COMMUNITY EDUCATION STRATEGIES USED BY SELECTED WILDLIFE REHABILITATORS IN EIGHT MID-WESTERN STATES

By
Heather A. McNeil

A Thesis
submitted in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in
Resource Management - Environmental Education/Interpretation

College of Natural Resources

UNIVERSITY OF WISCONSIN
Stevens Point, Wisconsin

December 1999
APPROVED BY THE GRADUATE COMMITTEE OF:

Dr. Michael Gross, Committee Chair
Professor of Environmental Interpretation
College of Natural Resources

Dr. James Hardin
Professor of Wildlife
College of Natural Resources

Dr. Paul Czarniecki
Professor Emeritus
This qualitative research project employed in-depth interviews to collect data about the educational strategies and priorities of selected wildlife rehabilitators who are actively engaged in community education. A wildlife rehabilitator is someone who is dedicated to treating and caring for injured, sick and orphaned wild animals with the goal of releasing them into their natural habitats. Wildlife rehabilitators are part of a young and growing field with great educational potential and a significant amount of interaction with the public (Horton, 1987; Thrune, 1994; and Siemer, Brown, Martin & Stumvoll, 1992). Due to several factors including a lack of monetary, human and education resources, most rehabilitators are not able to reach their potential for community education.

The study area included the eight states regulated by the Region 3 Wildlife Permit Office of the US Fish and Wildlife Service. Research interviews were designed to reveal the role that the selected rehabilitators play in environmental education, with emphasis given to areas in which they have a unique potential or significant barriers. The selection process involved a reputational survey through which key wildlife professionals recommended participants for the study. The resulting education models will be shared within the rehabilitation community as a means to stimulate further development in wildlife rehabilitation education. The results will also be valuable to government wildlife agencies and non-formal environmental education professionals who work with wildlife issues but lack a clear understanding of the goals and strategies of wildlife rehabilitators in their regions.
ACKNOWLEDGEMENTS

Once upon a time, a friend asked me how graduate school was treating me...

Like a Whirlwind

There are times in my life when I fly freely
When I have internal fuel, and I choose my directions
I am lucky to be self-sufficient and free

Thank you to Mom and Dad for helping me go in those directions. To my graduate committee members Dr. Michael Gross, Dr. James Hardin and Dr. Paul Czarniecki for sticking with me when I decided to change directions. To Bronnyn, Carrie, Katy and Nikki for reminding me that changes in direction can be good things.

Then there are times when going the distance isn’t so easy
I need a gentle reminder or a wise recommendation
I am thankful to all of you who lifted me, pushed me and guided me

Thank you to Mom, Dad and Mychelle forgiving me a lift whenever I got tired. To all of the interview participants who gave so freely of their time and made my travels so rewarding. I can’t say enough about how wonderful you all are! To Dr. Dan Sivek, Dr. Rick Wilke and Dr. Janis Weber for additional guidance and recommendations along the way. To Patrick Martin of the New York Department of Conservation, Carolyn Caldwell of the Ohio Division of Wildlife, and Yvonne Wallace-Blane of the Wisconsin Wildlife Rehabilitator’s Association, all of whom provided valuable review and comment about the project. To Gail Retzke who showed so much patience as she transcribed hours and hours of interview sessions. To Patty Dreier, whose positive light has been brilliant. To Erick Ramon, whose reminders and faith in me were always as gentle and kind as he is. To my friends and fellow graduate students who supported my travels and reminded me that I wasn’t the only person on this journey. To Elihu, who made every homecoming heart-warming – regardless of how long the trip was or where our home happened to be. To Katie and Pete Matthai, for allowing me to travel to the interviews while Elihu thought she was just having a few fun weekends with her friends. Obrigada to Arley Jose Silveira da Costa, Julio C. Roma, the Familia Grau, Katie, Wolfgang, Catharina and the Familia Vale, precious friends who may not realize how much they helped by giving me other goals to chase.

Now I turn around, look back, and find a place that’s a bit more steady
I stand on a higher perch next to my accomplishments and make a realization
I couldn’t have taken off in the first place if you hadn’t inspired me

Thank you again to Mom and Dad for letting me think that I was actually powering those flights, yet being there to support me when ever the truth came out. Thank you to everyone at the Central Wisconsin Wildlife Center. To my funding sources: the University of Wisconsin – Stevens Point, the Zoological Society of Milwaukee County and the Wisconsin Wildlife Rehabilitator’s Association. And special thanks to Laura McRae, Elaine Thrune of the National Wildlife Rehabilitator’s Association, Marge Gibson of the International Wildlife Rehabilitation Council and Marlys Bulander of the US Fish and Wildlife Service – four incredible ladies, four inspiring role models, and four dedicated professionals without whom I wouldn’t have gotten this project off the ground.

I can’t wait to see where the next whirlwind takes me!

This project is dedicated to Fran, Henry, Winnie and Reg - my grandparents.
TABLE OF CONTENTS

Committee Signature Page ......................................................... .ii
Abstract ................................................................................ iii
Acknowledgements .................................................................. iv
List of Tables ......................................................................... vii
List of Figures ........................................................................ viii
List of Appendices ................................................................... ix

THE PROBLEM AND ITS SETTING

Statement of the problem ........................................................... 1
Subproblems .......................................................................... 1
Importance of the study ............................................................. 1
Background ........................................................................... 4
Delimitations ........................................................................ 5
Definition of terms .................................................................. 6
Abbreviations .......................................................................... 8
Assumptions .......................................................................... 8

REVIEW OF THE RELATED LITERATURE

What is Environmental Education................................................. 9
What is Environmental Interpretation .......................................... 14
Wildlife Education .................................................................... 15
Wildlife Values and Values Education ......................................... 16
Long Interview Research Techniques ........................................... 19

METHODOLOGY

Development of the interview protocol ........................................... 28
Review and revision of interview protocol ...................................... 30
The study area ........................................................................ 31
Participant selection ................................................................ 32
Piloting the interview ............................................................... 34
Conducting the research interviews ............................................. 35
Transcribing the interviews ......................................................... 36
Treatment of the data ............................................................... 38

RESULTS AND DISCUSSION

Participant Profiles ................................................................. 41
Reasons and Goals for Conducting Community Wildlife Education ...... 46
Target Audiences and Modes of Educating .................................... 54
Main Messages and Content ..................................................... 59
LIST OF TABLES

Table 1: The five main objectives of environmental education and the grade levels at which they should be emphasized ...................... 12
Table 2: Survey of state level environmental initiatives for environmental education ............................................................................. 13
Table 3: Nine basic attitudes toward animals ................................................. 17
Table 4: Participant profiles: part I ............................................................... 43
Table 5: Participant profiles: part II ............................................................... 44
Table 6: Organizational and educational planning by the participants’ Organizations .............................................................................. 52
Table 7: Modes of education ......................................................................... 56
Table 8: The participants’ definitions of wildlife management ..................... 90
Table 9: Working relationship between the participants and government wildlife agencies ........................................................................ 92
Table 10: Perceived overlap and differences between the educational goals of the respondents and government wildlife agencies .......... 94
Table 11: Perceived overlap and differences between the values and beliefs of the respondents and government wildlife agencies ...... 95
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1:</td>
<td>Summary of methods</td>
<td>28</td>
</tr>
<tr>
<td>Figure 2:</td>
<td>Map of the study area</td>
<td>32</td>
</tr>
<tr>
<td>Figure 3:</td>
<td>Individuals and organizations asked to recommend participants for the study</td>
<td>33</td>
</tr>
<tr>
<td>Figure 4:</td>
<td>Summary of the transcription process</td>
<td>36</td>
</tr>
<tr>
<td>Figure 5:</td>
<td>Components of an educational master plan that the participants believe may be recommended by rehabilitation professionals</td>
<td>101</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A: Example confirmation letter to interview participants ............... 135
Appendix B: Example consent form .............................................................. 136
Appendix C: Application to the UW-Stevens Point Institutional Review Board for the Protection of Human Subjects ............................................ 137
Appendix D: Pre-interview questionnaire ...................................................... 139
Appendix E: Master list of questions or protocol (as they occurred in the interviews) ......................................................................................... 140
Appendix F: Sequence of questions for analysis and discussion (rearranged for analysis) ................................................................. 143
Appendix G: List of codes for analysis and explanation of coding format ...... 145
Appendix H: Coded responses for selected questions .................................... 150
Appendix I: Interview transcripts

Transcript 1 ....................................................................................... 199
Transcript 2 ....................................................................................... 213
Transcript 3 ....................................................................................... 227
Transcript 4 ....................................................................................... 242
Transcript 5 ....................................................................................... 262
Transcript 6 ....................................................................................... 279
Transcript 7 ....................................................................................... 290
Transcript 8 ....................................................................................... 308
Transcript 9 ....................................................................................... 319
Transcript 10 ...................................................................................... 334
Transcript 11 ...................................................................................... 350
Transcript 12 ...................................................................................... 367
Transcript 13 ...................................................................................... 380
Transcript 14 ...................................................................................... 400
Transcript 15 ...................................................................................... 416
Transcript 16 ...................................................................................... 439
THE PROBLEM AND ITS SETTING

Statement of the problem

How do selected wildlife rehabilitators in eight mid-western states, who are leaders in community education, conduct community education about local wildlife issues?

Subproblems

1. How can we identify wildlife rehabilitators who are leaders in wildlife education?
2. How do the selected rehabilitators describe the conceptual basis of their community education programs?
3. What modes of community education do the selected wildlife rehabilitators use?
4. Which local wildlife issues are incorporated into the education programs of the selected wildlife rehabilitators?
5. What methods do the wildlife rehabilitators use when conducting values education and issues investigation?
6. What barriers do the selected wildlife rehabilitators face when conducting community education?
7. What recommendations can be made to help wildlife rehabilitators who provide community education about wildlife?

Importance of the Study

This study draws on the unique position and experience of a selected group of wildlife rehabilitators and its results will benefit wildlife rehabilitators, wildlife managers and non-rehabilitating wildlife educators.

On a daily basis, wildlife rehabilitators deal with the consequences of negative interactions between humans and wildlife. Nationwide, it is estimated that over 90% of wildlife rehabilitation patients are admitted due to direct or indirect contact with humans. Human-induced injuries to wild animals are often associated with complex socio-
environmental issues such as urban sprawl, water contamination, or habitat destruction. Because wildlife rehabilitators care for injured animals and aim to reduce future negative interactions between humans and wildlife, they deal intimately with local wildlife issues. By the nature of their work, and due to frequent interactions with the public, rehabilitators are in a unique position to educate their own community members about local wildlife issues.

Wildlife Rehabilitation is a young and growing professional activity. We might speculate that as long as there has been interaction between humans and wildlife, there have been single acts of compassion and rehabilitative care directed toward wildlife. The profession, however, is still in its early stages. The two main professional organizations, the International Wildlife Rehabilitation Council (IWRC) and the National Wildlife Rehabilitator's Association (NWRA) were established as recently as 1972 and 1982, respectively. As discussed in the background section of this thesis, wildlife rehabilitators work in a diversity of capacities. Regardless of their size and affiliation, rehabilitators have the potential to serve important roles as community educators (Horton, 1987; Siemer, Brown, Martin & Stumvoll, 1992; and Thrune, 1994) yet many of them do not have sufficient resources to reach their education potential. Current literature provides interested rehabilitators with some helpful descriptions of individual rehabilitation and education programs and suggestions about how to educate on a specific topic (Gibson 1994a, and 1994b; Moore, 1988; Santangelo, 1997). Interested persons will also find some statistics describing the estimated number of people reached by the educational messages of selected groups of rehabilitators (Siemer, Brown, Martin and Stumvoll, 1992; Thrune, 1994). Few authors, however, have described what those messages are and why those messages are important to the rehabilitator, the state wildlife agency, and the general public. Few authors have provided a broad conceptual look at the educational messages currently in use by rehabilitators. Prior to this project, no study has been conducted to describe the diversity of educational models and approaches taken by wildlife rehabilitators.

This study will benefit the wildlife rehabilitation community in a variety of ways. Its benefits will also extend beyond the rehabilitation community. Below are some of expected benefits of this project and some of the needs it will address:
• **Many wildlife rehabilitators are self-funded**, and a majority of those who are not self-funded operate as non-profit organizations that rely on individual and corporate donations to support the costs of animal care and daily operations. In contrast to veterinary services for domestic animals, financial support is not received when a person brings in a wild animal for care unless that person chooses to make a donation. The education models, recommendations and ideas shared in this report may help rehabilitators overcome the lack of educational materials, ideas, conceptual framework and support that result from a general lack of funds.

• **Rehabbers often lack formal training in educational methods.** Those with formal training in a rehabilitation-related area, such as veterinary medicine or basic skills certification by the professional associations, are unlikely to also have extensive backgrounds in education. The rehabilitation community is a diverse group of individuals - many of whom hold jobs in addition to their rehabilitation activities. By drawing from the experiences and activities of rehabilitators who are considered to be leaders in community education, this project will serve to stimulate growth and professionalism in the educational endeavors of other wildlife rehabilitators.

• By taking on the roles of educators, wildlife rehabilitators face the difficult challenge of conducting values education. Whether done explicitly or implicitly, all forms of education involve values education (Caduto, 1985). In addition, values education is one of the five main categories of objectives of environmental education (as described at the first intergovernmental conference on environmental education in Tbilisi, Georgia, USSR, in 1977) (UNESCO, 1978). By dealing with and educating about the negative impacts of humans on local wildlife, the rehabilitator is likely to become involved in heated environmental issues for which (s)he is not prepared. Lack of comfort when teaching about values and difficult issues may cause some rehabilitators to leave their educational potential unfulfilled. This study will help interested rehabilitators to learn how their colleagues have dealt with local wildlife issues.
• State and federal wildlife agencies will benefit from this attempt to provide one of the first regional accounts of the educational priorities and strategies used by wildlife rehabilitators. Although some recent efforts are changing the situation, wildlife rehabilitation has traditionally fallen outside of the list of priorities for state wildlife managers (Casey and Casey, 1994; 1996; E. Thrune and M. Gibson, personal communication, June 25, 1999). Funding pressures and time constraints on existing management activities such as hunting and fishing have further reduced the attention given to wildlife rehabilitation by state wildlife managers. In an editor’s note to the members of the National Wildlife Rehabilitator’s Association and the International Wildlife Rehabilitation Council, the presidents of those organizations stated that there “were those [state wildlife officials] functioning as overseers for wildlife rehabilitation that were unsure of what ‘it’ was exactly, or how to get solid information on the subject”. Thrune and Gibson also stated that “from the government’s perspective, recognizing the profession of wildlife rehabilitation and setting standards… is time consuming, and frankly our, [rehabilitation] field is not well understood.” This project will help government wildlife agencies gain a better understanding of the educational activities and potential of rehabilitators in their states by beginning to describe a collective voice of the leaders in wildlife rehabilitation/education.

Background

In 1998, there were approximately 3,300 federally licensed wildlife rehabilitators, and perhaps four times as many state licensed rehabilitators (Marlys Bulander, personal communication, July 20, 1998). According to the United States Fish and Wildlife Service (USFWS), most rehabilitators operate as individuals out of their homes, and their activities are largely self-funded. Others rehabilitate wildlife as part of larger organizations. Some are associated with nature centers, humane organizations, and governmental bodies. According to a 1993 member survey by the National Wildlife Rehabilitator’s Association (NWRA) the number of animals treated by its members in
1992 ranged from less than 50 animals per rehabilitator to over 5,000 animals at some of the largest facilities (Thrune, 1994).

In the 1993 survey of the NWRA members, over 50% of the respondents (1,020 surveys were mailed out, 458 respondents) said that they offered wildlife education programs to the public in 1992. Ninety-eight percent of the respondents participated in community education by answering nearly 200,000 wildlife-related phone calls from members of the public who had found injured animals or had questions about wildlife (Thrune, 1994). Each phone call represented a one-on-one educational opportunity, as did the times when members of the public brought in animals for care. Community education by wildlife rehabilitators may also take the form of newsletters, brochures, media coverage, and special events. In 1992, The NWRA respondents reached an estimated 7,184,867 people with their educational messages (Thrune, 1994). A study in New York State asked rehabilitators to estimate the number of people contacted in 1990 through educational presentations alone. The 140 rehabilitators (out of 430 in the state) who answered the question reportedly contacted between 59,000 and 60,000 people through their educational presentations (Siemer, Brown, Martin and Stumvoll, 1992).

Even without including the thousands of people reached through phone conversations, personal discussions, media efforts, and written publications, it is clear that wildlife rehabilitators reach a significant portion of the public each year. Wildlife managers are beginning to notice the potential for wildlife rehabilitators and managers to work together on common issues, yet as Siemer et. al. point out, “For this to occur, both the wildlife management profession and the licensed wildlife rehabilitation community must intensify their efforts to understand each other and develop effective mechanisms for communication.”

Delimitations

1. This study is limited to the eight states governed by the Region 3 US Fish and Wildlife Service, Wildlife Permit Office. Those states include Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin.
2. Only active licensed rehabilitators possessing appropriate state and/or federal permits have been included in the study.

3. The intent of the study is to describe the educational priorities of active licensed rehabilitators. If an organization employs both a rehabilitator and an educator as separate positions, the rehabilitator’s perspective will be the primary focus of the interview. The educator’s perspective, however, may be included as a means of contrast or support.

Definition of Terms

**Attitude** - A group of beliefs related to a similar phenomenon.

**Belief** – a simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase ‘I believe that’. - Rokeach, 1976.

**Community education** – Education that extends beyond formal school experiences to include lifelong learning for various sub-groups within a community. Community education includes, but is not limited to, formal and informal presentations, tours, over-the-phone and personal discussions, television and radio programs, special events, and written publications.

**Donor** - In this report, *donor* refers to the individual who brings a wild animal into a rehabilitation facility. *Donor* does not necessarily imply that the individual has made a monetary donation to the facility.

**Environmental education** – That part of education which deals with ecologically-related social issues in the environment, and focuses on the development of responsible citizenship actions to prevent or resolve those issues.
Environmental interpretation – An educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information. - Tilden (1957).

Environmental issue – an environmental problem about which there are differing human values and opinions regarding its importance, characteristics, or solutions.

Formal environmental education - Environmental education that is conducted primarily within the school system.

Non-formal environmental education - That part of education that occurs outside the formal school system, shares the goals of environmental education, or holds a more broad set of goals which similarly work toward the development of environmentally responsible citizens.

Value – An enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. – Rokeach, 1973. The relative worth assigned to an object or state of being. A belief according to which one’s actions are determined.

Value system – A learned organization of principles and rules to help one choose between alternatives, resolve conflicts, and make decisions. – Rokeach, 1973. A hierarchy of ideals or values, arranged in order of importance. – Caduto, 1985.

Values education - The teaching of general moral values and an ethical system with which to apply these values. – Caduto, 1985.

Wildlife education - An educational process that helps community and school groups become aware and knowledgeable about specific wildlife resources, associated issues and
management strategies, while promoting a positive wildlife ethic, positive human-wildlife interactions and a motivation to solve wildlife issues.

Wildlife rehabilitation - The act of caring for injured, sick, and orphaned wildlife with the goal of releasing them to their natural habitats.

Abbreviations

EE – Environmental Education
EI – Environmental Interpretation
EVE – Environmental Values Education
IWRC – International Wildlife Rehabilitation Council
NWRA – National Wildlife Rehabilitators Association
USFWS – United States Fish and Wildlife Service

Assumptions

1. Human-caused injury to wildlife is an important issue that is worthy of significant research in many disciplines, including the areas of education, science, social science, wildlife management and human dimensions of wildlife management.

2. The emotional and value-driven nature of wildlife rehabilitation will not be a major barrier to the cooperation and exchange of information between individuals and agencies for the benefit of wildlife education.

3. All types of education include values education. Whether explicitly addressed, or purposely avoided with a “hands-off” approach, values are conveyed during both traditional education and environmental education approaches.
REVIEW OF THE RELATED LITERATURE

What follows is a presentation of previously published literature as it relates to the problem statement of this thesis. No attempt is made to reiterate all the findings of each research area. Instead, only those points that are most fundamental to this thesis are presented. The literature review will lead the reader through a summary of the goals of environmental education and interpretation and the role of values education within environmental education. Also included is a summary of previous work on human attitudes and values toward animals and wildlife. This section is concluded with a discussion of the qualitative research interview techniques used in this study.

Environmental Education

Environmental Education (EE) has roots in several environment-related movements, each of which has a different approach to addressing the relationship between humankind and the environment. In his bulletin “Environmental Education’s Definitional Problem,” Disinger effectively summarizes the origins and development of various definitions for EE. Essentially, the EE movement emerged out of three earlier education movements: 1) Nature Study, 2) Conservation Education, and 3) Outdoor Education (Disinger, 1983). In part, EE is a melding of those three movements, but more accurately, it is a distinct movement that evolved to address the inadequacies of these previous movements. In particular, environmental education evolved to address changing societal pressures. These pressures were a result of increasing human population, an increase in the severity of human-environment problems, and an increase in public concern for these problems.

Hungerford and Peyton (1976) described environmental education as dealing with *culturally-imposed, ecologically-related* problems in our environment. These authors stressed that environmental issues are a result of social factors and differing human values and opinions about how to manage a resource. By using the term *ecologically-related* problems, Hungerford and Peyton insist that we must not view these problems as
lying _solely_ within the realm of ecology. Instead, environmental issues are rooted within, and require solutions from, many different disciplines including the social sciences, language arts, mathematics and economics _in addition to_ natural and physical sciences. Lemons (1996) presents environmental education as a type of dilemma:

Another classic dilemma in environmental education is whether to emphasize the natural or the social sciences. Environmental problems are of the natural world, but they are caused by human behavior.

Environmental education is clearly an interdisciplinary approach to the solution and prevention of environmental issues, and Lemons adds:

There is simply no easy formula for striking a balance between depth and breadth of knowledge and skills...there is no a priori way to declare that any particular field of knowledge or discipline is a necessary condition of environmental competency. An examination of environmental problems shows that their resolution is dependent on a wide range of knowledge and skills, which vary according to the particular problem at hand (Lemons, 1996).

For the purpose of this study, Environmental Education (EE) is defined according to the objectives that were set forth in the Belgrade Charter of 1975 and elaborated upon at the Intergovernmental Conference on Environmental Education in Tbilisi Georgia, 1977. The Tbilisi goals for EE serve as the basis for the Guide to Curriculum Planning in Environmental Education, created by the Wisconsin Department of Public Instruction to encourage the integration of EE into the public school curriculum. Although numerous modifications or extensions of the Belgrade-Tbilisi definition have been created, it is still one of the most widely accepted and consistently cited definitions. Most authors will use the same basic concept although they describe it with slightly different terminology.

According to the Belgrade Charter (UNESCO, 1976) the main goal of environmental education is:

To develop a world population that is aware of, and concerned about, the total environment and its associated problems, and which has the knowledge, attitudes, skills, motivations and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones.
The authors of the Tbilisi Declaration further outlined five EE objectives for creating a citizenry that will be able to work toward the solutions of environmental problems.

**Awareness:** to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.

**Knowledge:** to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems.

**Attitudes:** to help social groups and individuals acquire a set of values and feelings of concern for the environment, and the motivation for actively participating in environmental improvement and protection.

**Skills:** to help social groups and individuals acquire the skills for identifying and solving environmental problems.

**Participation:** to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

These objectives begin at the level of awareness and lead the learner toward participation in the resolution of environmental problems. Based on key educational theories and research (Gilligan, 1982; Hungerford and Volk, 1990; Kohlberg and Hersch, 1977; Kohlberg, 1981; Maslow, 1954 and 1962; McCarthy, 1987; Peyton and Miller 1980; Piaget, 1969, Rotter, 1966) Engleson and Yockers present the grade levels at which the Wisconsin Department of Public Instruction recommends each objective should be a major emphasis for instruction (See Table 1). Although it is a very general representation, Table 1 emphasizes the need for environmental educators to take into account the cognitive abilities and moral development of their audiences rather than attempting to maintain the same EE approach with students of all ages.
Table 1: Grade levels at which the Wisconsin Department of Public Instruction suggests that each EE objective should be a major or minor emphasis.

<table>
<thead>
<tr>
<th>EE Objective</th>
<th>Grades K-3</th>
<th>Grades 3-6</th>
<th>Grades 6-9</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Major Emphasis</td>
<td>minor emphasis</td>
<td>minor emphasis</td>
<td>minor emphasis</td>
</tr>
<tr>
<td>Knowledge</td>
<td>minor emphasis</td>
<td>Major Emphasis</td>
<td>Major Emphasis</td>
<td>minor emphasis</td>
</tr>
<tr>
<td>Environmental Ethic</td>
<td>Major Emphasis</td>
<td>Major Emphasis</td>
<td>Major Emphasis</td>
<td>Major Emphasis</td>
</tr>
<tr>
<td>Citizen Action Skills</td>
<td>minor emphasis</td>
<td>minor emphasis</td>
<td>Major Emphasis</td>
<td>Major Emphasis</td>
</tr>
<tr>
<td>Citizen Action Experience</td>
<td>minor emphasis</td>
<td>minor emphasis</td>
<td>minor emphasis</td>
<td>Major Emphasis</td>
</tr>
</tbody>
</table>

Wisconsin Administrative Code PI 3.05(4) of 1985 requires pre-service training in environmental education for individuals seeking a license to teach agriculture, early childhood, elementary, elementary/middle school, and the following subjects at the middle/secondary and secondary level: science or social science, except psychology. As of 1990, the State of Wisconsin also required all public schools in Wisconsin to adopt a written plan for integrating environmental education into their curriculums [WI Administrative Code PI 8.01 (2)(K)]. Because wildlife rehabilitators are a potentially valuable community resource to teachers who are required to implement environmental education in their schools, it is important that rehabilitators make themselves aware of the status of EE in their local school districts as well as at the state level. Teachers and school administrators will benefit from this project and its documentation of the educational goals and priorities of leading rehabilitators/educators. Such documentation will provide teachers a basis upon which to decide if, and how, to include discussions of wildlife-related issues in their classrooms.

Table 2 (modified from a report by Kirk, Wilke and Rusky, 1997) summarizes the status of certain environmental education components in the eight states that make up
Region 3 of the US Fish and Wildlife Service. Kirk, et al. conducted a survey of EE leaders in each state to determine if their states had already implemented, or were in the process of implementing, over 16 state-level initiatives as of late 1995 and early 1996. The following four initiatives are summarized in Table 2, 1) a requirement for K-12 EE instruction in public schools, 2) pre-service EE training required for teachers, 3) a state EE curriculum guide, and 4) a state EE association.

Table 2: Survey of state level environmental initiatives for environmental education

<table>
<thead>
<tr>
<th>State</th>
<th>K-12 EE Instruction Required</th>
<th>Pre-service EE Teacher Training Required</th>
<th>State EE Curriculum Guide</th>
<th>State EE Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>+</td>
<td>In progress</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Indiana</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Iowa</td>
<td>+</td>
<td>0</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Michigan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Minnesota</td>
<td>In progress</td>
<td>In progress</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Missouri</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>In progress</td>
</tr>
<tr>
<td>Ohio</td>
<td>+</td>
<td>0</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

+ = In place at the time of the survey  
0 = these EE components were not in place at the time of the survey

K-12 EE instruction is required in four states, Illinois, Iowa, Ohio, and Wisconsin. At the time of the survey by Kirk et al, Minnesota was in the process of formulating such a requirement and Indiana, Michigan, and Missouri did not officially require EE to be taught in the public schools. Wisconsin was the only state within US Fish and Wildlife Service Region 3 to require pre-service EE training for teachers, and Illinois and Minnesota were in the process of creating a pre-service requirement. Only three states, Minnesota, Ohio, and Wisconsin, had created a guide for developing EE curricula.
Missouri was forming a state level association for EE at the time of the survey, and the other seven states had already formed EE associations.

At the time of the present study, five states (Illinois, Iowa, Minnesota, Ohio, and Wisconsin) had established state-level associations or networks for wildlife rehabilitators and Michigan was in the process of creating a rehabilitation association. Indiana and Missouri had no formal rehabilitation organizations.

Environmental Interpretation

Environmental Interpretation is an important component of the overall community education approach used by many wildlife rehabilitators. Although the terms environmental education and interpretation are often used synonymously, interpretation is a distinct activity meant to inspire awe and appreciation for the natural world. Interpretation, as Freeman Tilden defined it in 1957, implies a process in which the visitor is present under his or her own will, and provocation and first-hand experience are essential. Interpretation, under one guise or another had been practiced even before the National Park Service was established in 1919. Not until 1957, however, was an effort made to formulate a definition of Interpretation as it applied to the National Park Service or other interpretive organizations. In his book, Interpreting our Heritage, Tilden specified six key principles for interpretation.

Tilden’s six principles for Interpretation are as follows:

I. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.

II. Information, as such, is not Interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

III. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
IV. The chief aim of Interpretation is not instruction but provocation.

V. Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather than any phase.

VI. Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best it will require a separate program.

Wildlife Education

Adams and Thomas distinguish wildlife education from the broader concepts of conservation or environmental education by offering the following definition:

Those teaching and learning processes that introduce information about specific wildlife resources, habitats, ecological interrelationships, conservation, and management strategies into public school and community programs (Adams and Thomas, 1986).

The Adams and Thomas definition is useful for the wildlife manager and the wildlife rehabilitator because it addresses both the formal and non-formal audience, and because it includes a wide range of wildlife information including ecological interrelationships and management strategies. This definition, however, only addresses the “information” aspect of wildlife education, and must be expanded to acknowledge the influence of human values and behaviors on wildlife issues. The author believes that the following definition of wildlife education will capture the intent of wildlife education by wildlife rehabilitators as well as wildlife managers.

An educational process that helps community and school groups become aware and knowledgeable about specific wildlife resources, associated issues and management strategies, while promoting a positive wildlife ethic, positive human-wildlife interactions and a motivation to solve wildlife issues.
Wildlife Values and Values Education

Human values and attitudes toward wildlife have a significant influence on the public’s perception of wildlife, interactions between humans and wildlife, and the management of wildlife populations. Positive environmental attitudes are essential to the development of an ecologically literate citizenry that is motivated to solve environmental issues. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) states that,

“Among the principal questions related to the content of EE is that of the treatment of environmental values during educational processes. In fact, the development of a spirit of responsibility and solidarity enabling society to cope with environmental problems implies, besides proper knowledge and skills, new attitudes and behavioral patterns towards the environment” (Caduto, 1985).

Both the Belgrade Charter and the Tbilisi Declaration report that EE should go beyond the goal of knowledge acquisition to include the development of positive environmental attitudes and values (UNESCO, 1978; UNESCO-UNEP, 1976). Environmental values instruction, however, is easily overlooked by educators because it is considered to be too controversial, and because it is more difficult to measure affective learning objectives than it is to measure cognitive objectives.

Peyton and Decker have also called for the communications and education programs of state and federal wildlife management agencies, state Cooperative Extension services and private wildlife conservation organizations to increase their effectiveness by addressing public values and valuing processes (Peyton and Decker, 1987). Wildlife management professionals have begun to incorporate what are known as the *human dimensions of wildlife management* by acknowledging the importance of human behavior and public sentiment in the success of wildlife conservation efforts. Witter and Jahn believe that human dimensions information “can be especially helpful in a contemporary management approach now being advanced – community based conservation” which involves both ecology and economics to ensure a community’s well-being and quality of life (Witter and Jahn, 1998). Citizen involvement, however, is presented as having both
benefits and complexities for wildlife policy and management. In order to serve and inform a diverse public, wildlife agencies must acquire information about the potentially divergent attitudes, values and desires of that public. More importantly, they must identify and focus upon common attitudes and desires in order to make community conservation efforts successful. This will require continued human dimensions research and an understanding of wildlife attitudes, values, and valuing strategies.

In a revealing and helpful description of values and valuing strategies, Caduto draws on the work of several authors and describes values as being formed by a meld of closely aligned attitudes. An attitude, in turn, is a group of beliefs related to a similar phenomenon (Caduto, 1985).

Stephen Kellert has conducted an extensive investigation into the relationships between humans and animals. Kellert conducted a survey of over 3,000 Americans and described nine basic types of attitudes toward animals (Kellert and Berry, 1980). These attitudes are outlined in Table 3.

Table 3: Nine basic attitudes toward animals

<table>
<thead>
<tr>
<th>Naturalistic</th>
<th>Primary interest and affection for wildlife and the outdoors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecologist</td>
<td>Primary concern for the environment as a system, for interrelationships between wildlife species and natural habitats.</td>
</tr>
<tr>
<td>Humanistic</td>
<td>Primary interest and strong affection for individual animals, principally pets.</td>
</tr>
<tr>
<td>Moralistic</td>
<td>Primary concern for the right and wrong treatment of animals, with strong opposition to exploitation or cruelty.</td>
</tr>
<tr>
<td>Scientific</td>
<td>Primary interest in the physical attributes and biological functioning of animals.</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>Primary interest in the artistic and symbolic characteristics of animals.</td>
</tr>
<tr>
<td>Utilitarian</td>
<td>Primary concern for the practical and material value of animals or the animal’s habitat.</td>
</tr>
<tr>
<td>Dominionistic</td>
<td>Primary interest in the mastery and control of animals typically in sporting situations.</td>
</tr>
<tr>
<td>Negativistic</td>
<td>Primary orientation an active avoidance of animals due to indifference, dislike, or fear.</td>
</tr>
</tbody>
</table>
Kellert identified shifts that occur in predominant attitudes toward wildlife with age, and the implications of those shifts for environmental education. He concluded that the period from second to fifth grade might be best accompanied by an affective/emotional emphasis. Cognitive and factual understanding, however, is best addressed in the interval between fifth and eighth grades, and an ethical concern for animals may be best developed around the eleventh (Kellert, 1985). These findings are fairly consistent with the Wisconsin Department of Public Instruction’s recommendation to emphasize environmental awareness at the K-3 level, and environmental knowledge in grades 3 – 9. In general, Kellert’s findings suggest that the Naturalistic, Moralistic and Ecologistic attitudes tended to increase between grades two and eleven whereas the Negativistic, Dominionistic and Utilitarian attitudes tended to decrease between grades two and eleven (Kellert, 1985).

Caduto (1985) has summarized several environmental values education (EVE) strategies that educators may use to address wildlife attitudes and values. The emphasis of Caduto’s work is that environmental values education will help students and citizens to become aware of the influence that human values play in environmental issues. EVE itself does not imply any particular set of environmental values. As described below, there are several approaches that an educator may take. The chosen approach may include the inculcation of a chosen set of values or it may rely upon a valuing process in which the students analyze all possible values and viewpoints related to a given environmental issue. The following descriptions of EVE strategies have been summarized from Caduto, 1983:

1. *Laissez faire*: A claim by teachers or administrators who follow a “hands-off” policy about values education. This claim however, is rarely achieved because in fact, valuing is an implicit part of all education and all interactions between learners and teachers.

2. *Moral development*: Based upon the theory of moral development in which learners progress through a series of moral reasoning stages. “Moral dilemmas are introduced that require the use of moral reasoning lying just beyond the learners’ present levels of functioning. These dilemmas create internal dissatisfaction that stimulates moral growth.” (Caduto, 1983a: 14)
3. **Inculcation**: The intention is to “instill in learners certain chosen values or to shift learner values towards those desired ends.” It often employs moralizing, modeling, positive and negative reinforcement and role playing. (Caduto, 1983a: 15)

4. **Values analysis**: Applies the scientific logical thinking to the study of values and “…encourages learners to gain insight into values and to establish an empathetic relationship with others in a situation where there is a value conflict.” (Caduto, 1983a: 16)

5. **Values clarification**: Like values analysis, values clarification emphasizes the process of valuing, not the values themselves. Judgement is to be avoided as the students are encouraged to choose, prize and act upon values that have been presented in role playing, discussions, games or self-analysis exercises. (Caduto, 1983a: 16)

6. **Action learning (service learning)**: “…based upon socio-psychological theories that go beyond thinking and feeling to action.” May include field trips into the community, outdoor learning and service programs. (Caduto, 1983a: 18)

7. **Confluent education**: A more holistic strategy that states “that both cognitive and affective education are inseparable in individual and group learning.” (Caduto, 1983a: 18)

8. **Behavior modification**: Relies upon the theories of B.F. Skinner that external reinforcements (positive or negative) will determine behavior, and attitude or value changes will follow a change in behavior.

**Long interview research techniques**

A personal interview method was chosen as the primary tool for data collection. For the purposes of this study, a personal interview was superior to paper-and-pencil surveys, telephone surveys, and telephone interviews. Interviews allowed a level of richness and freedom of response that could not be obtained through standard survey techniques. Interviews allowed two-way communication and the opportunity for question clarification, both of which are difficult to achieve in mail-back surveys unless multiple mail correspondences are used (thus increasing the cost and reducing the efficiency of the data collection process). Personal interviews were conducted at the respondent’s place of rehabilitation in an attempt to increase the comfort and convenience of the interview to the participants.
Another possible data collection tool would be focus group interview. The focus group is conducted between the researcher and a group of 6 to 12 participants (Krueger, 1988). This process is efficient in gathering several perspectives at one time, and it relies on the respondents’ abilities to stimulate ideas from one another, creating a rich collective discussion. The focus group, however, was inappropriate for this study because the geographic distance between participants was large, and the participants, all active wildlife rehabilitators, were unlikely to find a common time and convenient place for the focus group interview. In addition, the group interactions that take place in a focus group may have caused some voices to go unheard. This study was strengthened by direct interactions between the interviewer and a single respondent.

The interviews in this study were based upon the ‘long interview’ concept as described by Grant McCracken, 1988. In the editor’s note to McCracken’s publication titled The Long Interview, the technique is described as “the method of choice when cultural categories, assumptions, and themes are objects of investigation, and when total immersion into the studied scene is impractical or impossible” (McCracken, 1988:5). In an ideal situation (without time or cost considerations) several sessions of direct observation might be used to collect information about the educational activities of the participants as they occur. Within the limitations of this study, however, in-depth case studies were not practical. As McCracken notes, the long interview may be used to accomplish certain behavioral objectives of participant observation “without committing the investigator to intimate, repeated, and prolonged involvement in the life and community of the respondent” (McCracken, 1988:7).

McCracken discusses several key issues that face the qualitative researcher who conducts long interviews. Below is a summary from McCracken, 1988, of the issues that have special importance to this project. These issues include the difference between qualitative and quantitative research, the investigator as an instrument, the obtrusive/unobtrusive balance and the investigator/respondent relationship.

The Qualitative/Quantitative Difference

Analytic categories are treated differently between the quantitative and qualitative methods of research. Where the goal of quantitative research is to define the categories
as precisely as possible prior to beginning the study, qualitative methods such as the long interview seek to determine the analytic categories as the study progresses. The nature and definition of those categories are expected to evolve throughout the project.

Rather than ask the rehabilitators in this study to choose from a limited or pre-defined set of answers (leading to the establishment of analytic categories), the researcher will define the final categories for data analysis only after reviewing the responses to open-ended questions.

Another difference between quantitative and qualitative methods lies in the number and kind of respondents. Most quantitative studies must carefully select participants, in the proper numbers and types, so that the sample is representative of the larger population, otherwise, the results will not be generalizable from the sample to the larger population. In most qualitative research, on the other hand, the goal of the study is not to generalize to the larger population (McCracken, 1988; Ward-Schofield, 1990). "How many and what kinds of people hold these categories and assumptions is not, in fact, the compelling issue. It is the categories and assumptions, not those who hold them, that matter." – (McCracken, 1988:17). Ward-Schofield (1990) provides a thorough discussion of external validity (the generalizability of qualitative research findings to the larger population). Because the external validity of an approach depends upon a large sample size and attention to randomness, which are less of a concern for qualitative studies than for quantitative studies, Ward suggests a transformation or adaptation of the classical conception of generalizability so that it is suitable for qualitative research. She does not dismiss the concept of generalizability for qualitative research, instead she supports the concept of "fittingness" as introduced by Guba and Lincoln (1982). Fittingness emphasizes the "degree to which the situation studied matches other situations in which one is interested" and "provides a more realistic and workable way of thinking" about generalizability than classical approaches do. "A logical consequence of this approach is an emphasis on supplying a substantial amount of information about the entity studied and the setting in which that entity was found. Without such information, it is impossible to make an informed judgment about whether the conclusions drawn from the study of any particular site are useful in understanding other sites" (Ward-Schofield, 1990:207). 21
The pre-interview questionnaire in appendix D was employed to collect background information about each respondent and their rehabilitation setting. The questionnaire consisted of 13 questions that were later used to create participant profiles. The questionnaire included questions about the rehabilitator’s educational background, years of experience with rehabilitation and education, number of animals admitted to care, etc.

This study seeks to reveal the motivations and strategies for community education used by wildlife rehabilitators who are considered to be leaders in community education about wildlife. In this case, the qualitative approach was preferred because it will reveal meanings and relationships from within the participant’s own experiences. A complete picture of wildlife rehabilitation education, however, can not be created from qualitative methods and interviews alone. Future studies, including quantitative descriptions of how many rehabilitators are involved in community education on a local and national scale, and what type of education they conduct, will compliment this study by providing necessary demographic information and a representation of the larger population of rehabilitators. Repetitions of past educational surveys, such as the 1986 educational survey conducted by the NWRA, will remain important to the understanding and growth of community education by rehabilitators, and to the improvement of communication and cooperation between rehabilitators and their state wildlife agencies.

Although participant selection may not be random or large-scale, the selection process in a qualitative study must still be purposeful and carefully documented. McCracken suggests the principle of “less is more,” and that “it is more important to work longer, and with greater care, with a few people than more superficially with many of them. For many research projects, eight respondents will be perfectly sufficient” (McCracken, 1988:17). The purpose then, is to reveal the complicated character and logic of a culture rather than to represent the superficial characteristics of a larger population, and McCracken cautions the qualitative researcher from offering strongly quantitative conclusions from qualitative investigations.

The participant selection process used for this study is described in the Methods chapter of this document.
The Investigator as an Instrument

Due to the complexity and depth of qualitative research, McCracken and Ward-Schofield envision the role of the investigator as an instrument in the collection of data. The researcher must rely on, among other things, his or her own experience, imagination, and intellect in order to meet the research objectives (McCracken, 1988; Ward Schofield, 1990). With that said, McCracken cautions that there is no direct relationship between the experiences of the investigator and those of the participants, instead, the investigator’s experiences should serve as only part of a series of possibilities to gauge the responses of the participant. Caution must be exercised in all stages of qualitative research because the relationship between investigator and respondent is much more complex than the same relationship in quantitative research.

The Obtrusive/Unobtrusive Balance

Because the interview is most powerful when used as a tool to reveal the views of a respondent from their own perspective, not the researcher’s perspective, it is essential that the method of inquiry be as non-directed and unobtrusive as possible. “An error here can prevent the capture of the categories and the logic used by the respondent. It can mean that the project ends up ‘capturing’ nothing more than the investigator’s own logic and categories so that...[the remainder] of the project takes on a dangerously tautological quality” (McCracken, 1988:21). According to McCracken, the researcher must avoid listening strategies that also involve playbacks or summaries of what the researcher believes to be hidden meanings. These statements often include phrases like “what I hear you saying is...,”and “you mean...?” Such playbacks are not capable of capturing quality data because they are likely to lead the respondent to accept meanings that they did not initially intend. There is, however, a balance between allowing the respondent to direct the interview according to his or her own terms and experiences, and the need for the researcher to exercise control over the direction and duration of the interview. McCracken suggests that it is not a matter of whether or not to control the interview, but how to do so. This balance can be reached through a combination of a well-designed list of open-ended questions (to ensure some level of consistency between interviews) and a series of carefully designed ‘prompts’ that help to structure the interview.
In contrast to McCracken’s view that the researcher must not rely on playbacks or summaries of what (s)he believes the respondent means, some authors suggest otherwise. In *An Introduction to Qualitative Research Interviewing*, Kvale demonstrates that such paraphrasing or playbacks are a useful way to clarify meaning while the interview is still in progress rather than waiting until the transcript has been typed and the researcher is left with a question and no longer has the open two-way communication that existed during the session. Again, qualitative methods are not standardized in the way that many qualitative methods are. Responsibility lies with the researcher to identify and justify the approach that best fits the purpose of the research project.

In regards to the balance that arises between an interview that is nearly entirely respondent directed, and one that uses a standard interview questionnaire, McCracken argues that a questionnaire is indispensable for the purposes of the long interview. The questionnaire serves four main functions, all of which allow the investigator to attend to the immediate tasks at hand rather than any task that could have been routinized in the long interview:

1. *To ensure that the investigator covers all the terrain in the same order for each respondent.*
2. *To provide care and scheduling of the prompts that are necessary to manufacture distance.*
3. *To establish channels for the direction and scope of discourse.*
4. *To allow the investigator to give all his or her attention to the informant’s testimony.*  
   — (McCracken, 1988:24)

**The Investigator/Respondent Relationship**

In qualitative research, more than in quantitative research, care must be given to the relationship between the investigator and the respondent. The respondent may be influenced to answer questions differently depending on how they perceive the intentions, affiliation, appearance, mode of dress, speech, and other aspects of the researcher. McCracken recommends a balance between formality and informality in the investigator’s demeanor and dress so that the respondent may view the investigator “in the role of the scientist, someone who asks very personal questions out of not personal
but professional curiosity. This formality also helps to reassure the respondent that the investigator can be trusted to maintain the confidentiality that has been promised the respondent” (McCracken, 1988:26). This formality must be balanced with informality to assure “that for all his or her professional training, the investigator is not a cold, distant creature unacquainted with or indifferent to the complexities and difficulties of the respondent’s lifeworld” (McCracken, 1988:26). Likewise, the researcher must not appear to be an intimidating expert in the field, but rather someone who wishes to learn from the participant’s own unique experiences and beliefs.

Some authors recommend survey participants have no prior relationship or knowledge of one another or of the researcher. This criterion was not applicable to this study because the wildlife rehabilitation community in the eight-state study area consists of a small group of individuals that regularly network about animal care and education. It is impractical to suggest that this study could control the possibility that participants had previously met, or even collaborated during state-level, regional, or national conferences, etc.

Interview Recording

A common tool in qualitative interviewing is the audiocassette recorder. With prior consent of the participant, an audio recording allows the interviewer to focus on the participants’ responses rather than on the need to take detailed written notes. Other options for interview recording may include reliance on the researcher’s memory as the sole mode of recording. With its clear limitation on the level of detail that can be captured, this method may also prove useful by acting as a selective filter to capture only the meanings that are most essential to the topic. The memory as a recording tool may be necessary in situations when the researcher must give complete attention to the respondent (Kvale 1996) or when a recorder may intrude or seriously inhibit the comfort-level of the respondent.

In some cases, the researcher relies primarily on notes taken during the session. Another option is the video recorder. If the use of video equipment is not too cumbersome for the interviewer, or too imposing for the participant, it can be an effective tool for capturing both the visual and audio aspects of the interview.
From the above mentioned options for interview recording, the researcher selected a combination that relied most heavily on audiocassette recording combined with written notes and also the reflective memory of the researcher. Reflective remembering immediately after the interview was used to capture aspects of the interview that are not taken in account with the audio recording, for example, the surrounding atmosphere, the apparent comfort-level of the participant, significant comments that occurred after the actual recorded session ended, etc. Today, the most common method of interview recording is the audio recording followed by transcription into written form (Kvale, 1996).

The methods section of this document will further explain the recording process and any special precautions that were taken to ensure quality recordings during this study.

Transcription

Many studies take advantage of the efficiency and “outside” perspective of a professional secretary when preparing written transcripts from audiocassette recordings. It is also common for larger studies to employ more than one interviewer and more than one interview transcriber. In this study, all 16 interviews were conducted by the researcher and 15 of the 16 interviews were transcribed by one individual from a professional secretarial service. The researcher transcribed the remaining interview (the pilot interview). Kvale (1996) recommends that the interviewer transcribe at least one pilot interview themselves as a way to appreciate the important decisions that must be made during the interview-to-transcript process.

The apparently simple process of transcription actually carries with it a number of methodological and theoretical challenges. A researcher must recognize the risk of treating the transcribed accounts as the absolute data in the project, when in fact, they are only partial accounts of the entire occurrence or “artificial constructions from an oral to a written mode” (Kvale, 1996:163). One important question is: In which style should the transcript be made? Depending on the purpose of the research, it may be necessary to create a word-for-word transcript that includes all sentence fragments and repetitions. For other purposes, it may be desirable to produce a more formal and flowing written account by condensing or summarizing long segments that have little relevance to the
question asked. Yet, in other studies, such as those dealing with sociolinguistics or psychological analyses, every stutter, every “hmm,” and every pause may play an important role in revealing essential meanings (Kvale 1996).

The style of the transcript must also be suited to the audience for which it is intended (e.g. for the subjects to review for accuracy, to create a general account of the interview, for a team of researchers, for lay readers who want to see key segments of the interview discussion).

Numerous decisions about style and ethics must be made as the interview is being transcribed. Thus, if the transcriber is someone other than the researcher herself, it is critical that the researcher make her directions and intentions for the transcript as clear as possible.

Transcriber reliability

In addition to clear instructions from the researcher, a reliability check is recommended if several transcribers will work on one project. A reliability check involves the independent transcription of the same passage by more than one transcriber. The two transcribed segments are then compared for discrepancies and style differences (often with the aid of a computer). In this project, only one transcriber was employed and a reliability check was not necessary. Since the transcriber was not present at the interview session, she was instructed to leave a blank space in the transcript whenever she had difficulty hearing the conversation or understanding technical words. In these cases, the researcher listened to the tape again, filled the blank spaces, and looked for other discrepancies between the original conversation and its written account. Because poor audio recordings may affect reliability, it was important that the interview locations were carefully selected.
Development of the interview protocol

The pre-interview questionnaire

Immediately prior to each interview, the respondents were asked to answer a series of bibliographical questions. This pre-interview questionnaire was designed to support the respondent’s testimony and save time during data analysis by ensuring that certain background information is readily available (McCracken, 1988).

