that nature does not work that way. You have to reach.

Jocoya: Hmm.

Lynn: Um, and I hope thee, that making connection that build that empathy that that the planet needs that sense of being living organism on the planet that having needs that you have in common with the bird that flies overhead and the salamander in the creek. Um, tsk and (pause) the planet needs that, but we need it too. The people need context. And I think, that thee particularly, thee western intellectual traditions encourage people to separate themselves from nature.

Jocoya: Hmm.

Lynn: And, that is a lonely place. Thats a really lonely place. Im not going blame drug addiction and alcoholism on that lack of connection, but it, it there is a lot of resource in there, there is a lot of spiritual and emotional resource for people, who connect to it. I like people to feel embrace with the living world because we are part it.

Jocoya: Hmm.

Lynn: Thats what believe in.

Jocoya: **QUESTION 35** *Is there anything I have forgotten to ask and which you feel is important?>*

Lynn: Not for the top of head, for historical purposes let me check my notes.

Jocoya: Okay.
Lynn: I did, I did think through your questions and, and came up with things that sure share on top my head, that will hopefully be some significance.

(papers movement) (other movements)

Lynn: Yeah, i did make a note about um, this challenge of, of technology

Jocoya: Hmmm.

Lynn: That people are customs content served to them. Content-

Jocoya: Yes.

Lynn: And that connecting with nature is, is taking in, its a reaching out. And yeah (pause). I think, I probably already said that

Jocoya: Thats okay.

Lynn: That is the only there a scribe down here that I forgot shared in response in to one of your questions.

Jocoya: Ok. And that concludes with that-

END 0:50:08.9