The pre-interview questionnaire was conducted in a face-to-face manner, with the researcher recording the participant’s responses on a data collection form. The key data obtained through the questionnaire pertain to descriptive features of the rehabilitator’s facility and their rehabilitation background. The pre-interview questions are listed in Appendix D.
The interview protocol

Following the pre-interview questionnaire, the dialogue focused on a series of open-ended questions that went into more depth than those of the pre-interview questionnaire. Each interview was guided by a standard set of questions, or protocol, which assured that the same topics were covered during each interview. Additional questions and probing questions were added when necessary. The development of the protocol was guided by the six main lines of questioning described below. The main lines of questioning were established through the literature search and through discussions with leading wildlife management and rehabilitation professionals. Each guiding question became a subject area under which several supporting questions were created. Appendix E contains a list of all interview questions.

The Main Lines of Questioning

1) The rehabilitator’s goals and reasons for becoming involved in wildlife education
   This line of questioning was meant to reveal the motivations behind the rehabilitators’ educational efforts and to expose the vision that these leaders have for community education in their profession. Each rehabilitator was asked to discuss their organization’s written mission and educational goals and the relationship between these statements and their education program (with clarification given as to whether these are formal written statements, or informal ways of operation).

2) The nature of their community education program
   The rehabilitators described the various methods or modes of education employed in their programs and the degree of emphasis given to each method. Discussion also focused on the existence/absence and perceived value of a defined educational master plan within their organization.

3) Fundamental values incorporated into the education program
   The participants were asked to state any fundamental attitudes or values upon which their education program rests, and how those values are incorporated into the various modes of education. This set of questions also identified important local wildlife issues about which the rehabilitators educate, and how the issues are addressed in their education programs. Most of these questions were open-ended and were meant to encourage free response. The rehabilitators also identified any potential concerns or risks that they see in including human values toward wildlife in their programs.
4) Relationship between wildlife rehabilitation education and government wildlife education programs
Both the wildlife rehabilitation profession and the government wildlife agencies are internally diverse in their values and attitudes toward wildlife. In addition, between-group values differences can be significant. In an area where shared energies and resources would be mutually beneficial, cooperation and communication is often hindered by the fact that the differences are perceived to be greater than the areas of overlap. The rehabilitators were asked to describe their working relationship with their state wildlife agencies in the area of community education. We also discussed the adequacy of this relationship (from the rehabilitator’s perspective) and ways to improve cooperation.

5) The extent to which certain current educational theories are incorporated into their education program
This section was meant to gather a broad (and thus a relatively superficial) account of the extent to which certain educational theories are included in the rehabilitator’s program.

6) Barriers & recommendations for improving community education by rehabilitators
The interviews concluded with a chance for the rehabilitator to identify key areas of concern as the rehabilitation profession strives to reach its educational capacity.

Review protocol by validity panel and revision

The purpose of the validity panel was to critique the interview protocol, giving careful attention to the degree to which each individual question met the objectives of the study. Several questions were clarified and irrelevant questions were removed from the study.

The following individuals reviewed the draft protocol:

a. Dr. Michael Gross - Graduate committee advisor and Professor of Environmental Interpretation, College of Natural Resources, University of Wisconsin-Stevens Point
b. Graduate committee members

Dr. James Hardin, Professor of Wildlife, College of Natural Resources, University of Wisconsin-Stevens Point
Dr. Paul Czarnecki, Professor Emeritus and Past President, Central Wisconsin Wildlife Center, Custer, Wisconsin

c. Elaine Thrune – President, National Wildlife Rehabilitator’s Association

d. Marlys Bulander - USFWS Region 3 Wildlife Permit Administrator

e. Dr. Dan Sivek - Associate Professor of Human Dimensions of Resource Management, Secondary Specialist in the Wisconsin Center for Environmental Education, College of Natural Resources, University of Wisconsin-Stevens Point

f. Dr. Richard Wilke - Professor of Environmental Education, Associate Dean of the College of Natural Resources, University of Wisconsin-Stevens Point

Select study area

The study area includes the eight states regulated by the Region 3 Wildlife Permit Office of the US Fish and Wildlife Service (USFWS). This region was selected for a number of reasons:

- It is a pre-defined unit of wildlife regulation, with a somewhat centralized source of cooperation and assistance at the headquarters;
- A larger region would dramatically increase project costs due to greater travel distances;
- A larger region would lead to less cross-recommendation of participants by respected officials, and;
- A smaller region may result in too few recommendations by the respected officials.
Identify potential participants in the study

Solicit recommendations from respected individuals and organizations

Potential participants were identified through a form of reputational survey. The professional organizations and wildlife professionals listed in Figure 3 were asked to recommend participants for the study. Recommendations were based upon the rehabilitator’s reputation as being a leader in community wildlife education. The term 'leader in wildlife education' was broadly defined as a rehabilitator who is very active in education, has a progressive or unique education program, has been doing 'quality' community education for many years, or has a particularly 'successful' program. A more precise definition of a 'leader' in wildlife rehabilitation education would be irrelevant for most of the organizations and individuals that were asked to make recommendations. There are very few individuals whose formal job descriptions allow or require detailed knowledge about both wildlife rehabilitation and wildlife education, therefore, it was necessary to solicit the recommendations from a variety of relevant perspectives and combine them to create the final list. In addition, it would have been difficult for the individuals to recommend participants based on a precise definition of a leader in wildlife
education simply because wildlife education by rehabilitators is diverse, and has rarely been the focus of systematic investigation.

Figure 3: The following organizations and individuals were asked to recommend rehabilitators who they believed to be leaders in community wildlife.

1) President of the National Wildlife Rehabilitators Association (by phone)
2) President of the International Wildlife Rehabilitation Council (by phone)
3) State Project Wild Coordinators (by email)
4) Federal Wildlife Rehabilitation Permit Administrator, USFWS (by phone)
5) State Wildlife Rehabilitation Permit Administrators (by phone)
6) State Wildlife Rehabilitation Association Presidents (by phone)

At the time of the reputational survey, five of the eight states had active state-level wildlife rehabilitation associations.

7) Peers (by email on a listserv for wildlife rehabilitators)

The final selection was based on the strength of the recommendation, the frequency with which each rehabilitator was recommended and also the individual’s responses to the screening questions. Rehabilitators were not selected according to the size or affiliation of their organizations because this study aimed to capture the diversity in perspectives that exist between wildlife rehabilitators who conduct community education rather than the diversity of affiliations.

Screen potential interviewees by telephone to make sure they meet criteria for inclusion into the study

The number of recommendations received from the respected organizations and individuals exceeded the number of interviews possible in the study. A screening call was used to determine whether or not each rehabilitator was indeed an active rehabilitator, and whether or not they were willing and available to participate in the
study. The screening call allowed the researcher to introduce herself and the project. It also gave the participant a chance to ask questions about the project. In only two cases did the potential interviewee decline to participate in the study. Both individuals cited a lack of time as the main reason why they could not participate. Most of the other potential participants expressed an eagerness to share their experiences, and in some cases, they were impressed that a researcher would invest such a large amount of time and resources in order to hear their perspective. In most cases, additional calls were made to discuss final arrangements, but whenever possible, arrangements were made via email.

**Pilot the interview and revise accordingly**

Upon recommendation by the president of the National Wildlife Rehabilitator’s Association, one of the state-level rehabilitation association presidents was asked to participate in a pilot interview in December of 1998. The pilot interview served an important role in the finalization of the interview protocol. The pilot interview was conducted and recorded as if it were a normal interview. The questions were tested for clarity and the participant was encouraged to provide feedback, make comments and ask questions as they arose. The pilot pre-interview questionnaire lasted for approximately 30 minutes and the pilot interview lasted for approximately 1.5 hours. The pilot interview allowed the researcher to give future respondents an idea of how much time they could expect to devote to the interview session. The interview portion of the meeting was followed by a long discussion in which the participant asked about the research project and also gave numerous helpful suggestions for improving the interview protocol. A question was added to ask future respondents how they would respond to challenging questions (e.g. about hunting or wildlife as pets) during an educational program. The pilot interview participant also expressed an interest in using the interviews to learn more about the rehabilitators’ motivations for initiating and continuing their involvement in wildlife rehabilitation itself, not just wildlife education.
Conduct long interviews

Prior to the interview

Confirmation letter

As soon as final arrangements were made, the researcher sent a confirmation letter to each interview participant. The letter included a reminder that the interview would be recorded on audiocassette and, therefore, the participant should select a meeting place that was convenient for them, yet quiet enough to produce a quality recording. This was not always easy to do in an animal hospital. The participants were also given a list of general topics for the interview, as well as any questions that would required them to search their records and organizational documents (e.g. “How many patients did you serve last year?”). See Appendix A for a sample confirmation letter.

Establish a comfort level

As discussed in the literature review, the researcher must be aware of the comfort level of the respondent at all times, especially at the beginning of the meeting when the tone for the session is being set. The researcher must create a balance between formality and informality so that the atmosphere is professional, yet the rehabilitator does not feel intimidated by the experience. The respondents were encouraged to ask questions at any time during the interview. They were also encouraged to ask for a break when necessary, for example, if an important animal care situation were to arise, the researcher would understand and not be upset by the interruption. Although an ideal interview would not include distractions from the outside world, it would be impractical to demand this from a person who provides emergency animal care, especially in the springtime (the rehabilitator’s busiest season). The researcher also provided beverages in an attempt to make the interview experience more comfortable.

Consent form

Before the interviews began the participants were asked to sign a consent form that described the purpose of the research and any risks to the participant. Each respondent was given one copy of the consent form for their records. This copy included
the name and contact information of the researcher should any questions arise after the interview was completed. The participants were then asked to sign a second copy of the consent form (kept by the researcher) to state that the researcher did, in fact, describe the intent of the interview and the confidentiality measures to them. Appendix B contains a sample consent form.

Assure confidentiality

In the consent form, the researcher included a brief standard ethics protocol which described the measures that would be taken to ensure confidentiality of their responses. The participants' names were intentionally omitted from this thesis report. Any references to people or places that might easily identify the participant were also omitted. Aside from the researcher and the transcriber, no one would see the participant's name associated with their responses.

Approval by the Institutional Review Board for the Protection of Human Subjects

The University of Wisconsin – Stevens Point requires that the Institutional Review Board (IRB) for the Protection of Human Subjects approve all studies that use human subjects. The IRB reviewed the project proposal and determined that the participants are at no risk from participating in the study.

Transcribe the interviews from oral to written form

Figure 4: Summary of the transcription process

- Provide detailed instructions to transcriber along with original audio recording.
- Conduct initial check upon receipt of transcript (ensure that all sections are present, that there were no major problems for the transcriber).
- Prepare transcript for verification by participant: listen to recording and fill in blank spaces, correct obvious misspellings, look for technical words that were unfamiliar to the transcriber.
- Send transcript to participant for verification. Participant reviews, makes changes and additions, checks for accuracy, and returns transcript to researcher or gives approval to use the transcript as is.
- Incorporate changes and conduct a detailed spell check of transcript.
All 16 interviews were conducted by the interviewer and 15 of the 16 interviews were transcribed by one individual from a professional secretarial service. The researcher transcribed the remaining interview (the pilot interview). The transcriber received style-related instructions by telephone, as well as written instructions with the original audiocassette tapes. The transcriber was instructed to transcribe the interviews word-for-word, while excluding pauses and sounds such as sighs and coughs. If, however, a pause lasted for several seconds and appeared to indicate a respondent’s difficulty comprehending or answering a question, the transcriber was instructed to include the pause. The transcriber was also asked to leave a blank space when she encountered an unfamiliar technical word or if the audio recording became unclear. A written transcript would be easier to read and analyze without the major digressions and repetitions, yet the researcher chose to include these items in the original transcript in order to minimize the interpretive and decision-making role of the transcriber.

Upon receipt of the transcripts from the transcriber, the researcher reviewed each transcript to ensure that all questions had been transcribed, and that no major problems occurred during the transcription. The initial check was followed by a more thorough check for spelling and blank spaces that were left when the transcriber could not hear the recording or spell certain technical words. At this point, the transcript was ready for verification or approval from the participant. Each participant was asked to review their written transcript for accuracy. They were also given a chance to make any additions or changes before returning it in the addressed and stamped envelope that was provided by the researcher.

This transcript style was chosen primarily to meet the needs of the researcher. Although a separate, more fluent version of the transcript would have been appropriate to send back to the participants for verification, a separate transcript was not created. Instead, the cover letter that accompanied the transcript included a reminder that spoken English is very unlike written English, and therefore, sentence fragments and broken thoughts are expected throughout the transcript. Kvale reminds us that some participants may feel shocked or dismayed at the seemingly incoherent or unintelligent nature of their responses. In fact, a few participants attached notes with their verified transcripts that said things such as “I can’t believe how horrible I sounded” or “I sounded awful”. In two
cases, these comments prompted the researcher to send a brief note reminding the participant that their transcript was perfectly suited for its purpose, that spoken and written English are expected to be different and that their participation in the study was very much appreciated.

**Incorporate participant comments.**

Although none of the participants had major changes or additions to make to their transcripts, six participants did take the opportunity to make changes. The remaining 10 participants responded by mail, telephone or email that the transcript was approved and that the researcher could use it with no changes. All necessary changes were incorporated into the original transcripts and a final check was made for spelling and grammar. At this point, the transcript was ready for the analysis phase.

**Treatment of the data**

This section describes the preparation, treatment and analysis of the participants’ verbal responses. The goal of the analysis phase of this project was to go beyond a simple summary of each interview session. Instead, multiple approaches to qualitative interview analysis have been used to identify meanings and reveal patterns and relationships within each participant’s verbal account as well as between all accounts given during the study. No single literature source on qualitative data analysis contains a comprehensive guide suitable for revealing the nature of the education priorities and strategies used by the selected wildlife rehabilitators. The analysis of data is therefore a combination of those methods that best suit the purpose of the research. The analysis was broken down into several main sections, or themes of analysis. Before presenting the detailed results of analysis, it will be helpful to summarize several possible approaches to analyzing the data of a qualitative research interview.
Kvale (1996) outlines five main approaches to the analysis of meaning within the qualitative research interview.

1. **Meaning Condensation:** This is a five-step process that identifies 'natural meaning units' from the original text. The researcher condenses and expresses these units as central themes which are then interrogated in terms of the research question and the other interviews.

2. **Meaning Categorization:** Long interview statements are reduced to simple categories which have been taken from theory or from the vernacular. The statements are categorized according to the occurrence or non-occurrence of a phenomenon. Tables and charts are a common result of the categorization process.

3. **Meaning Structuring Through Narratives:** The analysis is treated as a story told by the participant which leads to a new story to be told based on the themes of the interview or the combined stories of many interviews. Many stories may be reconstructed into a story that is richer and more coherent than the separate scattered stories.

4. **Meaning Interpretation:** Although the term interpretation is often broadly applied to discussions about research interviewing, Kvale uses the term to represent a specific approach in which the researcher "goes beyond what is directly said to work out structures and relations of meaning not immediately apparent in the text" (Kvale 1996:201). In contrast to the Categorization or Condensation approaches, this type of speculation about meanings leads to an expansion of the amount of text rather than the clarification or reduction in text that occurs created when essential meanings are isolated.
5. **Ad Hoc Meaning Generation:** Probably the most frequent approach to interview analysis. There is no standard method, but rather a free interplay of techniques.

Another useful approach is a combination and variation of the codification and categorization techniques described above. In this approach, naturally occurring data segments are condensed into an essential theme, as in the condensation method, and then categorized. The categories are not pre-defined or taken from the literature, instead, they taken from the interview text only after the researcher has read through the transcripts a few times and the naturally occurring categories begin to emerge. The following interview questions were analyzed using the combination approach:

I. A. How did you become involved in educating about wildlife or associated issues?

I. B. Besides those reasons for initially becoming involved, are there other reasons why you educate today?

I. F. What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

III. A. As a summary to the above questions, what would you say are the main overall messages?

III. B. What makes your program valuable to its audiences? What makes it unique as compared to other nature or environment-related programs?

IV. A. What are the most important wildlife issues in your community?

VI. B. What are some barriers to you fulfilling the educational potential of your program? What are the biggest barriers to rehabilitators in general fulfilling their educational potential?
RESULTS AND DISCUSSION

This chapter presents the results of 16 in-depth interviews with wildlife rehabilitators who are leaders in community education. The first section of this chapter will provide descriptive accounts, or profiles, of the participants in terms of their organization type, size, location and other background information. After the profiles, the interview results will be discussed according to six key areas, or themes of analysis. The themes of analysis are similar to the original main lines of questioning that were used to develop the interview protocol, although they have been adjusted slightly. The themes of analysis are as follows:

I. The Rehabilitators' Reasons and Goals for Conducting Community Wildlife Education
II. Target Audiences and Modes of Educating
III. Main Messages and Content
IV. Fundamental Values
V. Views Toward Wildlife Management and State Wildlife Agency Education Programs
VI. Barriers and Recommendations

The participants' names and other identifying comments were removed from the transcripts and will not be associated with their responses. Each interview is identified by a number, 1 through 16. The sixteenth interview is unique because two individuals were asked to respond to the interview questions. Interview 16 took place in an organization with distinct rehabilitation and education departments, and therefore, no single individual was available to answer all of the questions in the protocol. The two respondents are identified as 16a and 16b.

Participant Profiles

Before an in-depth analysis of interview responses takes place, it will be useful to present a descriptive profile of the rehabilitators who shared their experiences and viewpoints to create the interview material under analysis. Most of the data used to create the participant profiles were collected with a pre-interview questionnaire (See appendix D). It is important to remember that this descriptive account will reflect only
the activities of the 16 rehabilitators and one educator coordinator in this study. It is not meant to be a direct reflection of the activities of the larger population of practicing wildlife rehabilitators.

Of the 17 respondents (there were 16 interviews, but one of the interviews required the participation of two staff members from the same organization) 13 of them held a position equivalent to Director, President or Coordinator of the organization. The positions of participants 7 and 15 may be described as curator/site supervisor and co-partner, respectively. Participants 16a and 16b hold the coordinator positions of their departments. Twelve of the participants are founding directors or co-founders of the organizations that they represent. Half of the organizations may be considered home-based while the other half are based out of a facility or location other than the rehabilitators' homes. All but one of the participants' organizations may be classified as a non-profit, 501 c 3 organization. The remaining individual chose not to designate her small home-based operation as an official organization or incorporation. Four of the organizations are very closely affiliated with a university, another has a partnership with a university department, and one organization is affiliated with a county forest preserve district. Tables 4 and 5 contain further descriptive information about the interview participants and their organizations.
Table 4: Participant Profiles – part I

<table>
<thead>
<tr>
<th>L.V. No.</th>
<th>Years as a licensed rehabilitator</th>
<th>Years involved in wildlife education</th>
<th>Number of animals admitted in 1998</th>
<th>1998 admits compared to previous years</th>
<th>Types of animals admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>&gt;10</td>
<td>1250</td>
<td>Approx. 20% increase each year</td>
<td>All but raccoons and skunks</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>13</td>
<td>133</td>
<td>Slight increase</td>
<td>Raptors</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>16</td>
<td>30</td>
<td>Used to get 80 - last few years have been 20 -40</td>
<td>Raptors and a few songbirds</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>13</td>
<td>153</td>
<td>Usually between 150 – 200</td>
<td>Raptors and some waterfowl</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>12</td>
<td>82</td>
<td>Average is 50</td>
<td>All avian except waterfowl and endangered species</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>14</td>
<td>525</td>
<td>A little less than past years</td>
<td>Raptors, mammals, waterfowl, reptiles</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>21</td>
<td>2,985</td>
<td>Average</td>
<td>All native species</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>15</td>
<td>525</td>
<td>Representative of past years</td>
<td>No passerines, adult deer, bats, skunks or raccoons</td>
</tr>
<tr>
<td>9</td>
<td>&gt;20</td>
<td>&gt;20</td>
<td>250</td>
<td>Average for the past years</td>
<td>Avian, no songbirds</td>
</tr>
<tr>
<td>10</td>
<td>Approx. 35 - 38</td>
<td>19</td>
<td>350</td>
<td>Average for the past years</td>
<td>All avian species</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>3</td>
<td>97</td>
<td>400% increase from last year</td>
<td>Native mammals</td>
</tr>
<tr>
<td>12</td>
<td>8 (plus 7 as a sub-permittee)</td>
<td>6-8</td>
<td>Over 366</td>
<td>About the same</td>
<td>Waterfowl and shorebirds</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
<td>24</td>
<td>300</td>
<td>Average</td>
<td>Birds (mostly raptors) occasional mammal</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>7</td>
<td>328</td>
<td>Admits increase 50 - 100 each year since this organization has been open</td>
<td>Native raptors, mammals, songbirds, some turtles</td>
</tr>
<tr>
<td>15</td>
<td>17 (part as a sub-permittee)</td>
<td>&gt;17</td>
<td>272</td>
<td>Higher than previous years</td>
<td>Mammals, birds, occasional reptiles</td>
</tr>
<tr>
<td>16</td>
<td>N/A, 10</td>
<td>6, &gt;10</td>
<td>710</td>
<td>The average has been 600–650</td>
<td>Raptors and some Trumpeter Swans</td>
</tr>
</tbody>
</table>
### Table 5: Participant Profiles – part II

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Educational background</th>
<th>Estimated number of people reached each year via education</th>
<th>Charge a fee for education programs?</th>
<th>Description of local environment *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question was not part of the pilot interview</td>
<td>16,950 not including media</td>
<td>No</td>
<td>I = rural, SA = mixed</td>
</tr>
<tr>
<td>2</td>
<td>2 yrs. Parks and Natural Resources</td>
<td>12,000 not including Phone or media</td>
<td>Yes</td>
<td>I = agricultural, rural and urban, SA = mixed</td>
</tr>
<tr>
<td>3</td>
<td>Legal secretary</td>
<td>3,000 through programs only</td>
<td>Suggests donation</td>
<td>I = rural, SA = mixed urban and rural</td>
</tr>
<tr>
<td>4</td>
<td>Bachelors in Psychology, Elem. Edu. certification</td>
<td>40,000 not including phone or media</td>
<td>Yes</td>
<td>I = farms and residential, SA = rural and suburban</td>
</tr>
<tr>
<td>5</td>
<td>BA Biology</td>
<td>17,000 not including media or phone</td>
<td>Yes</td>
<td>I = rural and residential, SA = mixed</td>
</tr>
<tr>
<td>6</td>
<td>Masters in Education</td>
<td>25,000 not including phone or media</td>
<td>Suggest donation</td>
<td>Residential and rural</td>
</tr>
<tr>
<td>7</td>
<td>Fish &amp; Wildlife Science, Museum Methods</td>
<td>147,400 not including media</td>
<td>Yes, and suggest a donation to visitors</td>
<td>I = suburban, SA = rapidly developing</td>
</tr>
<tr>
<td>8</td>
<td>High school</td>
<td>16,000</td>
<td>Yes</td>
<td>I = rural, SA = small towns to small cities</td>
</tr>
<tr>
<td>9</td>
<td>Agricultural Biology, MS Animal Physiology &amp; Biochem., Ph.D. work related to Animal Behavior</td>
<td>2.2 – 2.5 million</td>
<td>Yes</td>
<td>I = suburban, SA = urban and mixed</td>
</tr>
<tr>
<td>10</td>
<td>Medical technologist</td>
<td>No estimate given</td>
<td>Suggests donation</td>
<td>I = rural, SA = rural agricultural and a small city</td>
</tr>
<tr>
<td>11</td>
<td>Criminal Justice</td>
<td>400</td>
<td>No</td>
<td>I = rural, SA = mixed rural and urban</td>
</tr>
<tr>
<td>12</td>
<td>2 years of college</td>
<td>415</td>
<td>No</td>
<td>I = rural, SA = mixed rural and urban</td>
</tr>
<tr>
<td>13</td>
<td>BS Vet Science, DVM, Masters Fisheries and Wildlife</td>
<td>109,000 not including media</td>
<td>Yes</td>
<td>I = urban, suburban, SA = mixed</td>
</tr>
<tr>
<td>14</td>
<td>Bachelor's and master's Elem. Educ, secondary educ. and special educ.</td>
<td>6,000 not including telephone or media</td>
<td>No but does suggest a donation</td>
<td>I = very rural, SA = mixed metropolitan and rural</td>
</tr>
<tr>
<td>15</td>
<td>Wildlife Mgmt &amp; Fisheries Bio., Masters in Biol., and Secondary Teaching</td>
<td>1,036 not including phone or media</td>
<td>No</td>
<td>I = agricultural with rapid development, SA = mixed</td>
</tr>
<tr>
<td>16</td>
<td>Elem. Educ. and MS Env. Educ., BS Zoology &amp; MS Vet Biology and Avian Physiology</td>
<td>150,000 not including phone education</td>
<td>Yes</td>
<td>I = urban, SA = mixed and rapidly growing</td>
</tr>
</tbody>
</table>

* Note: I = Immediate surroundings of center, SA = serving area from which patients are accepted
To summarize Tables 4 and 5, the interview participants have between 6 and 38 years of experience rehabilitating wild animals, and between three and 24+ years of experience educating the public about wildlife and associated issues. The number of patients admitted to the participants’ facilities in 1998 ranged from 30 animals to nearly 3,000 animals. Seven of the rehabilitators said that the number of patients admitted in 1998 was representative of the last few years, and seven said that it represents an increase over the last few years. Two participants said that they have noticed a decrease in the number of patients admitted under their care in the last few years. The degree of development on the land immediately surrounding their facilities, and within their serving areas, covers a wide range of possibilities including very rural, agricultural, suburban and urban settings. The participants report having reached between 400 people and 2.5 million people with their educational messages each year. Excluding the 2.5 million figure, the average number of individual people reached per rehabilitator per year is approximately 29,000 for the rehabilitators in this study. In many cases, these numbers do not reflect the educational messages that go out through the media, over-the-phone, or to people who bring patients to the facility for treatment.

**Participant responses to interview questions**

Each interview transcript in Appendix I lists the interview questions in the same sequence and wording as they occurred in the interview session. As the study progressed, however, five questions were added to the middle portion of the interview protocol causing some of the questions in later interviews to have a different number than they had in the first interview. For that reason, a master list of questions (containing all questions asked in all interviews) was created and may be found in Appendix E. This master list of questions is a useful way to reference a specific question, regardless of the fact that it may have different position in the different interviews.

It was also necessary to rearrange the master list of questions into a sequence more suitable for analysis and discussion. In order to distinguish this arrangement of questions during the discussion, the questions are identified by theme of analysis (Roman numeral) and a capital letter (for example, I.A., or II.B). See Appendix F for the list of
questions as they will be presented in the following discussion. See Appendix G for an explanation of the coding system used during analysis.

I. The Rehabilitators' Reasons and Goals for Conducting Community Wildlife Education

Subproblem 2 of this study is, "How do the selected rehabilitators describe the conceptual basis of their community education programs?" This subproblem was meant to address the amount of educational planning or goal-setting conducted by the rehabilitators and to address questions such as "Why do you educate about wildlife or associated issues?" Subproblem 2 will also be addressed by other sections of this chapter, but the questions covered by this theme of analysis (I) are listed below.

A. How did you become involved in educating about wildlife or associated issues?
B. Besides those reasons for initially becoming involved, are there other reasons why you educate today?
C. Did your organization define a mission, vision, philosophy and set of goals and objectives?
D. Did your organization define a mission, vision, philosophy and set of goals and objectives for its education efforts?
E. Does your organization have a written master plan that guides the education efforts at your center? If not, do you perceive a need for such a plan?
F. What efforts, if any, are taken to ensure that these statements (mission, etc) are available to and understood by individuals within and without the organization?

A. How the rehabilitators became involved in community education

The question, "How did you become involved in educating about wildlife or associated issues?" was the first question asked during 15 of the 16 interviews. It was not a part of interview number one, which began with the question "Why do you educate about wildlife or associated issues?" The response from the first interview participant indicated that at least two general types of answers might be expected, and that it would be useful to divide the question into two parts. Some of the answers described goals,
aims or reasons for educating (e.g. a local wildlife issue for which community education is seen as a partial solution). Other answers described how the rehabilitator got their start in education or how they developed their initial interest in wildlife. Question 1, “Why do you educate about wildlife or associated issues?” was therefore broken down in to two separate questions (questions A and B above).

The rehabilitators’ responses to question I.A. have been grouped into five categories that describe the way they became involved in wildlife education. Because the responses were so numerous, some representative quotes have been selected and included below. See Appendix H for a complete list of coded responses and Appendix G for a list of codes and their meanings.

Previous volunteer or work experience at a wildlife-related center or facility. For half of the participants, a previous job or volunteer experience at a wildlife-related center or facility provided significant exposure to wildlife and influenced them to become involved in wildlife education.

For example:

- I began volunteering for this organization 13 years ago and really liked the ideas and beliefs that they were putting out and just sort of worked my way up the chain I guess to the Directors or Coordinators position. (2,1,1)(I,A,CNTR)

- I ended up through marriage being displaced from a research job I was doing so I was watching TV one day in a very small apartment feeling extremely claustrophobic and flashed on some bird or something on the screen and they said I need volunteers. You know I got to get out of this apartment. I showed up and had my resume... To make a long story short, their animal program coordinator did not turn out and they hired me. (5,1,1)(I,A,CNTR)

- My first major job was the nature director of a camp for inner city children mainly from Boston, run by the Goodwill. It was here, planning and carrying out programs for children from kindergarten through high school, that I confirmed my interest in doing similar types of things with people in the future if at all possible. (15,1,1)(I,A,CNTR)

Childhood role-models or experiences. Childhood experiences and role models played an important part in several of the participants’ involvement with wildlife. In some cases, the parents stimulated the child’s interest. In other cases, a farm or natural area around the home contributed to the young rehabilitators’ interests.
• It was triggered by my parents many many years ago. Taking us out camping and teaching us about the environment. (2,1,1)(I,A,CHILD)

• I always had an interest in wildlife. We lived at a house where everybody brought in the injured robin. My dad was a doctor. Between his medical knowledge and my mom and I being the animal people. (5,1,1)(I,A,CHILD)(I,A,INT)

• I naturally like to be outside as a person and I'm curious and I like to observe things. It was part of my own upbringing where we looked at ants and we looked at flowers… this interest was fostered by my mother, an artist, who shared her love of the beauty and wonder of the living world with me. The joy of discovery and curiosity in the natural world is free to all who wish to develop it. The tragedy is that more and more, people are confining themselves and their children to an inside world. (15,1,1)(I,A,CHILD)(I,A,INT)

Have had a long-time interest in wildlife that can not necessarily be pinpointed to a specific cause. In addition to childhood experiences, half of the respondents said that they’ve simply had a long-time interest in wildlife.

• I guess I've always been interested in wildlife. (13,1,1)(I,A,INT)

• I've always been very interested in animals. I like to share that information with people because the more I learn about animals the more naive I realize people are. (9,1,1)(I,A,INT)

• It has been an interest of mine since I was young and I'm not sure how, I've just always been interested in wildlife and watched birds as a child. My father was very interested in birds and set up a lot of bird feeders. I think that had something to do with how it kind of opened my eyes to the natural world. The area where I grew up was very pretty and we had a lot of wildlife there, and I think that kind of drew me in and I became interested from there. (16a,1,1)(I,A,CHILD)(I,A,INT)

Background in education. Four participants said that their background or training as an educator contributed to their involvement with wildlife education.

• Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community. (6,1,1)(I,A,EDU)

• I think just because my education background, it was just a natural thing to do. Rehab didn't come into my life until about 7 years ago. (14,1,1)(I,A,EDU)

• I think whenever you interact with another person, you are getting educated and you are educating. Education is always going on if one is alert and aware of it. As my
educational degrees (masters and secondary teaching credential) are either not enough or too much to get permanent employment either at a college or high school, I have established educational programs out at my farm and wildlife rehab facility.

(15,1,1)(I,A,EDU)

 Asked to give a talk or program by a school or community group. A final reason for becoming involved in wildlife education was that after establishing themselves as a rehabilitator, people in the community started to ask the rehabilitator to speak to their school or community group.

- Schools are always looking for volunteers to work on certain subjects that they find out you're interested in something. They'll ask you to come in and talk to the kids. So that basically is how I got started. And then the conservation board started asking me to volunteer as a hike leader for their field trips. That is really how I got into doing what I am doing now. Working part-time and getting paid for it.

(3,1,1)(I,A,ASK)

- I became involved in giving presentations just because somebody must have invited me way back. I don't solicit or even really encourage the fact that I give programs but I have never turned anyone down that has asked me if I wanted to give a presentation.

(12,1,1)(I,A,ASK)

B. Why they educate

The rehabilitators were also asked, “Besides those reasons for initially becoming involved, are there other reasons why you educate today?” The responses were categorized according to 21 different codes or themes. The number of times that a certain category was mentioned can be found in the second set of parentheses following the category. The important point with this question, however, is not the number of mentions given to a certain category, but rather what are the categories? In the future, it will be useful to conduct a large-scale survey of rehabilitators in which there is a closed ended, multiple-choice question about their reasons for conducting community education. The categories of response generated in this study would then provide a list of multiple-choice answers that are likely to reflect the range of possible answers, rather than the range of answers that a researcher could create during survey development.
The most commonly mentioned reasons why the selected rehabilitators conduct community education are as follows:

- So that the public understands “how things work,” the concepts of interdependence and relationships (DEPN) (7)
- To expose the public to wildlife and help them make personal connections (EXPO) (6)
- As a response to environmental problems, such as habitat destruction (PROB) (6)
- Because education is simply needed (NEED) (4)
- To encourage coexistence (COEX) (4)
- To prevent future injuries, orphanings or harm to wildlife (PREV) (4)
- Because there is a lack of conservation/wildlife ethic. To help the public develop an ethic (ETH) (4)

Also mentioned as reasons for conducting wildlife education are the following:

- To help the public take action or give something back to wildlife (GIVEB) (3)
- For the future (FUTR) (3)
- So that the public understands what to do with injured, displaced or nuisance wildlife (TODO) (3)
- To alleviate misconceptions, myths and fear about wildlife (MSCON) (3)
- The rehabilitator has personal experience and exposure that others don’t (PERS) (3)
- (POPN) (3)
- There is a lack of public knowledge about wildlife natural history and behaviors (KNOW) (2)
- To increase public awareness of wildlife issues and the impact of humans (AWAR) (2)
- Enjoyment of working with the animals (ENJY) (2)
- To increase public enjoyment of wildlife (PENJY) (2)
- Public apathy (APA) (2)
- Education is part of rehabilitation, you can’t do rehabilitation without educating (RE=ED) (2)
- Because there is a lack of respect for wildlife. To encourage respect (RESP) (1)
• To try to raise consciousness about the value of wildlife (VAL) (1)

Organizational and educational planning by the rehabilitators

Questions I.C., I.D., and I.E. were designed to reveal the amount and type of organizational and educational planning that go into the rehabilitators’ educational programs. Table 6 summarizes the following three questions:

I.C. Did your organization define a mission, vision, philosophy and set of goals and objectives?
I.D. Did your organization define a mission, vision, philosophy and set of goals and objectives for its education efforts?
I.E. Does your organization have a written master plan that guides the education efforts at your center? If not, do you perceive a need for such a plan?

Many of the participants’ organizations have a general mission, yet only half of them have a formal written mission statement, and even fewer have developed other important organizational statements such as a vision statement, a philosophy statement or a set of written goals. Table 6 shows the amount of formal planning within each participants’ organization. Only one organization has developed a mission and set of goals specifically for its educational efforts. Besides those important strategic statements, the rehabilitators were asked if their organization had developed an educational master plan, and if not, do they feel that such a plan is necessary? At the time of the interview, one organization was formulating a new educational master plan to reflect the fact that they were moving into a new facility. Four participants said that their organizations have an unwritten plan or some aspects of a written plan, but a majority do not have an educational master plan. When asked if they feel a need for such a plan, nine participants said yes, five expressed an uncertainty and two responded in an indirect manner and were not classified as yes or no. Those who expressed uncertainty about the need for an educational master plan felt that a plan might not be flexible enough, or that it simply wasn’t necessary because the organization is still young and/or small. Another reason for uncertainty was that a rehabilitator believed that the organization was already based on a well-defined yet unwritten philosophy and direction.
Table 6: Summary of organizational and educational planning by the selected wildlife rehabilitators

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Have a formal written organizational plan?</th>
<th>Have a formal written educational plan?</th>
<th>Have an education master plan?</th>
<th>Feel a need for an education master plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Somewhat. Have mission. Working on a written vision and philosophy.</td>
<td>No, but expressed desire to put it in writing.</td>
<td>No, but we probably should.</td>
<td>Yes because most rehabilitators “back into education” without training.</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat. Well-defined ideas, but no official mission statement.</td>
<td>No</td>
<td>No</td>
<td>Yes, the uniformity in content and method would be nice/easier.</td>
</tr>
<tr>
<td>3</td>
<td>General, but not written. Not incorporated, therefore doesn’t have by-laws.</td>
<td>No</td>
<td>No</td>
<td>An outline would be nice, but not really.</td>
</tr>
<tr>
<td>4</td>
<td>Parent organization has a strategic plan but the raptor center does not. Has general purpose and goals.</td>
<td>Not specifically for the raptor center.</td>
<td>No, a lot of written lesson plans etc, but not a master plan.</td>
<td>Not necessarily, perhaps when Dir. moves on. They do have a lot of stuff written down that gets passed along.</td>
</tr>
<tr>
<td>5</td>
<td>Not written, but is considering it. At this point the Director’s unwritten philosophies prevail.</td>
<td>No because it is tied in with the overall organization.</td>
<td>No. Have development plans, but not education master plan.</td>
<td>Yes, great idea. Will help stay on task.</td>
</tr>
<tr>
<td>6</td>
<td>Yes. Mission.</td>
<td>No and Yes because it is combined with the overall plan.</td>
<td>Not written, but do have plans.</td>
<td>Not sure. A plan is good, but a master plan may not be flexible.</td>
</tr>
<tr>
<td>7</td>
<td>Yes. Mission. Do have a volunteer that wants to help develop a long-range plan.</td>
<td>No because it is all tied together.</td>
<td>No</td>
<td>Not sure because they have an unwritten yet agreed upon philosophy and direction. It’d have to be a dynamic plan.</td>
</tr>
<tr>
<td>8</td>
<td>Not written, but have mission. No formal plan.</td>
<td>No</td>
<td>No</td>
<td>Yes, some standard codes or ethics.</td>
</tr>
<tr>
<td>9</td>
<td>Yes</td>
<td>Yes, but perhaps not formal.</td>
<td>Had one but formulating a new one for the new facility.</td>
<td>Yes, they present papers on this topic.</td>
</tr>
<tr>
<td>10</td>
<td>No</td>
<td>No</td>
<td>No, but we should</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Yes, mission and goals.</td>
<td>No</td>
<td>No, but ideally yes.</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>No, not an incorporated organization.</td>
<td>No</td>
<td>No</td>
<td>Would be helpful for suggestions.</td>
</tr>
<tr>
<td>13</td>
<td>No, but larger organization does.</td>
<td>Not for the rehab, but the associated conservation education group does.</td>
<td>Not for this program in particular, but the associated conserv. educ. group might.</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Yes, mission and goals.</td>
<td>Tied into main plan.</td>
<td>No</td>
<td>Perhaps, but they are young, so not yet.</td>
</tr>
<tr>
<td>15</td>
<td>Yes, somewhat.</td>
<td>Not specific or written.</td>
<td>No because one person does it.</td>
<td>No response</td>
</tr>
<tr>
<td>16</td>
<td>Yes, mission and goals.</td>
<td>Mission and goals.</td>
<td>Somewhat</td>
<td>No response</td>
</tr>
</tbody>
</table>
F. Ways in which the rehabilitators make their mission and goals known to others

When asked “What efforts, if any, are taken by your organization to ensure that these statements (mission, vision, etc.) are available to and understood by individuals within and without the organization?” the rehabilitators gave responses that can be grouped into six categories. The categories are listed below, followed by the number of mentions of that category in parentheses and some representative quotes for each category.

Through brochures, newsletters, a web site or other printed material created by the organization (9).

- We have a newsletter that goes out twice a year and that goes out to all of our donors as well as the schools in the area and basically if somebody is interested they can just call and get a copy. It goes out to libraries, it goes out to everybody that brings in an injured animal as well as our brochures. So both of those are available and they talk a lot about our program. (2,7,7)(I,F,BROCH)

- If they are not written, obviously it is hard to make people understand them. The mission is printed in our newsletter and everything we publish. (5,7,7)(I,F,BROCH)

Staff or volunteer training (in person or via a handbook) (7).

- I think most of the philosophy, especially when it comes to the outdoor education center, you would have a philosophy and goals and so on that are listed in the intern handbook as far as what goes on here and those kinds of things. Also as part of staff training which is a 2 1/2 week concentrated thing here, and they really talk about our philosophy of education. (4,7,7)(I,F,TRNG)

- When the interpreters are hired, they are given the form that I gave you, the script of the story of the center which is the main program that we do and it states clearly what the goals and objectives are of the program although I think we can do better when they are hired to say specifically the overall mission of the center because I don't think that is something that probably they would know directly. (16a,7,7)(I,F,TRNG)

Staff and volunteer communications and/or meetings (6).

- Then as we disseminate information to the volunteers or whatever happens, my goal is that no matter which staff person the volunteer asks the question of, they get the same answer. We've been very successful with that. When I got here you know the reason we did something on one day was because someone on the staff said you had to and that was the answer. That is not good. Our volunteers are trained initially from the beginning knowing what our philosophies are, knowing how we are going to
do things and then the staff is continually being reinforced in making sure that we are always going to be truthful and up front with the volunteers, we are not going to lie to them but we are going to be unified.

- We also have pretty regular meetings with the volunteers to update them on things and explain goals and what the future is. Usually once a year the director, at some function or another, will talk to the volunteers about where the program has been and where it is going. A lot of times it is at the volunteer banquet or it has been in the past.

Media. (5)

- I write a lot of articles for different magazines, I write a column for a paper... I will give you one of our PR packs too. If you go through all that material you can see that it all follows that mission pretty close.

- The typical question the reporters always ask us is, “so why are you having this event?”

Word of mouth. (3)

- When I get into the philosophy and what things go on here, I deal with it on the basis with the naturalists. If I go anyplace or any program that I give, I am talking about what we do here.

- Dissemination of information to communities through our educational programs.

Actions. (1)

- Our philosophies are pretty much just the way we operate. I think the public probably knows those through seeing what we do...Unfortunately our philosophies are known more through our actions than anything written.

II. Target Audiences and Modes of Educating the Public

This section will address Subproblem 3, “What modes of community education do the selected wildlife rehabilitators use?” This subproblem was addressed through several interview questions related to how the rehabilitators convey their messages, what are their main audiences? and how do they address the needs of their varying audiences?. Some questions were also designed to reveal future trends or educational situations that would exist in the rehabilitator’s ideal situation. For example, the participants were
asked to rate the current and ideal emphasis given to certain modes of education by their organization. They were also asked to describe any audiences that are underrepresented in their educational program and to which they wish to extend their message.

A. The ways rehabilitators convey their educational messages to the public

This line of questioning was not meant to examine the content of the message, but rather the way in which the message is conveyed. First, the rehabilitators were asked in an open-ended format to describe the ways in which they convey their educational messages to the public. By asking an open-ended question first, the researcher hoped to capture a list of categories in the rehabilitators' own words. The researcher anticipated a large amount of explanation, variation and digression in the responses, and therefore she also used a pre-determined list to organize the responses and to indicate the priority given to each type of education.

The chart in Figure 7 lists various ways that a rehabilitator might convey his or her educational message to the public. The depth and content of the educational message may vary between rehabilitators. The interview participants were asked to rate the level of importance given to each type of education using a Likert-type scale with 1 being very important, 3 being neutral, and 5 being not important at all. They were also asked to rate the amount of emphasis that each type of education would receive in the ideal situation (i.e. if the desired amount of resources were available). Table 7 shows the number of respondents (out of 16) that gave each rating to a mode of education. For example, 10 of the rehabilitators stated that over-the-phone education is very important. Five of them said that it was important and one rehabilitator gave it a neutral rating. The number of times a given mode was rated will not always add up to 16 because some participants had a very difficult time defining a number for their answer. In addition, the choice of 'not applicable' (N/A) was used when a given type of education did not ever occur within the organization.
Table 7: The degree of emphasis that various modes of education receive in the rehabilitators' education programs

<table>
<thead>
<tr>
<th>Mode of conveying educational message</th>
<th>N/A</th>
<th>Current*</th>
<th>Ideal*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Over the phone education</td>
<td>10</td>
<td>5 1</td>
<td>14 1 1</td>
</tr>
<tr>
<td>Informal education to donors who bring patients to your facility</td>
<td>10</td>
<td>4 1 1</td>
<td>12 2 1 1</td>
</tr>
<tr>
<td>Special events at your facility or in the community</td>
<td>3</td>
<td>6 4 1 1 1</td>
<td>10 1 2</td>
</tr>
<tr>
<td>Fund raisers</td>
<td>4</td>
<td>2 5 1 2 1</td>
<td>4 4 2 1</td>
</tr>
<tr>
<td>Education through various media (e.g. TV, newspaper, newsletters)</td>
<td>7</td>
<td>6 1</td>
<td>10 4</td>
</tr>
<tr>
<td>Public tours or visits</td>
<td>2</td>
<td>3 3 4 1</td>
<td>7 3 1 2 2</td>
</tr>
<tr>
<td>School visits to your facility with pre-planned programs</td>
<td>3</td>
<td>5 4 2 2 1</td>
<td>9 2 1 1 1</td>
</tr>
<tr>
<td>School visits to your facility without pre-planned programs</td>
<td>8</td>
<td>1 2 4</td>
<td>3 1 6</td>
</tr>
<tr>
<td>Off-site school programs</td>
<td>10</td>
<td>4 1 1</td>
<td>13 2 1</td>
</tr>
<tr>
<td>Programs with non-school community groups (e.g. nursing homes, civic groups)</td>
<td>8</td>
<td>2 6</td>
<td>9 2 3 1</td>
</tr>
</tbody>
</table>

* 1 = Very important, 2 = Important, 3 = Neutral, 4 = Not very important, 5 = Not important at all
N/A = Not Applicable

Most of the open-ended responses to the question “In what ways do you convey your educational message to the public?” could be categorized along with the 10 types of education listed above. Education to peers was a frequently mentioned response that is not listed in the chart above. It is a very significant form of education by rehabilitators, yet it falls outside of the scope of this study (community education rather than peer education).
B. The main audiences of the educational programs

The participants were asked to identify the main audience(s) of their educational program, as well as any audiences that are under-represented in their educational program. Ten of the respondents said that school children in pre-kindergarten to sixth grade were their main audience. Two respondents said that junior high school students were the main audience, and four said that school children of all grades were their main audience. Each of the following groups also received one mention as the main audience: college students, donors who bring in patients, people who call over the phone, and general community or youth groups.

C. Audiences that are underrepresented in the educational programs

Eleven participants identified older students and adults, as an underrepresented audience to which they wish to extend their educational message. Junior high, high school or college students were mentioned as underrepresented in the educational programs of four participants. When asked if they had ideas about how to reach these students with their educational messages, the respondents said that it would be helpful to increase the field research component of the programs, to expand the pre-visit unit that the students do with their teachers and to have the rehabilitator go into the Jr. High and High School biology or natural science classes rather than expect the classes to come out to the facility.

Of the participants that mentioned adults as an underrepresented audience, three said that they would like to reach out to businesses or corporate individuals and three rehabilitators said that they would like to reach more conservation or hunting organizations. Other responses included homeowners who may interact with wildlife, rural residents who live in an area where there is not a well-developed rehabilitation network, and the general public, including mixed-age and family groups. One rehabilitator wishes to reach more people who are emotionally driven and anti-hunting in philosophy, stating that it is important for these individuals to balance emotion with scientific information, “That is my goal to try to use science, research, biology and
factual information to minimize suffering or improve the welfare of animals, as well as to educate the public to open their eyes on some of these emotional issues" (Interview 13).

Some participants felt that they might increase their contact with adult groups by tapping into pre-assembled groups (such as corporate picnics), by conducting more public programs (such as “Eagle Days” events) and by devoting more time and effort to contacting businesses and conservation groups to tell them that the rehabilitator is available and willing to talk with their groups.

Three rehabilitators expressed a desire to reach more inner city populations. They have found that many inner city schools have a difficult time covering the bus and program fees. Two of the respondents feel that they may be able to do a better job reaching inner city groups if they can find corporate sponsors or write grants to allow these groups to participate at no cost or a reduced cost.

D. Concerns about conveying their educational messages to various groups

The interview protocol did not include a question about the rehabilitators’ concerns or challenges in conveying their educational messages. Several concerns did arise, however, and it will be helpful to summarize these concerns so that other rehabilitators and state wildlife agency personnel may learn from the experiences of the interview participants. Some of the participants concerns include:

- Using the media as an educational tool without being misrepresented by the press or misunderstood by the audience.
- Reducing entertainment value and increasing educational value of school programs and special events in order to avoid being only a “show”.
- Taking advantage of fund-raisers by including an educational component.
- Reaching adult groups whose time is limited, and older students whose class times are short and whose curricula are very compartmentalized.
- Reaching hunter and conservation groups.
- Including schools that don’t have enough money to pay for buses or the programs.
• Changing the perception or misconception of rehabilitators as hermits or misanthropes which makes it hard to be recognized as a profession by educating adults.

• Increasing staff for phone education and for interaction with visitors.

III. Main Messages and Content

The third theme of analysis will rely upon the responses to the questions below in order to describe the main messages and content of the selected rehabilitators' wildlife education programs.

A. What are the main messages of your program?

B. What makes your program valuable to its audiences? What makes your program unique as compared to other nature or environment-related programs?

C. How does your program tend to the varying needs of your audiences?

D. Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

E. Do you incorporate any certain educational theories?

This section will be particularly useful to non-rehabilitating wildlife professionals such as state wildlife agency personnel and wildlife educators at traditional nature centers or zoos who are looking for a summary of the main educational messages of leading wildlife rehabilitators. Wildlife rehabilitators who are just beginning to develop their own educational programs will also be interested to learn which messages are conveyed to the public by leading wildlife rehabilitators. As is true for other portions of this study in which categories were derived from the thoughts, experiences and words of practicing rehabilitators, the categories described below will also be useful to future researchers who wish to conduct large-scale surveys of the wildlife rehabilitation community. By using the categories generated in this study to design questions with a series of closed-ended responses, a researcher will have greater assurance that the response choices reflect the language and thought of practicing rehabilitators.
A. Main messages

The responses to question III. A. have been categorized and coded with the same system used in question I. A. See Appendix G for an explanation of the coding system and a list of codes. The responses to the question, “What are the main messages of your educational program?” were categorized into 12 concepts or messages which are described below with a few representative quotes from the wildlife rehabilitators. To see a full list of all coded responses, see appendix H.

RESP: Respect for wildlife and the natural world (7)

- Respect wildlife for what it is.  
  (5,18,18)(III,A,RESP)

- Respect, well I'm trying to have them respect and value the natural world as it presents itself and feel like they can coexist and be happy within it instead of frightened of it, feel comfortable in it and just feel like more that they belong to the earth.  
  (15,18,18)(III,A,COEX)(III,A,RESP)

- To respect wildlife and I would say not just raptors but all wildlife.  
  (16a,18,18)(III,A,RESP)

APPR: Appreciation, wonder, curiosity about wildlife (5)

- Respect and appreciation of all living animals is important. No matter what it is. A lot of people are fearful of snakes. That doesn't mean you should go out and kill them. (Turn tape over) Respect, if you have that, all else falls into place (from notes)  
  (11,18,18)(III,A,APPR)(III,A,RESP)

- I just want them (people) to be happy. There are so many beautiful things that are for free out there. Encourage their curiosity and foster that.  
  (15,18,18)(III,A,APPR)

- Another main message would be to get excited about it (wildlife) and see how you can be more involved.  
  (16a,18,18)(III,A,APPR)(III,A,GIVEB)
DEPN: Relationships and interdependence of humans, wildlife, the environment (5)

- I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.

(2,18,17)(III,A,AWAR) (III,A,DEPN)(III,A,RESP)

- In everything that we do, we certainly affect our environment. From simply recycling the newspapers to having pesticide put on the lawn to prevent the weeds from growing. There are so many things that affect the animals, the forms of wildlife, not just animals, but plants also and what we do. They are so linked together. I don't think people realize that you can't just remove one component and everything else remains the same. Everything changes.

(16b,18,18)(III,A,AWAR)(III,A,DEPN)

NHIS: Knowledge about natural history and behaviors of wildlife (4)

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we call can help, that kind of thing. Natural history thrown in.


- Leave wild animals in the wild. The center is here to help you but is a last resort. Call first. Don't expect just because you see something that in your yard it couldn't be natural. Just because you see it doesn't mean to have to interfere.

(7,18,18)(III,A,NHIS)(III,A,TODO)

- One of the main messages with our education program in particular is to just teach people about what raptors are, about their natural history and their adaptations and the mission of the center.

(16a,18,18)(III,A,NHIS)(III,A,MISS)

AWAR: Awareness of problems that wildlife face and the impact of humans (4)

- I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.

(2,18,17)(III,A,AWAR) (III,A,DEPN)(III,A,RESP)
• The importance of good habitat. Habitat that is unpolluted, that is unthreatened, that is contiguous, in other words you can't have one lot here and one lot here with no contiguous line between them. Animals have to cross roads, mammals do at least.

STEW: Stewardship and responsibility to take care of the environment (4)

• Like I said we are just trying to get stewardship more than anything else out of our audiences.

• That we need to take better care of our environment for not only us but because of these creatures.

• I think the main thing that I try to get is respect for wildlife and the environment...Making people aware of their responsibility and as humans, if people consider themselves the highest of the species, then certainly we have the most responsibility not only to ourselves but to other species as well. We touch on that a lot. Our population is growing, we go through those types of things and how can we help but infringe on the wildlife community. It really all boils down to respect. Respect and knowledge, those things bring power. All you can hope to do with people is respect for what you do, for the animals that you care for and the knowledge to do something about preserving them and encourage them to use the responsibility that is their birth right. If you do all that, then you've done a successful program.

COEX: Coexistence between humans and wildlife (3)

• Peaceful co-existence with wildlife.

• Certainly we do see the effects of change on the birds that come in. There is no doubt and the reason they are here is that something has changed. Either habitat is gone or something has been put into their environment that is dangerous. The power lines, our windows, they hit windows all the time and we just need to do whatever we can to work with them instead of trying to eliminate them from our life.

TODO: What to do with injured, displaced or nuisance wildlife (2)

• What to do if you find a bird or animal, and birds and animals feel things just like you and I.
• Leave wild animals in the wild. The center is here to help you but is a last resort. Call first. Don't expect just because you see something in your yard it couldn't be natural. Just because you see it doesn't mean to have to interfere.

(7,18,18)(III,A,NHIS)(III,A,TODO)

IND: Concern or understanding about individual animals (2)

• What to do if you find a bird or animal, and birds and animals feel things just like you and I.

(6,18,18)(III,A,IND)(III,A,TODO)

• Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.


GIVEB: How the public can take action or give something back to wildlife (2)

• I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we call can help, that kind of thing. Natural history thrown in.


• Another main message would be to get excited about it and see how you can be more involved.

(16a,18,18)(III,A,APPR)(III,A,GIVEB)

POPN: The population management and conservation perspective (1)

• Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.


MISS: The mission of the organization (1)

• One of the main messages with our education program in particular is to just teach people about what raptors are, about their natural history and their adaptations and the mission of the center.

(16a,18,18)(III,A,NHIS)(III,A,MISS)
In summary, the main messages of the selected wildlife rehabilitators include a wide range of concepts, with appreciation and respect for wildlife being very common messages. The responses include statements that may be classified as containing humanistic or moralistic attitudes toward animals as described by Kellert and Berry (1980), but they also include strong ecologicist and naturalistic concern, as illustrated by the messages about the interdependence of humans and wildlife, the need for coexistence, and the importance of understanding the natural history and behaviors of wild animals.

The names of the categories used in this discussion were derived from the language of the respondents. Many of the concepts, however, reflect the five goals of environmental education as described in the Tbilisi Declaration (1978). As a group, the participants convey educational messages that support each of the five goals of environmental education, including awareness, values and attitudes, knowledge, citizen action skills and citizen action experience. The citizen action skills component, however, is less apparent in the responses of the rehabilitators. This may be due to the fact that the rehabilitators conduct more short term, one-time educational programs or encounters. It may also reflect the fact that the audiences most commonly reached by the selected rehabilitators are younger children for whom higher-level skills projects may be too difficult or developmentally inappropriate.

B. Valuable and unique aspects of the educational programs

The questions, “What makes your program valuable to its audiences?” and “What makes your program unique as compared to other nature or environment-related programs?” were posed to the interview participants as two separate questions. Due to considerable overlap in responses to these questions, however, they have been coded and presented as one question. Clearly, these questions inquire about two very distinct qualities of an education program: value and uniqueness. Asking the two separate questions, however, unnecessarily split a concept that many of the respondents seemed to view as one. In other words, the factors that made the education programs unique were
often the same factors that made them valuable, and likewise, the programs were valuable because they were unique when compared with other nature-related programs. To simplify the analysis and discussion, the questions were combined into the following question: “What makes your program valuable to your audiences or unique compared to other nature or environment-related programs?

The 14 categories of responses are summarized below. See Appendix H for a complete list of coded responses to this question.

ANIM: The use of live animals, the types used, or the way they are used in a program (13)

- I think quite probably it is the use of the live raptors that is really able to bring that home. For many in our audience, this is the first chance that they have to see one of these animals up close and it is something that I think they can take away with them and I think the ability to use live animals, if they are used correctly, in programming is very beneficial and gives the audience something that they can really take back with them. We use a lot of slide programs and talks. We take a lot of mounts with us also. But the live bird, I'll never get tired of hearing the oohs and aaaaahs when I take an owl out of its traveling cage for the program. That is just something that always takes your breath away. (2,3,3)(III,B,ANIM)

- I don't know if it is that unique except that it's probably the live animals that do it. (3,3,3)(III,B,ANIM)

- I think live animals. There is a lot of controversy now days whether live animals should be used in programs. We do surveys, we have tens of thousands of surveys that we do every year on people and the bottom line is live animals. You're competing with MTV, video games, interactive stuff. Look at all the stuff that is out there. You think you are going to keep some 5th grade kid's attention with a slide, you're crazy. (9,2,2)(III,B,ANIM)

- I think because we have the flying programs that we use and we fly a lot of different creatures, everything from parrots and crows to the hawks and owls, vultures, falcons. I think that is a good program. (9,3,3)(III,B,ANIM)

- Nature programs that I know of in this area don't cater to things that have to do with mammals in particular. They are usually focused around plants, birds or butterflies. They overlook the mammal species altogether. But you'll find people are fearful of the mammal species, not the butterflies, the plants and the birds. That is where you get all these people over-reacting when they see them. (11,3,3)(III,B,ANIM)
PERS: The personal experience, perspective and stories of the rehabilitator, or the perspective that the facility has because it deals with rehabilitation (8)

- Again personal experiences. I remember when I first did a program and I didn’t have much experience and I talked about owls. I boned up on my information about owls. Then after I’d seen a few with injuries I actually observed for myself how the pupils react independently and how far they can turn their heads. It lends a real immediacy, plus you have the individual stories. People relate more to individual story when it is brought right down to the level of the individual. Again, it’s experience that makes a real difference. That’s why, when we talk to people about educating that are getting into rehab, they have nothing more to offer as an educator if they have not gotten this experience than somebody just picking up a book. Especially because most of us aren’t trained educators. We’re just people and so we better be pretty good if we’re going to go out there and start talking to kids. (1,3,3)(III,B,PERS)

- I think here again we’re unique because we do deal with wildlife and rehabilitation itself, we can bring a very human and a very different perspective to people and some antidotal type of things which draw people's interest in. If you are lecturing and all you are giving are facts or whatever, you lose your audience pretty quickly. It is a matter of blending it in what has actually happened… I think the rehabilitation and dealing with that in the community gives us the perspective of some legitimacy, maybe of doing something, and people are interested in stories like that. (4,3,3)(III,B,PERS)

- I guess the word rehabilitation makes it unique because even the other nature center isn’t going to be talking about the kinds of injuries that they get because they don’t, being a rehabber you see a different side to life and death that these other programs wouldn't have any reason to be even touching upon. (12,3,3)(III,B,PERS)

EXPO: The audience gains exposure or has a chance to make personal connections to wildlife (8)

- We try to give a connection. We do a lot of interaction and it is kind of that same old thought that if you don't feel connection, if you don't love it, you won't take care of it. So in our educational programs we try to dispel myths obviously but also some sort of connection to that animal or where it lives, whether the kids are out here doing stuff and its all physical, they’re out in the habitat, they’re building the nesting boxes or whatever or you do the outreach where you show up with a bird, that sort of connection is what we really try to create. (5,2,2)(III,B,EXPO)(III,B,INAUD)

- And then you relate how this bird lives right there with them. The hawk depends on the same water they depend on, the same food they depend on, the same air they depend on. Well what’s killing it? All these chemicals. Are they in the water we drink? Yeah. Wow. So then you've got this link, you've created a link. Its almost
like looking at this computer, you have to have these links to make it work. If you
don't have the links it doesn't work. (9,2,2)(III,B,EXPO)

- I think instilling a love for nature, providing them a close up look at raptors that they
would not get in the wild. Creating a sense of wonder and enthusiasm. I guess those
would be the three main ones. (16,2,2)(III,B,EXPO)(III,B,PSSN)

VARPGM: The program is varied or designed for each group (5)

- It is geared specifically to the age groups. It meets the needs whether it is elementary
running the gamut through the young at heart, individuals from 70-80. Our message
does individualize and because we do bring along our birds and animals, they do help
give you that unique message that only that live specimen sometimes can do.
(6,3,3)(III,B,ANIM)(III,B,V ARPGM)

- I vary mine a lot because I think that each audience requires different take home
things. I think that is probably something I do that is different from a lot of people.
A lot of people have a script and go by it. I don't do that, I never have and I think
because I really feel very personally involved not only with the animals that I am
using but with the audience as well. I try to give them what it is they need to take
home...People learn in different ways and I think you have to be receptive. It is not
always possible particularly when you have a large facility when you have educators
that you really need to have a script. I think that is what is probably unique about my
situation. I've been lucky in that way. That is why people like it. It is always
different. So they can see it 20 times and they will always have a different
presentation. (10,2,2)(III,B,PERS)(III,B,V ARPGM)

- For the most part, each program I do is tailor made with the people who are visiting...
Many nature centers provide valuable programs but the programs are not tailor-made
for a specific group. (15,2,2)(III,B,V ARPGM)

INAUD: The audience is involved or engaged. The program is interactive (4)

- We try to give a connection. We do a lot of interaction and it is kind of that same old
thought that if you don't feel connection, if you don't love it, you won't take care of it.
So in our educational programs we try to dispel myths obviously but also some sort of
connection to that animal or where it lives, whether the kids are out here doing stuff
and its all physical, they're out in the habitat, they’re building the nesting boxes or
whatever or you do the outreach where you show up with a bird, that sort of
connection is what we really try to create. (5,2,2)(III,B,EXPO)(III,B,INAUD)

- We do have programs for little micro kids, thumb snatchers, little bitty guys where we
don't fly the birds. We just bring in stuff that they can touch. What does a little kid
want to do? A little kid wants to touch stuff, 4-5-6-7 years old, “can I rub it?”.
you can't touch the bird but here is a wing. Here is a beak, here is a foot, here is a
snake skin, here is a piece of elephant hide. Wow that is cool. They can touch that
stuff. At that age they are tactile and they really want to do it. Our programs try to
involve the people one way or the other in the program. (9,3,3)(III,B,INAUD)

FACT: The programs are factual or well-planned (3)

- I know our programs are well planned. They are accurate in information. They give
  a lot of information. (4,2,2)(III,B,FACT)

- Mine are factual. That should sum it up. I go off on a tangent about one man because
  I am still very upset about the message he gives to people. (11,3,3)(III,B,FACT)

- Because I know so much, when I go to talk, I am not talking about many species, I
  am only going to be talking about waterfowl. I may give presentations about four
different kinds of waterfowl but it will be how they all relate to each other and have
their own little niche that they are filling. (12,2,2)(III,B,FACT)

PSSN: The sense of passion, enthusiasm or appreciation (3)

- From what I've been told, in addition to the educational aids including the birds and
  animals that do come on the programs, a passion and the love and appreciation for the
environment and the animals that we represent is communicated to the audience and
hopefully - from what they've told me - that passion, that love of the earth, helps get
that message across. (6,2,2)(III,B,ANIM)(III,B,PSSN)

- I think instilling a love for nature, providing them a close up look at raptors that they
  would not get in the wild. Creating a sense of wonder and enthusiasm. I guess those
would be the three main ones. (16,2,2)(III,B,EXPO)(III,B,PSSN)

LOC: The location of the facility (3)

- What also makes us unique is that we sit on a very valuable marsh and so as our
  programming enhances out here, we have species that nest and breed out here that
don't breed anywhere else in the county. We've got a beaver dam so that is really
going to be a fun thing, we can tap into a lot. (5,3,3)(III,B,LOC)

- At our farm, people will be put in a very different environment. - we have no
building that is identified as a center. We do have farm buildings, etc. Children just
love to investigate these buildings. It is interesting to me how nature centers, no
matter where they are located, tend to take on the same "look" and are set up the same
way. (15,2,2)(III,B,LOC)
SOLN: The ability to provide the public with a solution to an immediate wildlife problem (2)

- It has to be the direct contact with the animals. The main reason a lot of the people come to us in the first place is because they have a need. They assumed responsibility for an injured animal or something and they had a need to respond to it and so we were able to help them do that. Whereas a regular nature center might be able to help with the information which we certainly do as well but we actually have an alternative for their immediate concern. (7,3,3)(III,B,PERS)(III,B,SOLN)

- The programs given at this facility focus more on individual mammal species. We teach humane human/wildlife conflict resolutions. (11,3,3)(III,B,SOLN)

BPICT: The importance of a big picture perspective (2)

- I think I do try to make people see the big picture. I think it is less important to bring out a single animal and have them say oh how pretty. Yes we know that but to consider where it lives and to see what is their piece of the puzzle. (10,3,3)(III,B,BPICT)

- Our scope is very broad. We travel nationally and I think that is going to continue to grow so I think that makes a very big difference. (16,3,3)(III,B,BPICT)

FUN: The programs are fun or entertaining as well as educational (2)

- I don't want to say the other guys don't do it, but our strength is fun, we really push it. We don't do the slide presentation, everything is fun. We want to create enthusiasm so everything we do revolves around that with our education. (5,3,3)(III,B,FUN)(III,B,PSSN)

- I think that it is a combination of learning something about these creatures and the problems they face out there without a lot of pain involved. I try and make it entertaining as well as educational. Kids really seem to listen. When I ask questions or if I go back into a school a year later and ask questions about what I talked about the year before, they really remember. They bring up what I've talked about plus I can tell they have thought about it. They bring up other situations. It is rewarding in that way. (8,2,2)(III,B,FUN)

POPN: The program conveys a population management or conservation perspective (1)

- The message, what they learn. The conservation management, population. I think of it as a holistic ecological approach, that is what my training is. (13,2,2)(III,B,POPN)
ENHA: The programs use the natural environment to enhance classroom study (1)

- I try to enhance in the natural environment what a teacher, for example, has been covering with students in the school setting. I have one teacher who has come, this will be her 21st year with her class here and every year says there is no place like ours for these kids to learn. She shares what she has covered with her children in school and I expand it in the natural environment out here. I build on what she has done in the classroom and we have worked out a thing that is a partnership. It is not “what do you do out there on your land?”, its “this is what I am doing in the classroom”. How can you, we come out there with the land resources and the natural communities you have and enhance for these children in the natural environment what they have been viewing on a screen in class” or that type of thing. (15,2,2)(III,B,ENHA)

Although only one respondent specifically mentioned that his/her program is valuable to its audiences because it enhances classroom study, it is important to note that most of the rehabilitators do talk with teachers or group leaders prior to the program to find out what the group is studying, what its interests are, or what its service motto is (see question III. C).

GIVEB: The audience has a chance to take action or give something back to wildlife (1)

- I think that the audience has a chance to give something back. Many schools in the area or private individuals choose to sponsor one of our birds and when they sponsor this particular bird, they have to go about collecting the money. Some of the groups work to clean up the environment collecting pop cans and things like that. It is a way for them to really understand and bring it all together. (2,2,2)(III,B,GIVEB)

C. Adjusting to varying audiences

The rehabilitators were asked in what ways, if any, do their programs adjust to meet the needs of varying audiences. To some degree, all of the participants offer age-specific educational programs, and the needs of the audience are considered as the programs are planned. All of the respondents said that program content is determined in conjunction with the group leader, or the audience itself, or that they ask the group about special the interests and topics of study when they set up the program.
**D. Links to the local and state school curricula**

The rehabilitators were asked if their education programs were created with specific links to the local school curriculum. Four participants said that all or part of their programs were created with links. Five participants said that their programs were not created with links to the local school curriculum. The remaining seven participants did not design their programs with the intent to tie into the local curriculum but they will help teachers to meet their curricular needs by customizing the presentations to include topics or concepts that the school groups are learning about in the classroom.

Some of the reasons for not including curriculum standards or objectives in the design of their programs are summarized with the quotes below.

- No, I understand that the state requires environmental education now, but we don’t hear much about it. I think it might be important if you’re out there marketing programs. Your programs will be more marketable if you can match certain criteria. But since that’s not an objective of ours, it’s not too important. (1,33,30)

- No, unless they are paying you for it specifically I would say that what they do is they have a science curriculum and they work us into their curriculum. It is easier for them to work us into their curriculum than it is for us to work into the curriculum of 75-100 different schools. (9,33,33)

- No. Boy it would be nice if the state curriculum considered things like what I teach but I can see why they wouldn't. There is a lot of education they could give kids that time just doesn't allow. No I've never checked with what it is that they are teaching at all. (10,33,33)

**E. Incorporation of educational theories**

While some of the interview questions resulted in lengthy responses and pages of text, other questions stimulated much less discussion, one of which was, “Do you incorporate any certain educational theories in your education programs?” This question was intentionally broad and open-ended, allowing the respondent to bring up any
theoretical foundations for their programs. The responses to this question did not reveal a list of commonly incorporated theories, yet it stimulated a useful discussion. The responses to this question ranged from “Yes” and “With my background in education, it all gets rolled around. I think it is very important” to a simple “No”. A majority of the participants, however, said that they did not intentionally base their programs on a particular theory, but that they probably do incorporate theories without knowing the names of the theories. The lack of familiarity with and formal training in key educational theories is consistent with a need perceived by the National Wildlife Rehabilitator’s Association (NWRA). In 1999 the NWRA was working on a project that would summarize relevant educational theories in the form of a guidebook for rehabilitators who educate (Jeannie Lord, personal communication, 1999).

F. Concerns that surfaced during this group of questions

The interview protocol did not include a question about the rehabilitators’ concerns or challenges related to their main messages or program content. Some concerns, however, were raised with enough frequency that they will be briefly mentioned at this point. Several participants acknowledged a controversy that exists, (both within the larger rehabilitation community and within their own thoughts and organizations) about the use of live animals in educational programs. Since the role of live animals in education was also a later question in the interview protocol, discussion of this topic will be saved until section IV. J). Throughout the interview series, several participants also acknowledged the debate between holding a population perspective of wildlife versus viewing it with a focus on individual animals. Interview participant 13 was particularly interested in the need for rehabilitators to balance the emotional aspects of their education programs with messages about the biological needs and issues of wildlife and wildlife management.
IV. Fundamental Values and Issues

The fourth theme of analysis involves the fundamental values and issues that surround and support the participants' wildlife education programs. In *A guide on environmental values education*, Michael Caduto writes:

“...there is an inherently controversial element involved when addressing personal values in the context of instruction that puts a heavy emphasis on objectivity. Many teachers will aspire to the laissez faire (hands-off) approach to the problem. However, it is not possible for any teacher to provide value-free instruction. Through the simple acts of setting an example that students will tend to follow (modeling) and establishing rules for conduct that is considered right or wrong (moralizing), teachers are making implicit value statements” (Caduto, 1985:2).

If one assumes that all instruction does involve some form of values education, whether explicit or implicit, then we must acknowledge the role of wildlife rehabilitators as moral educators and conveyors of values within their communities. The questions below will serve as the basis for the first part of this discussion:

A. What are the most important wildlife issues in your community?

B. Do you address these issues in your education program?

C. What other issues (or types of issues) do you address?

D. What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

A. The most important community wildlife issues

When asked to list the most important wildlife issues in their communities, the participants gave answers that have been grouped into ten categories of wildlife issues. The most commonly mentioned issues were 1) human population growth and the associated habitat alteration, 2) urban wildlife and perceived nuisance wildlife, 3) and public misunderstanding or lack of education about wildlife.
SPRAWL: human population growth, urban sprawl and habitat alteration or destruction (14)

- And also loss of habitat which is pushing the populations of course into smaller areas. (1,15,15)(IV,A,SPRAWL)

- Currently, right now it is habitat loss, urban sprawl and land use management. In this particular area, we are seeing an increase in housing developments and as that is going in, we are losing quality habitat and nothing is being done to work with that or replace it or so that is definitely a big important issue in this area. (2,15,15)(IV,A,SPRAWL)

- Mostly habitat destruction. We have a severe case of urban sprawl. Basically what we are seeing happening here, we once had 100 acres, now it is 10 lots, the driveway. We have a lot of fragmentation happening in our area. (5,15,15)(IV,A,SPRAWL)

- It is simply that there are too many humans as we keep encroaching on the animals and they've got to go because we want what they've got and we are not going to share it with them. It is as simple as that. (12,15,16)(IV,A,SPRAWL)

- Well habitat and diversity. In other words if they don't have the diverse habitats and you don't maintain those or leave them in large enough chunks, depends on what thing you want here. People's manicuring of the environment...It is loss of habitat I would say and the growth of the human population is part of the reason why. We are still growing at a faster rate. We are way out of what I consider a caring capacity that is sustainable to the earth. (15,15,15)(IV,A,SPRAWL)

URB: Urban wildlife or perceived nuisance wildlife (10)

- Probably geese. We have a lot of golf courses. And we have a lot of holding ponds, just like everywhere else where there's a lot of development. And, so basically what it is is the creation of habitat unwittingly on the part of humans who don't want the wildlife who don't understand that it wasn't intended for them to use. (1,15,15)(IV,A,SPRAWL)(IV,A,URB)

- The deer population. (3,15,15)(IV,A,URB)

- It has to be more of a nuisance, perceived nuisance wildlife, the geese clearly are a bone of contention for people. Raccoons are becoming more and more of a problem. Coyotes are becoming a problem. Again these are perceived problems. Obviously the raccoon in your attic is a real problem but there are certainly ways around it. The deer management thing, the district's active involvement in managing that population. (7,15,15)(IV,A,URB)

- We have a lot of people that complain about deer. (11,15,15)(IV,A,URB)
• Well I guess one of them I perceive in the immediate community is its urban wildlife. It is funny how you will have people opposed to hunting and trapping and everything until you know there is raccoons in their attic and then they don't care. They would be opposed to trapping but they don't care what kind of trap you use as long as you get them out of there. (13,15,15)(IV,A,URB)

LEDU: Public misunderstanding or lack of education about wildlife (6)

• In our area, so many of the people that move up here are from the city, and they tend to see wildlife in their back yard as being an aberration and so if they see a woodchuck, they call and they want to live trap it because it's a wild animal and it doesn't belong there - even though there isn't anywhere else for it to go. So, that's a real issue with people not even understanding anything about wildlife. (1,15,15)(IV,A,LEDU)

• Lack of education because people still don't understand, and the reason I am saying that is the deer herds. We have a tremendous number of urban deer herds. To be honest with you there is only one way to limit those herds and that is to shoot them but people don't buy that... One woman said we have this new subdivision, we have 15 homes, these are very top scale, million plus dollar homes. Each one has 8-10 acres. She says our problem is that these deer have moved in. I said no ma'am. I said the deer were there and you moved in. I could not make her understand that. She said no they weren't here we didn't see any when we bought the property. I said I know you didn't but you cleared the property so it is easier to seem them now. So it is education. (9,15,15)(IV,A,LEDU) (IV,A,URB)

• Misunderstanding of wildlife is a big one. We are getting a lot better. I even have hunters bring me things that they find in the woods which is really cute. (10,15,15)(IV,A,LEDU)

AGRIC: Agricultural practices and pesticides (4)

• I think because we are a pretty big agricultural state, we are continually discussing pesticide use and we get into quite a bit of concerns, questions, answers during the hunting season. The hunting time is very very busy - we are very busy then fielding questions and trying to work with people on those issues. Throughout the year, a lot of times farmers still see particularly birds of prey as a bad thing. A lot of hunters still see them as well as competition for their game birds and the food that they are trying to hunt. (2,15,15)(IV,AGRIC)(IV,A,HUNT)

• One of the main issues which is it seems shouldn't be is cutting hay too early. Not giving ground nesters time to hatch. You have to do a lot of education to teach people what a Harrier is, what a Short-eared owl is. If they see this and they really have to cut that area, call me, I will come. We have a new program this year. I will be working with fish and wildlife and even hatch eggs if needed. Our population of
those birds have just plummeted. We have to do something. We can't just sit and watch them disappear. (10,15,15)(IV,A,AGRIC)(IV,A,LEDU)

HUNT: Misuse of firearms and hunting ethics (2)

- I think because we are a pretty big agricultural state, we are continually discussing pesticide use and we get into quite a bit of concerns, questions, answers during the hunting season. The hunting time is very very busy - we are very busy then fielding questions and trying to work with people on those issues. Throughout the year, a lot of times farmers still see particularly birds of prey as a bad thing. A lot of hunters still see them as well as competition for their game birds and the food that they are trying to hunt. (2,15,15)(IV,AGRIC)(IV,A,HUNT)

- Hunting, misuse of firearms and judgment... (6,15,15)(IV,A,HUNT)

LACONT: There is no agency or organization that deals with animal control situations (2)

- Distemper in raccoons is an issue because people tend to see them more. We don't have a good way to deal with it. We don't - even if we had the people to go out and euthanize those raccoons rather than having them shot, that's almost like a whole other activity in itself and that is not where our time is best spent. And that's something that maybe the local governments need to look at. They need to look at handling that because the DNR doesn't do it, and yet these are the ones that have to be destroyed for the sake of the public, so the kids don't get bitten or whatever, approaching them. So that's a real issue because there's a lot of interaction between people and raccoons. Not that much for skunks. (1,15,15)(IV,A,LACONT)(IV,A,URB)

- Wild animal control is a problem here because no agency typically handles these calls. (11,15,15)(IV,A,LACONT)

POL: Litter, pollution (2)

- ...habitat loss is big thing all over the state because we don't have very many wild places. We are second to last in having public held lands. That tells you that there is not much out there for these wild creatures. Habitat loss is one of the biggest thing and water quality. (3,15,15)(IV,A,POL)(IV,A,SPRAWL)

- Litter, like six pack rings, fishing line, oiled birds. (8,15,15)(IV,A,POL)

VALS: Differing values toward wildlife (2)

- I guess it is not a problem of the animals, it is a problem that there are too many people and too small a space. There are no predators for the deer. There are people
that are out there feeding the geese and the people that hate the geese. People feeding raccoons and people hating the raccoons. It is the conflicts that come between each individual person's differing values for how they appreciate that animal.

(7,15,15)(IV,A,SPRAWL)(IV,A,VALS)

- I think the different value we put on different species is a major issue I think in a lot of areas. People still look at the bald eagle as oh this amazing, and they are an amazing majestic species. This woodchuck as this destructive pain the neck who is digging under my barn. Well a woodchuck has as much right as an eagle to be here. And we have no right to take away its life. So I think that is another issue. These species who are way down on the totem pole. (14,15,15)(IV,A,VALS)

IMPR: Imprinting of young birds when the public tries to illegally raise them (1)

- The other thing I would add probably is the issue about imprints, and how people, when they see a small bird they think it is cute or again if they see it and want to help it and they keep it and again they think they are helping and again they are hurting it. I think that may be an important one because I would imagine it takes a lot of the time at the clinic so that would probably be it for an issue too. (16a,15,15)(IV,A,LEDU)

LEAD: Lead poisoning (1)

- Because of the number of birds that we see, we can get a real good idea percentage wise of what is really affecting the birds and it certainly has been clear to us in the last few years that lead continues to be a real problem in eagles so this is a really good point for us to kind of shoot off and do some intense education with the populous in general but also to hit hunting groups and things like that to alert people to what the effects are and maybe what options are out there. (16B,15,15)(IV,A,LEAD)

B. Are these community wildlife issues addressed in the education programs?

All of the respondents said that they address some community wildlife issues in their education programs, although the depth of discussion depends upon the issue, the age and interests of the audience, and the individual rehabilitator. In an effort to speak from first hand experience, one respondent said that while she is giving an educational program, she is careful to only discuss issues involving animals that are treated at her facility. This rehabilitator also stresses the need to “get a feel for the audience” and to alter the discussion according to the needs and reactions of the audience. Although most respondents address community wildlife issues in a direct manner, only two respondents said that they use indirect methods when dealing with these issues. One respondent,
whose educational presentations are primarily for young children, will only address local wildlife issues if an audience member asks a related question. This rehabilitator does, however, address local wildlife issues when conducting over-the-phone education. Another rehabilitator said the following,

“I don’t specifically address that (encroachment from human populations). Of course I have to bring it up because that is why I am getting all of these animals. I get all of these orphans because we have ruined a lot of their habitat or they become orphaned because they have to now travel across three busy streets in order to get back to the water... I don’t want people to think that these birds only become injured just ‘because.’ No. Ninety some percent of the birds that I get are here because of some kind of human intervention with their lives. So I don’t let people forget that. I am here because there are too many of us out there” (12,16,16).

C. Other issues addressed in education programs

The selected rehabilitators were asked, “What other issues, or types of issues, do you address?” Although most respondents answered the question by telling of other topics or approaches, rather than issues, the responses are still helpful in understanding the educational efforts of these rehabilitators. Some of the responses are listed below:

- Do’s and don’t’s of springtime baby season and other seasonal messages
- Legal implications of possessing wild animals or their parts
- Misuse and abuse of animals
- Careers in wildlife
- What has already been done to help wildlife
- Habitat modification and site evaluation to determine the reason for abundant wildlife in some areas
- Ethical, legal, philosophical, practical issues related to wildlife rehabilitation (with university veterinary students)
D. Fundamental values and beliefs

When asked what fundamental values and beliefs they include in their education programs, the respondents said that hope to convey the following values. The numbers in parentheses represent the number of the interview from which the response came.

Respect (1)(2)

Compassion (1)

Respectful coexistence (6)

The sharing of limited space (6)

In response to the question about fundamental values and beliefs, the respondents also gave the following answers, which the researcher has classified as belief statements rather than values. These statements are not direct quotes.

- Humans have to take responsibility for the environment (2)
- The environment is not a resource that is easily renewed, or can be renewed, in many situations (2)
- We can and we must learn to co-exist with all other living things, whether or not we like them (3)
- We must learn to respect other living things for what they do and what they are (3)
- It is important to feel positive about humans even if you think it is easier to deal with wildlife than it is to deal with people. Don’t cast humans as villains (4)
- Ignorance is not an excuse. People need to start thinking and be more aware of inadvertent problems they cause and their consequences (4)
- We should not give wild animals human attributes – there is no good or bad in wildlife or nature (4)(5)(7)(8)(15)
- Birds and animals feel things just like you and I do (6)
- We are all interconnected (7)
- Conservation is not a philosophy, but how you live (9)
• You have to live with the earth and not on the earth (9)

• It is important for there to be a balance (10)

• There has to be respect for wildlife and the individual animal. You don’t have to like what is does, where it lives, or what it eats, but it has a place. (10)

• Wildlife is meant to remain wild (11)

• The world should be a better place after you are gone than it was before you got here and it is everyone’s responsibility to figure out what it is they need to do to make it better (12)

• We are responsible for the welfare of animals, whether it is their care in a rehabilitation center, their use in education, or for management at the population level (13)

• Wisely managed, wildlife are a renewable resource (13)

• Most people can feel compassion and value for wildlife so there is basic good in people (13)

• If there is no more wildlife, there will be no more people either (14)

• You don’t want to put fear in people’s minds, but you have to get them active with some kind of shock value (14)

• All living things depend on each other and the human being is part of that system (15)

• We all live together and everyone has a place and we need to learn to respect that (16)

Addressing values and issues

Subproblem 5 of this study is “What methods do the wildlife rehabilitators use when conducting values education and issues investigation?” As discussed above, the wildlife rehabilitators in this study base their educational programs on a set of values and beliefs that includes respect, compassion for wildlife, and personal responsibility for one’s actions. Values, however, may be conveyed to an audience in a variety of ways. The participants were asked the following questions to reveal their strategies for conveying values to their audiences.
E. What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

F. Do you address issues differently with different aged audiences?

G. How do you address differing or opposing values and attitudes toward wildlife?

H. How would you respond to a student who says during a program, “Well, my father hunts”?

I. How would you respond to a student who says during a program, “When he was little, my grandfather had a pet crow.”

J. Do you use live animals in your education programs? What are your beliefs about the role of live animals in education programs?

The researcher intended to combine and collectively review the responses to the above questions (E through J) using the Meaning Categorization approach described in the methods section of this document (Kvale, 1996). The eight strategies for environmental values education (EVE) described by Caduto (1985) would serve as the analytic categories, and the responses would be categorized as supporting or disconfirming the use of each of those eight values education strategies. The above questions were designed in an open-ended format in order to encourage freedom of response and because selection from a pre-determined list of categories (such as those described by Caduto) might lead the respondents to select or avoid certain strategies depending on what they feel they should be doing. The responses to this line of questioning, however, did not lend themselves to analysis with the Meaning Categorization approach. The responses were often lengthy and unfocused. The researcher learned that a thorough discussion of the wildlife rehabilitators’ environmental values education strategies would only come from a study dedicated to EVE strategies alone. Direct observation will also be a valuable method in a future study about the ways that rehabilitators conduct values education.
E. What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

Although most of the respondents do not perceive any major risks in dealing with values in their education programs, the most commonly mentioned risk was that the audience (or the parents of young audience members) might reject, dislike or disagree with the educational message or philosophy of the rehabilitator. Some participants also mentioned the risk of misleading the audience or presenting the material in a threatening way. Other risks perceived by some participants include the following:

- When a rehabilitator goes too far in the other direction by putting wildlife rights over human’s rights rather than maintaining a balance – causing people dismiss the rehabilitator as an extremist.
- Public scorn or disrespect
- Public being inadvertently encouraged to take injured wildlife matters into their own hands or to take wildlife as pets. Liability associated with a member of the audience approaching a dangerous wild animal after hearing the rehabilitator’s message and misinterpreting it.
- Being labeled as “one of those crazy animal people”

F. Do you address issues differently with different aged audiences?

All of the interview participants said that they address issues differently with younger students than with older aged groups by either simplifying the concepts, focusing on things in the childrens’ backyards, or by reinforcing positive aspects of the environment rather than scaring them with gloom and doom predictions. One rehabilitator avoids most ethical issues with young audiences unless someone asks a specific question. For example, she may briefly explain why it is good to keep your cat indoors and that your cat does not know any better, but she will not get into the ethical questions of native wildlife versus exotic animals and whether the animals have a right to be there.

Many participants said that they will be more straightforward about issues with older students and adults. Others will wait to discuss certain concepts until about the fifth
grade when students have begun to develop a sense of community and can they better understand, for example, if you put something in a stream it will affect something downstream. By middle school, one respondent will begin to ask for accountability, responsibility and participation from her audience by asking thought provoking questions.

G. How do you address differing or opposing values and attitudes toward wildlife?

Each participant was asked how they address differing or opposing values and attitudes toward wildlife. They were also asked to explain how they would respond to two scenarios that may come up during an education program. The following approaches are used by the participants to address differing values and attitudes toward wildlife.

- You can’t force your opinion on someone else, just present what the facts are. Deal with tough situations with the facts and figures, not emotionally. Use your head, have natural history facts and figures on hand. Try to cut through the emotional involvement.

- Present factual information based on biological aspects such as carrying capacity and population density and the role of disease and parasites in an overpopulated habitat.

- Deal with it head on.

- Be respectful.

- Be careful. Be gentle. Never be abrasive.

- If it is confrontational, don’t deal with it in an open setting.

- Just present things from your perspective and what you deal with.

- Create a feeling of sympathy or compassion in the audience if you can.

- Don’t shy away from sharing a different perspective. Attempt to show animals in a different perspective – at times, personalize them.

- Do not be judgmental and allow them their opinion. Be a good listener. Allow them to speak, don’t cut them off. Stay even keeled, don’t rush to judge.

- If doing formal programs, have some of these things thought out in advance.
- Don’t let it go to a personal level.
- Talk it through, knowing that some people will never change their minds.
- Sometimes I express my opposing viewpoint, or sometimes I just smile. It depends on the situation.
- Take the high road if you have to. Keep it short. Say it is simply a personal thing. It doesn’t do any good to get angry.

_How would you respond to a student who says during a program, “Well, my father hunts?”_

To gain a better understanding of the way the participants deal with value-laden topics in their education programs, the researcher posed two hypothetical scenarios to the participants. The first was “How would you respond to a student who says during a program, ‘Well, my father hunts?’” The overall response of the participants was to accept hunting as long as it was done according to the rules and with some type of ethic or conscience. Of the 17 respondents to this question (interview 16 involved two respondents) 14 individuals said that they were not anti-hunting. Their responses may be summarized by the quotes below. The numbers in parentheses represent the number of the interview from which the responses came.

- I don’t have any problem with hunting. I am not opposed to hunters. I am opposed to bad hunters and your dad probably would be too (4).

- And I would ask and what does your father hunt and is it something that you eat. I said sometimes there is a need for hunting within a community. But to shoot at a hawk or an owl is misuse of that privilege (6).

- So. I mean we are not opposed to hunting. I mean it is like bird feeding. As long as you are doing it ethically. We usually don’t talk about it but we talk about it certainly with the bird program, we talk about that it is illegal to hunt these animals and the misconceptions with these birds that they are taking farmer’s chickens and things like that (7).

- Okay so your dad hunts. I really don’t consider it a challenge even if they want to present it as a challenge. I don’t take it as a challenge so that is the end of the subject. As far as I am concerned, hunters are hunters and they can go out and do what they do as long as they play by the rules (12).
• That is perfectly fine that your dad hunts. Is he a good hunter? In other words there is a code of ethics for hunting. Does he follow that, does he have his licenses...It is the management tool that the human being has come about. I'm certainly not going to argue that there is a right in our society to hunt. But it requires just like I do, that you have permission to do it and you have to have licenses and then there are some guides and rules. Many times people think if your a wildlife rehabber you are against hunting. You must be against hunting. A lot of the conservation officers believe that, it is unreal. It is very very interesting. Many many of the conservation officers feel that or the people in the DNR think you have to be anti-hunting. Why. Why did they conclude that? I don't know why they conclude that (15).

One respondent seemed to assume that the student’s father sometimes hunts a protected species:

• That is tough because dad is not wrong...Usually what I will say at that point is what did you just learn about this hawk? What does he do that is good? Okay great he eats rats. So if your dad shoots this hawk, how might that be bad besides that the hawk is dead. And then they start thinking about the rats. You kind of put it back into the kids hands again and you can't say well your dad is an idiot. You want to but you can't. So often you try to have the kid or the individual come to the conclusion on their own that it is not the right thing to do (5).

The remaining two participants captured the two extreme views of this scenario. Interview respondent 13 was clearly pro-hunting:

• I would say you ought to be learning from him and going with him. Hunting is not bad. Hunting is the most important management tool we have. Compare it to wildlife rehabilitation at the population level. Try to put it in perspective. That is a very good question. It addresses a lot of the issues. There is a stigma that hunting is bad. Done properly, many times the way a hunter kills an animal is more humane than how a well intentioned rehabilitator kills an animal either by mismanaging it in captivity or releasing it without it having a really good chance of survival so I will point that out (13).

Interview participant 11 was less supportive of hunting than the other respondents. This rehabilitator strongly disagreed with hunting as a form of recreation or fun:

• I am not so much against hunting as a food source, even though it is not practical, even though it is not economical and I don't know anybody who does it. Sports hunting is the thing I despise the most. Who can we impress today, what can I hang on my wall. How can I look like a big guy. It is that kind of thinking that blows my mind. The only response I have is the same one that everybody has. Anybody who kills something for fun, I am concerned about. I am concerned about the message it sends to the their children, I am concerned about what it says about them as a whole.
Anybody who can take pleasure in killing something is despicable. Would I say this to a classroom of kindergartners, no. I don't think it is fair to put that burden on them. They don't know any better. They just see their parents do it and who are they going to respect more than their parents. I am hoping by seeing these animals in a different light, that will do more than anything I can possibly say.

I. How would you respond to a student who says during a program, "When he was little, my grandfather had a pet crow."

Wildlife rehabilitators are frequently in a position to educate about the inappropriateness and illegality of keeping wildlife as pets. For further discussion about the way the rehabilitators deal with value-laden issues, they were asked “How would you respond to a student who says during a program, ‘When he was little, my grandfather had a pet crow?’” Eleven of the 15 rehabilitators who answered this question said they would stress the illegality of the situation by explaining that when the grandfather was young there were few wildlife protection laws, but today we have laws to protect animals and prohibit taking most wildlife as pets. Eight respondents said that they would allow the student’s question to lead into a discussion about the difference between wild animals and pets, and why wildlife do not make good pets. Four respondents will explain the negative effects that imprinting, poor diet, and improper housing have on wild animals. Three respondents will ask the audience if they feel it is fair to keep wild animals in captivity. One or two respondents also mentioned the following responses:

- The rehabilitator would tell the student that his grandfather was lucky to have an experience with a crow, they are interesting birds, but that is not appropriate today
- The rehabilitator would try to be as positive as possible without loosing her cool or coming down on the student
- The rehabilitator would explain the risk to people from keeping wild animals which may become defensive or aggressive with age
The role of live animals in education programs

The participants expressed a fairly wide range of opinions about the role of live animals in education programs. Although none of the rehabilitators in this study denounced the use of live animals, a few participants believe that quality education programs may rely upon slides and animal mounts without ever needing a live animal. Several others said that they would like to think that a live animal is not necessary, but in reality, it is the single best way to capture the attention of the audience and help the audience make a personal connection to wildlife. Still others suggested that there is no way that a rehabilitator/educator will keep the attention of an audience without the presence of a live animal.

All but one of the participants use live animals in their education programs (all with permission from the appropriate state and federal agencies). One respondent uses raccoons, and four respondents use primarily birds of prey with occasional use of mammals or other animals such as reptiles, amphibians and waterfowl. The remaining 10 respondents use only birds of prey and vultures in their educational programs. The birds of prey are most commonly held on a gloved hand during a presentation or discussion with an audience. Half of the rehabilitators' facilities also include interpretive or display cages where the public can get an up-close look at the animals. One of the respondents uses the birds of prey in a free flight program.

When asked "What are your beliefs about the role of live animals in education programs?" all respondents stressed the positive value of using live animals. They felt that a wild animal captivates the members of the audience, allows them to make a personal connection to the animal and gives them an up-close look at an animal that they may not otherwise see in the wild. While supportive of the use of live animals in programs, the respondents also expressed a concern for the animal's quality of life, as well as the need for proper training and handling procedures on the part of the staff.

Other concerns were that the animals must be handled and presented in a way that is consistent with the message of the program. For example, while handling the animal (especially mammals) the educator has the difficult task of inspiring awe and appreciation
for the animal while discouraging the audience from perceiving the animal as a pet or thinking that it is acceptable to have one of these animals as their own. Some rehabilitators acknowledged a common discussion that exists within the rehabilitation community, as well as among their own staffs, about whether an animal’s life in captivity can truly be justified by its use as educational ambassador.

V. Wildlife Management and State Wildlife Agencies

The fifth theme of analysis will focus upon the relationship between the wildlife rehabilitators’ education programs and their state wildlife agencies. A current struggle in the wildlife rehabilitation community revolves around differences in the role (and perceived role) of rehabilitation in today’s wildlife management activities. The question of “where does wildlife rehabilitation fit within wildlife management?” is especially important as professionalism in wildlife rehabilitation increases, and as the role of wildlife management expands. Tensions arise when wildlife management and wildlife rehabilitation are both viewed in a narrow sense. That is, when wildlife management is viewed as strictly traditional hunting and fishing management activities without incorporating a human dimensions component or non-game species, or when wildlife rehabilitation is viewed strictly as caring for an individual animal without incorporating the community service or public education component. The perceptions that the rehabilitators and state management personnel have of each other’s goals and practices are key to successful relationships between the two groups. The researcher believes that today’s changing roles of both wildlife management and wildlife rehabilitation are creating a vast potential for cooperation and new relationships between these two groups. The discussion below will center upon the participants’ responses to the following questions:

A. What is your definition of wildlife management?

B. Do you address wildlife management concepts or issues in any of your educational efforts?
C. Are you aware of your state or federal wildlife agency's education programs? How does your education program work with those programs? Is this as much as you'd like, less, or more than you would like?

D. Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe. Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

E. How might these two groups increase cooperation and communication?

A. Definition of wildlife management

This section of the interview discussion was initiated with the participant defining wildlife management in their own words. Not only was this an important starting block to the interview discussion, but it is a fundamental question that constantly resurfaces in the field of wildlife management. The rehabilitators' responses reflected a basic philosophical belief that wildlife management encompasses a broad range of activities, such as maintaining natural biodiversity, dealing with issues of human-wildlife conflict as well as the traditional management of game species. Of interest to wildlife managers is the way in which wildlife rehabilitators view hunting as a management tool and whether they express these views during education programs. Table 8 is a summary of the way in which the participants defined the term wildlife management.
Table 8: The participants’ definitions of wildlife management.

<table>
<thead>
<tr>
<th>No. of Interview</th>
<th>Includes hunting &amp; fishing</th>
<th>Aside from traditional hunting and fishing activities, management includes...</th>
<th>Management does not, but should include more than just the traditional activities, for example...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This question was not part of interview number one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td>Ecosystems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>Habitat loss, declining non-game species</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td>Habitat, keeping populations viable and within carrying capacity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>Habitat preservation, natural biodiversity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>Survey, support wildlife, research to benefit wildlife, disease control</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td>Having a good understanding and devising a plan</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td>Tracking populations</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td>Wise use of resources, self-sustaining balance, protect indigenous species</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>X</td>
<td>Dealing with issues of human conflict with wildlife</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>Ideally it would not be necessary</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>Wetland preservation, concern about pollutants, issues of conflict with people &amp; wildlife</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td>Healthy, sustainable and renewable resource</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>Natural balance should take over rather than management by people</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td>Understanding needs so species doesn’t over-impact environment</td>
<td></td>
</tr>
<tr>
<td>16a</td>
<td>X</td>
<td>Managing to avoid conflict with people</td>
<td></td>
</tr>
<tr>
<td>16b</td>
<td>X</td>
<td>Habitat, nuisance control, allowing people to enjoy wildlife, tracking populations, planning to prevent decline in species</td>
<td></td>
</tr>
</tbody>
</table>

B. Addressing wildlife management in education programs

When asked if they address wildlife management concepts in their education programs, ten of the respondents said that they directly or indirectly address some form of wildlife management. Five respondents stated that they do not address wildlife management at all. This question was not part of the pilot interview protocol.
C. The relationship between the rehabilitator's education program and the education program of state and federal wildlife agencies

Table 9 is a summary of what the rehabilitators said when asked “How does your wildlife education program work with that of your state wildlife agency?” and “Is this as much as you would like, less or more than you would like?” Four of the respondents felt that the current relationship is adequate, and eight respondents said that they would like to see a more cooperative relationship or more effort given to wildlife education by government wildlife agencies. One respondent could not comment due to a lack of familiarity with current agency efforts. Of the remaining three respondents, one had no response, one respondent did not comment due to the limited educational involvement of state agency within the community, and the last rehabilitator felt that she and the state wildlife agency “will never be on the same page as far as education goes” and, “If I could get the them to see my point of view that would be wonderful. It isn’t going to happen.”

D. Overlap in educational goals, values and beliefs

The participants were asked “Do you perceive overlap in the educational goals of government wildlife agencies and your program?” The responses to this question are summarized in Table 10. The responses to the question “Do you perceive overlap in the values and beliefs of government wildlife agencies and your program?” are summarized in Table 11. Overall, the participants held very diverse views about the degree of overlap between their education programs and those of the government wildlife agencies. Several participants clearly saw no overlap, while others stated that there was a definite overlap in educational goals between the two groups.
Table 9: Working with the education programs of government wildlife agencies

<table>
<thead>
<tr>
<th>IV No.</th>
<th>How does your wildlife education program work with that of your state wildlife agency?</th>
<th>Would you like to work more or less with your state agency’s education program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other than Project Wild and hunting education, not aware of other programs by state agency. Have taken a few animals to programs with DNR naturalist. Not aware of a federal program.</td>
<td>If DNR would allow a program that has neither a pro- nor anti-hunting message. Would be good to dove-tail message with DNR, but might be hard for some rehabilitators to work with the very pro-hunting message of the DNR.</td>
</tr>
<tr>
<td>2</td>
<td>Work closely with non-game and law enforcement branches of state agency to answer specific questions that arise.</td>
<td>Would like to co-sponsor more educational programs with state agency to bring a broader audience to both groups.</td>
</tr>
<tr>
<td>3</td>
<td>“Our state agency basically doesn’t do wildlife programs and so they want us to do wildlife programs because they are getting this benefit without putting any time and money into it.”</td>
<td>Would like state agency to become much more involved in education. Would also like to integrate Migratory Bird Treaty laws and responsibilities into hunter education, but local officer showed disinterest in having the rehabilitator help with hunter education.</td>
</tr>
<tr>
<td>4</td>
<td>Not sure about federal programs. They are very involved with state programs such as Project Wild, but not very involved with, or sure what the district office does. “Frankly I think our program...gives the Division of Wildlife more good publicity and public awareness than any of their programs do.”</td>
<td>Would like to see the Division of Wildlife develop more programs that would be useful to the rehabilitator, e.g. a program about Bald Eagles in the state. There is Project Wild, etc, but no other curriculum that comes from the state agency and it would be nice to see more.</td>
</tr>
<tr>
<td>5</td>
<td>They are invited to a couple schools when they do Project Wild. Have done some joint programs with the Div. of Wildlife. The only federal program they utilize is International Migratory Bird Day materials.</td>
<td>It is a pretty good balance right now. Feel comfortable with their relationship with the state.</td>
</tr>
<tr>
<td>6</td>
<td>Familiar with some programs but doesn’t think there is much going into the schools. That is why the rehabilitator needs to go into the schools. Feels that their programs and state programs are compatible with the exception of using wildlife as a commodity.</td>
<td>No comment. Has worked closely with state agency for many years and they work well together, but the state’s education programs are not real complete. There are natural history sheets, but no active involvement with the classrooms or communities.</td>
</tr>
<tr>
<td>7</td>
<td>Use them mainly as a resource for good literature, brochures, teaching boxes.</td>
<td>“I think how we are using them now is good...as a resource to help support what we are doing.”</td>
</tr>
<tr>
<td>8</td>
<td>“They are pretty non-existent”</td>
<td>Would like to see a relationship develop.</td>
</tr>
<tr>
<td>IV No.</td>
<td>How does your wildlife education program work with that of your state wildlife agency?</td>
<td>Would you like to work more or less with your state agency’s education program?</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>“Most of their stuff (the state) is hunter educational... We don’t agree on everything but by and large we get along well with them. They know we are not anti-hunting or anti-fishing so we are beneficial to them...”</td>
<td>“I think it is pretty good”</td>
</tr>
<tr>
<td>10</td>
<td>“I do a lot of work with the state.”</td>
<td>“I would like to do it more. I would like for them to include wildlife educators more than they do. That is going to come with time and as wildlife rehabilitators gain some credibility... It is an important issue.”</td>
</tr>
<tr>
<td>11</td>
<td>First education program was with the local conservation officer. Had a good relationship with him, but now he works in a different position. “State wildlife education programs teach hunting in schools. It is deplorable... They hide behind the premise that we are teaching gun safety... What they are teaching is desensitization to death of animals.”</td>
<td>“I haven’t given it any thought. We will never be on the same page as far as education goes... I have no desire to see it happen. If I could get them to see my point of view that would be wonderful. It isn’t going to happen.”</td>
</tr>
<tr>
<td>12</td>
<td>No, not aware of state or federal programs.</td>
<td>“Well since I don’t know what kind of wildlife programs they really have, I can’t answer that.”</td>
</tr>
<tr>
<td>13</td>
<td>Aware of state but less of federal programs. Helped state non-game program by providing and paying for study skins that were made available for teachers to use.</td>
<td>There is some effort on the state level but not enough. There ought to be more at federal level also, but since all agencies are facing cut backs, how can they expand programs?</td>
</tr>
<tr>
<td>14</td>
<td>The state recently decided to put a lot of money into an education program and the rehabilitator worked with a DNR employee to develop a program, but DNR chose not to use it and the rehabilitator hasn’t seen the new one yet.</td>
<td>“I am more than willing to become more involved... They know I am here if they want more input. They didn’t say anything for this last big push that they’ve made.”</td>
</tr>
<tr>
<td>15</td>
<td>Aware of some things, mostly within the non-game program.</td>
<td>No response.</td>
</tr>
<tr>
<td>16</td>
<td>Not aware of programs. “…a lot of times, the state and federal people refer to people to us as kind of being the leaders in what we do.”</td>
<td>The rehabilitation facility probably has more information and resources about their specialty than the state does, would hate to have the state give programs lacking the information they have. On the other hand, it is always good to involve the state. They have a very good relationship with the state agency.</td>
</tr>
</tbody>
</table>
Table 10: Perceived overlap and differences between the **educational goals** of the respondents and government wildlife agencies

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Perceived overlap in the educational goals of government wildlife agencies and the rehabilitators’ programs</th>
<th>Perceived differences in the educational goals of government wildlife agencies and the rehabilitators’ programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We both want to influence public to do what we think is best for wildlife. We want to deal with the cause – humans, but they deal more with the symptoms than the cause.</td>
<td>They want to educate to increase the number of hunters, but we want to educate that the reason we have wildlife overpopulation in some areas is due to human actions, such as feeding the geese and deer.</td>
</tr>
<tr>
<td>2</td>
<td>If there is overlap, that is good. It will reinforce the message that people receive.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>4</td>
<td>Very definitely. Both try to educate about the needs of wildlife, the problems or wildlife and how we can help wildlife. We share a goal of protecting wildlife and enhancing habitat.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>We overlap in a lot of things trying to create stewardship in the community. Both organizations want people to enjoy wildlife, even if the educational efforts aren't done in the same way. I think we are all in it for the same cause in the long run.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>I do not see an overlap in educational goals. It is more personalized at our level, rather on a fact sheet that the DNR puts out.</td>
</tr>
<tr>
<td>7</td>
<td>There is overlap and I don’t think that is bad. It goes back to people hearing the same message from a variety of sources.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>No, they don’t have any.</td>
</tr>
<tr>
<td>9</td>
<td>I think the mission is the same but the message is different. They may approach it as a renewable resource. We approach it from the non-game species end. Sometimes they do too, but it is going to be a little bit different either way.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I sure hope so but it is going to take a while.</td>
<td>There is not as much now because government agencies are real political right now and it depends on lobbyists that have money.</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>No. They keep telling me they want to be an agency for the entire state, not just the hunting ethic, but I don’t see it happening. I would like to see it happen. I would like to see the DNR stress humane wildlife conflict resolutions.</td>
</tr>
<tr>
<td>12</td>
<td>I couldn’t answer that. I guess, but there would still be a different slant.</td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page
Table 10 (continued): Perceived overlap and differences between the **educational goals** of the respondents and government wildlife agencies

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Perceived overlap in the educational goals of government wildlife agencies and the rehabilitators’ programs</th>
<th>Perceived differences in the educational goals of government wildlife agencies and the rehabilitators’ programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I do. I think there ought to be with anybody’s program. Wildlife agencies have more of a population management perspective and I think that most rehabilitators programs don’t, but should.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The broad educational goal does overlap</td>
<td>The objectives are pretty far apart</td>
</tr>
<tr>
<td>15</td>
<td>I think some things are common, others are not. It depends on where you are in the agency and this is where I wish there were more coordination within the DNR itself, between the different divisions. But so much of it is money driven.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>No response.</td>
<td></td>
</tr>
</tbody>
</table>

Table 11: Perceived overlap and differences between the **values and beliefs** of the respondents and government wildlife agencies

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Perceived overlap in the values and beliefs of government wildlife agencies and the rehabilitators’ programs</th>
<th>Perceived differences in the values and beliefs of government wildlife agencies and the rehabilitators’ programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No, we are widely disparate because they place higher values on endangered species, we value all species.</td>
<td>Depends on which part of wildlife agency you talk about, e.g. it might be different for non-game vs. game.</td>
</tr>
<tr>
<td>2</td>
<td>Probably some overlap with those that deal with management, ecology, education, and they can work well.</td>
<td>But there is an absence of emphasis on no-game species. They emphasis hunting because that is how they make their salaries.</td>
</tr>
<tr>
<td>3</td>
<td>Sure, in terms of non-game.</td>
<td>I wonder sometime about hunting as a management tool, but I am not going to argue with them over that. That is not my realm.</td>
</tr>
<tr>
<td>4</td>
<td>Yes. There are differences of opinions, but they are not terribly contradictory. The agency has values and beliefs too, they are people too.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>In general yes.</td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page
Table 11 (continued): Perceived overlap and differences between the **values and beliefs** of the respondents and government wildlife

<table>
<thead>
<tr>
<th>I.V. No.</th>
<th>Perceived overlap in the values and beliefs of government wildlife agencies and the rehabilitators' programs</th>
<th>Perceived differences in the values and beliefs of government wildlife agencies and the rehabilitators' programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Possibly not in that theirs is a management type approach where we take it a step further in terms of appreciation and respect. We don't see wildlife as a commodity.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I don't really know what their values and beliefs are. I think their focus is on the population and just by the nature of wildlife rehabilitation, our initial focus is on the individual animal and person who encounters that animal.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>State level, I see there is an overlap. Even the federal government, I don't think there is too much of a difference there.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Yes. There has to be.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I can't answer that one either.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Yes, and most education programs ought to address those social values as well as the biological values of wildlife.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>No, I think they are pretty different</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I think theirs is more utilitarian</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Some overlap in beliefs about how we would want to manage intense human growth.</td>
<td></td>
</tr>
</tbody>
</table>
E. Ways to increase communication and cooperation with government wildlife agencies

When asked, “How might wildlife rehabilitators and state wildlife agencies increase cooperation and communication?” with regards to their educational efforts, the participants gave the following suggestions:

- Give mutual respect, Give value to the other group, Be consistent.
- Don’t blame the other group, Don’t be judgmental
- Understand the other side, what they do and what their role is
- Work on building a relationship, Put in time and effort, Go that extra mile
- Constant communication, be willing to sit down and talk when asked
- Use a unified voice
- Form national and international groups that represent educators and rehabilitators
- Have a mediator involved between the state organization and the state agency
- Invite agency personnel to come to your public programs or give presentations
- Bring state agency personnel to state wildlife rehabilitation meetings
- Attend meetings of the state wildlife agency whenever possible
- Training or seminars given by rehabilitators for conservation officers
- Phone calls and mailings
- Come up with a common goal between rehabilitators and state wildlife agencies
- Incorporate each other’s beliefs into the networking
- In states without an active public education program, the state agency needs to set a goal to provide an education program
- Work on joint projects, Get involved and let them know you want to be involved
- Recognize the human and emotional aspects of rehabilitation but still keep it in a biological or populations perspective
- It might help if the federal wildlife agency could come up with more guidelines for all rehabilitators so that the states don’t look like such bad guys
Using the responses above, and communications with state wildlife agency personnel, the researcher has identified five recommended actions for states with an interest in strengthening or building a relationship between the wildlife agency and the wildlife rehabilitators.

**Designate a liaison.** Some states have designated one individual from either the state wildlife agency or the state rehabilitation association to serve as liaison between the entities. The Ohio Division of Wildlife, for example, has had a liaison with the board of the Ohio Wildlife Rehabilitator’s Association since 1993. In addition to serving as the main contact with the Rehabilitator’s Association for the state agency, this individual is able to assist wildlife rehabilitators who wish to contact the Division of Wildlife but are not sure where to start. In the case of Ohio, the liaison is an employee of the Division of Wildlife, but the liaison may also be a wildlife rehabilitator who has regular contact with state agency personnel and reports back to the state Rehabilitator’s Association. In 1999, five of the eight states in Region 3 of the US Fish and Wildlife Service had established associations for wildlife rehabilitators (Illinois, Iowa, Minnesota, Ohio and Wisconsin) and Michigan was in the process of creating a formal network for rehabilitation.

**Provide training and information sessions for state agency personnel.** One way to help conservation officers and other state agency personnel gain an understanding of the wildlife rehabilitators in their states is to offer information sessions related to wildlife rehabilitation. Topics may include what rehabilitation is and what it is not, common motivations for wildlife rehabilitators, the potential for rehabilitators to serve as community educators, the main educational messages of the wildlife rehabilitators and the importance of establishing a positive relationship with the rehabilitators in your district.

**Provide training or information sessions for wildlife rehabilitators.** Incorporate a visit from a state wildlife manager, biologist, and information and outreach specialist into the Basic Skills training seminar or other criteria for certification as a wildlife rehabilitator. This session might include a discussion about current wildlife issues within the state,
what measures the state is taking to educate the public about the issues, and how the rehabilitator and state agency may produce a stronger message by creating a unified message on some issues. This session might also address the importance and potential for maintaining a population perspective while also dealing with individual wildlife concerns.

**Dialogue.** Increase dialogue about goals and activities that are common between wildlife agencies and rehabilitators who conduct community education. Since rehabilitation permits are often issued through the law enforcement or wildlife division of state wildlife agencies, the rehabilitator may never be directed to talk with or obtain information from the division of the state agency that deals with public information and education.

**Exchange suggested readings.** Request that the state agencies that issue wildlife rehabilitation permits provide new rehabilitation permit applicants with a list of suggested readings related to public education and the agency’s goals and beliefs about public education. Likewise, the wildlife rehabilitation community may wish to provide a list of recommended readings to state agency personnel as well as to new rehabilitation permit applicants. For example, in an attempt to promote professional and high quality care for wildlife, the Wildlife Rehabilitation Cooperative Task Force (WRCTF) and some state rehabilitation associations have been working with state wildlife agencies to develop a set of recommended guidelines or standards for animal care. During this process, the WRCTF has produced a packet of resources materials for state wildlife agency personnel and other rehabilitators. The WRCTF produced a concise Statement of Need and Justification of Wildlife Rehabilitation Regulations, a comparison of regulations currently in place in several states and a basic training curriculum for wildlife rehabilitators, among other things. Some state rehabilitation associations have also created resource packets for their state agencies and others, such as the news media, who may not be familiar with wildlife rehabilitation. It will be valuable to direct similar efforts toward the community education aspect of wildlife rehabilitation.
VI. Barriers and Recommendations

The last theme of analysis will focus on barriers that the selected wildlife rehabilitators face related to community education and their recommendations for overcoming these barriers. This section will also include the participants’ thoughts on training for rehabilitators who educate and their vision for the future of wildlife education by rehabilitators.

A. Do you perceive a need for a written educational master plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

B. What are some barriers to you fulfilling the educational potential of your program? What are the biggest barriers to rehabilitators in general fulfilling their educational potential?

C. In what ways might rehabilitators overcome these barriers? What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

D. If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

E. Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

F. Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary? Do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

G. Where do you see wildlife rehabilitation education, in general, 5 – 10 years from now (ie, what is your vision for the profession)?

A. Educational master plan

In question E of the first theme of analysis, nine of the participants reported that a written master plan would be useful for their organization and five participants were unsure, stating that their organizations already have firm unwritten plans or that a master plan may not be flexible enough for their organizations. When asked if some components of an educational master plan should be recommended by rehabilitation professionals, most of the participants felt that although each educator and facility will
have their own strengths, it would still be helpful to have recommendations from leading wildlife professionals on the following topics:

Figure 5: The participants suggested that the following would be useful components in a rehabilitator's educational master plan

- Your audience: Identifying your main audience, ways to reach that audience, knowing your audience
- Key points or advice from people with educational backgrounds about how to reach an audience
- How to handle hecklers in the audience, and other difficult situations that may arise during education programs.
- The structure of an education program
- The importance of variety
- The difference between public and private personas
- How to give proper advice to members of the public with wildlife concerns
- Dispelling myths
- The importance of informing the public about humane methods of conflict resolution
- Animal handling
- Health of the animal handler
- The image you present of the animals
- How to present yourself
- Training the educators
- The psychology of education
- A code of ethics
- The importance of keeping an upbeat message rather than talking about gloom and doom
- To find your own strengths and part to play in education even if you do not have a background in wildlife management or education.

B. Barriers

In two separate questions, the participants were asked, “What are some barriers to you fulfilling the educational potential of your program?” and, “What are the biggest barriers to rehabilitators in general fulfilling their educational potential?” The responses to these questions were combined and grouped into the 17 categories listed below. Representative comments have also been listed below. See Appendix H for a complete list of coded responses and see Appendix G for a description of what the codes mean.
TIME: Time

- Time. My purpose is to rehabilitate, not to educate, because we didn’t get involved to educate. Even though that’s in our articles (of incorporation), that’s because we knew we were going to educate one-on-one. So if I weren’t rehabilitating, I would probably make the effort, I’ve always thought, to get to every fourth grade class, every year, in this county. Because I think then, you’ve started something going, but it’s a matter of time.

- Time. I think the general rehabilitator runs into that problem. There was one facility near us that just doesn’t offer programs during baby season. She knows she cannot walk out the door.

- Time. This time of year is the best time to get these messages out because it is baby season. We are also very busy with animal control calls. When the people are going to come in contact with these animals is when I have animal control problems.

- Once again time and money always enter into this. A lot of these people work and it is hard enough during the season to rehab these animals let alone have ample time to go out and educate people. It is very difficult.

- That I have to work full-time and can’t do this full-time. That is my biggest barrier.

- I think the time to do it is a big barrier because when you are a rehabilitator, that is usually what you started as. People don’t get into this to be a wildlife educator. They get into it because they like rehabilitation. Then they realize that gee what is really going to make the most impact. Well it is not the rehabilitation of that red-tail out there. It is the whole education of the people that brought me the red-tail.

- Lack of time to really do something significant. Too often I do not set the time frames – the teacher, school, parents, etc. say they can only stay for one hour, two hours, etc. Sometimes I actually say I can not do anything valuable unless they come for a whole day field trip.

$: Money

- Financial is one. It’s important because of the phone. Because every rehabilitator has a phone, but there’s a bill attached to it if they serve outside the area. And if they have a good message but that can’t afford to get a brochure out. If we could get something to every school child, that would be wonderful.
Money and time...I could give a program almost every day of the week with these live birds so it's a matter of not having the time or the money to be able to do these things. (3,4,4)(VI,B,$)(VI,B,TIME)

Time, money. Because none of us get paid in the property including myself. That means that 95% of what we do here, all of what we do here with the exception of the monies that are returned to us as a result of programs, is totally a gift of the heart in time and energy. You run short when you are doing programs and running a rehab center. You can't do as much as you want. (6,34,34)(VI,B,$)(VI,B,TIME)

I can see for some it would be money because it does take a lot of time and a lot of people have to work. I am fortunate enough that I don't have to work but it is still costly and time consuming to do a large number of programs. (11,4,4)(VI,B,$)(VI,B,TIME)

Number 3 would be lack of money for props in programs, photographs and exhibits specifically at the raptor center, they are very sparse and we need more money to get some nice exhibits going, when people come here there is not that much to look at. (16a,4,4)(VI,B,$)

...financial restraints. Most of the education that is offered requires traveling and it is probably $800-$1,000 every time that you go to one of the conferences, the main ones that are held and for some people that are doing this out of their homes, they don't have that extra money because they put so much of it also into the rehabilitation. (16b,34,34)(VI,B,$)

**STAFF: Staff or volunteer shortages or problems**

I'm one person so staff, just problems of backyard rehabilitators who are trying to be all things. (3,4,4)(VI,B,STAFF)

If you have a volunteer group, which most rehabilitators are volunteers, they have another job during the day. So how do you find the people to do the programs in schools during the week...I think that is one of the problems. The consistency and the quality because you don't have necessarily people that are going to stay for a long time, that are going to be well trained and so on... Most of the time rehabilitators do not have that expertise to get and train and keep a group going. I think it is easier to train a volunteer to come in and you are watching over them as they feed this bird than it is to send them off to do a program somewhere. (4,34,34)(VI,B,STAFF)

Staffing which basically is money. At this point we are developing an internship program which is going to make a big difference on, right now I am kind of doing everything...I would like to see our part-time naturalist become a full-time naturalist. Because part-time help as you can imagine that means they are part-time somewhere else too and that makes scheduling difficult. (5,4,4)(VI,B,$)(VI,B,STAFF)
• ...the people that we have working for us work mostly on a part-time basis which makes it very difficult. It is time consuming for scheduling and then we have to compete with their other part-time job and it makes it a lot harder and sometimes stickier to schedule than if they were just here full-time.

(16a,4,4)(VI,B,STAFF)

REHAB: Limitations of other rehabilitators and their emotional or non-biological perspectives

• ...there is a barrier that I have been beating against for years and that is close mindedness in a lot of people that are involved in rehabilitation. They are emotionally involved and they are overwhelmed with how cute and adorable some of these little individual animals are and that perspective and that attitude I think quite often emotions blind people to common sense things. (13,4,4)(VI,B,REHAB)

• Most states have hunter safety and education courses that are required before you can get a license. There are slob hunters just like there are slob backpackers. There are slob rehabilitators. They don't care. And they're doing it without permits. They are doing it without regulation. I think the biggest barrier is attitude... (13,4,4)(VI,B,REHAB)

• I think the lack of organized goals and scientific sort of biological perspective, principals. (13,34,34)(VI,B,ORG)(VI,B,REHAB)

SCHLS: Limitations of working with schools

• Distance from local schools and the cost for the school to bus the children out. (15,4,4)(VI,B,SCHLS)

• Too often I feel many people are just “filling up a time slot” with something and they don’t care what that something really is. I do care, however... Expectation the public schools have of going to a show or canned program – this indicates to me that they really don’t know what they want or aren’t willing to invest the time to find out what might be better than a “just okay” experience. (15,4,4)(VI,B,SCHLS)

ATT: Preconceived attitudes or myths held by the public

• The ignorance of the public and schools of the fact that wildlife rehab exists, and what it is, because they don’t ask rehabilitators to come in and educate. (1,34,31)(VI,B,ATT)(VI,B,SCHLS)

• A disregard not only for ourselves but for our wildlife as well. (6,34,34)(VI,B,ATT)

• I think one of the barriers is the environmental movement is wane, people are affluent now, they are making all kinds of money. They want their fancy cars, they want their big condos, they want their boats, they want their planes, they don't really care. The
people making now aren't as apt to give it away as the people who had it before, the old rich. The new rich are the ones that are me me me me me me. (9,4,4)(VI,B,ATT)

EDANIM: Issues of live animals in education

- Most of them don't have an education permit. The sad fact is that nobody knows they need one. They don't understand that they are not supposed to take live animals to these programs. (11,34,34)(VI,B,EDANIM)

- I think some people who feel like they have to have live animals and for one reason or another can't because they are an independent or don't have a permit or whatever, feel like they can't do programs because they can't do live animals so I think that is a barrier for a lot of people...I have heard independent people say well I don't have a live animal, why would they want me to talk. They would. I will bring my animal, you can talk and I will stand there. That is fine with me. (14,34,34)(VI,B,EDANIM)

EDOPPS: Lack of educational opportunities for rehabilitators who educate

- Well there aren't any classes specifically for educating rehabilitators...We are building more classes along those lines but it is difficult to anticipate everything that rehabbers are going to come upon. (10,34,34)(VI,B,EDOPPS)

- A third fact actually is the amount of educational opportunity offered. There are two major conferences every year. Some of the states have individual conferences but those are relatively limited in the overall scheme of things. Hopefully that will improve. It is hard to say with each state within their own organization but that certainly does limit the amount of advanced education people can get. (16b,34,34)(VI,B,EDOPPS)

ORG: Organizational concerns

- I think also probably good strong guidelines on what their educational programs should be accomplishing. You know when people are doing education just because it brings in money. Sometimes education is done because cool I get to keep this bird or this is a money maker for us. (5,34,34)(VI,B,ORG)

- I think the lack of organized goals and scientific sort of biological perspective, principals. (13,34,34)(VI,B,ORG)(VI,B,REHAB)

PLIM: Personal limitations

- There really are no barriers. The barriers are you own limitations and what little walls you put up for yourself. (7,4,4)(VI,B,PLIM)

- It is their perception of what they are. I think it is the makeup of the individual. The reason people become rehabilitators is because they want to spend time with the
animals and my personal observation has been that a lot of times the people are more concerned about how they feel when they've done something good. Whether they've actually done something good or not. There are animal people and then there are people people. Clearly wildlife rehabilitation is a point where you really need people who have an affinity for both. (7,34,34)(VI,B,PLIM)

- Its just me. I think at one time that is the best thing and the worst thing. As an individual I get tired. It is hard to maintain the enthusiasm when you are doing the third (program) that week with yelling kids. It hurts my voice. That is probably the worst part. Self-limiting. (10,4,4)(VI,B,PLIM)

REGS: Rules and regulations

- One is all the permits and regulations we have to deal with. Granted there has to be regulations. Once again they need to be made by people who know...We've got so many rules and regulations. I spend my entire time dealing with paperwork. (9,4,4)(VI,B,REGS)

WRDOUT: Getting the word out about their education program or rehabilitation in general

- I think getting the word out is sometimes difficult but we have been here only four years and I think a lot of people know about us and word has spread every time we do a new program. (14,4,4)(VI,B,WRDOUT)

- My inability to promote what I do and ask for a reasonable “payment” for doing what I do. (15,4,4)(VI,B,WRDOUT)

SPEAK: Fear of public speaking

- Fear of public speaking probably keeps a lot of people from educating. (1,34,31)(VI,B,SPEAK)

- I think the hardest thing is getting over people's fear of talking in front of a group. (8,34,34)(VI,B,SPEAK)

FACIL: Lack of facilities

- My facility isn't large enough to do programs “in house” which makes it even more difficult. I can see how money would be a problem for many. (11,4,4)(VI,B,FACIL)
GROW: The program is growing too fast

- The second one is that growth is happening a little bit faster than what we are able to keep up with. Growth of I think specifically national programs and I would like to have a tighter rein on a number of things so that is a challenge.

(16a,4,4)(VI,B,GROW)

LIAB: Liability

- Secondly people are our biggest barrier, because of them we have to have insurance, we have to have all of this stuff we didn't have to have before. Things have changed in the world. Its a different world. You have to worry about somebody suing you every time you turn around.

(9,4,4)(VI,B,LIAB)

SWAGEN: State Wildlife Agency

- Another barrier would have to deal with attitudes on the part of the DNR, who doesn't know what a resource they have with people that have this kind of knowledge.

(1,34,31)(VI,B,SWAGEN)

C. Overcoming the barriers

The participants gave the following suggestions as ways to help wildlife rehabilitators overcome their barriers, and strategies to help them fulfill their educational potential. The statements below have been summarized; they are not direct quotes. The numbers in parentheses represent the number of the interviews from which the responses came.

- Wide spread dissemination of correct information about rehabilitation and the basic issues, not specifics – written up by a national organization but made available to local rehabilitators who could then decide how to use it (provided there are rehabilitators in the area to handle calls that might result from greater dissemination).
  (1) More public relations. If rehabilitators and rehabilitation organizations could unite forces and funds to create a larger advertising campaign (6).

- Do not worry about losing support when other educators come into your service area. Take advantage of rehabilitators who may not do a lot of rehabilitation anymore but do have the time to educate without worrying about the money gained from programs.
  (1) Enlist the help of another individual to go on the road and do programs for the organization (6).
• More education offered for rehabilitators (2). Continuing education (3). Training and conferences (4) (5). More education. If rehabilitators are going to be educators then they have to present a factual balanced consistent program (13).

• More literature available to rehabilitators to help with ideas for education programs (2).

• Develop ways for rehabilitators to visit different organizations and watch programming for a week (2).

• More networking (2) (4). Make an effort to “Be in the loop,” get the magazines and articles or join a rehabilitation organization (4).

• Financial help (2). Donations (6). Get some money from the community allocated to your programs (15). Find grants for your education efforts (2).

• Increase communication with schools and classroom teachers (2). Speak with teachers about what students at different grade levels need (8).

• Work with the news media (2).

• Coming together and agreeing on some guidelines and standards that don’t restrict each person’s ways and personalities (3). Strong guidelines and regulations related to education that let people know what is appropriate and what isn’t. Guidelines or master plan components, I think a list of components that should be handled in an educational program (5).

• Set long-term goals and make your organization strong enough to meet them — rather than fly by the seat of your pants (5).

• Develop clear goals and desires for what your community can provide. Make partnerships throughout your community. Allow people to be part of the solution rather than just telling them where the problems are (10). Get more people involved in your efforts (15).

• As a back up, plan out some programs that do not use live animals so you can avoid the two-fold nature of using them. Know that you have options that do not require a live animal (4).

• Start out slow and with small groups (4) (8).

• Get balance in your life. Become more proactive, learn how to make choices and set your limits and boundaries so you can succeed (7).

• Recognize your barriers. Rehabilitators need a lot of emotional strength. This field is complicated. Be true to yourself and recognize and give credit to others (10).
• Stick with it for a long period of time (11).

• If you could turn it into a paying job by providing a service to the community (11).

• Keep an open mind about the biological aspects of rehabilitation and the value of hunting as a management tool (13).

• Be more like a biology teacher when you educate about the biological sciences (13).

• Rehabilitators must realize how valuable they are as a resource for information about wildlife and make a commitment to it (14).

• If rehabilitators were either taken more seriously or treated more professionally by other professionals in this business, by like the DNR, by Fish and Wildlife, by local university veterinarians because this is a serious matter whether it is 10 baby squirrels that you did this year or it is 5,000 animals that you did this year (14).

• Get your audiences to come to you rather than you going to them (15).

D. If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

Because many respondents cited a lack of financial resources as a major barrier to the development of their education programs, the researcher asked them what they would do if they were suddenly freed from that barrier. Listed below are the responses to the question, “If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?” The numbers in parentheses represent the number of participants that mentioned each category.

• To hire more educational staff or to hire a phone/reception person to free up the educational staff (9)

• To build or improve educational facilities, classrooms, auditorium, etc. (7)

• For curriculum development, materials for school groups, e.g. pre- and post-visit packets and hand-outs (4)

• To improve the housing conditions for current education and exhibit animals (3)

• To build or improve exhibits and interpretation (3)
• To buy more land for stewardship (2)
• To conduct post-release research with radio transmitters (2)
• To go into more schools that can’t afford to pay for programs (1)
• To attend more workshops about educational programming (1)
• To make a video of the work of a rehabilitator (1)

E. Recommendations for wildlife rehabilitators who are beginning to develop their own education programs

When asked if they had any recommendations for wildlife rehabilitators who are beginning to develop their own education programs, the participants generally included the following recommendations: Plan carefully, seek out training and educational opportunities, plan for your audience, keep the program varied, and carefully consider the use of live animals. The numbers in parentheses represent the number of the interviews from which the responses came.

Invest the time and energy needed to plan your program

• Think it through carefully. Don’t just go into it. Have some goals, have some ideas that you want to get across to your audience. (2)

• Put the time into developing the program because that is why you are going to be asked back. Everybody is willing to listen to it the first time. Are they willing to listen to it year after year. Not unless you are good and you have some presence about you. (14)

• Work out a format that you can change but keep that in mind for all of your programs. It is there for you to use regardless of when you go into a new situation, it may not fit that 1-2-3 format you thought you were going to do but maybe you can use that format and change it for your audience. (3)

• I think it goes back to deciding what your mission is. Sometimes mission is a scary word and it has almost become a meaningless word. Deciding what your focus is. Where your energies can do the most good. Just like when you have to choose what animals you are going to rehabilitate or whatever, you may have to decide I’m one person, I can only go to elementary schools, I can only do this, I can only do the special events or whatever. (7)
• Probably the best thing for them to do is get well prepared before they do any programs, to set up goals and guidelines. What do they want to accomplish in their programs, what is the content of the program going to be and how can they best get the information across to the people. Does it involve live animals, maybe it doesn't. Does it involve certain props? What groups do they want to focus on because as we have learned, the different age groups require very different types or programming as far as props and birds and what really comes across to them. With the younger ones certainly their attention span. (16a)

• I think what they need to do is not do it in a vacuum. Don't just sit down and come up with a program that they think is cool. They have to have feedback from people with different values and people with different points of view so that you message is tested to be sure that in fact you are getting the message you intend out because you may intend to be saying one thing but your actions you are teaching may be completely different. (7)

• Talk to teachers. (8)

• Start small. (10)

• Just start out with an easy group... Just start out slow with an easy group until you build up your confidence and go from there. (8)

• ...building it up by starting small, going out and making your circle wider, asking for advice, going to your kids classrooms, that kind of thing. I think that if you are beginning to develop a program you need to start small and you need to have realistic expectations and goals and do whatever you do on whatever level it ought to be done well. (4)

• Most of all, know what you are talking about. If you are not comfortable with that then don't go. (12)

• Know your subject. (3)

• I think that they should educate about what they know. Because what we have to bring to this field – to the field of education for rehab – is our personal experience. And I think that what is unique is the fact that we have these individual stories and things that we’ve seen first hand. So if you’re working with cottontails, you’re not going to take one of those with you to class, but you can talk about them and tell people about them. (1)

• I think it would save them a lot of headache and frustration too to know exactly what they are capable of with their time also. Sometimes people like to get a little unrealistic. They get very gung ho and they are going to do this and then in no time they are burned out because they just cannot do it all. That is something that I think is very hard. (16a)
Take advantage of all training opportunities, whether formal or informal

- Training and more training. (9)

- Once again go to some conferences, go to every education session you can. (4)

- Just observing programs or learning a little bit about education. They don't have to go way in-depth into education theory but knowing some basic concepts about education and what are the best methods to use to educate people and not just standing up there reciting rote things… (16b)

- Ask if you can follow along with an educator someplace where you can say I would love to get some ideas. Always making sure you don't step on toes by completely copying everything you've seen. (4)

- Go follow somebody else. Learn from their mistakes. Why make your own. I think really the best thing is to see if somebody will let you go watch them… Realize everyone's time is valuable… I think the best source of information is other people doing educational programs. Now the best thing to do is don't just find out someone who is doing it and go follow them. Talk to a few people and find out who does a good job in this field. Go follow the people who are really recommended in the field and you are obviously going to learn the good habits instead of the bad. (5)

- … I think it would be good for a rehabilitator to go with people who are doing education programs to get a feel for what type of programs are out there, what they require and what groups they might want to orient themselves to. I think there are enough people doing it out there that they should be able to hook up with someone. (16a)

Think carefully about your audience

- Read your audience. Know your audience. Stand there and take a minute to look it over and pay attention because you can always tell when it is time to wrap it up. Your audience is going to let you know. (3)

- … you really have to educate to the different age groups that are there and I don't know if they limit their audiences or not, like I don't know if they would talk to senior citizens or not, but they are important populations that get left out. So maybe broaden their scope of people. (16b)

Maintain variety

- I think that they need to keep it varied, even with adult audiences. (1)
• Keep it loose. I think you learn so much when you go out and you are faced with real people. You can read things and you can digest it and you can attend seminars but until you are faced with a real crowd of real people that need you or have certain expectations of what they are going to take home, you don't know. (10)

• You need to keep it interesting. (12)

• Avoid “canned” programs and games. Be creative and flexible. Go with the group. (15)

• ...trying to do interactive things to get people involved and to tap that part of them that would be enthusiastic about it too rather than just saying this is what you should know. You want to get them excited, interested. (16b)

Program techniques

• Don't try and cram a lot into it, that is what I did my very first talk. I just tried to cram a lot into a talk and it went way too long and I did everything wrong. (8)

• Keep it simple, remember you are not trying to teach them everything about wildlife. You are trying to give them a couple of concepts to take home and if they remember that, if they remember one or two things of what you've said then you've been successful. That is the thing you need to understand. You don't have to stand up there and rattle off at rapid fire order how many birds there are, an owls neck and how far it can turn its head and so on. Some people will remember a lot. Other people will just remember that they have to be careful and not cut down trees in early spring because owls are nesting. That is enough. Don't try to fix all the woes of the world. (10)

• You need to keep it just a little bit above the level of who ever it is you are talking to because they should leave knowing more than they did before you starting talking to them. It is not just a show you are putting on, there has to be some point when you are done with it where they should be able to say I learned this. (12)

• What I have found works real well, is I have slides the whole time I'm talking...After I introduced myself and told a little about where I was coming from, they were looking at slides and I could talk and it gave a comfortableness that maybe wouldn’t have been there otherwise. (1)

• Get people outside in natural communities. (15)

• Tie habitat requirements and importance of habitat to wildlife species. (15)

• Help foster a sense of belonging to this earth versus having power over it. (15)
• Let natural histories of the wildlife guide your educational approach. (15)

Think carefully about the use of live animals

• I think they shouldn’t focus on having a live animal because if they need a live animal to prop up the program, they’re not a very good educator. And they can’t rely on that animal to help them more than five minutes anyway. So you don’t just get a whole menagerie and then decide you have a program. (1)

• I think they need to be very very careful about the decision to use live animals. I firmly believe in the use of live animals but I've seen so many examples of people who are doing more harm I think with the way they present it. (7)

• Realize the time commitment and if you are going to use live animals, realize the commitment to those animals. You could have a great horned owl for 30 years. (14)

• If you've never maintained educational animals, you have to definitely find out the proper housing, diet, training techniques all that sort of stuff. (5)

• Present the animals in a comfortable environment. Don't use animals that are going to stress out easily just because it is a nice looking animal for example or something. I think the audience perceives that and would know that the animal is stressed. I think the audience can see that and it is being forced into an uncomfortable situation. Learn how to read your animal so that if it is having a hard time on one particular day that you have the ability to switch to a different tactic to get your information across. (2)

• The animals are not our pets, they're not our pet puppies or kittens of that nature. I think that is very important to relay that to the audience that these are wild animals, that under any other given circumstance would want nothing to do with us. (2)

Miscellaneous

• Be careful about the image you present... (13)

• Deal with the other facilities around you in a professional way so you aren't stepping on toes, you aren't crossing lines. (4)

• Consider that population perspective and choice of species. How rehabilitation can present it, be presented as a way of helping wildlife and then involvement. (13)

• ...try to be more biological, factual, scientific considering that this is an emotional issue. Address the emotional issues and try to do it in a rational fashion. Try. That is one of the biggest challenges of this whole area. (13)
F. Comments on training for rehabilitators

The interview participants were asked to share their thoughts about the helpfulness and need for rehabilitators who educate to receive training. They were also asked if training for rehabilitators who educate about values would be helpful and/or necessary. Every participant felt that some form of training would increase the consistency and quality of wildlife education by rehabilitator’s. Below are some quotes that illustrate the participants responses. The bolded emphasis has been added by the researcher.

• Yes absolutely. Again that would give us the uniformity in our educational programming so that that information would go out and everybody is going to have a little different style, a little bit different techniques, some different stories to relate. It would still give us some good uniformity. I think it would be very beneficial rehabilitators as a whole to have some formal guidelines and perhaps some specific workshops related to that topic. (2)

• I think it is absolutely necessary. It is just the way you could have a Ph.D. in some subject who knows absolutely everything about the subject and can't get a damn thing across to somebody in a classroom. I mean because they do not have the teaching ability. No one has told them that there are techniques, there are ways of going about it. I think it is the same thing here. Every rehabilitator who decides to become an educator, and they all should be, is going to need to do it and they are all going to need to do it in their own way. There is certainly no reason why they can't learn from other’s mistakes and what others have learned. (4)

• I think people who are forced into doing education without the training don't take into consideration all the kinds of things we've been talking about. The different learning styles, the different development skills and so I think that with some training their programs can be much more effective. Not trying to dictate their message at all but rather how they can make that message more effective is where training would help. (7)

• I think it should be mandatory. It is just like anything else. They make teachers go to school, they make police go to school, they make firemen go to school, they make mechanics go to school. (9)

Other respondents said that more training would help lessen the misinformation given out and that it even having a list of pointers on such things as the attention span of young children would be helpful. Other comments reiterated that training should not dictate content but rather provide information on how to educate.
Although the participants were strongly supportive of increased training for rehabilitators who educate, some participants expressed concern about making the training mandatory.

- I think it is helpful yes. I think that you don't have to have a Ph.D. or a masters degree however. I think there are a lot of people out there that have some wonderful messages that they can portray and they can be very good with a certain age group or with some people. (10)

- I guess I do probably just because of my training as a teacher... I don't want to see them put in so many rules that independent people aren't able to go to schools and talk about animals and things. I guess I would like some rules though so people aren't taking the load of baby raccoons they happen to have into school with them or whatever that they plan to release into school with them and pass them around or showing them off. (14)

- Yes. I think anybody doing any type of thing should get some training... To me training means that you discuss or go through how you might go about doing something. Training to me is not where you say to the wildlife rehabilitator or the educator that every time a child comes in you must do it this way. That is not education... How can you design a program that does that, fits you as a person and your knowledge base. That is very different then somebody saying here is the book, do it. (15)

The participants were also supportive of training for rehabilitators who deal with values in their educational programs, but as in the previous question, a few concerns were expressed.

- Values are an interesting thing. Everyone has their own. I think that when you educate for values, clearly you don't want to brainwash someone into thinking your own values. A value system is a complicated situation and it is going to be given different twists by where you are, by the economics of your area. You have to be really careful with value systems. In other words you can attend training in one city and have a totally different value system than what is here in the north woods. You have to be really careful with that. I think that is a difficult one to give to someone. You are almost born with your values. (10)

- That is a very sticky question. I think that there should be a small component but it would be very sticky. I'm not sure how you would go about doing that. In the schools it is a very big no no to address values. I think that is unfortunate and so if you can't do that within the schools, I don't know how you are going to do that within a wildlife rehabilitation program. I think you'd be getting a lot of negative feedback if you are going to address values because it is such a subjective field. (16a)
My question is who would do the training. Who is the person who is the most knowledgeable about values? I think that would be very hard. Values are such a personal thing that I can't imagine anyone could hold a title such that they would be in a position to teach people about values. (16b)

G. Where do you see wildlife rehabilitation education, in general, 5 – 10 years from now (i.e., what is your vision for the profession)?

Overall, the participants expressed a positive vision for the future of education by wildlife rehabilitators. This vision includes increased professionalism, more interaction with schools, better regulations, and more recognition for the value that rehabilitators have in helping wildlife and people co-exist. The participants’ recommendations for meeting this vision have been presented in this chapter. The following chapter will summarize this research project and provide recommendations from the researcher based on the results.
SUMMARY, RECOMMENDATIONS AND FUTURE STUDIES

This chapter will summarize and conclude this study in the following manner:

A. Project Summary

B. Recommendations from the researcher

C. Future Studies

A. Project summary

This research project was designed to investigate the role of wildlife rehabilitators as community wildlife educators. Sixteen in-depth research interviews were conducted with 17 leading wildlife rehabilitators and educators throughout Region 3 of the United States Fish and Wildlife Service (USFWS) (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin). The interview participants were selected according to their reputations as being wildlife rehabilitators who are also leaders in community wildlife education. The participants were recommended for the study by various respected individuals and organizations, such as the state wildlife agencies, the state wildlife rehabilitation associations, the US Fish and Wildlife Service, the National Wildlife Rehabilitators Association and the International Wildlife Rehabilitation Council. The selected participants represent a broad range of organizational sizes and affiliations (as is true in the practicing rehabilitation community). Although an attempt was made to include rehabilitators from organizations of many sizes and affiliations, the sample was not intended to contain the exact same proportions of rehabilitator ‘types’ that are found in the larger population. The primary goal of the selection process was to identify leaders in the field; those who are on the vanguard of the educational movement by rehabilitators; those whose actions and thoughts produce an image of where the field is headed in the future.

The interview sessions consisted of 40 open-ended questions designed to identify and describe 1) The rehabilitators’ reasons and goals for conducting community wildlife education, 2) The target audiences of their education programs, 3) The main messages and content of the programs, 4) The fundamental values incorporated into the programs,
5) The rehabilitators’ **views toward wildlife management** and the education programs of their state wildlife agencies, and 6) The rehabilitators’ **recommendations** for overcoming barriers and fulfilling the educational potential of the wildlife rehabilitation profession. Only the key findings will be summarized below. The full responses of the selected wildlife rehabilitators have been presented in the Results and Discussion portion of this document.

1) **The rehabilitators’ reasons and goals for conducting community wildlife education**

   The most common reasons why the selected rehabilitators conduct community education are as follows:
   - To help the public understand the concepts of interdependence and relationships between wildlife, humankind and the natural world.
   - To expose the public to wildlife and help them make personal connections.
   - Because education is a needed response to environmental problems, such as habitat destruction.
   - To encourage coexistence between wildlife, humankind and the natural world.
   - To prevent future injuries, orphanings or harm to wildlife.
   - To help the public develop a conservation or wildlife ethic

2) **The target audiences of their education programs**

   The selected wildlife rehabilitators reported that over-the-phone education, informal education to donors who bring patients to the facility, and off-site school programs are very important within their education programs. Education through various media (e.g. TV, newspaper, newsletters), special events, and school visits to the facility with pre-planned programs were also reported as being important or very important in the overall education efforts of a majority of the rehabilitators. Elementary school children are the main audience of this group of rehabilitators, although many participants also identified older students and adults as underrepresented audiences to which they wish to extend their educational message in the future.
3) **The main messages and content of the programs**

The selected rehabilitators identified the following as main messages of their education programs:

- Respect for wildlife and the natural world
- Appreciation, wonder and curiosity about wildlife
- Relationships and interdependence of humans, wildlife and the environment
- Knowledge about natural history and behaviors of wildlife
- Awareness of wildlife problems and the impact of humans
- Stewardship and a sense of responsibility to take care of the environment

4) **The fundamental values incorporated into the programs**

Respect and compassion for wildlife, respectful coexistence, and the sharing of limited space are fundamental wildlife values upon which the respondents base their education programs.

Although the interview participants indicated that they educate about numerous community wildlife issues, the following three issues were cited as the most important wildlife issues in their communities:

- Human population growth, urban sprawl and habitat alteration or destruction
- Urban wildlife or perceived nuisance wildlife
- Public misunderstanding or lack of education about wildlife

5) **The rehabilitators' views toward wildlife management and the education programs of their state wildlife agencies**

The participants were asked to describe their familiarity and relationship with another key provider of community wildlife education – the state wildlife agencies. Only four of the respondents felt that their current relationship with the state wildlife agency is adequate, and eight respondents said that they would like to see a more cooperative relationship or more effort given to wildlife education by government wildlife agencies. The attitude of one participant can be described as negative toward the state agency. Another respondent had no response, and the remaining two respondents did not
comment due to the limited educational involvement of state agency within the community or to a lack of familiarity with current agency efforts. Many of the rehabilitators reported a desire to learn more about or interact more with their state wildlife agencies regarding community education.

6) The rehabilitators’ recommendations for overcoming barriers and fulfilling the educational potential of the wildlife rehabilitation profession

Throughout this study, 17 leading wildlife rehabilitator/educators shared their experiences and expertise by offering recommendations. They are detailed in the results section of this document and have been summarized below in the following three categories:

a) Recommendations for wildlife rehabilitators who are beginning to develop their own community education programs,

b) Recommendations to help wildlife rehabilitators, in general, overcome barriers and fulfill their community education potential,

c) Recommendations for improving communications between wildlife rehabilitators and state wildlife agencies.

a) Recommendations for wildlife rehabilitators who are beginning to develop their own community education programs

- Invest the time and energy needed to plan your program
- Take advantage of all training opportunities, whether formal or informal
- Think carefully about and plan for your audience
- Maintain variety
- Think carefully about the use of live animals
- Be careful about the image you present
- Deal with the other facilities around you in a professional way so you aren't stepping on toes, you aren't crossing lines
- Try to be more biological, factual, scientific considering that this is an emotional issue. Address the emotional issues and try to do it in a rational fashion.
b) The participants' recommendations to help wildlife rehabilitators overcome their barriers and fulfill their community education potential include:

- Wide spread dissemination of correct information about rehabilitation and the basic issues, not specifics – written up by a national organization but made available to local rehabilitators who could then decide how to use it (provided there are rehabilitators in the area to handle calls that might result from greater dissemination). More public relations. If rehabilitators and rehabilitation organizations could unite forces and funds to create a larger advertising campaign.

- More literature available to rehabilitators to help with ideas for education programs.

- More education offered for rehabilitators. Continuing education. Training and conferences. More education. If rehabilitators are going to be educators then they have to present a factual balanced consistent program.

- Coming together and agreeing on some guidelines and standards that don’t restrict each persons ways and personalities. Strong guidelines and regulations related to education that let people know what is appropriate and what isn’t. Guidelines or master plan components, I think a list of components that should be handled in an educational program.

- Rehabilitators must realize how valuable they are as a resource for information about wildlife and make a commitment to it.

- Do not worry about losing support when other educators come into your service area. Take advantage of rehabilitators who may not do a lot of rehabilitation anymore but do have the time to educate without worrying about the money gained from programs. Enlist the help of another individual to go on the road and do programs for the organization.

- Develop ways for rehabilitators to visit different organizations and watch programming for a week (for example, sponsored by the national organizations).

- More networking. Make an effort to “Be in the loop,” get the magazines and articles or join a rehabilitation organization.

- Get balance in your life. Become more proactive, learn how to make choices and set your limits and boundaries so you can succeed.

- Set long-term goals and make your organization strong enough to meet them – rather than fly by the seat of your pants.
• Develop clear goals and desires for what your community can provide. Make partnerships throughout your community. Allow people to be part of the solution rather than just telling them where the problems are. Get more people involved in your efforts.

• Recognize your barriers. Rehabilitators need a lot of emotional strength. This field is complicated. Be true to yourself and recognize and give credit to others.

• Rehabilitators should work to be taken more seriously or treated more professionally by other professionals in this business, by the DNR, by Fish and Wildlife, by local university veterinarians because this is a serious matter whether it is 10 baby squirrels that you did this year or it is 5,000 animals that you did this year.

c) The participants’ recommendations for improving communications between wildlife rehabilitators and their state wildlife agencies

• In states without an active public education program, the state agency needs to set a goal to provide an education program

• Build a relationship
  Give mutual respect. Give value to the other group. Be consistent.
  Don’t blame the other group, Don’t be judgmental
  Understand the other side, what they do and what their role is
  Work on building a relationship, Put in time and effort, Go that extra mile
  Incorporate each other’s beliefs into the networking
  Recognize the human and emotional aspects of rehabilitation but still keep it in a biological or populations perspective

• Communicate
  Constant communication, be willing to sit down and talk when asked
  Use a unified voice
  Phone calls and mailings
  Form national and international groups that represent educators and rehabilitators

• Come up with a common goal between rehabilitators and state wildlife agencies

• Have a mediator involved between the state organization and the state agency

• Interact and provide training
  Work on joint projects. Get involved and let them know you want to be involved
  Invite agency personnel to come to your pubic programs or give presentations
  Bring state agency personnel to state wildlife rehabilitation meetings
  Attend meetings of the state wildlife agency whenever possible
Training or seminars given by rehabilitators for conservation officers

- It might help if the federal wildlife agency could come up with more guidelines for all rehabilitators so that the states don't look like such bad guys

B. Recommendations from the researcher based on this study

1. Designate a liaison. Some states have designated one individual from either the state wildlife agency or the state rehabilitation association to serve as liaison between the entities. The interview conversations, as well as personal communications with other wildlife professionals have revealed positive working relationships and attitudes in states that already have a designated wildlife rehabilitation liaison. I believe that the establishment of a designated liaison in each state, from either the state wildlife agency or the state wildlife rehabilitation association, will help address concerns expressed by the participants in this study that communication between these two entities should be improved. I also believe that in states that currently have rehabilitation associations or cooperatives, the presidents of those organizations should not necessarily assume the role of liaison due to the many other demands of that volunteer position. The liaison should have enough time to take an active role in facilitating communications and highlighting or building common goals between wildlife rehabilitators and wildlife managers with regards to community education.

2. Develop more training sessions, seminars, or workshops specifically for wildlife rehabilitators who educate. The International Wildlife Rehabilitator’s Council and the National Wildlife Rehabilitation Association are offering an increasing number of presentations and workshops about education at their annual conferences and symposiums. Other forms of training, however, must be made available to the many wildlife rehabilitators who are not able to afford the conferences or who have difficulty finding help to cover their animal care operations while they go to a conference. This goal may be accomplished in a variety of ways:
a) Incorporate a community education section into the existing basic skills training seminars that are provided by the international and national organizations for rehabilitation.

b) Because existing training sessions may be overwhelmed with the addition of education to an already busy schedule of animal care and general rehabilitation information, it will be useful to create a separate training seminar dedicated entirely to community education. This training session would be similar to the basic skills seminar for animal care in that it would be sponsored by one of the leading professional rehabilitation organizations and hosted in various locations across the country, making it more accessible to rehabilitators who can not travel long distances or afford the cost of a conference.

Future training programs, conference sessions, and publications on the following topics will help to address the concerns of the rehabilitators in this study:

- The importance of taking on the role of an educator
- The fundamentals of environmental education and environmental interpretation
- Environmental education/interpretation master planning
- The strengths/weaknesses of various strategies or modes of education
- Selecting an educational strategy that is best for you and your organization
- Age appropriateness and developmental theory
- Environmental values education strategies and moral development in children
- Curriculum development and coordinating your program with local school curricula
- Various theories of learning
- Marketing your education programs
- Funding your education programs
- Building positive media relations and using the media as an educational tool
- Using live animals in your programs, and creating programs that do not rely upon live animals
- Tips and pointers from experienced rehabilitators/educators

2. Increase the amount of literature available about community education as it pertains to wildlife rehabilitation. Existing literature from many areas of study (education, environmental education, nature center administration, human dimensions of wildlife management) can and should be adapted for the special case of the wildlife
rehabilitator who educates. More important, however, is the need to generate research and literature from within the rehabilitation community itself. See the Future Studies section of this document for a list of research possibilities.

3. Develop a list of suggested readings for new wildlife rehabilitators. Both the state agencies and the wildlife rehabilitation associations should identify existing literature that, in their perspective, will be most useful to new rehabilitators/educators. These lists of readings should be combined and sent to each person who receives a new wildlife rehabilitation license or permit from their state wildlife agency. The list of suggested readings could also be made available through the state and national wildlife rehabilitation organizations, and in some cases, copies of the readings may even be obtained through the state organizations.

4. Provide training and information sessions for state agency personnel. One way to help conservation officers and other state agency personnel gain an understanding of the wildlife rehabilitators in their states is to offer information sessions related to wildlife rehabilitation. Topics may include what rehabilitation is and what it is not, common motivators for wildlife rehabilitators, the potential for rehabilitators to serve as community educators, the main educational messages of the wildlife rehabilitators and the importance of establishing a positive relationship with the rehabilitators in their districts.

5. Focus on shared goals and values. This project has highlighted several common goals and values held by the interview participants. Some differences were also revealed. While these differences are likely to exist among the larger population of wildlife rehabilitators, I strongly encourage future discussions and interactions to focus upon the significant areas of overlap rather than the differences. I believe that differences in educational methods or individual messages should not interfere or overshadow the common goal of community wildlife education. The same is true for interactions between wildlife rehabilitators and state wildlife agency personnel. Future research
into the human dimensions of wildlife management is needed to identify these shared goals and such research may provide a key role in highlighting the areas of overlap.

6. **Build stronger relationships** between the state, national and international wildlife rehabilitation organizations and other professional organizations such as the North American Association for Environmental Education (NAAEE) and the National Association for Interpretation (NAI).

7. **Become more involved in local schools.** Although many of the interview participants provide programming for local school children, few of them actively coordinate their programs with their local school curricula. I feel that more can be done to help local school districts and teachers take advantage of the community resource for environmental education that is found within the wildlife rehabilitation community. Rehabilitators who wish to work with schools may increase program effectiveness by learning more about their local school curriculum. For example, if their state requires public schools to teach environmental education (as in Wisconsin) the school teacher may be able to fulfill some of the curriculum objectives with the help of the wildlife rehabilitator’s program. This would require the rehabilitators to cooperate with the teachers during the development stage of their program.

**C. Future studies**

This project has helped to identify several future studies in the area of wildlife education. Among many other possible studies, the qualitative and quantitative studies listed below will help wildlife rehabilitators become more effective educators. They will also help to increase the level of understanding between state wildlife agency personnel and wildlife rehabilitators.

1) **Mail Surveys of wildlife rehabilitators**

The discussions and categories of responses generated in this study will be useful during the development of future surveys of wildlife rehabilitators. In 1987 the National
Wildlife Rehabilitators Association (NWRA) published its last member survey dedicated to education (Horton, 1987). Several factors indicate the need for a new survey of wildlife rehabilitators and their educational efforts. These factors include:

a) The number of licensed rehabilitators has increased significantly since the last survey.

b) The 1987 survey was conducted with members of the National Wildlife Rehabilitators Association only. A new study of NWRA members will be very beneficial to that organization, yet it would only reflect the thoughts and activities of rehabilitators who have taken the initiative to join the organization. It is possible, and important, to direct future surveys toward all individuals who hold state or federal wildlife rehabilitation permits or licenses.

c) Human dimensions information is becoming increasingly important to state and federal wildlife management agencies. A new survey of wildlife rehabilitators will provide wildlife agencies with information about an important, but often overlooked, stakeholder in wildlife issues. Such surveys will also help identify areas of commonality between the educational goals of wildlife rehabilitators and government wildlife agencies.

2) A separate in-depth study dedicated to values education alone. The question, “which wildlife values and attitudes are conveyed by wildlife rehabilitators?” is an important area for continued research. Another important question is, “How effective are education programs by wildlife rehabilitators in helping the public develop a wildlife conservation ethic?” A positive answer to the previous question should lead to cooperative efforts between wildlife rehabilitators and the state wildlife agencies that share a common desire to promote a public wildlife conservation ethic. The human dimensions research unit of Cornell University has studied the wildlife attitudes held by rehabilitators in New York State. The next step, however, should be to study the wildlife values and attitudes that wildlife rehabilitators attempt to promote in their community education programs.
3) **Develop a handbook specifically for rehabbers who wish to develop community wildlife education programs.** This handbook would summarize past research, relevant educational theory, and possible educational strategies, while providing suggestions, not regulations, for effective program planning and development.

4) **Evaluation of education programs by rehabilitators.** Growth in educational programming by wildlife rehabilitators must be accompanied by evaluations of program effectiveness. Evaluation may include pre- and post-test studies of students knowledge and attitudes toward wildlife, and it should also include direct observation of the education programs.
LITERATURE


Thrune, Elaine. (1994). Member survey report, *NWRA Quarterly*


APPENDIX A:
SAMPLE CONFIRMATION LETTER TO INTERVIEW PARTICIPANTS

Dear ---:

In response to our phone conversation last week, I would like to thank you for your time and your willingness to participate in this important study about wildlife rehabilitation and community education. Your comments will provide valuable insight and understanding which, combined with the comments of the other participants, will stimulate professional growth in the educational practices of wildlife rehabilitators in the Midwest and beyond.

I would like to confirm that the interview will take place on **Friday, February 12th 1999, at 4:00 PM**.

As we discussed on the phone, I would like to give you advance notice of some of the main interview topics and a few background questions that I will be asking you on February 12th. It is not necessary that you prepare your statements in advance, but this will give you some time to gather your thoughts. The pre-interview questionnaire consists of closed-ended questions and will last no longer than 30 minutes. The interview itself is primarily open-ended questions and it will last approximately 1.5 hours. Below is a list of some of the main topics of discussion:

- For background purposes, it will be helpful to have the following statistics on hand: how many **animals were admitted in 1998**, how does that number compare to recent years, and what is the **estimated number of people reached** through your education programs each year?
- What are the **mission, goals, philosophy** and other organizational statements for your rehabilitation operation and its educational program? (If these statements have not yet been formalized into written form, how would you describe them in your own words? If they are in written form, please bring a copy to the interview.)
- When compared with other environmental or wildlife education opportunities in your community, what makes your program unique?
- What are some of the **barriers** to the fulfillment of your organization’s educational goals?
- **How do you deal with opposing human values** and attitudes toward wildlife (during education programs and when interacting with the public)?
- How would you describe your **relationship with your state wildlife agency** in terms of community and environmental education?

I understand that you have a very busy schedule and I greatly appreciate the time that you will dedicate to this study. If you have any questions, please do not hesitate to contact me. I look forward to meeting you.

My sincere thanks,

Heather McNeil  
College of Natural Resources  
University of Wisconsin – Stevens Point
APPENDIX B:
CONSENT FORM

Community Education Strategies of Selected Wildlife Rehabilitators

(One copy is to be given to the study participant. One copy is to be retained by the investigator.)

Heather McNeil, a graduate student at the University of Wisconsin-Stevens Point, and Dr. Michael Gross, are conducting a study on how wildlife rehabilitators conduct community education. We would appreciate your participation in this study, as it will provide valuable information to others who rehabilitate wildlife and interact with the public. It will also help to encourage professionalism within the field of wildlife rehabilitation and education.

As part of this study, we would like to interview you about your educational activities. Before the interview, we would also like to ask you some questions from a questionnaire. The thesis report will not associate your name with the answers that you give. If the researcher does wish to use your name in a future article or report (such as an NWRA or IWRC journal article) she will contact you and gain your consent before using your name.

Although this study could use phone interviews or mail-in surveys to collect the data, we feel that speaking with you in person the best way to learn about your educational activities.

The study will present no risk to you other than the inconvenience of the extra time required for you to answer the questions.

If you wish to withdraw from the study at any time, you may do so. The information that you provided up until that point would be destroyed.

The researcher will be glad to answer any questions that arise after she has returned to Stevens Point. If you have any questions or if you wish to receive a copy of the results, please contact:

Heather McNeil
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 341-0748
hmcmne885@uwsp.edu
After September 1999, please call (716) 942-3258

If you have any complaints about your treatment as participant in this study, please call or write:

Dr. Sandra Holmes, Chair
Institutional Review Board for the Protection of Human Subjects
Department of Psychology
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-3952

Although Dr. Holmes will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and agree to participate.

Name __________________________________________ Drue ____________________ 

The UWSP Institutional Review Board for the Protection of Human Subjects has approved this research project.
APPENDIX C:
University of Wisconsin-Stevens Point
Institutional Review Board for the
Protection of Human Subjects

APPLICATION TO THE INSTITUTIONAL REVIEW BOARD

Project Title: Community Education Strategies used by Selected Wildlife Rehabilitators

I. Subjects

A. Description of pool of human subjects. The subjects for this study will include wildlife rehabilitators who hold active state and/or federal permits and are involved in community education. The rehabilitators will represent small home-based organizations as well as larger organizations affiliated with non-profit nature centers and zoos.

II. Procedures

A. Qualitative data will be collected through short demographic questionnaires and in-depth personal interviews. The demographic questionnaire will remain the same for each participant, and is included with this application. The personal interviews will require several open-ended questions and clarifying questions. Open-ended questions are the preferred investigative tool because they allow greater richness and individuality of responses. They may, however, lead to new and previously unplanned questions. An exact interview schedule will not be devised. Instead, the line of questioning will follow those in the attached interview protocol.

B. Personnel interaction. The researcher will contact participants by phone during a screening conversation. The purpose of the screening conversation will be to ensure that the potential participant is an active rehabilitator and that they are willing to participate in a face-to-face interview dealing with wildlife rehabilitation and community education strategies. All interviews will be conducted by the researcher herself.

C. Deception. There will be no deception involved in this research project.

D. Location. Interviews will be conducted at the participant’s place of rehabilitation, or a suitable nearby meeting place selected by the participant.

III. Risks

A. There is no known risk to the participants in the immediate or long-range future of the project.

B. The benefits of this study will extend far beyond the researcher, the participants, and UW-SP. Wildlife rehabilitation is a very young professional activity. Wildlife rehabilitators pride themselves on their commitment to advancing the profession and their commitment to information dissemination through networking. Recent years have seen an intensified interest from within the wildlife rehabilitation community and from without (from state and federal wildlife regulating bodies) in better methods for standardization and quality control of wildlife rehabilitation activities. Rehabilitators have significant individual and group interaction with members of the public, yet the desire for increased professionalism has not involved wildlife rehabilitation as an educational activity. The participants in this study will help to provide a conceptual framework and list of successful community education strategies that will be shared with other members of the rehabilitation community – most of whom are operating with few financial and human resources and little time to devote to non-animal care activities.
This study will also benefit the Environmental Education (EE) profession. Rehabilitators have several unique characteristics that have not yet been fully tapped by professional environmental educators. The two main characteristics are; 1) wildlife rehabilitators have significant contact with mixed-age and family groups. By definition, EE is meant to include the life-long learner, yet many of today's EE efforts are directed toward captive audiences of school aged-children because it is easier for educators to isolate school children than it is to isolate adults and family groups. 2) rehabilitators interact with value-laden, local wildlife issues on an intimate and daily basis. They are in a unique position to express the need for careful examination of all sides and players in environmental issues before decisions are made.

IV. Safeguards to the subjects' identity

A. The use of information. The information provided during personal interviews, and through the demographic questionnaires will be incorporated into a master's thesis at the University of Wisconsin-Stevens Point. The results may be presented at meetings or published in professional literature. In such cases, fictitious names or numbers will be used to protect the identity and privacy of individuals.

B. Precautions to safeguard identity. Recording of interviews will not begin until the participant gives written consent. Fictitious names will be used during the interview process and throughout the study. All information will be kept confidential and access to audiotapes will be restricted to the researcher only.

V. Informed consent

A. Informed consent will be explained to all participants both orally and in writing. Signatures will be used as part of the appropriate interview protocol of gaining consent, but will not be used to identify participants during any part of data analysis. Interviews will not commence without the participant's signature. (See the attached consent form)

B. Participants will be given the option to refrain from answering any question. They will also be given the option to terminate the interview at any time. At which point, all data collected up until that point will be destroyed and the participant will be removed from the study.

VI. Cooperating institutions

A. No cooperating institutions will be involved in the actual interview process. Various institutions, however, will be instrumental in the identification of suitable participants. The presidents of both the International Wildlife Rehabilitation Council (IWRC) and the National Wildlife Rehabilitator's Association (NWRA), will be asked to identify rehabilitators who, to their knowledge, are particularly active in community education, have been conducting such education for many years, or has developed unique or progressive approaches to community education. The IWRC and NWRA presidents may serve as members on the validity panel that reviews the interview protocol. Representatives from the state and federal wildlife agencies will also be asked to provide nominations of rehabilitators for the study. The actual participants will be selected according to the frequency of nomination and according to the criteria established in the methodology of the project.
APPENDIX D:
PRE-INTERVIEW QUESTIONNAIRE

Respondents received prior notice of the questions that are marked with an asterisk (*).

1) Please give a general description of the type of facility (e.g., independent, non-profit organization? What type of affiliation?)

2) Please list the types of permit(s) that you hold. What class (some states divide their rehabilitation permits into categories or classes)? Any sub-permittees?

3) What is your position or job title within the organization or facility?

4) Please give a general description of the type of facility (e.g., independent, non-profit organization? What type of affiliation?)

5) Please list the types of permit(s) that you hold. What class (some states divide their rehabilitation permits into categories or classes)? Any sub-permittees?

6) What is your position or job title within the organization or facility?

7) Please describe the staffing at the facility (e.g. How many people and what are their job titles? Paid or not paid?)

8) How would you describe the local community in terms of the degree of development (very rural, urban)?

9) How many counties does your organization serve? What are their names?

10) How many years have you been a licensed wildlife rehabilitator?

11) How many years have you been involved with community education as it relates to wildlife rehabilitation?

12) What is your educational background?

13) *How many animals were admitted in 1998? Would you say this is representative of the average for the last 5 years?

14) What types of animals are admitted (general groups, e.g. raptors, turtles, small & large mammals)?

15) *Can you give an estimated number of individual people reached each year with your educational messages (via all methods used)?

16) Do you charge a fee for your education programs or suggest a donation? How much?
APPENDIX E:
THE MASTER LIST OF QUESTIONS OR PROTOCOL

Goals and reasons for education:

1) How did you become involved in educating about wildlife or associated issues? Besides those reasons for initially becoming involved, are there other reasons why you educate today?

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

4) What are some barriers to you fulfilling the educational potential of your program?

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Please check all types of education that apply to your organization and indicate the amount of emphasis that each receives within your program. (Use a Likert scale from 1 - 5, with 1 = very important, 2 = important, 3 = neutral, 4 = not very important, 5 = not important at all.) If different from the current situation, rate the ideal emphasis that each type would receive.

<table>
<thead>
<tr>
<th>Current</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>over-the-phone education to people who call about injured wildlife</td>
<td></td>
</tr>
<tr>
<td>informal education to donors who bring patients to your facility</td>
<td></td>
</tr>
<tr>
<td>special events at your facility or in the community</td>
<td></td>
</tr>
<tr>
<td>fund raisers</td>
<td></td>
</tr>
<tr>
<td>education through various media (e.g. TV, local newspaper, newsletters, brochures)</td>
<td></td>
</tr>
<tr>
<td>public tours or visits</td>
<td></td>
</tr>
<tr>
<td>school visits to your facility with pre-planned programs</td>
<td></td>
</tr>
<tr>
<td>school visits to your facility without pre-planned programs</td>
<td></td>
</tr>
<tr>
<td>off-site school programs</td>
<td></td>
</tr>
<tr>
<td>programs with non-school community groups (i.e. civic groups, churches, nursing homes)</td>
<td></td>
</tr>
<tr>
<td>other, please explain</td>
<td></td>
</tr>
</tbody>
</table>

140
9) From the list above, what are the main audiences of your education programs?

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

11) Does your organization have a written master plan that guides the education efforts at your center?

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

15) What are the most important wildlife issues in your community?

16) Do you address these issues in your education program? How?

17) What other issues (or types of issues) do you address?

18) As a summary, what would you say are the main, overall messages of your programs?

19) How do you address differing or opposing values and attitudes toward wildlife?

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

21) How would you respond to a student who says during a program, “Well, my father hunts”?

Or, “When he was little, my grandfather had a pet crow.”

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

23) Do you use live animals in your education programs? What types? How?

24) What are your beliefs about the role of live animals in education programs?

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

Do you address wildlife management concepts or issues in any of your educational efforts?

26) Are you aware of your state or federal wildlife agency’s education programs? If so, how does your education program work with those programs? Is this as much as you’d like, less, more?

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.
29) How might these two groups increase cooperation and communication?

**Incorporation of educational methods**

30) How does your program tend to varying needs of your audiences?
   a. Do you have age-specific programs or educational strategies?
   b. Who determines content?
   c. What information do you have about groups (school and non-school) prior to the program?

31) Do you address issues differently with different aged audiences? How?

32) Do you incorporate any certain educational theories?

33) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

**Barriers & recommendations for improving community education by rehabilitators:**

34) What are the biggest barriers to helping rehabilitators in general fulfill their educational potential?

35) In what ways might rehabilitators overcome these barriers?

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

39) Where do you see wildlife rehabilitation education, in general, 5 – 10 years from now (ie, what is your vision for the profession)?

40) Is there anything else you would like to add before we end this session, or that you feel would be beneficial to this study?
APPENDIX F:
THE SEQUENCE OF QUESTIONS USED DURING ANALYSIS AND DISCUSSION:
(the numbers in parentheses correspond to the number of the question in the master list of questions)

I. Reasons and Goals
   A. How did you become involved in educating about wildlife or associated issues? (1a)
   B. Besides those reasons for initially becoming involved, are there other reasons why you educate today? (1b)
   C. Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words. (5)
   D. Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words. (6)
   E. Does your organization have a written master plan that guides the education efforts at your center? (11) If not, do you perceive a need for such a plan? (12)
   F. What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization? (7)

II. Target Audiences and Modes of Educating
   A. Table that summarizes modes (ways of conveying educational messages to the public) (8)
   B. What are the main audiences of your education programs? (9)
   C. Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain. (10)
   D. Concerns related to target audiences

III. Main Messages and Content
   A. What would you say are the main, overall messages of your programs? (18)
   B. What makes your wildlife rehabilitation education programs valuable to their audiences? (2)
   C. What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs? (3)
   D. How does your program tend to varying needs of your audiences? (30)
   E. Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so? (33)
   F. Do you incorporate any certain educational theories? (32)
   G. Concerns related to messages and content

IV. Fundamental Values and Environmental Values Education Strategies
   A. What are the most important wildlife issues in your community? (15)
   B. Do you address these issues in your education program? How? (16)
   C. What other issues (or types of issues) do you address? (17)
   D. What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program? (13)
   E. What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation? (20)
   F. Do you address issues differently with different aged audiences? (31)
   G. How do you address differing or opposing values and attitudes toward wildlife? (19)
   H. How would you respond to a student who says during a program, “Well, my father hunts”? (21a)
   I. Or, “When he was little, my grandfather had a pet crow.” (21b)
   J. Do you use live animals in your education programs? (23) What are your beliefs about the role of live animals in education programs? (24)
V. Views Toward Wildlife Management and State Wildlife Agencies
A. What is your definition of wildlife management? (25a)
B. Do you address wildlife management concepts or issues in any of your educational efforts? (25b)
C. Are you aware of your state or federal wildlife agency’s education programs? If so, how does your education program work with those programs? Is this as much as you’d like, less, more? (26)
D. Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe. (27) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe. (28)
E. How might these two groups increase cooperation and communication? (29)

VI. Barriers and Recommendations
A. Should some comp be universally recommended? (12)
B. What are some barriers to you fulfilling the educational potential of your program? (4) What are the biggest barriers to helping rehabilitators in general fulfill their educational potential? (34)
C. In what ways might rehabilitators overcome these barriers? (35) What are some strategies that might help the rehabilitation profession fulfill its potential for community education? (36)
D. If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for? (38)
E. Do you have any recommendations for rehabilitators who are beginning to develop educational programs? (37)
F. Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary? (22a) Do you feel that training for rehabilitators who educate about values would be helpful? Necessary? (22b)
G. Where do you see wildlife rehabilitation education, in general, 5 – 10 years from now (ie, what is your vision for the profession)? (39)
Codes were assigned to naturally occurring data segments as a way to consolidate the verbal responses and uncover patterns or trends within the responses of all 16 participants. Each code consists of at least two sets of parentheses. The first set of parentheses indicates where the statement came from. The second set of parentheses indicates where the segment was placed, or how it was categorized.

The first Arabic numeral in the first set of parentheses represents the number of the interview (1-16). The second Arabic numeral represents the number of the question according to the master list of questions in Appendix D. The third Arabic numeral represents the number of the question as listed in the interview transcript from which it came. Although all interviews covered essentially the same material, some changes were made to the interview protocol as the data collection progressed. It is therefore helpful to refer to the master list of questions as separate from the list of questions found in each transcript.

The Roman numeral in the first position of the second set of parentheses represents the main theme of analysis (I-VI). The main themes of analysis are as follows:

I. Reasons and goals for conducting wildlife education
II. Target audiences and modes of educating
III. Main messages and content
IV. Fundamental values and environmental values education strategies
V. Views toward wildlife management and state wildlife agencies
VI. Barriers and recommendations

The letter in the second position of the second set of parentheses represents the question of analysis. The questions of analysis are simply the interview questions rearranged into a sequence suitable and appropriate for analysis and discussion (see Appendix E). The questions of analysis are represented by letters rather than numbers so that the distinction is easily made between the arrangement of questions for analysis versus that for the interview sessions. The alphabetic code in the third position represents the category into which the participant's response has been placed.

As an example, the code (4,1,1)(I,A,EDU) would be applied to a statement that came from the fourth interview, question number 1 of the master list of questions in Appendix D, and question number 1 in the transcript (transcripts are included in Appendix H). The response was placed under the first analytic theme (I) as a response to question A (How did you become involved in educating about wildlife or associated issues?), and it was categorized as “EDU”, or indicating that the respondent attributes his or her involvement in wildlife education to the fact that (s)he has formal training as an educator. A complete list of the codes and their meanings may be found below.

In some cases, one written segment may be placed into more than one category of response. The segment would then receive an additional set of parentheses, as in the following example: (8,1,1)(I,B,AWAR)(I,B,PROB). This code was given to a response from interview number eight which was placed into two coding categories, AWAR (To
increase public awareness of wildlife issues and the impact of humans) and PROB (As a response to problems such as habitat destruction).

CODES

I. Reasons and goals for conducting wildlife education

A. How did you become involved in educating about wildlife and associated issues?

<table>
<thead>
<tr>
<th>INT</th>
<th>Have always been interested in wildlife</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD</td>
<td>Role models during childhood</td>
</tr>
<tr>
<td>EDU</td>
<td>Has a background as an educator</td>
</tr>
<tr>
<td>ASK</td>
<td>Someone asked them to give a talk</td>
</tr>
<tr>
<td>CNTR</td>
<td>Had a part-time or volunteer experience at a center</td>
</tr>
</tbody>
</table>

B. Why do you educate about wildlife today?

<table>
<thead>
<tr>
<th>APA</th>
<th>Public apathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWAR</td>
<td>To increase public awareness of wildlife issues and the impact of humans</td>
</tr>
<tr>
<td>COEX</td>
<td>To encourage coexistence</td>
</tr>
<tr>
<td>DEPN</td>
<td>So that the public understands “how things work,” the concepts of interdependence and relationships</td>
</tr>
<tr>
<td>ENJY</td>
<td>Enjoyment of working with the animals or education animals</td>
</tr>
<tr>
<td>ETH</td>
<td>Because there is a lack of conservation/wildlife ethic. To help the public develop an ethic</td>
</tr>
<tr>
<td>EXPO</td>
<td>To expose the public to wildlife and help them make personal connections</td>
</tr>
<tr>
<td>FUTR</td>
<td>For the future</td>
</tr>
<tr>
<td>GIVEB</td>
<td>To help the public take action or give something back to wildlife</td>
</tr>
<tr>
<td>NHIS</td>
<td>There is a lack of public knowledge about wildlife natural history and behaviors</td>
</tr>
<tr>
<td>MSCON</td>
<td>To alleviate misconceptions, myths and fear about wildlife</td>
</tr>
<tr>
<td>NEED</td>
<td>Because education is simply needed</td>
</tr>
<tr>
<td>PENJY</td>
<td>To increase public enjoyment of wildlife</td>
</tr>
<tr>
<td>PERS</td>
<td>The rehabilitator has personal experience and exposure that others don’t have</td>
</tr>
<tr>
<td>POPN</td>
<td>To convey a population management or conservation perspective that goes beyond helping individual animals only</td>
</tr>
<tr>
<td>PREV</td>
<td>To prevent future injuries, orphanings or harm to wildlife</td>
</tr>
<tr>
<td>PROB</td>
<td>As a response to environmental problems, such as habitat destruction</td>
</tr>
<tr>
<td>RE=EDU</td>
<td>Education is part of rehabilitation, you can’t do rehabilitation without educating</td>
</tr>
<tr>
<td>RESP</td>
<td>Because there is a lack of respect for wildlife. To encourage respect</td>
</tr>
<tr>
<td>TODO</td>
<td>So that the public understands what to do with injured, displaced or nuisance wildlife</td>
</tr>
</tbody>
</table>
VAL To try to raise consciousness about the value of wildlife

C. D. E. Strat plan for organiz and education. Educ master plan Coding not necessary

F. What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

ACT The actions of the organization speak for themselves
BROCH Brochures, newsletters, web site
MED Media, TV, newspaper
SVCOM Staff and volunteer communications and/or meetings
TRNG During training of new staff and volunteers and/or with training handbook
WORD Word of mouth

III. Main Messages and Content

A. What are the main messages of your program?

APPR Appreciation, wonder, curiosity about wildlife
AWAR Awareness of problems that wildlife face and the impact of humans
COEX Coexistence between humans and wildlife
DEPN Relationships and interdependence of humans, wildlife, the environment
GIVEB How the public can take action or give something back to wildlife
IND Concern or understanding about individual animals
MISS The mission of the organization
NHIS Knowledge about natural history and behaviors of wildlife
POPN The population management and conservation perspective
RESP Respect for wildlife and the natural world
STEW Stewardship and responsibility to take care of the environment
TODO What to do with injured, displaced or nuisance wildlife

B. What makes your program valuable to its audiences?

What makes your program unique as compared to other nature or environment-related programs?

ANIM The use of live animals, the types used, or the way they are used in a program
BPICT The importance of a big picture perspective
ENHA The programs use the natural environment to enhance classroom study
EXPO The audience gains exposure or has a chance to make personal connections to wildlife
FACT The programs are factual or well-planned
FUN The programs are fun or entertaining as well as educational
GIVEB The audience has a chance to take action or give something back to wildlife
INAUD The audience is involved or engaged. The program is interactive
LOC The location of the facility
PERS The personal experience, perspective and stories of the rehabilitator, or the perspective that the facility has because it deals with rehabilitation
POPN The program conveys a population management or conservation perspective
PSSN The sense of passion, enthusiasm or appreciation
SOLN The ability to provide the public with a solution to an immediate wildlife problem
VARPGM The program is varied or designed for each group

IV. Fundamental values and issues, and environmental values education strategies

C. What are the most important wildlife issues in your community?

AGRIC Agricultural practices and pesticides
HUNT Misuse of firearms and hunting ethics
IMPR Imprinting of young birds when the public tries to illegally raise them
LACONT There is no agency or organization that deals with animal control situations
LEAD Lead poisoning
LEDU Public misunderstanding or lack of education about wildlife
POL Litter, pollution
SPRAWL Human population growth, urban sprawl and habitat alteration or destruction
URB Urban wildlife or perceived nuisance wildlife
VALS Differing values toward wildlife

VI. Barriers and Recommendations

B. What are some barriers to you fulfilling the educational potential of your program? What are the biggest barriers to rehabilitators in general fulfilling their educational potential?

ATT Preconceived attitudes or myths held by the public
EDANIM Issues of live animals in education
EDOPPS Lack of educational opportunities for rehabilitators who educate
FACIL Lack of facilities
GROW The program is growing too fast
LIAB Liability
$ Money
ORG Organizational concerns
PLIM Personal limitations
REGS Rules and regulations
REHAB Limitations of other rehabilitators and their emotional or non-biological perspectives
SCHLS Limitations of working with schools
SPEAK Fear of public speaking
STAFF  Staff or volunteer shortages or problems
SWAGEN  State Wildlife Agency
TIME  Time
WRDOUT  Getting the word out about their education program or rehabilitation in general
APPENDIX H:
COMPLETE CODED RESPONSES FOR SELECTED QUESTIONS

I. A. How did you become involved in educating about wildlife or associated issues?

ASK: someone asked the rehabilitator to give a program or public talk

- Schools are always looking for volunteers to work on certain subjects that they find out you're interested in something. They'll ask you to come in and talk to the kids. So that basically is how I got started. And then the conservation board started asking me to volunteer as a hike leader for their field trips. That is really how I got into doing what I am doing now. Working part-time and getting paid for it.

- It has been so long. I don't know if I was asked if I do speaking and just, I don't know how it was initiated. Whether somebody asked and I said I would put together a program. Back then there was nobody to look at and say, "oh, you do education?" Maybe I should do that. I really am not sure. I remember my first talk, but I don't remember if they initiated it or if I did. It may have been the school because I knew a teacher there, and she might have asked.

CHILD: Role models or childhood experiences

- It was triggered by my parents many many years ago. Taking us out camping and teaching us about the environment.

- I always had an interest in wildlife. We lived at a house where everybody brought in the injured robin. My dad was a doctor. Between his medical knowledge and my mom and I being the animal people.

- I'm different than most people. As a little kid, we didn't have all the amenities that children have here, TV, radio and all that stuff. We actually used, the teachers there used the jungles and the animals to educate the kids. I went to school with a mixture of kids. I spoke better Spanish as a child than English. We were exposed to that from early on and it has always been a part of my life, even when we moved back here to the states.

- I became involved very young. My father was a naturalist. He worked with the DNR and I used to follow him through the woods and it was always just fascinating to me and the most precious hours were spent out there. When I was 11, I had my first hawk when I was 10, but when I was 11, my uncle had a farm and he found a Harrier
on his land that had been shot and brought it into town and I was really angry. I was this 11 year old and I was really shy. I went down to the natural resources office, it was then called the conservation office and I showed the man who was the head of this office this Harrier in my arms and it was bleeding from its wing and he said we can't give you a bounty unless it is dead. I thought wait a minute what is wrong with this picture. Even as a little kid, I remember getting back into the car, my mother had driven me, and thinking he doesn't know. He really doesn't know. Here is a Harrier with these little bitty feet that are mouse-eating feet. I knew and I was just a kid. I knew because I was outside with my father and when we saw something dead, he would explain the whole scenario behind it. He was like a walking encyclopedia. I knew because I listened to what he said.  

- I grew up with seven brothers on a dairy farm and wildlife was a very important part of our food supply and appreciation of wildlife.  

- I knew I wanted to be a veterinarian. I had wanted to be an ornithologist or a zoologist when I was a kid but growing up on the farm and working with animals, I decided I wanted to be a veterinarian and I was interested in wildlife.  

- I naturally like to be outside as a person and I'm curious and I like to observe things. It was part of my own upbringing where we looked at ants and we looked at flowers... his interest was fostered by my mother, an artist, who shared her love of the beauty and wonder of the living world with me. The joy of discovery and curiosity in the natural world is free to all who wish to develop it. The tragedy is that more and more, people are confining themselves and their children to an inside world.  

- It has been an interest of mine since I was young and I'm not sure how, I've just always been interested in wildlife and watched birds as a child. My father was very interested in birds and set up a lot of bird feeders. I think that had something to do with how it kind of opened my eyes to the natural world. The area where I grew up was very pretty and we had a lot of wildlife there, and I think that kind of drew me in and I became interested from there.  

CNTR: Had a part-time/volunteer experience at a wildlife or related center, or early job experience  

- I began volunteering for this organization 13 years ago and really liked the ideas and beliefs that they were putting out and just sort of worked my way up the chain I guess to the Directors or Coordinators position.  

- When I moved to this state, several of the classes that I took were held over here at this center. I took these and I thought, "I don't really want to be back inside the classroom full time but this is still my world of the outdoors and educating people" and so on and I have always been an outdoor person and avid birder. I took the
classes here and I thought, "I don't mind if I'm an old intern over here" so I started as
a naturalist intern in 1986 and I fell in love with the birds. I really believe in the
outdoor education center program here but that is a high burn out kind of thing
obviously and naturalists doing it, interns all the time. I knew that really wasn't my
thing but the birds I fell in love with and I hung around long enough for the person to
leave who was in charge.  

- I ended up through marriage being displaced from a research job I was doing so I was
  watching TV one day in a very small apartment feeling extremely claustrophobic and
  flashed on some bird or something on the screen and they said I need volunteers.
  You know I got to get out of this apartment. I showed up and had my resume... To
  make a long story short, their animal program coordinator did not turn out and they
  hired me.  

- I got my first job at this little zoo in my hometown where there was a part-time
curator, a part-time director, me and another keeper, and it was one woman running
the concession stand and the admission box. I got an opportunity right out of college
to do every facet of an operation. I mean the keeper work, the education work, the
administrative work, working with the board, doing the volunteer coordination and
training, things like that. That is when I knew for sure that what I was really more
interested in focusing in on was the education and the people kinds of things than the
actual animal kinds of things.  

- I just started as a volunteer at another center and at that time we really didn't have
nonreleasable animals and we didn't have permits. Because of my background, we
were able to get permits because I was involved and on the board and everything by
then.  

- My first major job was the nature director of a camp for inner city children mainly
from Boston, run by the Goodwill. It was here, planning and carrying out programs
for children from kindergarten through high school, that I confirmed my interest in
doing similar types of things with people in the future if at all possible.  

- I had decided to volunteer at the human society at that point just to get some hands on
experience. They were just starting the wildlife department then and it was very
intriguing from the start. The animals themselves are what really got me interested in
working in rehabilitation and the education components. Seeing how they would
come in, why they would come in, people's attitudes towards them when they did,
what type of things were happening to them and why. I think that is what really got
my initial interest and it certainly just blossomed from there.
EDU: Background as an educator

- Well I do have as I mentioned a background in education so that has been a part of my life. I had always wanted to teach and I did get elementary education certification.

- Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.

- It started when we started the center. Every time that you pick up the phone it is essential that you communicate to the public the dos and don'ts of wildlife and it has become obvious over the years that formal educational programs are needed, not only in classrooms but in a variety of civic and social organizations as well to raise consciousness. So it has just become a natural extension. Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.

- I think just because my education background, it was just a natural thing to do. Rehab didn't come into my life until about 7 years ago.

- I think whenever you interact with another person, you are getting educated and you are educating. Education is always going on if one is alert and aware of it. As my educational degrees (masters and secondary teaching credential) are either not enough or too much to get permanent employment either at a college or high school, I have established educational programs out at my farm and wildlife rehab facility.

INT: A long time interest

- It is something that I have always been interested in.

- Well I had four children, one boy, and three girls who have been interested in wildlife.

- I always had an interest in wildlife. We lived at a house where everybody brought in the injured robin. My dad was a doctor. Between his medical knowledge and my mom and I being the animal people.

- I've always been very interested in animals. I like to share that information with people because the more I learn about animals the more naive I realize people are.

- I guess I've always been interested in wildlife.
• I knew I wanted to be a veterinarian. I had wanted to be an ornithologist or a zoologist when I was a kid, but growing up on the farm and working with animals, I decided I wanted to be a veterinarian and I was interested in wildlife.

(I,A,CHILD)(I,A,INT)

• I naturally like to be outside as a person and I'm curious and I like to observe things. It was part of my own upbringing where we looked at ants and we looked at flowers... his interest was fostered by my mother, an artist, who shared her love of the beauty and wonder of the living world with me. The joy of discovery and curiosity in the natural world is free to all who wish to develop it. The tragedy is that more and more, people are confining themselves and their children to an inside world.

(I,A,CHILD)(I,A,INT)

• It has been an interest of mine since I was young and I'm not sure how, I've just always been interested in wildlife and watched birds as a child. My father was very interested in birds and set up a lot of bird feeders. I think that had something to do with how it kind of opened my eyes to the natural world. The area where I grew up was very pretty and we had a lot of wildlife there, and I think that kind of drew me in and I became interested from there.

(I,A,CHILD)(I,A,INT)

• You are always exposed to wildlife and my interest really stemmed from that. I had decided I was going for a degree in zoology, so obviously I did have an interest in animals.

(I,A,INT)

I. B. Besides those reasons for initially becoming involved, are there other reasons why you educate today?

APA: Public apathy

• I think the total disregard and ignorance and arrogance on the part of the human species. For some reason, we think we are superior and the people have lost touch with who we are, what we are and where we came from. (I,B,APA)

• I don't know if it is successful or not but you see the catastrophic decrease in species. I was with a friend of mine from South Africa and they are having the same problem over there. Animals just being wiped out, just catastrophic numbers. Just total decimation of the population. We look at elephants and we look at whales and we get upset but we do the same thing here. But we don't hear that. It is somebody else's problem, somebody else should solve this problem. But when you solve the problem don't inconvenience me. You know I don't want it to affect me. Not me I'm not doing this, it's not my fault. (I,B,PROB)

AWAR: To increase public awareness of wildlife issues and the impact of humans

• I think it is important for people to understand the impact that we as humans have on the environment.

(I,B,AWAR)
• They [wildlife] need a lot of help from us as far as habitat destruction, loss of habitat. The only way you can do it is make people aware of the problems out there.  
  (8,1,1)(I,B,AWAR)(I,B,PROB)

**COEX: To encourage co-existence**

• There are those who feel that the word conservation means managing species for your pleasure. They don't understand that conservation is an overall ethics thing of how we treat the planet and co-exist with other living things. (3,1,1)(I,B,COEX)(I,B,ETH)

• Certainly for the future of everything of trying to get across to people that there is such a thing as co-existing with wildlife and the whole interdependence of all of us in the natural world.  
  (4,1,1)(I,B,COEX)(I,B,DEPN)(I,B,FUTR)

• On behalf of the wildlife as stewards speaking for those who cannot speak, as trite as that sounds. The message has to be communicated about co-existence.  
  (6,1,1)(I,B,COEX)

• I think we need to educate people that there needs to be a little bit more give as far as the way we treat the land. I think we are very selfish about how we view the land and how we view resources. It is very human oriented. (16a,1,1)(I,B,COEX)(I,B,ETH)

**DEPN: So that the public understands “how things work,” the concepts of interdependence and relationships**

• A need for people to understand their, I even hesitate to say natural environment because that removes us from it. There is a great misunderstanding of how things work. How this planet works and I suppose that is my driving force, is to hopefully change some ideas that are brought from home from parents and hopefully for adults too to help them understand how things are supposed to work. The first thing that comes to my mind with adults is I had someone tell me that he had always thought hunters ought to be able to shoot Red-tailed hawks because they kill quail. And then he said, he started figuring out that maybe that is what they were supposed to do.  
  (3,1,1)(I,B,DEPN)

• Certainly for the future of everything of trying to get across to people that there is such a thing as co-existing with wildlife and the whole interdependence of all of us in the natural world.  
  (4,1,1)(I,B,COEX)(I,B,DEPN)(I,B,FUTR)

• In the raptor center we do two things. Primarily we are an educational facility, we want people to know about not just raptors but how wildlife fits into things, how you can help and so on and we also do wildlife rehabilitation.  
  (4,7,7)(I,B,DEPN)(I,B,GIVEB)

• This does concern me because people will in some instances be very upset if a cougar kills a deer or an eagle kills a rabbit and they are telling you about this while they eat their hamburger. They haven't been told that cow didn't commit suicide. We have to
teach them how the system works. Everything is interrelated and there is a sad state of affairs out there in many cases because people really do not understand what is going on.

- I think if we can get the people involved and make them understand that everything they use everyday is part of this system. Maybe some of them, not all, because they don't want to listen to what is going on. You can't reach them, but if you can reach the kids, they can reach above them and make grandpa stop doing this. We have to teach the interconnection, that to everything we tug on in nature, everything else is connected. It is like that sweater, you pull the wrong thread and the whole thing is gone. But they don't want to think about that.

- I want to make the animals, the birds seem like they are real. They are not just something that is out there that most people don't even see. I want to make them, I want them to see that animals are important in the way the whole plan fits together. The animals fit in there too.

- Here, we try to connect our wildlife rehab efforts with the awareness of the habitats that the individual animals require in order to continue surviving in the wild. Children and adults interact with various habitats as they learn about the animals in our care. I believe that it is more and more important to help children feel comfortable in the natural world – to foster their curiosity – to help them feel they “belong” to the earth with all its life forms is crucial to their own survival and quality of life.

ENJY: Enjoyment of working with the animals

- When I moved to this state, several of the classes that I took were held over here at this center. I took these and I thought, “I don't really want to be back inside the classroom full time but this is still my world of the outdoors and educating people” and so on and I have always been an outdoor person and avid birder. I took the classes here and I thought, “I don't mind if I'm an old intern over here” so I started as a naturalist intern in 1986 and I fell in love with the birds. I really believe in the outdoor education center program here but that is a high burn out kind of thing obviously and naturalists doing it, interns all the time. I knew that really wasn't my thing but the birds I fell in love with and I hung around long enough for the person to leave who was in charge.

- I enjoy our educational collection. We've got some really nice birds that we work with. There is also some immediate satisfaction in enjoying the animals that you are working with too.
ETH: Because there is a lack of conservation/wildlife ethic. To help the public develop an ethic

- To put our own philosophy out there because it's an opportunity to have people look at things in a different way than they do already. (1,1,1)(I,B,ETH)

- There are those who feel that the word conservation means managing species for your pleasure. They don't understand that conservation is an overall ethics thing of how we treat the planet and co-exist with other living things. (3,1,1)(I,B,COEX)(I,B,ETH)

- I think that if we can expose them to it and let them understand it, conservation is not philosophy. Conservation is how you live. They might have a better understanding... So it doesn't make any difference where you live, it is how you live. That is what we are trying to teach them. (9,1,1)(I,B,ETH)

- I think we need to educate people that there needs to be a little bit more give as far as the way we treat the land. I think we are very selfish about how we view the land and how we view resources. It is very human oriented. (16a,1,1)(I,B,COEX)(I,B,ETH)

EXPO: To expose the public to wildlife and help them make personal connections

- I think there is a lot of personal satisfaction in watching that spark, in laying that spark in that kid who you know you reached. "My grandfather used to shoot those turkey buzzards or those turkey hawks. I'm going to tell him not to"...We are getting the largest response on junior volunteers from our campers from last summer. We sent out a general mailing, my campers are coming back like crazy wanting to be junior volunteers. You knew you lit a spark. (5,1,1)(I,B,EXPO)

- I like to use live birds, which some people don't, but I think it is important for people to get a close up look. You get so many comments about people saying oh this is the first one I've ever seen or I've heard them around my house but I've never gotten to see them. I think people care about things more if they are able to get a close look and identify with these creatures. (8,1,1)(I,B,EXPO)

- The only way we can educate them [the public] is exposure with live animals and so that has always been our prime goal. Everything else we do here just augments that specific goal of education. (9,1,1)(I,B,EXPO)

- People in the inner city have a rough time because they don't ever see a tree much less an animal. We can bring them some contact with wildlife, make a connection, provide them with a window to the world of wildlife. They can look through that window and see oh this is cool. (9,1,1)(I,B,EXPO)

- I want to make the animals, the birds seem like they are real. They are not just something that is out there that most people don't even see. I want to make them, I
want them to see that animals are important in the way the whole plan fits together. The animals fit in there too.

- Here, we try to connect our wildlife rehab efforts with the awareness of the habitats that the individual animals require in order to continue surviving in the wild. Children and adults interact with various habitats as they learn about the animals in our care. I believe that it is more and more important to help children feel comfortable in the natural world – to foster their curiosity – to help them feel they “belong” to the earth with all its life forms is crucial to their own survival and quality of life.

FUTR: For the future

- Certainly for the future of everything and trying to get across to people that there is such a thing as co-existing with wildlife and the whole interdependence of all of us in the natural world.

- I think if we can get the people involved and make them understand that everything they use everyday is part of this system. Maybe some of them, not all, because they don't want to listen to what is going on. You can't reach them, but if you can reach the kids, they can reach above them and make grandpa stop doing this. We have to teach the interconnection, that to everything we tug on in nature, everything else is connected. It is like that sweater, you pull the wrong thread and the whole thing is gone. But they don't want to think about that.

- My kids, future generations. I want them to be able to enjoy the outdoors like I have. That is one of the big reasons.

GIVEB: to help the public take action or give something back to wildlife

- I think it is important for people to understand that they can give something back. If this animal is hurt, they are able to help it recover in some way or they will look for things wrong with the environment and they may be able to put up a bird box or plants some trees or things like that.

- In the raptor center we do two things. Primarily we are an educational facility, we want people to know about not just raptors but how wildlife fits into things, how you can help and we also do wildlife rehabilitation.

- When I do communicate with the public in a variety of different ways, they are very eager to learn, they want to know about the animals and what they can do to help the animals in their environment.
KNOW: There is a lack of public knowledge about wildlife natural history and behaviors

- The people that I have worked with are more than open to learning about these things, it is just so hard for them to obtain the information anywhere else. Prior to getting into this I didn't know that nursing mothers that were typically nocturnal, you would see during the day. That causes fear in people. Well that is a raccoon, I shouldn't see that in the day. It is just important things that I have picked up, that I have learned, that I feel the need to tell people. (11,1,1)(I,B,KNOW)(I,B,NEED)(I,B,PERS)

- Here, we try to connect our wildlife rehab efforts with the awareness of the habitats that the individual animals require in order to continue surviving in the wild. Children and adults interact with various habitats as they learn about the animals in our care. I believe that it is more and more important to help children feel comfortable in the natural world – to foster their curiosity – to help them feel they “belong” to the earth with all its life forms is crucial to their own survival and quality of life. (15,1,1)(I,B,DEPN)(I,B,KNOW)(I,B,EXPO)

MISCON: To alleviate misconceptions, myths and fear about wildlife

- People run into misconceptions about wildlife. (4,1,1)(I,B,MISCON)

- A lot of times people call because they are motivated by fear, they are worried about the safety of their animals or the safety of their homes or their children or whatever. You have to first of all address their fear without ridiculing it and then you have to turn it around to something that they can benefit from. I answered the phone one time and a guy said, “there is a coyote in our yard and whatever you do don't tell me you think that is neat”. (7,7,7)(I,B,MISCON)

- It is just needed. Somebody has to educate these people on these issues. It used to be common if they see a raccoon they would just shoot it and then wonder, “what am I going to do with the babies?” Just because you see one, it doesn't mean it is over populated. And they have these fears that run and I don't know why with regards to rabies and things like that. We haven't had a raccoon with rabies in this state for over 18 years. It just rationalizes their reason to kill things and that frightened me. The longer people go uneducated, the more animals I have to treat each year, which is detrimental to the animal and it just became evident that it had to be done. (11,1,1)(I,B,MCON)(I,B,NEED)

NEED: Because education is simply needed

- It started when we started the center. Every time that you pick up the phone it is essential that you communicate to the public the dos and don'ts of wildlife and it has become obvious over the years that formal educational programs are needed, not only in classrooms but in a variety of civic and social organizations as well to raise

159
consciousness. So it has just become a natural extension. Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.

• It is just needed. Somebody has to educate these people on these issues. It used to be common if they see a raccoon they would just shoot it and then wonder, “what am I going to do with the babies?” Just because you see one, it doesn't mean it is over populated. And they have these fears that run and I don't know why with regards to rabies and things like that. We haven't had a raccoon with rabies in this state for over 18 years. It just rationalizes their reason to kill things and that frightened me. The longer people go uneducated, the more animals I have to treat each year, which is detrimental to the animal and it just became evident that it had to be done... Frustration. You just have to. There is no way around it.

• The people that I have worked with are more than open to learning about these things, it is just so hard for them to obtain the information anywhere else. Prior to getting into this I didn't know that nursing mothers that were typically nocturnal, you would see during the day. That causes fear in people. Well that is a raccoon, I shouldn't see that in the day. It is just important things that I have picked up, that I have learned, that I feel the need to tell people.

• Probably for need. There is a great need for education.

PENJY: To increase public enjoyment of wildlife

• Basically we are trying to get people to just enjoy wildlife.

• My kids, future generations. I want them to be able to enjoy the outdoors like I have. That is one of the big reasons.

PERS: The rehabilitator has personal experience and exposure that others don’t

• I think it is really basically who I am. I tried not to, when I moved here I tried to retire for a while. I was telling my daughter it is so much a part of my DNA. It is me and I feel a real need to try and touch and reach as many people as I can, as we can in a bigger scope with the organizations. I don't think you can have too much information.

• The people that I have worked with are more than open to learning about these things, it is just so hard for them to obtain the information anywhere else. Prior to getting into this I didn't know that nursing mothers that were typically nocturnal, you would see during the day. That causes fear in people. Well that is a raccoon, I shouldn't see that in the day. It is just important things that I have picked up, that I have learned, that I feel the need to tell people.
• I educate because I have an exposure to animals that no one else does. I guess I have a little different slant on the animals, the birds that I get, than some other people might. (12,1,1)(I,B,PERS)

• Since I have developed a lot of that knowledge over the last 15 years, I feel obligated to share with them so that what I do in the rehabilitation, I can have a much greater affect than helping that individual animal. It can help a whole variety of animals that are uninjured and hopefully will stay that way living so close to people. (16b,1,1)(I,B,PERS)(I,B,POPN)

POPN: To convey a population management or conservation perspective that goes beyond helping individual animals only

• Rehabilitation affects the individual animal. Education is affecting the population is kind of the philosophy on why we put most of our energies into education. Long term we are doing more for wildlife through education than we are helping that individual bird that comes through the door. Often the rehab is viewed as a humane effort more than what I would call a conservation effort. (5,1,1)(I,B,POPN)

• Pre-vet is 2 year major and I waived some pre-vet courses and I took some fishery and wildlife courses because I was interested. One was an interdisciplinary ecology course that I took and that impressed me...When I graduated from vet school there was a position here at the university to start doing some wildlife and zoo work and I had worked in the pathology lab for the DNR as a student because I was interested in wildlife, doing post-mortems or necropsies on wildlife. ...Well I went back to that fishery and wildlife professor and said I would like to work on a masters degree in fishery and wildlife and I did and got the population dynamics and wildlife ecology masters and he asked me to be a guest lecturer in a course that I had taken, and I had an adjunct professorship and taught in the fishery and wildlife department ever since. So that is kind of how I got into it and the teaching importance of it as well as that population perspective. It is in my training but also my interest. (13,1,1)(I,B,POPN)

• Since I have developed a lot of that knowledge over the last 15 years, I feel obligated to share with them so that what I do in the rehabilitation, I can have a much greater affect than helping that individual animal. It can help a whole variety of animals that are uninjured and hopefully will stay that way living so close to people. (16b,1,1)(I,B,PERS)(I,B,POPN)

PREV: To prevent future injuries, orphanings or harm to wildlife

• To prevent injury, future injuries and orphanings. (1,1,1)(I,B,PREV)

• A lot of times in programs I’ll tell them that our numbers increase every year, but ultimately our goal would be to put ourselves out of business. But we know that’s not going to happen. (1,1,1)(I,B,PREV)
First there is don't impact the animal to begin with. Then there is keep it in the wild if you can and then if all else fails, then bring it to us and there is still no guarantee. So why we educate right now is we are just trying to keep our head above water and obviously we are not going to get unlimited funding, we are not going to get unlimited caging so we have to put our efforts where they can do the most good. Preventing impacts in the first place seems to be where our efforts can be the most useful.

It can help a whole variety of animals that are uninjured and hopefully will stay that way living so close to people.

**PROB:** As a response to environmental problems, such as habitat destruction

- I think a lot of it is trying to alleviate a lot of the problems too that you see.

- They [wildlife] need a lot of help from us as far as habitat destruction, loss of habitat. The only way you can do it is make people aware of the problems out there.

- I don't know if it is successful or not but you see the catastrophic decrease in species. I was with a friend of mine from South Africa and they are having the same problem over there. Animals just being wiped out, just catastrophic numbers. Just total decimation of the population. We look at elephants and we look at whales and we get upset but we do the same thing here. But we don't hear that. It is somebody else's problem, somebody else should solve this problem. But when you solve the problem don't inconvenience me. You know I don't want it to affect me. Not me I'm not doing this, it's not my fault.

- I see the destruction that is going on and the number of kids in the school that I teach now who don't respect wildlife, who don't respect habitat, who don't respect what is living around them. It is just going to hell in a hand basket very quickly and somebody has to do something.

- I have learning disabled students and they are 6th graders. It is a 5th/6th grade building so they are very well aware of what goes on around them. They are not real little kids and they are not severely impaired that they don't understand what is going on. They can easily see the for sale signs on the hundreds of acres down the road so they know what is happening.

- One of the main reasons has to do with the fact that there are less and less open spaces and as a result there is a fight between the wildlife and the houses that are being built and it is really going to become a problem here.
RE=EDU: Education is part of rehabilitation, you can't do rehabilitation without educating

- It started when we started the center. Every time that you pick up the phone it is essential that you communicate to the public the dos and don'ts of wildlife and it has become obvious over the years that formal educational programs are needed, not only in classrooms but in a variety of civic and social organizations as well to raise consciousness. So it has just become a natural extension. Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.


- I don't think you can do wildlife rehabilitation without education. That is a futile effort.

  (7,1,1)(I,B,RE=EDU)

RESP: Because there is a lack of respect for wildlife. To encourage respect

- I see the destruction that is going on and the number of kids in the school that I teach now who don't respect wildlife, who don't respect habitat, who don't respect what is living around them. It is just going to hell in a hand basket very quickly and somebody has to do something.

  (14,1,1)(I,B,PROB)(I,B,RESP)

TODO: So that the public understands what to do with injured, displaced or nuisance wildlife

- It started when we started the center. Every time that you pick up the phone it is essential that you communicate to the public the dos and don'ts of wildlife and it has become obvious over the years that formal educational programs are needed, not only in classrooms but in a variety of civic and social organizations as well to raise consciousness. So it has just become a natural extension. Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.


- First there is don't impact the animal to begin with. Then there is keep it in the wild if you can and then if all else fails, then bring it to us and there is still no guarantee. So why we educate right now is we are just trying to keep our head above water and obviously we are not going to get unlimited funding, we are not going to get unlimited caging so we have to put our efforts where they can do the most good. Preventing impacts in the first place seems to be where our efforts can be the most useful.

  (7,1,1)(I,B,TODO)(I,B,PREV)

- Then the newspaper articles, radio interviews and those kinds of things too again our message is leave wild animals in the wild. The center is a last resort kind of thing.

  (7,7,7)(I,B,TODO)

VAL: To try to raise consciousness about the value of wildlife

- To try to raise consciousness about the value of wildlife.

  (1,1,1)(I,B,VAL)
F. What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

ACT: Actions

- Our philosophies are pretty much just the way we operate. I think the public probably knows those through seeing what we do...Unfortunately our philosophies are known more through our actions than anything written. (5,7,7)(I,F,ACT)

BROCH: Brochures, newsletters, other printed materials or web site

- We have a newsletter that goes out twice a year and that goes out to all of our donors as well as the schools in the area and basically if somebody is interested they can just call and get a copy. It goes out to libraries, it goes out to everybody that brings in an injured animal as well as our brochures. So both of those are available and they talk a lot about our program. (2,7,7)(I,F,BROCH)

- We also have a web site so people can tab into our web site. It has activities and it also has a form so they can specifically ask us questions which we can respond back to. (2,7,7)(I,F,BROCH)

- We do have brochures that go out... You will find stuff in our brochures and even in our raptor center brochure so I guess it is there. (4,7,7)(I,F,BROCH)

- If they are not written, obviously it is hard to make people understand them. The mission is printed in our newsletter and everything we publish. (5,7,7)(I,F,BROCH)

- We pass out literature. (6,7,7)(I,F,BROCH)

- I think in our brochures and our newsletter, we pretty much state it... I believe our newsletter, which we put out quarterly, I will give you some of those. All our brochures reflect pretty much that mission. (9,7,7)(I,F,BROCH)

- We have these vision statements printed in brochure style. (11,7,7)(I,F,BROCH)

- I've been doing this for 15 years now and I've been on television and I put out a newsletter. (12,7,7)(I,F,BROCH)(I,F,MED)

- The mission statement and those kind of statements are in the newsletter. I think the first couple of newsletters definitely explained our philosophy and how we were going to do things. I think people who have been around from the beginning understand all that. Do new people who come in, that now bring us an animal and get an updated newsletter necessarily understand that, I'm not sure. I'm not sure if they can go beyond just the mission statement in understanding what we are doing so I guess I have to say that people from the beginning are volunteers and board members.
within the organization have that information but not necessarily the general public unless they specifically asked for other things beyond the mission statement.

MED: Media

- The typical question the reporters always ask us is, “so why are you having this event?”
- Use of the media helps get the message across.
- I write a lot of articles for different magazines, I write a column for a paper... I will give you one of our PR packs too. If you go through all that material you can see that it all follows that mission pretty close.
- Another problem here - I wanted to do a press release, however, in this state you can't advertise the fact that you rehab. You don’t want to encourage people to take babies from nests. That is a good law to go by, which is a good thing because some people will go and rob nests and say well if I get tired of this in a day I will dump them here. We don't want to encourage that. That is a good law to go by. I had started working on a press release because we just obtained non-profit status last week. We have been working on it for weeks but it is a long drawn out process. I was going to do a press release and I got to thinking, this probably won't help the animals. It may make me look good, but that is not our goal. So I decided not to do that. Word of mouth is going to have to suffice. I work closely with the small animal shelter and they refer a lot of calls to me.
- I've been doing this for 15 years now and I've been on television and I put out a newsletter.

SVCOM: Staff and volunteer communications and/or meetings

- Anyone that works with me will tell you that we get right into the guts of the philosophy of our organization from day one. And they get that every single day.
- Then as we disseminate information to the volunteers or whatever happens, my goal is that no matter which staff person the volunteer asks the question of, they get the same answer. We've been very successful with that. When I got here you know the reason we did something on one day was because someone on the staff said you had to and that was the answer. That is not good. Our volunteers are trained initially from the beginning knowing what our philosophies are, knowing how we are going to do things and then the staff is continually being reinforced in making sure that we are always going to be truthful and up front with the volunteers, we are not going to lie to them but we are going to be unified.
• [reference to a bulletin board where the staff post information to the volunteers] Right there is like the center's response to it in writing that everybody reads and interprets in their own way and in addition to that, they can ask staff for the details or the questions or whatever. We really have had a very good working relationship with the volunteers. I really think it is because of all the time and energy that we spend up front with them.  
(7,7,7)(I,F,SVCOM)

• Well first of all if you are going to have anybody working with you or they are going to interact with your program or help with the animals, there are just some guidelines. That is for their own well-being, to know what they are getting into and also for yours and for the animals’.
(14,7,7)(I,F,SVCOM)

• We also have pretty regular meetings with the volunteers to update them on things and explain goals and what the future is. Usually once a year the director, at some function or another, will talk to the volunteers about where the program has been and where it is going. A lot of times it is at the volunteer banquet or it has been in the past.
(16b,7,7)(I,F,SVCOM)

• We have meetings every other month or quarterly during the holidays. Rather frequent meetings within each component of the center where we spend a lot of time communicating the specifics about what is going on, what short term goals we have.
(16a,7,7)(I,F,SVCOM)

TRNG: Staff and volunteer training in person or via handbook

• Anyone that works with me will tell you that we get right into the guts of the philosophy of our organization from day one. And they get that every single day.
(1,7,7) (I,F,TRNG)(I,F,SVCOM)

• I think most of the philosophy, especially when it comes to the outdoor education center, you would have a philosophy and goals and so on that are listed in the intern handbook as far as what goes on here and those kinds of things. Also as part of staff training which is a 2 1/2 week concentrated thing here, and they really talk about our philosophy of education.
(4,7,7)(I,F,TRNG)

• Everybody that goes through volunteer training gets a volunteer handbook. The first section in there is our philosophies so we have a philosophy statement on relocation, education, on exhibiting animals, on using animals in education programs. We also explain our euthanasia policy and our belief that euthanasia is a right for the animal. I take them through and show them the procedure that we use, even though they don't do it. Obviously it is happening while they are here.
(7,7,7)(I,F,TRNG)

• In addition to what they read in the handbook, if they read it, we spend a portion of their training where I sit down and go over our philosophies and discuss our philosophies with everybody. That is a really big issue. In fact we call it a deal breaker. If there is a philosophical difference then you can't volunteer here. We have
had situations where people have literally taken this squirrel with a spinal injury because they believe it could be saved. One woman did in fact take it home with her. She stole it. She isn’t a volunteer here any longer. (7,7,7)(1,F,TRNG)

• Then as we disseminate information to the volunteers or whatever happens, my goal is that no matter which staff person the volunteer asks the question of, they get the same answer. We've been very successful with that. When I got here you know the reason we did something on one day was because someone on the staff said you had to and that was the answer. That is not good. Our volunteers are trained initially from the beginning knowing what our philosophies are, knowing how we are going to do things and then the staff is continually being reinforced in making sure that we are always going to be truthful and up front with the volunteers, we are not going to lie to them but we are going to be unified. (7,7,7)(1,F,TRNG)(I,F,SVCOM)

• Everything is in the volunteer handbook which everybody gets but that would just be within the organization. (14,7,7)(1,F,TRNG)

• When the interpreters are hired, they are given the form that I gave you, the script of the story of the raptor center which is the main program that we do and it states clearly what the goals and objectives are of the program although I think we can do better when they are hired to say specifically the overall mission of the center because I don't think that is something that probably they would know directly. (16a,7,7)(1,F,TRNG)

WORD: Word of mouth

• When I get into the philosophy and what things go on here, I deal with it on the basis with the naturalists. If I go anyplace or any program that I give, I am talking about what we do here. (4,7,7)(1,F,WORD)

• Dissemination of information to communities through our educational programs. (6,7,7)(1,F,WORD)

• Another problem here - I wanted to do a press release, however, in this state you can't advertise the fact that you rehab. You don't want to encourage people to take babies from nests. That is a good law to go by, which is a good thing because some people will go and rob nests and say well if I get tired of this in a day I will dump them here. We don't want to encourage that. That is a good law to go by. I had started working on a press release because we just obtained non-profit status last week. We have been working on it for weeks but it is a long drawn out process. I was going to do a press release and I got to thinking, this probably won't help the animals. It may make me look good, but that is not our goal. So I decided not to do that. Word of mouth is going to have to suffice. I work closely with the small animal shelter and they refer a lot of calls to me. (11,7,7)(1,F,MED)(I,F,WORD)
III. A. As a summary to the above questions, what would you say are the main overall messages?

APPR: Appreciation, wonder, curiosity about wildlife

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we call can help, that kind of thing. Natural history thrown in.

- Appreciate it and enjoy it (wildlife).

- Respect and appreciation of all living animals is important. No matter what it is. A lot of people are fearful of snakes. That doesn't mean you should go out and kill them. (Turn tape over) Respect, if you have that, all else falls into place (from notes)

- I just want them (people) to be happy. There are so many beautiful things that are for free out there. Encourage their curiosity and foster that.

- Another main message would be to get excited about it (wildlife) and see how you can be more involved.

AWAR: Awareness of problems that wildlife face and the impact of humans

- I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we call can help, that kind of thing. Natural history thrown in.

- The importance of good habitat. Habitat that is unpolluted, that is unthreatened, that is contiguous, in other words you can't have one lot here and one lot here with no contiguous line between them. Animals have to cross roads, mammals do at least.

- In everything that we do, we certainly affect our environment. From simply recycling the newspapers to having pesticide put on the lawn to prevent the weeds from growing. There are so many things that affect the animals, the forms of wildlife, not just animals, but plants also and what we do. They are so linked together. I don't
think people realize that you can't just remove one component and everything else remains the same. Everything changes.  (16b,18,18)(III,A,AWAR)(III,A,DEPN)

**COEX: Coexistence between humans and wildlife**

- Peaceful co-existence with wildlife.  
  (6,18,18)(III,A,COEX)

- Respect, well I'm trying to have them respect and value the natural world as it presents itself and feel like they can co-exist and be happy within it instead of frightened of it, feel comfortable in it and just feel like more that they belong to the earth.  
  (15,18,18)(III,A,COEX)(III,A,RESP)

- Certainly we do see the effects of change on the birds that come in. There is no doubt and the reason they are here is that something has changed. Either habitat is gone or something has been put into their environment that is dangerous. The power lines, our windows, they hit windows all the time and we just need to do whatever we can to work with them instead of trying to eliminate them from our life.  
  (16b,18,18)(III,A,COEX)

**DEPN: Relationships and interdependence of humans, wildlife, the environment**

- I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.  
  (2,18,17)(III,A,AWAR) (III,A,DEPN)(III,A,RESP)

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we can help, that kind of thing. Natural history thrown in.  

- That we need to take better care of our environment for not only us but because of these creatures.  
  (8,18,18)(III,A,DEPN)(III,A,STEW)

- Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.  

- In everything that we do, we certainly affect our environment. From simply recycling the newspapers to having pesticide put on the lawn to prevent the weeds from growing. There are so many things that affect the animals, the forms of wildlife, not just animals, but plants also and what we do. They are so linked together. I don't think people realize that you can't just remove one component and everything else remains the same. Everything changes.  
  (16b,18,18)(III,A,AWAR)(III,A,DEPN)
GIVEB: How the public can take action or give something back to wildlife

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we can help, that kind of thing. Natural history thrown in.


- Another main message would be to get excited about it and see how you can be more involved.

\[(16a,18,18)(III,A,APPR)(III,A,GIVEB)\]

IND: Concern or understanding about individual animals

- What to do if you find a bird or animal, and birds and animals feel things just like you and I.

\[(6,18,18)(III,A,IND)(III,A,TODO)\]

- Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.


MISS: The mission of the organization

- One of the main messages with our education program in particular is to just teach people about what raptors are, about their natural history and their adaptations and the mission of the center.

\[(16a,18,18)(III,A,NHIS)(III,A,MISS)\]

NHIS: Knowledge about natural history and behaviors of wildlife

- I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we can help, that kind of thing. Natural history thrown in.


- Leave wild animals in the wild. The center is here to help you but is a last resort. Call first. Don't expect just because you see something that in your yard it couldn't be natural. Just because you see it doesn't mean to have to interfere.

\[(7,18,18)(III,A,NHIS)(III,A,TODO)\]

- The importance of good habitat. Habitat that is unpolluted, that is unthreatened, that is contiguous, in other words you can't have one lot here and one lot here with no contiguous line between them. Animals have to cross roads, mammals do at least.

\[(10,18,18)(III,A,AWAR)(III,A,NHIS)\]

- One of the main messages with our education program in particular is to just teach people about what raptors are, about their natural history and their adaptations and the mission of the center.

\[(16a,18,18)(III,A,NHIS)(III,A,MISS)\]
POPN: The population management and conservation perspective

- Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.

RESP: Respect for wildlife and the natural world

- I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.

- Respect wildlife for what it is.

- I think the main thing that I try to get is respect for wildlife and the environment...Making people aware of their responsibility and as humans, if people consider themselves the highest of the species, then certainly we have the most responsibility not only to ourselves but to other species as well. We touch on that a lot. Our population is growing, we go through those types of things and how can we help but infringe on the wildlife community. It really all boils down to respect. Respect and knowledge, those things bring power. All you can hope to do with people is respect for what you do, for the animals that you care for and the knowledge to do something about preserving them and encourage them to use the responsibility that is their birth right. If you do all that, then you've done a successful program.

- Respect and appreciation of all living animals is important. No matter what it is. A lot of people are fearful of snakes. That doesn't mean you should go out and kill them. (Turn tape over) Respect, if you have that, all else falls into place (from notes)

- Respect, well I'm trying to have them respect and value the natural world as it presents itself and feel like they can co-exist and be happy within it instead of frightened of it, feel comfortable in it and just feel like more that they belong to the earth.

- To respect wildlife and I wouldn't say not just raptors but all wildlife.

- Probably to respect the earth in general.
STEW: Stewardship and responsibility to take care of the environment

- Like I said we are just trying to get stewardship more than anything else out of our audiences.

- That we need to take better care of our environment for not only us but because of these creatures.

- Our message is how you live with the earth. How you live every day. Being a responsible citizen. People will flock to see the movie Bambi and they will flock to see all these little animal movies and they like that stupid purple dinosaur what is his name but they won't look at the real live creatures. The nature programming has helped a lot because it brings this stuff into their living room...In this case we have to get the message out to watch those shows, watch our program and then use what you learned to live a little bit better with nature, if you possibly can.

- I think the main thing that I try to get is respect for wildlife and the environment...Making people aware of their responsibility and as humans, if people consider themselves the highest of the species, then certainly we have the most responsibility not only to ourselves but to other species as well. We touch on that a lot. Our population is growing, we go through those types of things and how can we help but infringe on the wildlife community. It really all boils down to respect. Respect and knowledge, those things bring power. All you can hope to do with people is respect for what you do, for the animals that you care for and the knowledge to do something about preserving them and encourage them to use the responsibility that is their birth right. If you do all that, then you've done a successful program.

TODO: What to do with injured, displaced or nuisance wildlife

- What to do if you find a bird or animal, and birds and animals feel things just like you and I.

- Leave wild animals in the wild. The center is here to help you but is a last resort. Call first. Don't expect just because you see something that in your yard it couldn’t be natural. Just because you see it doesn't mean to have to interfere.

III. B. What makes your program valuable to its audiences? What makes it unique as compared to other nature or environment-related programs?

ANIM: The use of live animals, the types used, or the way they are used in a program

- I think quite probably it is the use of the live raptors that is really able to bring that home. For many in our audience, this is the first chance that they have to see one of
these animals up close and it is something that I think they can take away with them and I think the ability to use live animals, if they are used correctly, in programming is very beneficial and gives the audience something that they can really take back with them. We use a lot of slide programs and talks. We take a lot of mounts with us also. But the live bird, I'll never get tired of hearing the oohs and aaaaahs when I take an owl out of its traveling cage for the program. That is just something that always takes your breath away.

- I think probably the biggest thing is because I use live animals and I'm not saying that I'm sold on that idea, but I think the live bird does get people's attention and suddenly they have a living thing there to relate to. Maybe they can understand that they really have lots of things in common with these living things, just their beauty, the aesthetics of them if nothing else perhaps will help them to understand their niche and these animals' niche and their impact that what they do really has a huge impact on other living things.

- I don't know if it is that unique except that it's probably the live animals that do it.

- What makes us unique is our live bird presentations. The local nature center has a live collection but the handling of their birds is not acceptable within the public's eyes. They often will call us when they want a live bird presentation. We also have a larger collection, we have 11 birds we use in programming. We actually will allow them to choose their type of bird, we have a list of about 8 different programs but they can also get what is generically called reading, writing and raptors. I can say well what do you want, what are you studying, do you want Kestrels, do you want Peregrines, do you want a turkey vulture. They can kind of pick it that way which helps them in their classrooms.

- From what I've been told, in addition to the educational aids including the birds and animals that do come on the programs, a passion and the love and appreciation for the environment and the animals that we represent is communicated to the audience and hopefully - from what they've told me - that passion, that love of the earth, helps get that message across.

- It is geared specifically to the age groups. It meets the needs whether it is elementary running the gamut through the young at heart, individuals from 70-80. Our message does individualize and because we do bring along our birds and animals, they do help give you that unique message that only that live specimen sometimes can do.

- You get interactive with them. Then you say you think you're cool well he can see this far, he can fly this silently. We fly our birds in our programs too. I say close your eyes, the kids close their eyes. The bird flies from one end of the room to the other. They open their eyes, wow did you hear that - no. Wow that's cool.
Camouflage, quiet. Then you've got them. You walk in that classroom you've got 7 seconds, 7 lousy seconds to get the kids attention. They don't care who you are. They say oh here comes someone who is going to talk to me about something I don't want to hear about. You pull that bird out and whoa, then you've got them. If you can hold them the first 30 seconds, you've got them for the next 2 hours.

- I think live animals. There is a lot of controversy nowadays whether live animals should be used in programs. We do surveys, we have tens of thousands of surveys that we do every year on people and the bottom line is live animals. You're competing with MTV, video games, interactive stuff. Look at all the stuff that is out there. You think you are going to keep some 5th grade kid's attention with a slide, you're crazy.

- I think because we have the flying programs that we use and we fly a lot of different creatures, everything from parrots and crows to the hawks and owls, vultures, falcons. I think that is a good program.

- Nature programs that I know of in this area don't cater to things that have to do with mammals in particular. They are usually focused around plants, birds or butterflies. They overlook the mammal species altogether. But you'll find people are fearful of the mammal species, not the butterflies, the plants and the birds. That is where you get all these people over-reacting when they see them.

- I am able to bring live non-releasable animals which makes an impact on the audience; especially the young children.

- I think our birds are unique. I think people can see immediately that they have a personality and we treat them as wild animals, yes. It is obvious that they are very personable kind of animals. I think having an endangered species is an amazing thing and I know I am amazed every time she is on my fist and I can't imagine that people aren't also amazed.

- We offer live raptors.

**BPICT: The importance of a big picture perspective**

- I think I do try to make people see the big picture. I think it is less important to bring out a single animal and have them say oh how pretty. Yes we know that but to consider where it lives and to see what is their piece of the puzzle.

- Our scope is very broad. We travel nationally and I think that is going to continue to grow so I think that makes a very big difference.
ENHA: The programs use the natural environment to enhance classroom study

- I try to enhance in the natural environment what a teacher, for example, has been covering with students in the school setting... I have one teacher who has come, this will be her 21st year with her class here and every year says there is no place like ours for these kids to learn. She shares what she has covered with her children in school and I expand it in the natural environment out here. I build on what she has done in the classroom and we have worked out a thing that is a partnership. It is not "what do you do out there on your land?", its "this is what I am doing in the classroom". How can you, we come out there with the land resources and the natural communities you have and enhance for these children in the natural environment what they have been viewing on a screen in class" or that type of thing. (15,2,2)(III,B,ENHA)

EXPO: The audience gains exposure or has a chance to make personal connections to wildlife

- I think probably the biggest thing is because I use live animals and I'm not saying that I'm sold on that idea, but I think the live bird does get people's attention and suddenly they have a living thing there to relate to. Maybe they can understand that they really have lots of things in common with these living things, just their beauty, the aesthetics of them if nothing else perhaps will help them to understand their niche and these animals' niche and their impact that what they do really has a huge impact on other living things. (3,2,2)(III,B,ANIM)(III,B,EXPO)

- We try to give a connection. We do a lot of interaction and it is kind of that same old thought that if you don't feel connection, if you don't love it, you won't take care of it. So in our educational programs we try to dispel myths obviously but also some sort of connection to that animal or where it lives, whether the kids are out here doing stuff and its all physical, they're out in the habitat, they're building the nesting boxes or whatever or you do the outreach where you show up with a bird, that sort of connection is what we really try to create. (5,2,2)(III,B,EXPO)(III,B,INAUD)

- I think it is because when people come in contact with an animal that is hurt, there is this immediate connection. It is that hook. This may be the first time a person has stopped to think, wow I didn't know there was a woodchuck in this area. It is a busy lifestyle, all these things going on and you have somebody who is on their way downtown to a meeting but because they have seen this animal on the road they have stopped and picked it up, and it is like why is this guy caring? but he did so lets take advantage of this right now and get him to think about some of these things. I think it is that teachable moment that wildlife rehabilitation presents us. (7,2,2)(III,B,EXPO)(III,B,PERS)

- And then you relate how this bird lives right there with them. The hawk depends on the same water they depend on, the same food they depend on, the same air they depend on. Well what's killing it? All these chemicals. Are they in the water we drink? Yeah. Wow. So then you've got this link, you've created a link. Its almost
like looking at this computer, you have to have these links to make it work. If you
don't have the links it doesn't work. (9,2,2)(III,B,EXPO)

- Pesticide problems. My great horned owl has had two cataracts. Its mom got into
pesticides before it had this egg and if people see real situations, they can identify
with that as opposed to hypotheticals. Some people can pull something out of a
hypothetical. Some can but some can't. (10,3,3)(III,B,EXPO)

- I think it is the personal stories that the kids can tell you, oh I saw this, or oh I did
that, or I know somebody who, and its being able to connect to things like that and
the kids to be able to connect and say gee that makes sense or is that what we should
have done. Now we will know. I think those kinds of things. (14,2,2)(III,B,EXPO)

- I think instilling a love for nature, providing them a close up look at raptors that they
would not get in the wild. Creating a sense of wonder and enthusiasm. I guess those
would be the three main ones. (16,2,2)(III,B,EXPO)(III,B,PSSN)

FACT: The programs are factual or well-planned

- I know our programs are well planned. They are accurate in information. They give
a lot of information. (4,2,2)(III,B,FACT)

- Mine are factual. That should sum it up. I go off on a tangent about one man because
I am still very upset about the message he gives to people. (11,3,3)(III,B,FACT)

- Because I know so much, when I go to talk, I am not talking about many species, I
am only going to be talking about waterfowl. I may give presentations about four
different kinds of waterfowl but it will be how they all relate to each other and have
their own little niche that they are filling. (12,2,2)(III,B,FACT)

FUN: The programs are fun or entertaining as well as educational

- I don't want to say the other guys don't do it, but our strength is fun, we really push it.
We don't do the slide presentation, everything is fun. We want to create enthusiasm
so everything we do revolves around that with our education. (5,3,3)(III,B,FUN)(III,B,PSSN)

- I think that it is a combination of learning something about these creatures and the
problems they face out there without a lot of pain involved. I try and make it
entertaining as well as educational. Kids really seem to listen. When I ask questions
or if I go back into a school a year later and ask questions about what I talked about
the year before, they really remember. They bring up what I've talked about plus I
can tell they have thought about it. They bring up other situations. It is rewarding in
that way. (8,2,2)(III,B,FUN)
GIVEB: The audience has a chance to take action or give something back to wildlife

- I think that the audience has a chance to give something back. Many schools in the area or private individuals choose to sponsor one of our birds and when they sponsor this particular bird, they have to go about collecting the money. Some of the groups work to clean up the environment collecting pop cans and things like that. It is a way for them to really understand and bring it all together. (2,2,2)(III,B,GIVEB)

INAUD: The audience is involved or engaged. The program is interactive

- We try to give a connection. We do a lot of interaction and it is kind of that same old thought that if you don't feel connection, if you don't love it, you won't take care of it. So in our educational programs we try to dispel myths obviously but also some sort of connection to that animal or where it lives, whether the kids are out here doing stuff and its all physical, they're out in the habitat, they're building the nesting boxes or whatever or you do the outreach where you show up with a bird, that sort of connection is what we really try to create. (5,2,2)(III,B,EXPO)(III,B,INAUD)

- You get interactive with them. Then you say you think you're cool well he can see this far, he can fly this silently. We fly our birds in our programs too. I say close your eyes, the kids close their eyes. The bird flies from one end of the room to the other. They open their eyes, wow did you hear that - no. Wow that's cool. Camouflage, quiet. Then you've got them. You walk in that classroom you've got 7 seconds, 7 lousy seconds to get the kids attention. They don't care who you are. They say oh here comes someone who is going to talk to me about something I don't want to hear about. You pull that bird out and whoa, then you've got them. If you can hold them the first 30 seconds, you've got them for the next 2 hours. (9,2,2)(III,B,ANIM)(III,B,INAUD)

- We do have programs for little micro kids, thumb snatchers, little bitty guys where we don't fly the birds. We just bring in stuff that they can touch. What does a little kid want to do? A little kid wants to touch stuff, 4-5-6-7 years old, “can I rub it?” No you can't touch the bird but here is a wing. Here is a beak, here is a foot, here is a snake skin, here is a piece of elephant hide. Wow that is cool. They can touch that stuff. At that age they are tactile and they really want to do it. Our programs try to involve the people one way or the other in the program. (9,3,3)(III,B,INAUD)

- Everything is very interactive. (15,3,3)(III,B,INAUD)

LOC: The location of the facility

- What also makes us unique is that we sit on a very valuable marsh and so as our programming enhances out here, we have species that nest and breed out here that don't breed anywhere else in the county. We've got a beaver dam so that is really going to be a fun thing, we can tap into a lot. (5,3,3)(III,B,LOC)
• At our farm, people will be put in a very different environment. – we have no building that is identified as a center. We do have farm buildings, etc. Children just love to investigate these buildings. It is interesting to me how nature centers, no matter where they are located, tend to take on the same “look” and are set up the same way.

(15,2,2)(III,B,LOC)

• First of all one thing I think that helps is this is where I live and one thing that makes mine different is first of all I live differently without some amenities so it is going to be a little bit different in that there is no "center". You are going to come here and if it rains we are going to run into a barn or go into a grainery. Now the center is wonderful and those are very crucial places to have but I can tell you kids like running in a barn and they like going in a wood shed and they like racing to a sauna and they like an outhouse because you don't have that everywhere else. I think it is different... I have wonderful habitat and different natural communities here. They are all very close together so I can do some comparisons and contrasts very easily. I can compare a fen which we have here, a bog with an upland, with an oak savannah, with a prairie, with wetlands, with a river. So I am very lucky so the land helps because I'm in a neat place.

(15,3,3)(III,B,LOC)

PERS: The personal experience, perspective and stories of the rehabilitator, or the perspective that the facility has because it deals with rehabilitation

• My personal experience with the animals I’m talking about. (1,2,2)(III,B,PERS)

• Again personal experiences. I remember when I first did a program and I didn’t have much experience and I talked about owls. I boned up on my information about owls. Then after I’d seen a few with injuries I actually observed for myself how the pupils react independently and how far they can turn their heads. It lends a real immediacy, plus you have the individual stories. People relate more to individual story when it is brought right down to the level of the individual. Again, it’s experience that makes a real difference. That’s why, when we talk to people about educating that are getting into rehab, they have nothing more to offer as an educator if they have not gotten this experience than somebody just picking up a book. Especially because most of us aren’t trained educators. We’re just people and so we better be pretty good if we’re going to go out there and start talking to kids. (1,3,3)(III,B,PERS)

• I think here again we’re unique because we do deal with wildlife and rehabilitation itself, we can bring a very human and a very different perspective to people and some antidotal type of things which draw people's interest in. If you are lecturing and all you are giving are facts or whatever, you lose your audience pretty quickly. It is a matter of blending it in what has actually happened... I think the rehabilitation and dealing with that in the community gives us the perspective of some legitimacy, maybe of doing something, and people are interested in stories like that.

(4,3,3)(III,B,PERS)
• I think it is because when people come in contact with an animal that is hurt, there is this immediate connection. It is that hook. This may be the first time a person has stopped to think, wow I didn't know there was a woodchuck in this area. It is a busy lifestyle, all these things going on and you have somebody who is on their way downtown to a meeting but because they have seen this animal on the road they have stopped and picked it up, and it is like why is this guy caring? but he did so lets take advantage of this right now and get him to think about some of these things. I think it is that teachable moment that wildlife rehabilitation presents us.

(7,2,2)(III,B,EXPO)(III,B,PERS)

• It has to be the direct contact with the animals. The main reason a lot of the people come to us in the first place is because they have a need. They assumed responsibility for an injured animal or something and they had a need to respond to it and so we were able to help them do that. Whereas a regular nature center might be able to help with the information which we certainly do as well but we actually have an alternative for their immediate concern.

(7,3,3)(III,B,PERS)(III,B,SOLN)

• I vary mine a lot because I think that each audience requires different take home things. I think that is probably something I do that is different from a lot of people. A lot of people have a script and go by it. I don't do that, I never have and I think because I really feel very personally involved not only with the animals that I am using but with the audience as well. I try to give them what it is they need to take home...People learn in different ways and I think you have to be receptive. It is not always possible particularly when you have a large facility when you have educators that you really need to have a script. I think that is what is probably unique about my situation. I've been lucky in that way. That is why people like it. It is always different. So they can see it 20 times and they will always have a different presentation.

(10,2,2)(III,B,PERS)(III,B,VARPGM)

• I guess the word rehabilitation makes it unique because even the other nature center isn't going to be talking about the kinds of injuries that they get because they don't, being a rehabber you see a different side to life and death that these other programs wouldn't have any reason to be even touching upon.

(12,3,3)(III,B,PERS)

• Our component of rehabilitation, although our education programs don't focus a lot on that, we do begin the program by saying that these birds are here because they were found in the wild, somebody brought them to us because they injured. We didn't go out and get them so they could do these programs. We talk a little bit about rehabilitation and that is different from the zoo and other programs.

(16,3,3)(III,B,PERS)

POPN: The program conveys a population management or conservation perspective

• The message, what they learn. The conservation management, population. I think of it as a holistic ecological approach, that is what my training is. (13,2,2)(III,B,POPN)
PSSN: The sense of passion, enthusiasm or appreciation

- I don't want to say the other guys don't do it, but our strength is fun, we really push it. We don't do the slide presentation, everything is fun. We want to create enthusiasm so everything we do revolves around that with our education.

\[(5,3,3)(III,B,FUN)(III,B,PSSN)\]

- From what I've been told, in addition to the educational aids including the birds and animals that do come on the programs, a passion and the love and appreciation for the environment and the animals that we represent is communicated to the audience and hopefully - from what they've told me - that passion, that love of the earth, helps get that message across.

\[(6,2,2)(III,B,ANIM)(III,B,PSSN)\]

- I think instilling a love for nature, providing them a close up look at raptors that they would not get in the wild. Creating a sense of wonder and enthusiasm. I guess those would be the three main ones.

\[(16,2,2)(III,B,EXPO)(III,B,PSSN)\]

SOLN: The ability to provide the public with a solution to an immediate wildlife problem

- It has to be the direct contact with the animals. The main reason a lot of the people come to us in the first place is because they have a need. They assumed responsibility for an injured animal or something and they had a need to respond to it and so we were able to help them do that. Whereas a regular nature center might be able to help with the information which we certainly do as well but we actually have an alternative for their immediate concern.

\[(7,3,3)(III,B,PERS)(III,B,SOLN)\]

- The programs given at this facility focus more on individual mammal species. We teach humane human/wildlife conflict resolutions.

\[(11,3,3)(III,B,SOLN)\]

VARPGM: The program is varied or designed for each group

- What makes us unique is our live bird presentations. The local nature center has a live collection but the handling of their birds is not acceptable within the public's eyes. They often will call us when they want a live bird presentation. We also have a larger collection, we have 11 birds we use in programming. We actually will allow them to choose their type of bird, we have a list of about 8 different programs but they can also get what is generically called reading, writing and raptors. I can say well what do you want, what are you studying, do you want Kestrels, do you want Peregrines, do you want a turkey vulture. They can kind of pick it that way which helps them in their classrooms.

\[(5,3,3)(III,B,ANIM)(III,B,VARPGM)\]

- It is geared specifically to the age groups. It meets the needs whether it is elementary running the gamut through the young at heart, individuals from 70-80. Our message does individualize and because we do bring along our birds and animals, they do help
give you that unique message that only that live specimen sometimes can do.

(6,3,3)(III,B,ANIM)(III,B,VARPGM)

- I vary mine a lot because I think that each audience requires different take home things. I think that is probably something I do that is different from a lot of people. A lot of people have a script and go by it. I don't do that, I never have and I think because I really feel very personally involved not only with the animals that I am using but with the audience as well. I try to give them what it is they need to take home...People learn in different ways and I think you have to be receptive. It is not always possible particularly when you have a large facility when you have educators that you really need to have a script. I think that is what is probably unique about my situation. I've been lucky in that way. That is why people like it. It is always different. So they can see it 20 times and they will always have a different presentation.

(10,2,2)(III,B,PERS)(III,B,VARPGM)

- For the most part, each program I do is tailor made with the people who are visiting... Many nature centers provide valuable programs but the programs are not tailor-made for a specific group.

(15,2,2)(III,B,VARPGM)

- Another thing I think that is valuable is that my husband and I create all the programs we do here and also carry them out ourselves vs. developing a program and having someone else carry it out with the children. How does one evaluate whether or not the program was effective if they don’t actually interact with the children involved or develop the activity themselves?

(15,2,2)(III,B,VARPGM)

IV. A. What are the most important wildlife issues in your community?

AGRIC: Agricultural practices and pesticides (4)

- I think because we are a pretty big agricultural state, we are continually discussing pesticide use and we get into quite a bit of concerns, questions, answers during the hunting season. The hunting time is very very busy - we are very busy then fielding questions and trying to work with people on those issues. Throughout the year, a lot of times farmers still see particularly birds of prey as a bad thing. A lot of hunters still see them as well as competition for their game birds and the food that they are trying to hunt.

(2,15,15)(IV,AGRIC)(IV,A,HUNT)

- Farmers, we have a pesticide issue, overuse of pesticides. (10,15,15)(IV,A,AGRIC)

- We have over grazing issues. (10,15,15)(IV,A,AGRIC)

- One of the main issues which is it seems shouldn't be is cutting hay too early. Not giving ground nesters time to hatch. You have to do a lot of education to teach people what a Harrier is, what a Short-eared owl is. If they see this and they really have to cut that area, call me, I will come. We have a new program this year. I will
be working with fish and wildlife and even hatch eggs if needed. Our population of those birds have just plummeted. We have to do something. We can't just sit and watch them disappear. 

**HUNT: Misuse of firearms and hunting ethics (2)**

- I think because we are a pretty big agricultural state, we are continually discussing pesticide use and we get into quite a bit of concerns, questions, answers during the hunting season. The hunting time is very very busy - we are very busy then fielding questions and trying to work with people on those issues. Throughout the year, a lot of times farmers still see particularly birds of prey as a bad thing. A lot of hunters still see them as well as competition for their game birds and the food that they are trying to hunt.

**IMPR: Imprinting of young birds when the public tries to illegally raise them (1)**

- The other thing I would add probably is the issue about imprints, and how people, when they see a small bird they think it is cute or again if they see it and want to help it and they keep it and again they think they are helping and again they are hurting it. I think that may be an important one because I would imagine it takes a lot of the time at the clinic so that would probably be it for an issue too.

**LACONT: There is no agency or organization that deals with animal control situations (2)**

- Distemper in raccoons is an issue because people tend to see them more. We don’t have a good way to deal with it. We don’t – even if we had the people to go out and euthanize those raccoons rather than having them shot, that’s almost like a whole other activity in itself and that is not where our time is best spent. And that’s something that maybe the local governments need to look at. They need to look at handling that because the DNR doesn’t do it, and yet these are the ones that have to be destroyed for the sake of the public, so the kids don’t get bitten or whatever, approaching them. So that’s a real issue because there’s a lot of interaction between people and raccoons. Not that much for skunks.

**LEAD: Lead poisoning (1)**

- Because of the number of birds that we see, we can get a real good idea percentage wise of what is really affecting the birds and it certainly has been clear to us in the
last few years that lead continues to be a real problem in eagles so this is a really good point for us to kind of shoot off and do some intense education with the populous in general but also to hit hunting groups and things like that to alert people to what the effects are and maybe what options are out there. (16B,15,15)(IV,A,LEAD)

LEDU: Public misunderstanding or lack of education about wildlife (6)

- In our area, so many of the people that move up here are from the city, and they tend to see wildlife in their back yard as being an aberration and so if they see a woodchuck, they call and they want to live trap it because it's a wild animal and it doesn't belong there – even though there isn't anywhere else for it to go. So, that's a real issue with people not even understanding anything about wildlife. (1,15,15)(IV,A,LEDU)

- Lack of education because people still don't understand, and the reason I am saying that is the deer herds. We have a tremendous number of urban deer herds. To be honest with you there is only one way to limit those herds and that is to shoot them but people don't buy that... One woman said we have this new subdivision, we have 15 homes, these are very top scale, million plus dollar homes. Each one has 8-10 acres. She says our problem is that these deer have moved in. I said no ma'am. I said the deer were there and you moved in. I could not make her understand that. She said no they weren't here we didn't see any when we bought the property. I said I know you didn't but you cleared the property so it is easier to seem them now. So it is education. (9,15,15)(IV,A,LEDU) (IV,A,URB)

- One of the main issues which is it seems shouldn't be is cutting hay too early. Not giving ground nesters time to hatch. You have to do a lot of education to teach people what a Harrier is, what a Short-eared owl is. If they see this and they really have to cut that area, call me, I will come. We have a new program this year. I will be working with fish and wildlife and even hatch eggs if needed. Our population of those birds have just plummeted. We have to do something. We can't just sit and watch them disappear. (10,15,15)(IV,A,AGRIC)(IV,A,LEDU)

- Misunderstanding of wildlife is a big one. We are getting a lot better. I even have hunters bring me things that they find in the woods which is really cute. (10,15,15)(IV,A,LEDU)

- What I see most is obviously important to a lot of people is that they find these animals that are sick and orphaned and they don't know what to do with them. (11,15,15)(IV,A,LEDU)

- I think it is just that interface between that intense growth that is going on (turned tape over). So as a result of that, I would imagine we are going to have more injuries and more calls like --- was talking about where people have animals in their yard like for example a Cooper's or Sharp-shinned that are taking the song birds from their feeder and people are irate and we need to educate them that it is a result of the
natural cultural phenomena of growth that is going on right now.

POL: Litter, pollution (2)

- ...habitat loss is big thing all over the state because we don't have very many wild places. We are second to last in having public held lands. That tells you that there is not much out there for these wild creatures. Habitat loss is one of the biggest thing and water quality.

SPRAWL: human population growth, urban sprawl and habitat alteration or destruction (14)

- Probably geese. We have a lot of golf courses. And we have a lot of holding ponds, just like everywhere else where there’s a lot of development. And, so basically what it is is the creation of habitat unwittingly on the part of humans who don’t want the wildlife who don’t understand that it wasn’t intended for them to use.

- And also loss of habitat which is pushing the populations of course into smaller areas.

- Currently right now it is habitat loss, urban sprawl and land use management. In this particular area, we are seeing an increase in housing developments and as that is going in, we are losing quality habitat and nothing is being done to work with that or replace it or so that is definitely a big important issue in this area.

- ...habitat loss is a big thing all over the state because we don't have very many wild places. We are second to last in having public held lands. That tells you that there is not much out there for these wild creatures. Habitat loss is one of the biggest thing and water quality.

- If you put it in the broad spectrum it is certainly going to be habitat and worrying about having habitat for wildlife and when the urban sprawl would create problems as far as the habitat or developing and more homes being built and so on.

- Mostly habitat destruction. We have a severe case of urban sprawl. Basically what we are seeing happening here, we once had 100 acres, now it is 10 lots, the driveway. We have a lot of fragmentation happening in our area.

- ...encroachment and loss of habitat.
• I guess it is not a problem of the animals, it is a problem that there are too many people and too small a space. There are no predators for the deer. There are people that are out there feeding the geese and the people that hate the geese. People feeding raccoons and people hating the raccoons. It is the conflicts that come between each individual person's differing values for how they appreciate that animal. (7,15,15)(IV,A,SPRAWL)(IV,A,VALS)

• Loss of habitat. (8,15,15)(IV,A,SPRAWL)

• Human/wildlife conflicts to continue to increase every year. There are fewer and fewer places, people are spreading so quickly that they are going to see more and more of them so that is just going to continue to get worse. (11,15,15)(IV,A,SPRAWL)

• It is simply that there are too many humans as we keep encroaching on the animals and they've got to go because we want what they've got and we are not going to share it with them. It is as simple as that. (12,15,16)(IV,A,SPRAWL)

• Progress. I think that is the big thing and even though I consider this fairly rural and I thought oh 20 acres cool, 20 acres, I could have bought 2,020 and it would never be enough. It would never be enough. So I think the whole, you have to build it up, you have to build it up. It is bigger, it is better. Trees, we don't need trees. Grass, we don't need grass. Swamps we don't need those either. Let's drain them. I just get really irritated about things like that. It is just kind of all disposable. Well it will be alright. We just knocked this tree down. I think that is the big issue. (14,15,15)(IV,A,SPRAWL)

• Well habitat and diversity. In other words if they don't have the diverse habitats and you don't maintain those or leave them in large enough chunks, depends on what thing you want here. People's manicuring of the environment...It is loss of habitat I would say and the growth of the human population is part of the reason why. We are still growing at a faster rate. We are way out of what I consider a caring capacity that is sustainable to the earth. (15,15,15)(IV,A,SPRAWL)

• I think it is just that interface between that intense growth that is going on (turned tape over). So as a result of that, I would imagine we are going to have more injuries and more calls like --- was talking about where people have animals in their yard like for example a Cooper's or Sharp-shinned that are taking the song birds from their feeder and people are irate and we need to educate them that it is a result of the natural cultural phenomena of growth that is going on right now. (16a,15,15)(IV,A,LEDU)(IV,A,SPRAWL)

URB: Urban wildlife or perceived nuisance wildlife (10)

• Probably geese. We have a lot of golf courses. And we have a lot of holding ponds, just like everywhere else where there's a lot of development. And, so basically what
it is the creation of habitat unwittingly on the part of humans who don't want the wildlife who don't understand that it wasn't intended for them to use.

- Down here too, we have a lot of deer, but there isn't a lot of hunting because we have so many little communities and a lot of them don't allow hunting of deer. And also animals, the deer especially, and the geese, are very habituated to people, so when we release ours – which we never release anything really back in this area except for the songbirds on-site – our animals tend to be less tame than the ones that we would take in out of the wild. Because the deer will come within ten feet of people walking their dogs down the road. They're that used to people. And a lot of people feed them around here – all around the lake.

- Distemper in raccoons is an issue because people tend to see them more. We don't have a good way to deal with it. We don't – even if we had the people to go out and euthanize those raccoons rather than having them shot, that's almost like a whole other activity in itself and that is not where our time is best spent. And that's something that maybe the local governments need to look at. They need to look at handling that because the DNR doesn't do it, and yet these are the ones that have to be destroyed for the sake of the public, so the kids don't get bitten or whatever, approaching them. So that's a real issue because there's a lot of interaction between people and raccoons. Not that much for skunks.

- The deer population.

- Other issues would be of course dealing with wildlife that is right in your backyard and the wildlife nuisance issues. Those because some people move into areas that obviously it is wildlife habitat and can't understand why the raccoons are under their house, they moved into the woods.

- It has to be more of a nuisance, perceived nuisance wildlife, the geese clearly are a bone of contention for people. Raccoons are becoming more and more of a problem. Coyotes are becoming a problem. Again these are perceived problems. Obviously the raccoon in your attic is a real problem but there are certainly ways around it. The deer management thing, the district's active involvement in managing that population.

- Lack of education because people still don't understand, and the reason I am saying that is the deer herds. We have a tremendous number of urban deer herds. To be honest with you there is only one way to limit those herds and that is to shoot them but people don't buy that... One woman said we have this new subdivision, we have 15 homes, these are very top scale, million plus dollar homes. Each one has 8-10 acres. She says our problem is that these deer have moved in. I said no ma'am. I said the deer were there and you moved in. I could not make her understand that. She said no they weren't here we didn't see any when we bought the property. I said
know you didn't but you cleared the property so it is easier to seem them now. So it is education.

- We have a lot of people that complain about deer.

- Well I guess one of them I perceive in the immediate community is its urban wildlife. It is funny how you will have people opposed to hunting and trapping and everything until you know there is raccoons in their attic and then they don't care. They would be opposed to trapping but they don't care what kind of trap you use as long as you get them out of there.

- As far as the nuisance wildlife, a very good example, here we have people feeding deer that aren't even hunters and supporting deer at a very elevated population density of up to 200 deer per square mile where density dependent disease is regulating them and it happens to be Tuberculosis so it has a potential negative impact at the human health level as well as its been diagnosed in at least three herds of cattle in the area and one captive deer herd so there is a very good example of how mismanagement in the private sector level on private land many times has a negative impact on the population level.

**Vals: Differing values toward wildlife (2)**

- I guess it is not a problem of the animals, it is a problem that there are too many people and too small a space. There are no predators for the deer. There are people that are out there feeding the geese and the people that hate the geese. People feeding raccoons and people hating the raccoons. It is the conflicts that come between each individual person's differing values for how they appreciate that animal.

- I think the different value we put on different species is a major issue I think in a lot of areas. People still look at the bald eagle as oh this amazing, and they are an amazing majestic species. This woodchuck as this destructive pain the neck who is digging under my barn. Well a woodchuck has as much right as an eagle to be here. And we have no right to take away its life. So I think that is another issue. These species who are way down on the totem pole.
VI. B. What are some barriers to you fulfilling the educational potential of your program? What are the biggest barriers to rehabilitators in general fulfilling their educational potential?

**ATT:** Preconceived attitudes or myths held by the public

- The ignorance of the public and schools of the fact that wildlife rehab exists, and what it is, because they don't ask rehabilitators to come in and educate. (1,34,31)(VI,B,ATT)(VI,B,SCHLS)

- Attitudes and values and pre-conceived attitudes and myths that perpetuate and are getting worse as we move into the next century. (6,34,34)(VI,B,ATT)

- A disregard not only for ourselves but for our wildlife as well. (6,34,34)(VI,B,ATT)

- I think one of the barriers is the environmental movement is wane, people are affluent now, they are making all kinds of money. They want their fancy cars, they want their big condos, they want their boats, they want their planes, they don't really care. The people making now aren't as apt to give it away as the people who had it before, the old rich. The new rich are the ones that are me me me me me. (9,4,4)(VI,B,ATT)

**EDANIM:** Issues of live animals in education

- Another thing in this state, I don't know if all states are like this, I would presume that they are, to take an animal to an educational program, which is how you get the most interest if you can bring a live animal to the program. It is against the law if the animal is releasable. Now we have some that are going through all different stages of getting better, getting well and some of them you wouldn't want to bring to people because they are not that attractive. Whatever the case may be I don't want to scare people either. That is a barrier. (11,4,4)(VI,B,EDANIM)

- Most of them don't have an education permit. The sad fact is that nobody knows they need one. They don't understand that they are not supposed to take live animals to these programs. (11,34,34)(VI,B,EDANIM)

- I think some people who feel like they have to have live animals and for one reason or another can't because they are an independent or don't have a permit or whatever, feel like they can't do programs because they can't do live animals so I think that is a barrier for a lot of people...I have heard independent people say well I don't have a live animal, why would they want me to talk. They would. I will bring my animal, you can talk and I will stand there. That is fine with me. (14,34,34)(VI,B,EDANIM)
EDOPPS: Lack of educational opportunities for rehabilitators who educate

- I think another one of the barriers is a lot of times the people don't feel that they have the skills and are not trained in teaching, don't think they have the public speaking skills and so on and they think I can't do this (4,34,34)(VI,B,EDOPPS)

- Well there aren't any classes specifically for educating rehabilitators...We are building more classes along those lines but it is difficult to anticipate everything that rehabbers are going to come upon. (10,34,34)(VI,B,EDOPPS)

- A third fact actually is the amount of educational opportunity offered. There are two major conferences every year. Some of the states have individual conferences but those are relatively limited in the overall scheme of things. Hopefully that will improve. It is hard to say with each state within their own organization but that certainly does limit the amount of advanced education people can get. (16b,34,34)(VI,B,EDOPPS)

FACIL: Lack of facilities

- My facility isn't large enough to do programs “in house” which makes it even more difficult. I can see how money would be a problem for many. (11,4,4)(VI,B,FACIL)

GROW: The program is growing too fast

- The second one is that growth is happening a little bit faster than what we are able to keep up with. Growth of I think specifically national programs and I would like to have a tighter rein on a number of things so that is a challenge. (16a,4,4)(VI,B,GROW)

LIAB: Liability

- Secondly people are our biggest barrier, because of them we have to have insurance, we have to have all of this stuff we didn't have to have before. Things have changed in the world. Its a different world. You have to worry about somebody suing you every time you turn around. (9,4,4)(VI,B,LIAB)

$: Money

- Financial is one. It’s important because of the phone. Because every rehabilitator has a phone, but there’s a bill attached to it if they serve outside the area. And if they have a good message but that can’t afford to get a brochure out. If we could get something to every school child, that would be wonderful. (1,34,31)(VI,B,$)

- Our particular problem here would certainly be financial. If we were able to keep up on the funding we could perhaps be able to hire more people and have them doing quality educational programming with over 200 educational programs a year and one
or two people doing those programs. We certainly have many more requests than we can accommodate so certainly the financial and the staffing.

(2,4,4)(VI,B,$)(VI,B,STAFF)

- Money and time...I could give a program almost every day of the week with these live birds so its a matter of not having the time or the money to be able to do these things.

(3,4,4)(VI,B,$)(VI,B,TIME)

- It is probably more the internal workings of the place and that would be probably lack of personnel more than anything else. I couldn't even really say lack of money although if there was money that would pay for personnel. Maybe it does get down to that. I don't really feel any barriers outside of here per se. I don't feel barriers really coming from the state or from fish and wildlife service or the community.

(4,4,4)(VI,B,$)(VI,B,STAFF)

- Staffing which basically is money. At this point we are developing an internship program which is going to make a big difference on, right now I am kind of doing everything...I would like to see our part-time naturalist become a full-time naturalist. Because part-time help as you can imagine that means they are part-time somewhere else too and that makes scheduling difficult.

(5,4,4)(VI,B,$)(VI,B,STAFF)

- It would be nice to either raise the dollars and let somebody else develop it or have an endowment which is paying the bills so we can move things towards education. I think that is probably everybody's barrier sometimes.

(5,4,4)(VI,B,$)

- I mean I'm sure it comes right down to money is always an issue with these people who are non-profit.

(5,34,34)(VI,B,$)

- Time, money. Because none of us get paid in the property including myself. That means that 95% of what we do here, all of what we do here with the exception of the monies that are returned to us as a result of programs, is totally a gift of the heart in time and energy. You run short when you are doing programs and running a rehab center. You can't do as much as you want.

(6,34,34)(VI,B,$)(VI,B,TIME)

- I think having the time and money and resources to do it.

(9,34,34)(VI,B,$)(VI,B,TIME)

- I can see for some it would be money because it does take a lot of time and a lot of people have to work. I am fortunate enough that I don't have to work but it is still costly and time consuming to do a large number of programs.

(11,4,4)(VI,B,$)(VI,B,TIME)

- Once again time and money always enter into this. A lot of these people work and it is hard enough during the season to rehab these animals let alone have ample time to go out and educate people. It is very difficult.

(11,34,34)(VI,B,$)(VI,B,TIME)
• I think the funding and that kind of carrying capacity issue, you could reach more people but I don't know. (13,4,4)(VI,B,$)

• I know a lot of people say money...But I can't say that money is necessarily a big issue except if I had more money then I wouldn't have to work full-time and then I would have more time so that is kind of how it is connected. (14,34,34)(VI,B,$)

• Cost. It costs not only time but money to do educational programs. Too many schools, people do not have money to contribute, or expect everything to be free. (15,4,4)(VI,B,$)(VI,B,SCHLS)

• Number 3 would be lack of money for props in programs, photographs and exhibits specifically at the raptor center, they are very sparse and we need more money to get some nice exhibits going, when people come here there is not that much to look at. (16a,4,4)(VI,B,$)

• …financial restraints. Most of the education that is offered requires traveling and it is probably $800-$1,000 every time that you go to one of the conferences, the main ones that are held and for some people that are doing this out of their homes, they don't have that extra money because they put so much of it also into the rehabilitation. (16b,34,34)(VI,B,$)

ORG: Organizational concerns

• The barriers are within the organizational structure right now. I'm a director but there is not a full-time assistant. There has always been a need I think for a full-time assistant. I do so many different things...This is a business that goes on 7 days a week and yet without a full-time assistant that means that I may be working here all those days. I have programs this Saturday. I had programs last Saturday night. I think that is it. I have never had the time to work on curriculum...I think of all of the things that could be done, packets. Here is your pre-visit packet before I come. Here is this, here is that. I mean I know all of those things, they aren't new. They've been around forever but my feeling is anything like that that I want to use, I want it to be top notch and that takes time to get it all prepared. (4,4,4)(VI,B,ORG)(VI,B,STAFF)(VI,B,TIME)

• I think also probably good strong guidelines on what their educational programs should be accomplishing. You know when people are doing education just because it brings in money. Sometimes education is done because cool I get to keep this bird or this is a money maker for us. (5,34,34)(VI,B,ORG)

• I think the lack of organized goals and scientific sort of biological perspective, principals. (13,34,34)(VI,B,ORG)(VI,B,REHAB)
PLIM: Personal limitations

- There really are no barriers. The barriers are you own limitations and what little walls you put up for yourself. (7,4,4)(VI,B,PLIM)

- It is their perception of what they are. I think it is the makeup of the individual. The reason people become rehabilitators is because they want to spend time with the animals and my personal observation has been that a lot of times the people are more concerned about how they feel when they've done something good. Whether they've actually done something good or not. There are animal people and then there are people people. Clearly wildlife rehabilitation is a point where you really need people who have an affinity for both. (7,34,34)(VI,B,PLIM)

- Its just me. I think at one time that is the best thing and the worst thing. As an individual I get tired. It is hard to maintain the enthusiasm when you are doing the third (program) that week with yelling kids. It hurts my voice. That is probably the worst part. Self-limiting. (10,4,4)(VI,B,PLIM)

REGS: Rules and regulations

- One is all the permits and regulations we have to deal with. Granted there has to be regulations. Once again they need to be made by people who know...We've got so many rules and regulations. I spend my entire time dealing with paperwork. (9,4,4)(VI,B,REGS)

- For a lot of people another barrier is time. Rehabilitation is a very time consuming process. In fact it is life consuming at certain times of the year and it is hard to take time out especially you know we are kind of lucky here because we have an organization that if I want to go to a conference there are back up people to take care of things when I am gone. But a lot of the individuals who do this by themselves, they don't have a back up. If they want to go to a conference, who takes care of the animals that they have. Especially now with the higher standards where you have to have a permit and you have to have a veterinarian. You can't have subpermittees anymore. Everyone has to have their own permit so that backup system may not be there so that may be another limiting factor. (16b,34,34)(VI,B,REGS)(VI,B,TIME)

REHAB: Limitations of other rehabilitators and their emotional or non-biological perspectives

- ...there is a barrier that I have been beating against for years and that is close mindedness in a lot of people that are involved in rehabilitation. They are emotionally involved and they are overwhelmed with how cute and adorable some of these little individual animals are and that perspective and that attitude I think quite often emotions blind people to common sense things. (13,4,4)(VI,B,REHAB)
• I can see where many rehabilitators who aren't hunters and don't recognize the role of hunting as a management tool, could just learn to loath and hate hunters and be very close minded to the role hunting might play at the management level for population control, carrying capacity in numbers. Once emotions get involved, then that is a barrier that people can't really overcome...I mean there are a lot of ways that well intentioned people who are very much opposed to hunting and population management and because it is so cruel, actually are doing cruel things thinking they are helping. So that I perceive is one of the big barriers. The animal rights movement has an agenda creating emotional issues and having people not think rationally and look at biological, factual information and make decisions that sometimes animals are going to suffer.  

(13,4,4)(VI,B,REHAB)

• Most states have hunter safety and education courses that are required before you can get a license. There are slob hunters just like there are slob backpackers. There are slob rehabilitators. They don't care. And they're doing it without permits. They are doing it without regulation. I think the biggest barrier is attitude...

(13,4,4)(VI,B,REHAB)

• That is one of the big issues that in a way it is a barrier to wildlife rehabilitation because I think rehabilitation is important from education and population management perspectives, but when you go to emotional, misinformed, vocal, irrational sometimes rehabilitators, then wildlife managers who are looking at good sound wildlife management principals, playing God you could call it if you want, get so disgusted that they say I don't want to deal with rehabilitators anymore. We are just going to ban rehabilitation, whatever. I think sometime rehabilitators will bring some of that door closing in their face on themselves.  

(13,4,4)(VI,B,REHAB)

• I think the lack of organized goals and scientific sort of biological perspective, principals.  

(13,34,34)(VI,B,ORG)(VI,B,REHAB)

• When most of the rehabilitation involvement is at the emotional level.  

(13,34,34)(VI,B,REHAB)

SCHLS: Limitations of working with schools

• The ignorance of the public and schools of the fact that wildlife rehab exists, and what it is, because they don’t ask rehabilitators to come in and educate.  

(1,34,31)(VI,B,ATT)(VI,B,SCHLS)

• Distance from local schools and the cost for the school to bus the children out.  

(15,4,4)(VI,B,SCHLS)

• Too often I feel many people are just “filling up a time slot” with something and they don’t care what that something really is. I do care, however...Expectation the public schools have of going to a show or canned program – this indicates to me that they really don’t know what they want or aren’t willing to invest the time to find out what might be better than a “just okay” experience.  

(15,4,4)(VI,B,SCHLS)
• Lack of time to really do something significant. Too often I do not set the time frames – the teacher, school, parents, etc. say they can only stay for one hour, two hours, etc. Sometimes I actually say I can not do anything valuable unless they come for a whole day field trip. (15,4,4)(VI,B,SCHLS)(VI,B,TIME)

• Cost. It costs not only time but money to do educational programs. Too many schools, people do not have money to contribute, or expect everything to be free. (15,4,4)(VI,B,$)(VI,B,SCHLS)

SPEAK: Fear of public speaking

• Fear of public speaking probably keeps a lot of people from educating. (1,34,31)(VI,B,SPEAK)

• I think the hardest thing is getting over people's fear of talking in front of a group. (8,34,34)(VI,B,SPEAK)

STAFF: Staff or volunteer shortages or problems

• Our particular problem here would certainly be financial. If we were able to keep up on the funding we could perhaps be able to hire more people and have them doing quality educational programming with over 200 educational programs a year and one or two people doing those programs. We certainly have many more requests than we can accommodate so certainly the financial and the staffing. (2,4,4)(VI,B,$)(VI,B,STAFF)

• I'm one person so staff, just problems of backyard rehabilitators who are trying to be all things. (3,4,4)(VI,B,STAFF)

• The barriers are within the organizational structure right now. I'm a director but there is not a full-time assistant. There has always been a need I think for a full-time assistant. I do so many different things...This is a business that goes on 7 days a week and yet without a full-time assistant that means that I may be working here all those days. I have programs this Saturday. I had programs last Saturday night. I think that is it. I have never had the time to work on curriculum...I think of all of the things that could be done, packets. Here is your pre-visit packet before I come. Here is this, here is that. I mean I know all of those things, they aren't new. They've been around forever but my feeling is anything like that that I want to use, I want it to be top notch and that takes time to get it all prepared. (4,4,4)(VI,B,ORG)(VI,B,STAFF)(VI,B,TIME)

• It is probably more the internal workings of the place and that would be probably lack of personnel more than anything else. I couldn't even really say lack of money although if there was money that would pay for personnel. Maybe it does get down
to that. I don't really feel any barriers outside of here per se. I don't feel barriers really coming from the state or from fish and wildlife service or the community.

(4,4,4)(VI,B,$)(VI,B,STAFF)

- If you have a volunteer group, which most rehabilitators are volunteers, they have another job during the day. So how do you find the people to do the programs in schools during the week…I think that is one of the problems. The consistency and the quality because you don't have necessarily people that are going to stay for a long time, that are going to be well trained and so on… Most of the time rehabilitators do not have that expertise to get and train and keep a group going. I think it is easier to train a volunteer to come in and you are watching over them as they feed this bird than it is to send them off to do a program somewhere. (4,34,34)(VI,B,STAFF)

- Staffing which basically is money. At this point we are developing an internship program which is going to make a big difference on, right now I am kind of doing everything…I would like to see our part-time naturalist become a full-time naturalist. Because part-time help as you can imagine that means they are part-time somewhere else too and that makes scheduling difficult. (5,4,4)(VI,B,$)(VI,B,STAFF)

- Enough volunteers to do programs. Not everyone is interested in doing programs so we don't make anybody that doesn't want to because that is not good. Just having people available to do the programs, volunteers that are interested is the biggest. We could do a lot more if we had more people. (8,4,4)(VI,B,STAFF)

- Having too many children at one time for the number of the people trying to carry out the educational experience. (15,4,4)(VI,B,STAFF)

- …the people that we have working for us work mostly on a part-time basis which makes it very difficult. It is time consuming for scheduling and then we have to compete with their other part-time job and it makes it a lot harder and sometimes stickier to schedule than if they were just here full-time. (16a,4,4)(VI,B,STAFF)

- Also resources as far as people. The gift shop is not manned as it should be and that puts pressure on the people who do education programs that aren't supposed to be doing gift shop things… (16a,4,4)(VI,B,STAFF)

SWAGEN: State Wildlife Agency

- Another barrier would have to deal with attitudes on the part of the DNR, who doesn't know what a resource they have with people that have this kind of knowledge. (1,34,31)(VI,B,SWAGEN)
TIME: Time

- Time. My purpose is to rehabilitate, not to educate, because we didn’t get involved to educate. Even though that’s in our articles (of incorporation), that’s because we knew we were going to educate one-on-one. So if I weren’t rehabilitating, I would probably make the effort, I’ve always thought, to get to every fourth grade class, every year, in this county. Because I think then, you’ve started something going, but it’s a matter of time. 

- As far as other barriers, the time. Naturally. Especially for experienced rehabilitators, they have a lot to share. The other part of that though is the experienced are exactly the ones you want with the animals. You don’t want people getting all the experience with the animals and then leaving that and becoming an educator. 

- Money and time...I could give a program almost every day of the week with these live birds so its a matter of not having the time or the money to be able to do these things. 

- The barriers are within the organizational structure right now. I'm a director but there is not a full-time assistant. There has always been a need I think for a full-time assistant. I do so many different things...This is a business that goes on 7 days a week and yet without a full-time assistant that means that I may be working here all those days. I have programs this Saturday. I had programs last Saturday night. I think that is it. I have never had the time to work on curriculum...I think of all of the things that could be done, packets. Here is your pre-visit packet before I come. Here is this, here is that. I mean I know all of those things, they aren't new. They've been around forever but my feeling is anything like that that I want to use, I want it to be top notch and that takes time to get it all prepared. 

- I would say for most and I try to put it into thinking of rehabilitators that I know, I think some of it would be the time factor. If they are more rehabilitators, then it is hard to find time to be an educator or to have the personnel or the staff or the volunteers to do scheduled education programs. 

- Time. I think the general rehabilitator runs into that problem. There was one facility near us that just doesn't offer programs during baby season. She knows she cannot walk out the door. 

- Not enough time or energy. 

- Time, money. Because none of us get paid in the property including myself. That means that 95% of what we do here, all of what we do here with the exception of the monies that are returned to us as a result of programs, is totally a gift of the heart in
time and energy. You run short when you are doing programs and running a rehab center. You can't do as much as you want. (6,34,34)(VI,B,$)(VI,B,TIME)

- I think having the time and money and resources to do it. (9,34,34)(VI,B,$)(VI,B,TIME)

- Time. This time of year is the best time to get these messages out because it is baby season. We are also very busy with animal control calls. When the people are going to come in contact with these animals is when I have animal control problems. (11,4,4)(VI,B,TIME)

- I can see for some it would be money because it does take a lot of time and a lot of people have to work. I am fortunate enough that I don't have to work but it is still costly and time consuming to do a large number of programs. (11,4,4)(VI,B,$)(VI,B,TIME)

- Once again time and money always enter into this. A lot of these people work and it is hard enough during the season to rehab these animals let alone have ample time to go out and educate people. It is very difficult. (11,34,34)(VI,B,$)(VI,B,TIME)

- I do have parts that require preparation and I have accumulated enough parts now that I can put together a talk about those parts. So it is not exactly a barrier, it is just going to take some time to accumulate enough parts and then to build a program that kind of brings all of these skulls together. It is not really a barrier, it is just kind of a growth thing that takes time. (12,4,4)(VI,B,TIME)

- Time and resources. (13,4,4)(VI,B,TIME)

- That I have to work full-time and can't do this full-time. That is my biggest barrier. (14,4,4)(VI,B,TIME)

- I think the time to do it is a big barrier because when you are a rehabilitator, that is usually what you started as. People don't get into this to be a wildlife educator. They get into it because they like rehabilitation. Then they realize that gee what is really going to make the most impact. Well it is not the rehabilitation of that red-tail out there. It is the whole education of the people that brought me the red-tail. (14,34,34)(VI,B,TIME)

- Lack of time to really do something significant. Too often I do not set the time frames – the teacher, school, parents, etc. say they can only stay for one hour, two hours, etc. Sometimes I actually say I can not do anything valuable unless they come for a whole day field trip. (15,4,4)(VI,B,TIME)

- Enough time when it is mainly me. It is having enough people. I don't get paid very much so it is hard, and I'm not going to. (15,4,4)(VI,B,TIME)
• Time commitment to care for the animals and do educational programs as well. If the educational programs can be done at my place (land) vs. my travelling to a school, etc. myself then more programs can be done while I take time out to feed an animal, etc. (15,4,4)(VI,B,TIME)

• For a lot of people another barrier is time. Rehabilitation is a very time consuming process. In fact it is life consuming at certain times of the year and it is hard to take time out especially you know we are kind of lucky here because we have an organization that if I want to go to a conference there are back up people to take care of things when I am gone. But a lot of the individuals who do this by themselves, they don't have a back up. If they want to go to a conference, who takes care of the animals that they have. Especially now with the higher standards where you have to have a permit and you have to have a veterinarian. You can't have subpermitees anymore. Everyone has to have their own permit so that backup system may not be there so that may be another limiting factor. (16b,34,34)(VI,B,REGS)(VI,B,TIME)

WRDOUT: Getting the word out about their education program or rehabilitation in general

• ...the --- takes in thousands of animals and I think that their rehabilitation facility probably has been in the past and I know they are going through upheaval right now......because they were started by a vet and it was started as rehabilitation and that is what gets you your attention. That is what gets you your money coming in really. The public wants to see these things fly away or the squirrel run down here or whatever. Even though everybody knows education is important, it is hard to say "Hello would you like to fund $50 for me to give an education program" versus "Would you like to fund $50 for me to save these warm fuzzy creatures" so I think they found it was not easy to get money to do the education programs then. (4,34,34)(VI,B,WRDOUT)

• I think getting the word out is sometimes difficult but we have been here only four years and I think a lot of people know about us and word has spread every time we do a new program. (14,4,4)(VI,B,WRDOUT)

• My inability to promote what I do and ask for a reasonable “payment” for doing what I do. (15,4,4)(VI,B,WRDOUT)
1) Why do you educate about wildlife or associated issues?

To prevent injury, future injuries and orpanings. To try to raise consciousness about the value of wildlife. To put our own philosophy out there because it's an opportunity to have people look at things in a different way than they do already. To influence them in a way that you think is positive.

A lot of times in programs I'll tell them that our numbers increase every year, but ultimately our goal would be to put ourselves out of business. But we know that's not going to happen.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

My personal experience with the animals I'm talking about.

Anything else along that line?

No I think that pretty much...

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs available to those audiences?

Again personal experiences. I remember when I first did a program and I didn't have much experience and I talked about owls. I boned up on my information about owls. Then after I'd seen a few with injuries I actually observed for myself how the pupils react independently and how far they can turn their heads. It lends a real immediacy, plus you have the individual stories. People relate more to individual story when it is brought right down to the level of the individual. Again, it's experience that makes a real difference.

That's why, when we talk to people about educating that are getting into rehab, they have nothing more to offer as an educator if they have not gotten this experience than somebody just picking up a book. Especially because most of us aren't trained educators. We're just people and so we better be pretty good if we're going to go out there and start talking to kids.

4) What are some barriers to you fulfilling the educational potential of your program?

Time. My purpose is to rehabilitate, not to educate, because we didn't get involved to educate. Even though that's in our articles (of incorporation), that's because we knew we were going to educate one-on-one. So if I weren't rehabilitating, I would probably make the effort, I've always thought, to get to every fourth grade class, every year, in this county. Because I think then, you've started something going, but it's a matter of time. And the animals are why we exist so we have to put our emphasis on the rehabilitation. I do think that that makes an argument for environmental educators like -- though. Here she has the experience and she's made the time to do it, and someone like her should be able to be paid to do something like that because they're doing a tremendous service. I think she's an exception. I would like for her to be able to come down here and do some of the programs I can't. For me it's not the financial restrictions at all, it's definitely because our priority is rehab.

5) Did your organization define a mission, vision, philosophy and set of goals and objectives? If so, what are they?

When we defined our mission it was in 1991 when we incorporated, which was six years into the rehab. And it was basically something that we needed for a legal document so we didn't put the thought into it that we have since. We are going to develop a written vision and philosophy like I was explaining about having key people that come in after us and need to take that on and I think that has to be written down because, for example, we say "Class not Crass". I won't do a "million dollar duck derby". I think that that puts fund-raising down to the level of a circus. And I think that it's in the newsletter and everything that we do we try to do a quality product to reflect the fact that we're giving quality care and that these are trained
professionals. So that philosophy is something that we need to not only make sure people understand but have it be written so that it always is going to be there when we’re gone.

**Afterwards, is it OK if I get a copy?**

Oh, sure. We haven’t done it yet. I mean we have what we have here but that is something that we need to do, especially for our fund-raising board. One of the people on the fund-raising board wanted to get a quarter barrel of beer [for a fundraiser]. I couldn’t believe they didn’t understand that this is not that type of event. This isn’t a beer party. Those little things can really affect how you’re perceived by the public. Or the game of chance – I don’t like rolling dice for a $25,000 insurance policy. I don’t tend to like gambling involved in what we do. I’m not saying it’s wrong, it just happens to be personal. And we want to make sure that everything is always conducted on that level.

6) **Did your organization define a mission, vision, philosophy and set of goals and objectives for its educational efforts?**

I need to put it in writing and sign it in writing, but yes. If we are talking to any audience, what we want them to get is respect for the individual life, and compassion for wildlife in need of assistance and we always try to educate about the common animals so we want to always touch on cottontails, songbirds some of those things that people are more likely to find. But from the very littlest kid on, if they don’t get anything else out of it, we want to prevent them from taking a little bird out of the nest and smashing it on the ground. We see a lot of wanton cruelty in children and the parents don’t even understand it and I don’t know why. There’s certain things I say in every program. My tone of voice and maybe the way I word it depends on if I’m talking to the high school group of kids or little kids, but one thing I do say is that any idiot can take a life, that any idiot can harm an animal. But it takes someone with real brains, someone who is very special to lend a hand and help. Because I know there is a lot of peer pressure. We also always say that we are not anti-hunting. Personally, I would never hunt and I don’t, I don’t understand where that comes from. But we do not want to cut off anyone that’s going to bring an animal. A lot of animals are brought to us by hunters. We had a hen turkey brought in by a turkey hunter who knew that it shouldn’t be shot. The poisoned geese that came off the local lake, many of them were rescued by goose hunters that didn’t believe that was a good way to die. We really try to be a-political that way. The one thing I don’t try to hide is my belief in a higher power. I feel it would be hypocritical for me to do that and I do believe that these are creations – I don’t disbelieve in evolution at all, but I mean I don’t talk about God and Jesus when I’m in programs. But I definitely don’t try to pretend that I don’t have a faith that is a real big part of why we’ve made this commitment. So, basically the message is pretty straight forward, that way they get a lot of information, like I said, about natural history about those animals. We want them to know what to do when they find an animal. Not what to feed it or that type of thing, but I’ve found that if you don’t give information like that, people feel frustrated and they don’t understand that they’re doing something by just bringing it in. So if you tell them just how to get it warm, if you can tell them a few little tips about how to watch the nest… (interruption…), we try to give them some tools, always, because otherwise they tend to want to keep it – if they find an animal, they see the glamour in rehab even though you’ve told them it’s illegal and that they have to have a permit. We’ve gotten some calls where the kids didn’t want the parents to call even though they knew about us, because they didn’t want to give up the animal. So that’s why I found that it is really important to tell them what they can do. Make sure that they have a phone number too. If I go some place and there’s not a rehabilitator there I can refer them to – because I always refer them to the local one, make sure at least that they have our phone number so they can call and get some advice on the phone. So that we can get them through until they can find someone.

7) **What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?**

It’s not written down, but anyone that works with me will tell you that we get right into the guts of the philosophy of our organization from day one. And they get that every single day. By the time someone’s going out to talk to a class, and there aren’t that many people, I do that, --- has done a couple, and then we have a teacher who’s got her master’s degree and she’s starting to do programs. They totally understand what we’re about before they ever go and talk to anybody because I’m very picky about the message being
sent. And if they don’t know, they know enough to say “I’m not sure about that I’ll have to get back to you on that”. So, I’m very careful about that.

8) In what ways do you convey your message to the public?

I had a newspaper column for a few years, and I didn’t have time to write it every month. Our newsletter is educational. This Christmas one has a story in it, so that’s different. Our local editor of the newspaper here usually checks with us to see what animals we’re working with and he lets the public know what’s being injured. We’ve been on T.V. quite a few times and a couple times we’ve had very nice education segments during the spring season – giving a lot of the same information that we do in the programs. That’s been real good. Newspapers doing the same thing. When we do a fund-raiser, there’s always an educational presentation that goes with that. I also go to nursing homes, and I know that that’s more of a public service type of thing, but I think that a lot of people ignore them and I don’t know that it’s going to make a difference. Maybe they’ll talk to the grandchildren or something, you don’t know. Oh, and individual, obviously. Everyone that brings an animal in, we have them wait. We do a very quick initial exam because we don’t want to stress out the animal with them there, plus sometimes people tend to stay for a long time if you don’t. We tell them what the injury is if we can find it right then. What caused it. What they can do to prevent it the next time. And if there’s anything different they should have done when they found the animal. So every time they come in they’re educated about that particular species that they brought to us.

Please check all types of education that apply to your organization and indicate the amount of emphasis that each receives within your program. (Use a Likert scale from 1 – 5, with 1 = very important, 2 = important, 3 = neutral, 4 = not very important, 5 = not important at all.) If different from the current situation, rate the ideal emphasis that each type would receive.

<table>
<thead>
<tr>
<th>Current</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X over-the-phone education to people who call about injured wildlife</td>
<td>1</td>
</tr>
<tr>
<td>X informal education to donors who bring patients to your facility</td>
<td>1</td>
</tr>
<tr>
<td>X special events at your facility or in the community (fund-raisers) (because we’re mostly reaching the people that already know about us)</td>
<td>3</td>
</tr>
<tr>
<td>X education through various media (e.g. TV, local newspaper, newsletters, brochures)</td>
<td>2</td>
</tr>
<tr>
<td>X public tours or visits (Open House once/year) (not necessarily with a bird)</td>
<td>4</td>
</tr>
<tr>
<td>school visits (to your facility) with pre-planned programs</td>
<td>5</td>
</tr>
<tr>
<td>school visits (to your facility) without pre-planned programs</td>
<td>5</td>
</tr>
<tr>
<td>X school programs off-site</td>
<td>4</td>
</tr>
<tr>
<td>X programs with non-school community groups (for fund-raising) (civic, church)</td>
<td>2</td>
</tr>
</tbody>
</table>

That’s very important for fund-raising and support for the facility. Those programs I don’t consider educational – I go out and sell the fact that we’re valuable to the human community and that is why they should support us. As far as education goes though, I find that if they want us there and they don’t want to support us - they want to be entertained, and I refuse to do those programs. Those are the ones like the local Audubon Society that call up and say, "How many birds can you bring?" I am not a show, so I won’t do them.

X other, please explain **nursing homes** | 4 | 2 |
9) Who are the main audiences of your education programs?

It would probably be a tie between over-the-phone and the donors.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message?

I’d like to reach adults. I think that they could make a big difference in the community, I mean, especially people that are business people, for example. I mean there’s an argument there maybe for civic groups, but you don’t usually see that kind of result by talking to a civic group. Independent business owners that don’t have time for the social stuff – they’re actually more in a position to do something, like the restaurants down on the Lake for example. I need to approach them because I have some placemats that we have for a fund-raiser. They have different animals and different statistics, stories, that type of thing. I’d like to see them use those because we could be educating everybody that sits down at the table. The other one is again, the nursing home audience, a retirement home or whatever. And that’s just because I think that personally our message is compassion for all things. I think rehab in general is compassion. You can not have people that hate people providing care for animals, I don’t think. Or you’re going to have problems eventually. And I think we have that. I’ve met a number of people that have been surprised that I am presentable and that I can talk to them because they expect that I’m going to be some kind of hermit or I’m going to be a misanthrope or something like that. And animal people generally have a bad reputation. Even when we’re working with the grant writers, they say that they tend to do things that are not acceptable or they fly off the handle about things they don’t get. And that makes it difficult for us to be recognized as a profession by educating adults. So I think that if we are really balanced people that are rehabilitating, we’re going to be very conscious about how we treat the public – the human component.

11) Does your organization have a written master plan that guides the education efforts at your center?

No. We probably should, that’s a good question.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehab professionals?

Yes, I can see what’s really going to be good about your paper. Because those are really core issues that I don’t think people really think about. Again, because most of us back into education. We’re not trained for it. We’re not prepared for it and most of us aren’t public speakers. Yes, I think we need a plan. I think people – rehabilitators that have never worked in a business situation maybe need to understand the difference between private and public personas. And we assume that people understand that. I’ve had to train people that have never worked in an office situation how to answer the phone. How to say “I’m sorry she’s busy right now” without saying “Oh, I think she’s in the bathroom” or whatever. You know, we think people know those things, but they don’t necessarily. And I think that when we go out and represent our facility, we’re also representing all rehabilitators. So I think that one of the things that people need to learn is a few of the things just about separating their private lives from their public lives. What is the type of thing that you repeat. What is the type of thing you don’t repeat. What do you do when you get asked a question about a facility that maybe you don’t have good feelings about. How do you handle that. How do you handle someone that’s heckling you from the audience about cats. I think there are certain things that we know are going to come up if you’re a seasoned educator and you could ask people who have been doing it, what kind of things they encounter because if people are prepared for that, they’re less likely to make a mistake that’s going to come back on them later. And again, I don’t know how educators go out and talk about the value of life and then get a call from somebody about a house sparrow and say they’re not going to take that because that’s a non-native species. A little kid, I don’t believe, is not going to understand it, and I’ve argued this before to people. The other thing is – and I don’t like this argument, and I would never use this. But I’ve had people say, “well yah, we take them because then if they find a Peregrine they’re not going to bring that in. That’s bullshit. That is the worst kind of deciding that you’re going to tell people what they want to hear so that’s going to come back for you later. See, ideally, I’d like to see rehabilitators take a personality test – to be interviewed for this license. Just like anything else.
Because they’re in such a position to damage wild animals or people if they give the wrong advice on the phone. We get asked questions about animals that potentially are rabid, and if we didn’t take our time, they don’t have anywhere else to call. The police can’t help them. The DNR doesn’t have the personnel to help them. The doctors sometimes don’t even know. We are really in a responsible position per force, because there isn’t any money for anyone else to do it. And yet this position is open — I know I’m digressing but I want to make sure I make this point because it really is a key issue, and I brought it up at the state. Is rehabilitation a right or a privilege? And what the state is saying, and the federal government, is that it’s a right. If you apply. And there are very few criteria: If you are not a criminal, so you don’t have a record, and I’m trying to think what else there is. The USFWS told me, like two things then they have to give you a permit. We have the public’s safety in our hands. And rehabilitators look at it as a right and that’s why they demand certain things and that’s why they think they should be paid — some of them. If you look at it as a privilege, the whole complexion changes. All of the sudden you’re serving the community, the public. You feel honored when you are allowed to do certain species by your federal agent. ---, I am so grateful for what she has allowed us to do, and I know that, or I feel that if she wanted to take something away from me that she has that right and that she could do that at any time. I feel an obligation to her because I feel that it’s a privilege. You look at some of these places that are pulling stuff over — trying to get away with stuff — they think she can’t do anything to them and they don’t care. I think we really need to get to the point in rehab — not that I want to keep people out — but it needs to mean something and the state again, the reason that we couldn’t get continuing education into our regulations, which is what we wanted, they said that would make it discriminatory. That someone that couldn’t afford to buy a $15 book or go to a conference couldn’t rehab. I said, “OK I want to be a veterinarian. I can’t afford to go to school and I’m working full-time so you know I don’t have any time either, but I want to be a veterinarian, so I deserve that don’t I?” What’s the difference between that and this? And if they tie it to the money because we don’t pay for licenses, then charge for the license. I mean that is a really critical question and it’s going to affect what we do when we go out and educate because that attitude comes through. If you go out and you feel like it’s your right to rehabilitate. Some of these people go out and they encourage everyone else to go get a license — regardless of their experience. They’re the ones that are going to say, yah I found one squirrel and I decided to get permitted. If you feel it’s a privilege, you’re going to approach it more as a professional. You’re going to make sure that people know they need to educated, have the right facilities, be able to afford the right formulas.

No, that’s OK, but I am going to keep going on it just a little bit. What might be some of those components. You mentioned some, but do you have any others?

Well, I guess what’s going to be your main audience because people always need to focus no matter what they’re doing. And how are you going to reach that audience? Is it going to be through personal visits or through literature? If that’s what you’re talking about. If you’re going to do a lot of phone, that’s an expense in itself. That’s where we do a lot but that’s about a $500 per month phone bill. So you have to look, I suppose, at where your budget is going to be put to best use. We always figure that time we spend on the phone because are people that would bring the animals in — save us the time later — if it’s an animal that could be kept in the wild.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I think you probably know.

Do have anything else to add to that one?

No I don’t think so. Just respect and compassion — pretty much covers it.
14) **How do you address these values in your instructional programs? If more than one approach, which do you use the most?**

I think as far as respect goes, when people understand how an animal fits into the niche, they respect it. If they know that an owl can eat five or six mice a night, all of a sudden they see how that can affect them and respect follows when people can see how that benefits them. So, if we can show a benefit to humans, it seems to help with the respect issue. Also age. If possible, and if I know, I try to tell them how long some of these wild animals live because people don’t think about it. They don’t even think about asking those questions. Oh, a Great Horned Owl can live 69 years. --- had one that lived 69 years. It’s unbelievable. Or these animals that have flown so many miles — some of these things are just remarkable. So that helps with the respect issue, but the compassion issue, I do anthropomorphize, when I have to. With little kids, I always ask the parents for permission first, but on one to one. I had a little girl bring in a Mourning Dove one time. She and her friend had taken one and thrown it on the ground and smashed it, and the other one was injured. And these were just little newly hatched babies. And the mother was not happy about it and I asked her if I could talk to her daughter and she said yes, and I said, “Well how would you feel — you have a sister, right? Yes, How would you feel if someone came into your bedroom, killed your sister, threw her up against the wall. She lays there, she’s dead, hurt you and left you there to die. How would you feel? That is what you just did to this family.” And I don’t know if it gets through to them or not, but I know that sometimes if we can apply things to ourselves — and people tend to do that anyway, humans, I mean, it’s just like a characteristic “strong as a bull”. And I think we do tend to look at animals that way so maybe when we have to look at them as individuals. It’s just like with people, I mean there are all kinds of people around us, and we’re not aware of how their lives are, but if we actually took the time and looked and we saw how they were smiling or not, or if they were happy or seem to be hurt, all of a sudden we’re going to care. But, we have to have our attention directed to the individual I guess. Again, I’m sorry, I probably talk more than most of the people you’re going to talk to.

15) **What are the most important wildlife issues in your community?**

To the - In terms of the animals or in terms of the humans?

**Good question. The way that I’m using it here — an issue by definition includes the human aspect of a problem. If it didn’t involve humans, it would just be a problem that people don’t take interest in, or one that doesn’t involve differing values.**

**Issues affecting wildlife in the community?**

**Yes**

OK, Alright, I got you. Probably geese. We have a lot of golf courses. And we have a lot of holding ponds, just like everywhere else where there’s a lot of development. And, so basically what it is is the creation of habitat unwittingly on the part of humans who don’t want the wildlife who don’t understand that it wasn’t intended for them to use. And also loss of habitat which is pushing the populations of course into smaller areas. Down here too, we have a lot of deer, but there isn’t a lot of hunting because we have so many little communities and a lot of them don’t allow hunting of deer. And also animals, the deer especially, and the geese, are very habituated to people, so when we release ours — which we never release anything really back in this area except for the songbirds on-site — our animals tend to be less tame than the ones that we would take in out of the wild. Because the deer will come within ten feet of people walking their dogs down the road. They’re that used to people. And a lot of people feed them around here — all around the lake. Distemper in raccoons is an issue because people tend to see them more. We don’t have a good way to deal with it. We don’t — even if we had the people to go out and euthanize those raccoons rather than having them shot, that’s almost like a whole other activity in itself and that is not where our time is best spent. And that’s something that maybe the local governments need to look at. They need to look at handling that because the DNR doesn’t do it, and yet these are the ones that have to be destroyed for the sake of the public, so the kids don’t get bitten or whatever, approaching them. So that’s a real issue because there’s a lot of interaction between people and raccoons. Not that much for skunks. In our area, so many of the people that move up here are from the city, and they tend to see wildlife in their back yard as
being an aberration and so if they see a woodchuck, they call and they want to live trap it because it’s a wild animal and it doesn’t belong there— even though there isn’t anywhere else for it to go. So, that’s a real issue with people not even understanding anything about wildlife.

16) Do you address the above issues in your education program? How?

Let’s see, I don’t talk much about raccoons because I don’t believe in talking about things I don’t know about. So I might touch on the issue of distemper in an adult program but that would be it. Just like fox. I won’t use pictures of animals that I don’t work with. I think that’s misleading. I won’t even wear something I don’t work with. Yes, we do try to address these issues by again giving information on natural history, natural behavior, what’s unnatural behavior, because that’s all part of the observation process before interfering. And again, the respect - when people can understand how an animal fits into the scheme of things. One of the ones we use a lot is woodchucks because people hate woodchucks because they dig holes. And something I read or some information I got over the years was that skunks will use abandoned woodchuck holes. And so when we have somebody that’s got a woodchuck problem, we usually say, well you know, usually if you have woodchucks there, you won’t have skunks. Oh! All of a sudden get a new scenario and they’re more likely not to look at the woodchucks in the same way. So really it’s kind of interesting with a little human psychology. And you have to pick up on the people. Every group is different too. I’ll get a feel for the group when I go in and when you talked about planned and pre-planned earlier. I think of having my slides and everything, but the truth is that I have certain slides I use over and over, but I don’t say the same thing over and over. I’ll edit or add or spend more time on one area than another depending on my audience and also on their reaction. And you just kind of have to read that as you go along.

17) Are there any other issues (or types of issues) that do you address?

I usually always make a point to say that we’re not anti-hunting because I want to dispel that right away. Because there are going to be people that are going to think that, and they’re not going to listen if I don’t say that, and there are going to be kids. I don’t want them to go back to their parents and we have many parents that hunt. They go: “This is just a bunch of hog wash” and they don’t pay any attention to any of the information. Whereas if they had that I think that maybe it makes them more open-minded about other things. And if somebody brings up a question like – and I hear this a lot with little kids especially – so and so shot this bird and they didn’t do this or that, I’ll make sure that I tell them, “Tell your friends, these birds are protected by law, that’s a felony, they could go to jail” depending on the age of the boy. Or they could get fined, the parents could get fined. I sometimes stretch that a little bit if I can just to make my point. Because I’m hoping that kids will tell other kids those things.

I do not focus on the illegality of rehabilitating without a permit. I say it’s illegal, but I say that’s not the most important reason not to do it. The most important reason not to do it is because it’s inhumane. Because it’s not different than your next door neighbor deciding that he’s going to operate on you when you need help, without telling you that there’s a doctor next door, and possibly hurting you when you could have been cured. That if you really care about the wild animal, if you’re not going to be selfish for yourself, you’re going to want to get it the proper care. So it’s illegal, but that’s not the reason not to do it. And some people will disagree. It depends on how you believe people are motivated. If they are more afraid of the law than they are of doing the right thing.

18) How do you address differing or opposing values and attitudes toward wildlife?

That comes up all the time – if we’re talking to someone I just say that I believe that we’re all in different places, depending on our background and where we’re at in a certain period of time. That we’re not in a position to judge anyone else. And I’ve been in different positions toward wildlife myself, so we’re all on the same path but we’re in different places. Kind of like – is it Maslow’s hierarchy of needs? So, depending on what your socio-economic status is, or whatever, you’re going to do things differently. We just try to take a tolerant view of that and hope that we can do what’s best for the animal.
19) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

I feel a huge responsibility every time I talk to, especially children, because they’re so impressionable. I mean I’m not sure that will stay, but I also feel if the parents don’t believe what I’m saying – some kind of philosophical view, I don’t feel that I have the right to take their place. I feel a real responsibility with everything I write. That my information be accurate, that I’m not slanting it, I mean, of course you’re going to slant it with your view, but not to misuse data. You can’t really trust numbers anyway. So you have to be really careful of stuff like that. And I tend to do too much. I tend to be very very cautious about what I say because it’s so easy to mislead people unintentionally. And if you get someone at a certain point in their life, again, I’m sorry to digress, but if we’re passing by someone on the street and they brush against you, you can either scowl or curse them out or you might smile and say, “Hey, that’s OK”. If that person is at a point in their life where they’re suicidal or whatever, you could possibly influence that person. I believe very much in the power of the written word and also the spoken word. I think people don’t realize how much they affect other people. And they need to be so much more conscious about that. And when we put ourselves in the position of being educators, especially untrained educators, I just don’t think most people understand the responsibility that goes along with it, I don’t think they’ve ever thought about it. And that’s again why they should have some kind of interview, I mean, really, when you think about it, when we’re licensed, you’re allowing people you don’t know anything about. You don’t know anything about me, and neither does anybody else, and I’m out there representing the DNR, the Fish and Wildlife Service, because they license us. We’re their agents. And there’s no background check – except for criminally. They don’t know if I’m psychotic. It’s a real responsibility.

Flip tape

(reference to lawyer) I’ve talked to him about a lot of those things because I’m conscious of the liability aspects. For example, I won’t tell someone to pick up an animal that’s dangerous. We will always go out after raptors, not because they’re raptors, but because they have talons. We will always go after a heron or a bittern. Or a big a swan because people are just too afraid to pick them up, although I don’t think they’re dangerous if handled properly, but they can be dangerous. Those are the animals that we go out after, I don’t want any risks to the public. Even the mammals that sometimes are hit by cars. So I always tell people never to put the animal’s safety before their own. That they must not take any risks. I don’t tell them to touch, I tell them to use a padded shovel or something to get it in a box. So, we haven’t had a lawsuit yet. I think it would be real easy. I think there’s going to be a precedent for the case sometime and I hope it doesn’t involve us. Where a rehabilitator is going to send somebody out to – I know people that do this now, I can’t believe they do it – but they’re going to send someone out and they’re going to get footed in the face, or something. It’s going to be terrible. And we don’t think about the fact that it’s not just us. We can’t just quit. If something happens like that it’s going to affect everybody in the profession. So for our own liability, we need to think about those things. And also, rabid animals. You get somebody that doesn’t know anything about rabies. They don’t know that skunks, for example, are our primary vector in this state. I don’t know - it’s probably pretty much the same in this region I would imagine. I don’t think it’s the raccoon until you get east out. But if you don’t know that information and somebody calls and they’ve been bitten and you don’t tell them to go and tell the doctor, you’re responsible if that person dies. And we’re responsible for having the right information. That’s another thing about education, and requiring it. Some of us make a point to be educated about the issues with rabies. And I know that technically any warm-blooded mammal can carry rabies, or transmit rabies. But I know that there’s never been a case of rabies in a squirrel or rabbit, except that there have been, I think five cases of rabies in squirrels on the east coast. But they found them dead, so it’s very iffy. We don’t have to worry about that here. We have a responsibility to know our stuff. And no one’s giving it to us. I mean it’s all voluntary at this point. And the people that are at the conferences are your, basically, the rehabilitators that want to do the right thing. But then you’ve got the ‘lone wolf syndrome’. Usually, I think, these are the people too, and I hope you talk to some of these people because you might get different whatever, but I think these are the people that are more anarchists. They’re more “I don’t want anyone telling me what to do, I don’t network with anyone”. To some extent that might have to do with the fear of being judged. And that’s a very real fear. That’s why we address that right away in a conference – that this is not a place to be negative. To talk about people or to judge methods. So if we can try to diffuse that, maybe we can bring
more of these people in. But it is going to be very very important because those are the people who are going to get the rest of us in trouble.

Thank you. For the sake of time, let's move on.

20) Do you feel that training for rehabilitators who educate about values would be helpful? Do you feel that such training is necessary?

Yes. Yes.

21) Do you use live animals in your education programs? What types? How?

Birds. We use a Red-tailed Hawk. (…interruption…) Barred Owl, Screech Owl, Kestrel. I have used mammals, but they’re kind of problematic because it’s hard to exhibit them without them looking like pets. And they’re a very very small part of the program. They’re out for maybe 2 – 3 minutes. And they’re not focused upon. We do other things as well.

What mammals had you used?

Opossum, and I really like using a possum because people don’t see them very often. We used a woodchuck quite a bit. And that was another good one. The animals that people don’t like, but they’re most likely to see. Squirrels – I’d like to say I see the value in it because there are a lot of squirrels that come in and can’t go anywhere. I think people use them, but I think they’re too close. They could be perceived as a pet too easily. And wild rabbit. I don’t know how you could use that or what the point would be of bringing a wild rabbit into the classroom.

22) What are your beliefs about the role of live animals in education programs?

I would like to say it doesn’t matter. And I used to think I would never use them, but there’s a connection that people make that they do not make with a mount. And a lot of times that’s what people are going to talk about long after. And then the next time they see something else, they respond the same way. So I think they’re very important, but I think that they should not be the only thing that’s going on with the program. Because then you end up like a zoo.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

23) How does your education program work with your state or federal wildlife agency’s education programs? Is this as much as you’d like, less, more?

I think they have a hunting education program. I am not aware of any other. They have something called Project Wild, I think, through the DNR. I think that’s through the DNR – the teachers work with them. I’m not aware of any education program on the state level. We go to the DNR places sometimes with an animal, we’ve done programs, but we work with their naturalist, basically at that point. As far as working with them, if they would allow us to give a message that didn’t say “Hunting is good”, then I mean if we could really have a program that didn’t have an opinion one way or the other, I think that it would be good because the public understands the DNR and they know what they do. But they don’t understand wildlife rehabilitation. And that’s a problem. And it would give us more credibility if we could work with them. But I’m not sure that we can without going against some of our main beliefs because one thing about the DNR - and I know this from the woman that’s really in charge of our region in the state, is they don’t see the value of wildlife rehabilitation. And most of the people in our DNR do not see the value. They allow it because the public demands it, or would demand it if it wasn’t there, but they don’t see the value in it because they are concerned with the management of the species. And when you look at things that way, the individual doesn’t matter. So I am not sure that they would care to work with us. It depends on the individual attitude.
Would that address the degree that you would like it to be?

It depends on what their program was if I’d like to work more with them. As far as would it be a good thing? Yes, I think it would be a real good thing to combine our programs with what’s going on because of course, if you can overlap and dove-tail things, you’ve got a much better chance of making that message stick. But it would depend on what they were putting out there, and right now, a lot of rehabilitators are trying to combat the hunting message, and get out there and trap, you know, this is not a dying thing. So it’s, kind, of a problem.

Federal, again, I don’t know the education program– if there is any.

24) **Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.**

The overlap is that we both want to influence the public to do things in the way we think is best for wild creatures. So, that’s where the overlap is, in the area of influence, but of course, what they want to do in our DNR is increase people that are out there hunting. Because the way I understand it, less than 10% of the population hunts. And most people are non-consumptive users of wildlife. And we would like to increase respect and understanding that the reason we have problems with over-population is because of the way people – I do believe we have an over-population problem of, well, maybe I shouldn’t say that – there are a lot of deer around here and a lot of geese, but I think that if people did not do things like feed the geese, then we wouldn’t have the disease problem. And what I would like to – my goal would be more to say that people are responsible for what these problems are, and this is how we address it. But the government is less likely to say the people are responsible because they are more – what is that when you have to deal with the symptoms rather than dealing with the cause? So, we have an overlap, but the way we go about it is so different because their focus is on the human population and ours is on the wildlife population.

25) **Do you perceive overlap in the values and beliefs (versus the goals) toward wildlife between government wildlife agencies and your program? If so, describe.**

No, I think they’re widely disparate because the value is put on the endangered and threatened species because of fewer numbers. The belief is that they are more valuable. And again, we’re dealing with individuals. The other thing is this mute swan, for example, and I won’t take very long, but it’s a non-native species, but it’s here, it’s successful. The Trumpeter is not. At some point, evolution is going to take over again here, and we’re fighting it. The government, which is trying to manage wildlife, is trying to fight the natural course of evolution. I don’t think we’re going to have Trumpeter Swans, even though this was their historic range, and they’re beautiful birds. Mute Swans are going to be what’s here because they were introduced. And at some place, we have to accept that we can’t control it. So no, they’re disparate values.

26) **How might these two groups increase cooperation?**

I think mutual respect. I think that there are problems with some rehabilitators that don’t understand the limitations put on DNR and Federal personnel. Just like the people that were giving --- a hard time and not understanding that they’re so lucky that she’s the one that’s there. So I think that understanding each other’s positions and how they came to those positions. Especially like background. If you understand that someone’s a biologist and they’re supposed to deal with these five or six pieces of data and not allow anything else to come in and influence that, well then it gives you a different way of looking at things. And on the other hand, if they looked at rehabilitators and actually understood the immense personal sacrifice and commitment that that seems to indicate, to doing something that’s altruistic, I think they would have more respect. Even if they didn’t agree. I think they would have more respect for what they were doing. I think it’s, again, it’s always a matter of not understanding another person and making judgments without enough information.
Incorporation of educational methods

27) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Addressing them. If I talk to little kids, they’re more likely to find baby bunnies and birds, I’m going to spend most of my time talking about that. I’m not going to put in a lot of pictures of injuries that they couldn’t have prevented – like shot gun injuries. I’m going to spend more time talking about just basic things like compassion and respect, and stories. More stories of animals and things we’ve helped, and I want them to feel good, that they can make a difference. Especially with those – well with everybody pretty much – but to let them know that they are the ones that bring it. And I always put the emphasis on them. They’re the ones that find the animals and that’s the first step, and we wouldn’t be here without people who cared. Just like they do.

b. Who determines content?

I pretty much determine content. I will not do programs that – and some people like a professional educator like --- would do this, but I don’t, that’s not my focus. But I will not do a program just on raptors, because we don’t do just raptors. And I understand if they’ve got a unit and that’s what they’re studying. That would maybe be valuable, but if it’s just because that’s what they think is cool, I will not only not do that, but I’ll explain to them that maybe they might want to consider that there are other things that are just as interesting.

c. What information do you have about groups (school and non-school) prior to the program?

I ask how many kids are going to be in a group and how many people. I want to know what grade they are. I want to know if they have a special interest. Maybe they’ve been studying songbirds. Then maybe I’ll talk a little more about them in the program. Or maybe they’ve got a nature walk that they’ve set up, and so I can talk about that. If it’s a Girl Scout group I try to think about the creed and what are they promising. And how can I incorporate that into the program? If I do a rotary group – which I do occasionally – I try to think about what their service motto is and I always try to incorporate that, because that’s something to follow because they’ve already gone through that as part of their meeting or at the beginning of the day or something.

28) Do you address issues differently with different aged audiences? How?

I’m not going to get into ethical issues with little kids. With high school kids, because they’re too cool to you know react, a lot of times you get no questions, you don’t get any feedback at all. And You have to be able to be real strong with them and say if you see a picture of a hawk that is shot, I’m going to say, “This is really wonderful, isn’t it?” or “This really took a lot of brains” – but just to put your point across, so yes, that you’re hopeful, and everything has to change with the group you’re with.

You said that you wouldn’t deal with ethical issues with little kids. Can you expand on that? What is an ethical issue?

I guess, for example, you might tell them, “You want to keep cats indoors because if you like wildlife, and your cat doesn’t know any better, he might hurt something.” I might do that, but I’m not going to say the difference between natives, non-natives, domestics, exotics, and do they have the right and don’t they have a right? Whereas that sometimes will get discussion from an audience, especially, well, junior high age. I’ll get people who say, “Well my cat deserves to roam outside because it’s wild.” Then I’ll get into that they came from Africa and this is a predator that reproduces like a prey animal and that’s why everything’s out of balance. Then I’ll get into all that stuff and why, even though the animal is here, it shouldn’t be outside. But a little kid, you can’t go into a lot of those things with them.

209
29) Do you incorporate any certain educational theories?

Probably not. Because I’m not a trained educator. I don’t know what educational theories are. I imagine it has something to do with age and suitability of material and that kind of thing. Maybe I do but I don’t know what they are called.

Right, and that was meant to be an open question.

30) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No, I understand that the state requires environmental education now, but we don’t hear much about it. I think it might be important if you’re out there marketing programs. Your programs will be more marketable if you can match certain criteria. But since that’s not an objective of ours, it’s not too important.

Barriers & recommendations for improving community education by rehabilitators:

31) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I’m just thinking...Financial is one. It’s important because of the phone. Because every rehabilitator has a phone, but there’s a bill attached to it if they serve outside the area. And if they have a good message but that can’t afford to get a brochure out. If we could get something to every school child, that would be wonderful. As far as other barriers, the time. Naturally. Especially for experienced rehabilitators, they have a lot to share. The other part of that though is the experienced are exactly the ones you want with the animals. You don’t want people getting all the experience with the animals and then leaving that and becoming an educator. Another barrier would have to deal with attitudes on the part of the DNR, who doesn’t know what a resource they have with people that have this kind of knowledge. The ignorance of the public and schools of the fact that wildlife rehab exists, and what it is, because they don’t ask rehabilitators to come in and educate. Fear of public speaking probably keeps a lot of people from educating. I don’t think you need animals to educate, so I don’t think the lack of animals would be a barrier. I guess that’s what comes to mind right off the bat.

32) In what ways might rehabilitators overcome these barriers?

Wide spread dissemination of information about wildlife rehabilitation. Correct information on the part of somebody like NWRA. That’s something that I talk to --- a little bit about. That we need to educate that. People need to know what we are, and that’s something that could be done on a wide scale level. Combining, for example, to get a brochure printed. Ideally getting out the same message. Not that we get into the different specific issues like ours that happens to be that there is some reverence with the way I look at life, but just again, the basic issues. What can be helped or can’t be helped with wildlife rehabilitators. If we could get some brochures that didn’t have to be written by people who can’t write. But that it’s available to them that they could get them at a small cost, or that they could let the schools know that they’re available at a small cost so that they’re passed out. Well, I think that if there isn’t a rehabilitator active enough to know what the schools are doing, they’re probably not going to be able to handle the calls they would get as a result of that information being put out there. So, I mean it might be a bad thing, for example, if this state’s rehab organization sent all our brochures to the western part of the state. There really isn’t much there for rehab – or I should say the south western part. We can send all this stuff out to schools but there’s no one to serve them. So I don’t think that’s, maybe, the best thing to do. I think you need to have a rehabilitator there first that can handle that. And we have to be really aware of the fact that if we create this knowledge of rehab, there has to be somebody to fill it. That’s the whole problem with marketing rehab. We’ve got people that live down the road from us that don’t know we’re there. We’ve been there four or five years now. And they don’t know we exist and we’ve been around for almost fifteen years. And that’s not deliberate but we don’t try to advertise. You’re lucky if you can find out where we are and it’s a sad thing. The truth of the matter is that (...) interruption(...) the public that knows about rehab wants to think that we go find and get animals. And we don’t. Of course. We’re only treating
a very miniscule part of the problem. So, overcoming the barriers as far as education is kind of a two edged sword. I think that materials could be put together by a national association or something that would be available for anyone to use. But then I think you have to leave it up to the local rehabilitators to how they’re going to use it.

33) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

Somebody like ---, again, if that’s what she’s doing, she’s willing to go all over the state. Rehabilitators make use of that service. --- is not going to tell people to bring the animals to her. She’s not even rehabilitating. Even if she was, most ethical rehabilitators – and that’s not a given, I guess because we had a guy rehab – he had a small place, he’s not there anymore. But at any rate, he did a few animals a year. He came within a half mile of where we are now, gave a program, told people to call him about any animal they found even though he was like an hour and a half away, to join up and help him build his facility and that type of thing. You do run into that. But most ethical rehabilitators that are going to educate are going to say “you want to get it to the nearest rehabilitator. So using the people out there that have the time to educate. That is maybe an individual that doesn’t do a lot of animals, but has time to do programs, not worrying about the money. Some people don’t want to have anyone else do a program because they think they’re going to lose money or afraid that they’re going to lose support because someone’s going to send money there. And I found out over time that that doesn’t count at all. You’re not going to lose anything by involving other people, unless you have nothing to offer yourself. In fact the public likes it when they find out that you network. Our newsletter – I’ve got a photo on the back from a lady in Texas. We talk about the conference and the people that were there and the local rehabilitator. They’re not looking at that saying, “Oh, maybe I should have given my money here or there”. And if they are, great. You know, It’s a fear, I think, of losing support that causes rehabilitators not to bring in outside educators. More than a fear that the education won’t be correct.

34) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Yes, I think that they should educate about what they know. Because what we have to bring to this field – to the field of education for rehab – is our personal experience. And I think that what is unique is the fact that we have these individual stories and things that we’ve seen first hand. So if you’re working with cottontails, you’re not going to take one of those with you to class, but you can talk about them and tell people about them. I think they shouldn’t focus on having a live animal because if they need a live animal to prop up the program, they’re not a very good educator. And they can’t rely on that animal to help them more than five minutes anyway. So you don’t just get a whole menagerie and then decide you have a program. I think that they need to keep it varied, even with adult audiences. What I have found works real well, is I have slides the whole time I’m talking. One thing, that you might find interesting, is that I was always a very shy person. And I spent most of my time in college blushing when I was called upon to answer questions. And I forced myself, because I wasn’t going to let that hold me back, to speak out, to stand up and to basically just ignore it. And I never thought I would educate, ever, but when you care enough about something and you know you can make a difference, all of a sudden you stop thinking about yourself. So if they’re really committed to that, they will get over their fear of public speaking. And it will just open up whole new avenues for them. But also, a technique that I used, was I always had something going on so that I didn’t have to feel like I was the focus of attention. So if I had enough slides, say for my program, we had slides the whole time. After I introduced myself and told a little about where I was coming from, they were looking at slides and I could talk and it gave a comfortableness that maybe wouldn’t have been there otherwise.

35) Is there anything else you would like to add?

I think it would be interesting for you to know where they’re coming from. When you talk to them, did they get involved in rehabilitation because they sought it out? For example, that girl I told you about earlier that decided to build a facility. We’re like the third largest facility in the state at this point. I’m president, I was liaison in the DNR. We’ve had all these different things and we didn’t seek any of them
out. We have done these things because we’ve actually been doing the rehab. So it would be interesting to know if people got involved because they decided to get involved or because they ended up there. I never wanted to work with birds. I could have cared less about raptors, but there was a need, and we very very gradually addressed more and more species as the years went by. We never had our eyes set on one thing or the other. And I think that tells you a lot about where a person is coming from. It would be interesting to ask if they’re philosophically based. Because they’re either going to answer yes, and they’re going to want to work with birds. I could have cared less about raptors, but there was a need, and we very very very

or the other. And I think that tells you a lot about where a person is coming from. We have done these things because we’ve actually been doing the rehab. So it would be interesting to see what you come up with, but we have flown against so many things that have been accepted as status quo, and we are actually very very successful for what we do and what we’ve been able to build. And the fact that we’re not in debt and not taken over and we’ve been around this long. Maybe that’s a question too, what would they like to change. We wanted to bring compassion back into the field of wildlife rehabilitation because when I went to a facility, that I won’t name, I saw them euthanizing wholesale, non-natives, too young, they don’t want to take the time to work with this or that. It was very dispassionate and I didn’t think that that’s what rehab was about. I also saw a public that was being lied to. They’d bring an animal in, they’re not allowed to take care of a Mourning Dove that’s been attacked by a cat. That Mourning Dove’s going to get euthanized. That’s not right. That is what I mean by ethical. That is not ethical. To mislead the public into thinking you’re going to provide a second chance for that animal and not to do the best you can. And it shouldn’t matter if it’s a pigeon or if it’s a Red-tailed Hawk, because Red-tailed Hawks are not in any danger right now. The other thing that will be interesting is, what do they work with? Because that’s going to tell you a lot about the person too. Are they a raptor — we call them raptor elitists, that’s my term. Raptors are the easiest species to rehabilitate. They’re your highest release rate. They’ve got big bones. They’re easy to pin. Songbirds, very much more difficult. It takes a lot more patience. They’re very time intensive. Especially if you work with the nestlings. But see the public, rehabilitators who buy into the public perception of wildlife — the magnificent hawk, the deer. Whereas cottontails are very difficult to rehabilitate, and fawns, yes, you need to know what you’re doing and keep your hands off. But if we buy into that perception, and we buy into the DNR way of doing things, there will be no wildlife rehab the way that it has organically come out of the need of people that find animals — what we will do is we’ll become only another arm of the DNR. I think that’s why it’s really important for us to keep our educational programs and that type of thing unique, I mean, because we do have a different focus. And it could be swallowed up. And I guess the only other thing I was thinking about is that there’s a question that’s going to be addressed at the conference that’s coming up on North Carolina and it’s about wild animals and rehab. And at our place we don’t release them into urban areas — but private ponds or whatever — they don’t come up to people. Our deer don’t run up to people. We’ve tagged them. But our animals are not afraid in captivity — and I do not de-man our animals and I don’t believe in the need for that. We keep the dogs away. We keep people away. We don’t allow a lot of volunteers. There’s not a lot of interaction. Do they know us? And do they trust us? Yes they do. They associate us with food and safety, but that also helps them heal. Now you’re going to talk to some rehabilitators — and that’s what this question is about there — that believe that keeping them wild, and this and that, when they’re in captivity. But a habituated animal is not the same as an imprinted bird, for example. And this matter of trust is just like a Red-tailed Hawk, I mean, the first two or three days after you pick up an adult, he’s not going to understand what you’re doing when you open that door. After that, I rarely have to use gloves with those birds because we have developed an understanding between us. Does that bird come back to me? No way. Does the goose? No. The ones that came back - the ones we released in Williams Bay — they came in as adult injured birds, they came back because it was a sanctuary. We don’t have imprinted birds, or haven’t ever kept anything like that. The ones we have that are imprints, we got from somewhere else. So that whole question of how did they look at the animals in their care. And I don’t trust rehabilitators that say, well, you know “we don’t have any interaction with them”. Either they’re lying, or they are doing a government service. Because that is not what keeps you in rehab and makes you give the best care. Because I can tell, looking in an animal’s eyes, if it’s depressed or if it’s going down hill. And I usually know if an animal’s going to die, and that with a lot of observation. Anyway, it’s just another question I guess.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

It is something that I have always been interested in. It was triggered by my parents many many years ago. Taking us out camping and teaching us about the environment. I began volunteering for this organization 13 years ago and really liked the ideas and beliefs that they were putting out and just sort of worked my way up the chain I guess to the Directors or Coordinators position.

Besides those reasons for initially becoming involved, are there other reasons why you educate about wildlife and rehabilitation today?

I think it is important for people to understand the impact that we as humans have on the environment. When I use a live bird of prey in my programs and they see this animal standing there, I think it helps get my points across more so than for me to just stand there and talk to them. I think it is important for people to understand that they can give something back. If this animal is hurt, they are able to help it recover in some way or they will look for things wrong with the environment and they may be able to put up a bird box or plants some trees or things like that.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I think I just touched on some of that.

(There may quite a bit of repetition)

I think that the audience has a chance to give something back. Many schools in the area or private individuals choose to sponsor one of our birds and when they sponsor this particular bird, they have to go about collecting the money. Some of the groups work to clean up the environment collecting pop cans and things like that. It is a way for them to really understand and bring it all together. We have one young man that mows lawns all summer so that he can sponsor a bird and that is hot sweaty work for a 12 or 13 year old young man. It is something that he really wants. I think that that message is there and this is a way for the people to help. They believe in our program and the work that we do and want to help us in any way that they can. It is very important for us to talk to them about this animal that they are helping and become immediately bonded to these poor injured, suffering animals as they bring them in and we always try to keep them informed and tell them about the progress of the bird as it is going through our program. We keep them up to date and take them to the release or go with them to the release so that they are through the whole process. It is a great feeling to watch that bird fly free.

How are they kept up-to-date? Can they call in periodically, or do you have a system that you agree in so many days or weeks that you’ll call them, or do they check in with you?

It is either way. They are all given our number. We give them brochures and newsletters when we pick the bird up from them or they drop a bird of here. We will let them know the week of the admission what we can do, if we can do anything for the raptor and then they can call us or we will continue to keep them updated as the bird goes through changes. If it goes through surgery we will let them know how it fared in surgery. As it moves to the flight cage we will keep them updated and they can certainly call us anytime that they have concerns or questions.
3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I think quite probably it is the use of the live raptors that is really able to bring that home. For many in our audience, this is the first chance that they have to see one of these animals up close and I think the ability to use live animals, if they are used correctly, in programming is very beneficial and gives the audience something that they can really take back with them. We use a lot of slide programs and talks. We take a lot of mounts with us also. But the live bird, I'll never get tired of hearing the oohs and aahs when I take an owl out of its traveling cage for the program. That is just something that always takes your breath away.

4) What are some barriers to you fulfilling the educational potential of your program?

Our particular problem here would certainly be financial. If we were able to keep up on the funding we could perhaps be able to hire more people and have them doing quality educational programming with over 200 educational programs a year and one or two people doing those programs. We certainly have many more requests than we can accommodate so certainly the financial and the staffing.

Can you think of anything beyond the money and the staffing?

It might come to mind a little bit later.

If it does, we can talk about it then.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

I have some information for you to take with you that might clarify a few things. We care for the birds of prey through rehabilitation. We present educational programming and research on behalf of this state's birds of prey. They all sort of feed off of each other whether we are doing rehabilitation or education or research we are educating.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

I might have to come back to that one.

Do you have anything that is in written form, organizationally, nailed down?

I don't think so. Perhaps I guess I didn't do my homework very well preparing for you but I think it all relies a lot on when we do our rehabilitation efforts or rehabilitation work, often times working with one animal, sometimes more if a nest has been destroyed or whatever so we are helping in that particular instance one animal. When we are doing the educational programming, we are sort of able to bring everything together and bring out the importance of entire ecosystems and hopefully foster a better understanding of those ecosystems and the relationship that we as humans play with the environment and the impact that we can have both negative and positive on that environment.
7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

We have a newsletter that goes out twice a year and that goes out to all of our donors as well as the schools in the area and basically if somebody is interested they can just call and get a copy. It goes out to libraries, it goes out to everybody that brings in an injured animal as well as our brochures. So both of those are available and they talk a lot about our program. We also have a website so people can tab into our website. It has activities and it also has a form so they can specifically ask us questions which we can respond back to.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Well certainly with the literature that we hand out. Also the traveling programs. We are using live raptors in those programs, handouts in those situations. We have tours where people come to our facility and they are given a formal tour of the educational facility and are taught about the work that we do and if they choose to visit on their own, all of our cages have informational plaques on them which give some of the same information that we convey during a formal program or tour so they can pick up that information that way. On Sundays in the summer, we have an open house and volunteers staff our nature center and are available to answer questions and hand out information, talk to people about things that they have questions on and some goals that they have.

The second part of question 8 will help us to put it in a concise way. So what I'll do is ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all, according to the amount of emphasis that type of education receives within your program. Make sense?

Yes

Over the phone education?

I would say, lets see. 2

And then I have a second column for the ideal situation in case you have plans for expanding or limiting a certain area in the future. What would the ideal be?

For that same question over the phone. Education is very important - 1.

Informal education to donors who brings in patients to your facility?

Same thing, 2 and 1.

Special events at your facility or in the community?

We do a lot of those actually. I would say again the same, important and very important, 2 and 1.

Fund raisers?

Boy they are important and I would like to put less emphasis on fund raisers in the future. It takes a lot of time so, 2 and 4.
Education through various media including TV, newspaper, newsletters?

1, ideal is 1 as well.

Public tours or visits?

Very important both in the future and now. 1 and 1.

School visits to your facility with pre-planned programs?

Yes 1 and 1

School visits to your facility without pre-planned programs?

We get a lot of those too. It is important and I would like to see it more important so 2 and 1.

Off-site school programs?

1 and 1.

Programs with non-school community groups?

1 and 1.

Are there any others that I haven't included?

I don't think that we do.

9) Who are the main audiences of your education programs? What would you say is the main audience?

The elementary K-6.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

I would say the college and high school, college and basically adult population. I think that especially for the high school, college, they have so many other extracurricular activities and things of that nature that they just don't have the time to take to or the teachers don't take the time to get the kids out and then the adults again with chauffeuring kids to and from soccer practice and such, just don't have the time to do that. That would certainly be something that I would like to be able to reach that audience a little bit more directly.

Do you have any ideas right now ways that you might be able to do that?

I think the possibility of more types of programming for example bald eagle days are very popular and that is when we tend to get a mixed audience and those types of activities that are family oriented that would encourage the family to come in as a unit and to sit and partake in the programming.
11) Does your organization have a written master plan that guides the education efforts at your center?
No.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?
Yes. I would say that that would be a very positive plan and what would be nice about something like that would be the uniformity in what was being put out in the way the animals were being handled whether it was mammals or reptiles or birds. That would give some uniformity if everybody sort of had something to follow, standard guidelines to follow. I think that would be a nice benefit and makes things a lot easier.

Can you think of other components in addition to the way that the animals are handled? Anything that would be helpful?
Well certainly with the uniformity we would see the same types of housing and the same type of educational components. The guidelines are changing currently. Up until a year ago, if you had an injured bird that was acceptable for educational programming you could do a complete amputation of its wing. A year ago with much discussion and I think a positive outcome, they have decided that a complete amputation is not a good thing for the animal and so they have reduced the amount that you can amputate to keep a bird as a non-releasable bird. Those types of things are going to enhance your programming. You are going to present your birds, birds for example are going to be looking a lot better. They don't have the balance so they fall more frequently with feather damage and other injuries which don't always present well to the audience.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?
You've got some good questions. You are really forcing me to think here. Values and beliefs. I think that humans have to take responsibility for the environment. It is not a resource that easily renews or can be renewed in many situations and I like for people to understand that the act of going in and bulldozing down an entire section of trees is going to cause long term problems or concerns to the wildlife, and a respect for the wildlife. For example when I work with birds of prey, one of the things that I always bring out to the audience is that a bird of prey is at the top of the food chain. Does anybody know in the audience where a human sits on the top of the food chain? Believe it or not, not a lot of people understand that we are at the same level on the food chain and they don't see that relationship and that union there and how one can very easily affect the other by little things.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?
I rely a lot in my programming on questions that the audience has and that helps me. Often I will be asked a specific question about a situation and be able to address that which is pretty far reaching. They might not get that but it goes out to the entire audience. I think after programs, it is very important to make yourself available to the audience so that they can come up and talk with you a little bit more individually. Especially with adults, many times they don't want to appear uninformed and so they like to come up and
talk with you a little bit more and that is your chance to really talk with people and perhaps get some of those points across. Being available at the end of the program to talk with the individuals who need that is very important.

15) What are the most important wildlife issues in your community?

Currently right now it is habitat loss, urban sprawl and land use management. In this particular area, we are seeing an increase in housing developments and as that is going in, we are losing quality habitat and nothing is being done to work with that or replace it or so that is definitely a big important issue in this area.

Anything that you would like to add to that? Any other issues?

I think because we are a pretty big agricultural state, we are continually discussing pesticide use and we get into quite a bit of concerns, questions, answers during the hunting season. The hunting time is very very busy - we are very busy then fielding questions and trying to work with people on those issues. Throughout the year, a lot of times farmers still see particularly birds of prey as a bad thing. A lot of hunters still see them as well as competition for their game birds and the food that they are trying to hunt. Those are some issues that we are trying to deal with.

16) Do you address these issues in your education program? How?

Well head on. Head on definitely. Many of our raptors have been injured because of human activity and the raptors that I take are a perfect example and when I am discussing the injuries that they have received, I am pretty much stating what is going on whether they have been shot and have suffered amputations or are blind or other illnesses or injuries because of that. It is basically head on. I just sort of plow into it and take what comes. It is good interaction.

17) What other issues (or types of issues) do you address?

Programming lets see. I talk a lot about the natural history, identification characteristics of the animals I am working with. I discuss our program and the work that our program does in particular in the research, rehabilitation and educational ends of our program. I discuss legal implications, in other words that it is against the law to have in your possession feathers, nests or eggs or any portions of migratory birds and particularly raptors in your possession without special licensing. I talk to them about licensing, a lot of falconry questions so I address their concerns. We always get people who think it is really cool to have this bird on your fist and they want to know how they can do that.

As a summary to the above questions, what would you say are the overall main messages?

This is a good thing that you are going to send this back so we can add a few things when we are not - um I would say the overall main message is a respect for the environment and that it is not just the humans that are the environment, that there are many many things going on and we need to be aware of those and if we can get people to take away that respect then we have made some progress.

18) How do you address differing or opposing values and attitudes toward wildlife?

Again, head on. One of the things that I learned very early on was that this can be a very emotional situation. You can have this bird coming in and it was shot just because it was shot. And you can let your heart run away from you and jump up and down and rant and yell and scream or you can sort of let your emotions flow and you can educate and you can come with some facts and some figures and really, you're
not going to change the situation - that particular animal has been injured. You can't change that situation, but you may be able to prevent it from happening again by using your head and having some facts and figures available to get to the situation. You have to be willing to take some grief and go right into it.

19) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

I think in most of the cases that I have dealt it, it is a feeling that the human is in control and getting them to understand that we are not in control, well we are in control to some degree but that there is so much more. I think getting people to take some of that away with them is very important. The risks also are that people are not going to like what we are doing. They are not going to understand you having this injured raptor in your possession and trying to educate with it. They in some cases believe that the animal should be taking its chances out in the wild or left to die or released to die. We have to sort of work with them to understand how that can't happen and that is why they are there in that particular educational setting. I have all of these stories and things in my head of things which would probably make more sense if I were to relate those.

You are more than welcome to if you have an example that would make the point.

Well we have some animal rights activists that felt in our particular case that these birds should not be kept in a captive situation and they tried to release them. But fortunately I was right there and was able to talk with them and get them to go away and leave the animals alone. There was quite a bit of yelling, I kept my cool pretty well but they were upset and wanted these animals released. Again that is a situation where you have to take a deep breath and try to rationalize it with them and getting them to understand the federal and state implications if they do continue with what they are doing. It worked out. They left, not happily, but they left. Fortunately there were many other people there to back me up so that helped.

20) How would you respond to a student who says during a program, "Well, my father hunts"?

Yes that has happened quite a few times actually. As far as hunting goes, hunting is completely acceptable when it is done legally and correctly. It is a management tool, an economic tool for the city or town that it is going on. If however the student is telling me that the father is shooting protected species, I am going to explain the implications of that, the violation of state and federal laws and the reasons why it shouldn't be done. Again, I am going to try and reinforce the values that are going on and how they need to learn to respect those. An example of this would be similar but not quite as far as the hunting thing goes, but I did a program two weeks ago and we talked a lot about feathers and having those in their possession and the little girl, the young girl went home to her father and said dad the owl feather that you have we can't have that anymore. Well the dad did not buy that for a second and he called me up and he was very irate that I would relate this information to his daughter and I was able to talk with him and tell him all of the reasons why he couldn't and he was like wow he didn't realize them and so he told me he was going to go put the feather back. So those are the types of things.

You had mentioned that you tried to explain the implications and reinforce the values that are going on, can you explain that?

Yeah reinforce the values of respecting the wildlife and how it is so important to just respect the value. How the raptors, I get a lot of questions from farmers about the hawks and the owls in their area. Are they going to prey on their livestock and such and how they are really an ally to the farmer taking the mice and rodents and things like that that get into the corn and those types of things and kill those and girdle trees so
they are really an ally. Most people then can understand that and relate. Some walk away and say no way, the only good raptor is a dead raptor and you know you are going to have to hope that a law enforcement officer is driving by when that happens because there is not a lot that you can do otherwise.

*Similar along the same lines another example where a student that says "When he was little, my grandfather had a pet crow."

What I try to explain to them is sort of in two phases. When their grandparents were little, the laws and rules and regulations were much different in wildlife. So I try to explain to them that these rules have changed and the reason that they have changed is to protect them. Hawk Mountain, I went and visited Hawk Mountain in Pennsylvania and I was very impressed by their educational displays. Many many years ago, less than 100 years ago, the hunters would go to warm up for the hunting season by shooting these migratory hawks and eagles and falcons as they would be migrating down this corridor. They would just be sandwiched between these two areas and just blasted out of the sky. I've always been impressed by that and how the laws and things have changed because of the terrible hit that these animals took. I would explain to them the problems that occur when they have these animals and their young, the imprinting that goes on. In other words the little crow bonding to the young boy can actually as it grows up and is released be more of a nuisance than if it was left alone and raised correctly by its parents or given to a rehabilitator that can care for it. I try to make them understand that things were a little bit different although some of the same imprinting and such happened and occurred and things are different now and we've got ways that we can work with that and it shouldn't happen anymore.

21) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Yes absolutely. Again that would give us the uniformity in our educational programming so that that information would go out and everybody is going to have a little different style, a little bit different techniques, some different stories to relate. It would still give us some good uniformity. I think it would be very beneficial rehabilitators as a whole to have some formal guidelines and perhaps some specific workshops related to that topic.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Absolutely. Absolutely.

Anything to add to that?

No.

22) Do you use live animals in your education programs? What types? How?

Yes. I use birds of prey, specifically hawks, owls, falcons. My eagles don't actually travel with me. Some of my birds do not travel but are used in our tours and things so when people come down and around our facility we use them in that sense. If I am understanding that question. We have a very good representation of all of the birds of prey that you would find in this state, endangered and threatened species as well as some that would be in some of the bordering states.
23) What are your beliefs about the role of live animals in education programs?

I think if it is done correctly and the animals are used correctly, that the benefit of using live animals in education is very important and should not be overlooked. Again, for the audience to see that animal up close and to see the way that you are reacting with that animal, I think is very important to the message that you are trying to relay and something that they will take with them more so than if I just stand there and say a raptor is this and all of that. I think it helps a lot.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

24) What is your definition of wildlife management?

Briefly huh? Managing the different ecosystems that are out there.

Do you address wildlife management concepts or issues in any of your educational efforts?

Yes.

How?

Especially when people come and tour our facility, we have several different types of habitats established. We have some trees and snags that are being used as perching posts and things so that people can learn what they can do in their own yards to manage those. We do sort of mini workshops with Boy and Girl Scout organizations and they make nesting boxes for us. What we do is keep them informed as to where those boxes go up. Particularly with our Kestrel project, they can go back and see their box and see how it is doing, what is happening.

25) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

We work very closely with the state non-game program in this state and I'm on the board of directors of the state wildlife rehab organization. A lot of those people are as well so we brain storm and talk together all the time and we refer people to them. If there are questions that I am not specifically able to answer or handle. We work very closely together.

Refer people to the state or to the state organization?

Both. We call it the DNR here, I think that is what you call it in Wisconsin too. The non-game program, well any branch that they might need their question answered specifically. Mostly I work with the non-game program and law enforcement.

Is this as much as you would like, or less than you would like, more than you would like?

I think that I would like to see more work together. We often times will go in and co-sponsor programs together, educational programming and such so that we will attract a wider audience. Somebody might come to hear specifically what they have to say and some people come to hear what we have to say and by golly they will hear what we both have to say and so we work together pretty well in that way but I think we could do more.
Can you give me an example of one of those programs that were co-sponsored?

Let's see. We do Hawk Watch which is co-sponsored by the DNR and the US Army Corp of Engineers. That is a very very popular so they hear and see a lot of our efforts. They see the people in the uniforms and can ask them questions.

26) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

If there is an overlap, I don't know that it is always bad. I think the more times the audience can hear or the individual can hear the information in a variety of ways, the better chance one of those ways will have with sticking with the audience so that they understand it. Basically understand what we are talking about.

27) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

That is kind of a broad question because there are so many different wildlife bodies. I think the ones that are really involved in you know the management and the ecology and the educational end, there are probably some overlaps and they can work together very well. Those that might still be in the wildlife management, for example a big issue now in this state is that wildlife management agencies are trying to pass the dove hunting. That is a portion of the state wildlife organization government which oversees and sets the schedules and such for hunting and they are trying to introduce the dove for hunting. Which is in conflict obviously with a person like a rehabilitator that doesn't want to see any more things shot and some of the wildlife organizations, the non-game program and things like that might be in direct conflict with some of those.

Anything else?

No.

28) How might these two groups increase cooperation and communication?

I think coming to for example the state meetings. We try to encourage and ask for many of the state people to come in and give some of the latest updates and philosophies and things that are happening so I think I would like to see and perhaps this is happening and I'm just not aware of it, but some for example the law enforcement officers for our state are going to have an annual meeting in February. I would like to encourage those types of organizations to perhaps bring in some rehabilitators or educators to sort of let them know what is currently happening because we might be able to attract our county officers and agency members in but that may not be happening through the entire state. I think it would be good to try and get the entire state bodies together to try and inform each other on what is happening and going on.

Shifting themes a little bit again.

Incorporation of educational methods:

29) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Yes we certainly are going to when we are targeting or presenting to preschool or kindergarten and first grade, we are going to be doing a lot more hands on with those, although the live presentation is a major
part of our emphasis and those young kids certainly appreciate that. We tend to have more things for them to touch and feel to take away with them in that sense. With the older groups it is a lot more talking one on one and answering questions and sharing things with the older groups so yeah we do some different things depending on the age groups.

b. Who determines content?

For the most part is it us, myself and the people who are doing the educational programming with us. But also the teachers. We work very closely with the teachers, particularly when we are doing school groups, to address the particular curriculum they're teaching.

c. What information do you have about groups (school and non-school prior to the program?)

Especially with school groups, I talk with the teachers pretty extensively about what they want to accomplish and what the units are that they are studying so that we can reinforce what the teachers are saying. The unit that the kids are working on. That is true of non-school groups as well, scouting groups for example might be working on a particular badge and so we will try to incorporate our curriculum to fulfill the needs of their badge and we get that information from the leaders that will tell us the specific goals of that. Some of it is just for fun. It is a chance for us to get what we can and share that.

30) Do you address issues differently with different aged audiences? How?

Issues in particular. I think the way that we might talk about it is different. We might use more examples with kids and with adults it will be you know sort of stating it. If that makes any sense, you know sort of more game and ways to get the kids to remember things then with the adults because they are able to comprehend what you are saying at an adult level.

31) Do you incorporate any certain educational theories?

No

I specifically left this question broad, in case someone had a specific interest in a theory that they had decided to work into the program. Is there anything?

What we'll do particularly with some service related organizations would be perhaps to look at service projects that they could do. For example, building nesting boxes or we might be talking to a gardening club about habitats and things of that nature so we will incorporate some specific plants and things. Yeah I guess again that sort of goes back to knowing a little bit about the groups and being able to get some information to them that is going to pertain to their interests.

32) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. I think that that would be a nice union.

Are you aware right now if your state has an environmental education curriculum that is recommended within the state, or required?

No that is something that we are working on. We are starting to see it go more that way in the state but no there are no funds per se in the state that would support that. One of the problems is that the schools in our
area are allotted "x" number of dollars for bus transportation for the school year and that includes programming costs and such so I think that is one of the reasons because the schools are really taking a hard hit financially and they have to really decide where they want to go. It would be nice to see some more specific things going on.

**For example?**

I would like to see some more day long activities. I think the longer you have particularly the kids because sometimes the adults and you know the high school age and beyond already have sort of set ideas and set beliefs and it is hard to sometimes make them see other aspects or different ways to look at things. And again a lot of that has to do with busy social lives and such. It would be nice to be able to spend some longer periods of time with kids. I would also like to see perhaps in our area maybe some like pre and post testing. In other words we could give the kids a pre-test that asks them specific questions. Do you know what a raptor is? Or how do you feel if somebody were to come in and chop down all the trees, get some little feedback things like that. Specific questions and then do some programming with them and then maybe give them a test afterwards to sort of see what, if anything, they retained or if it changed their thoughts, values and beliefs anywhere along the line. But one of the things that I think is kind of frustrating is the fact that many of the kids that we work with we will see for a couple of hours or maybe an hour at the most and then they will go away and we will never know if we had any impact, what they retained and it would be nice to be able to figure out a way to, that would help us I think in our programming to fine tune it. I don't know if that is possible or not and I don't know who would do that.

You had mentioned that often the older students and adults, because of their social lives and other reasons, they have more set beliefs whereas the younger ones aren't necessary that way. How can rehabilitators work with those young ones without risking giving them a set of values that their parents for example may object with or how might they work with that issue?

I think that is a very good question. I think we'll go back to that young girl whose family had the feathers and it was in direct conflict and I'm sure it was difficult for her to go up to her father and say hey dad it is illegal for us to have that feather. I think it has to be done tactfully and I think what you have to look at is giving them the option of taking some of this information and working it into their family and their family's beliefs and if you present the material in such a way that it is not threatening and its not this is the way that it is, that they may be able to take that and work it in, talk to their families. Hopefully they will go home at night and obviously this young girl did and talked about the feather and such and you know then they can work through it and do what they think is correct. I had another young man just a couple of weeks ago. His family had given him over Christmas a pellet gun and so he was out doing his pellet thing, shooting at the animals and he thought that an American Kestrel flying by was a sparrow and shot it out of the sky. It had suffered a very damaging injury to the wing from that pellet. What the family decided to do then was because they had Kestrels nesting there on their farm and they knew they would be in trouble if they tried to turn it in or anything was they attempted to rehabilitate it on their own and of course it failed. By the time that I got it there was nothing that could be done. The wing had healed incorrectly and it was a done deal. So I could have called in the law enforcement and all of those types of things but instead in talking to the family and in talking to the young boy, letting him know that I had to notify law enforcement by law, he was able to take that away and the parents took the gun away. He understands why his gun had to be taken away and he understood the damage that he had done and how he needed to learn how to correctly identify his animals. So he was going to work at making a box, a nesting box to perhaps help the male attract another mate and some things like that. You know the parents thought it was good to give the young boy a gun and I didn't say it wasn't good, but it worked out in that particular case. So without coming in and bulldozing and stuffing it down their throat, I think you can get it through if you do it nicely.
We'll switch to another section which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

33) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

You have financial down there.

And I had asked you specifically about your program so now you could answer more in terms of the whole wildlife rehabilitation community.

I think the more education that we can offer is going to help these other organizations be able to present material in a variety of ways.

So the more information that rehabilitators offer will help other organizations?

Well workshops and conferences and those types of things certainly going to the national organization and the state organization meetings would be good. Networking I think is very important and critical. I think the financial is very important because that might help some of the rehabilitators be able to purchase equipment to do, you know, to pay for the slides and a projector so that they don't always have to use a live bird. They know that they can rely on slides and have other types of educational props that would help them to do their job. Encourage communications with the teachers because the teachers are in the classrooms 8 hours a day for an entire year with the kids and they know, they've got lots of ideas and lots of resources. Grants would be wonderful to help people with for their educational efforts. Ways for people to get and go visit different organizations and watch them do some programming for a week would be a nice benefit. It all does sometimes come down to money doesn't it.

Can you think of other ones now that we've been discussing things that might come second to financial?

I think perhaps the news media could help out a lot with talking to the rehabilitators and the educators. We are coming into baby animal season here and that is going to be a horrendous time but to have some newspaper assistance or publication assistance in getting the word out. Maybe making some literature more available. There are some good books, but I would like to see some more literature available to audiences as well as rehabilitators that would help with ideas and those types of things.

We kind of answered 33 and 34 at the same time which is what are the biggest barriers and in what ways might rehabilitators overcome these barriers. Did you have anything to add to that?

I don't think so.

35) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I think working with the schools is very important whether you are working with a college or the elementary, middle school, high school age is very important to work with those professionals, those educational professionals. Although we educate when we pick up an injured animal, I don't know that the general public should be invited in to actually see the surgery or the physical exam or certainly not the euthanasia of an animal. I would be a little hesitant there to offer that out but I don't know.
36) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Think it through carefully. Don't just go into it. Have some goals, have some ideas that you want to get across to your audience. Present the animals in a comfortable environment. Don't use animals that are going to stress out easily just because it is a nice looking animal for example or something. I think the audience perceives that and would know that the animal is stressed. I think the audience can see that and it is being forced into an uncomfortable situation. Learn how to read your animal so that if it is having a hard time on one particular day that you have the ability to switch to a different tactic to get your information across. The animals are not our pets, they're not our pet puppies or kittens of that nature. I think that is very important to relay that to the audience that these are wild animals, that under any other given circumstance would want nothing to do with us. But some of them can tolerate the educational situations we put them in to help get the message across. I've been to some programs where the person presenting has actually allowed the audience to come up and stroke the animal and do those types of things and I just don't think that is a correct thing to do.

37) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

I would certainly look at staffing. I know a lot of people who give money don't like it to go for salaries but if you don't have the people to do the programming then you don't have a program. I think that I would like to develop more displays and educational displays at our nature center for example. I'm talking about these types of things here that would be good tools for the public to be able to come in and view so developing different types of displays. It is going to depend on how much money. Certainly curriculum improvement, perhaps being able to attend some workshops and things of that nature that would help give you different ideas and things to do at your programming.

Where do you see wildlife rehabilitation education in general, say five to ten years from now?

In general, rehab education. I can only see it improving and becoming a much more vital link with the schools and with the organizations that are out there. I really think that we are still in the early stages of developing the educational aspect connected with rehabilitation and I think we've got a lot of room for improvement but we've got some good ground work there and it is going to be very exciting. I really think that in the next five years that environmental curriculum will be much more in the classroom situation and there will be more support for, I hope anyway, and groups will be able to take more part in that in the creation of environmental centers where perhaps groups can come and spend a night and sort of be really spoon fed it right there where they live, eat, breath it. I think it is coming. I'm seeing a lot more creation of those types of facilities. Very promising.

38) Is there anything else you would like to add before we end this session?

I can't think of anything. I'm sure I will after you leave or when I get the responses, I may have some corrections or additions I'm sure then. I can't think of anything.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

Well I had four children, one boy, and three girls who have been interested in wildlife. Schools are always looking for volunteers to work on certain subjects that they find out you're interested in something. They'll ask you to come in and talk to the kids. So that basically is how I got started. Between that and gardening, it was easier to go from gardening to wildlife because a butterfly garden attracting birds to your backyard and that kind of thing. And then the conservation board started asking me to volunteer as a hike leader for their field trips. That is really how I got into doing what I am doing now. Working part-time and getting paid for it.

Besides those reasons for initially becoming involved, are there other basic reasons why you educate today? What are you responding to?

A need for people to understand their, I even hesitate to say natural environment because that removes us from it. There is a great misunderstanding of how things work. How this planet works and I suppose that is my driving force, is to hopefully change some ideas that are brought from home from parents and hopefully for adults too to help them understand how things are supposed to work. The first thing that comes to my mind with adults is I had someone tell me that he had always thought hunters ought to be able to shoot Red-tailed hawks because they kill quail. And then he said, he started figuring out that maybe that is what they were supposed to do. There are those who feel that the word conservation means managing species for your pleasure. They don't understand that conservation is an overall ethics thing of how we treat the planet and co-exist with other living things.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I think probably the biggest thing is because I use live animals and I'm not saying that I'm sold on that idea, but I think the live bird does get people's attention and suddenly they have a living thing there to relate to. Maybe they can understand that they really have lots of things in common with these living things, just their beauty, the aesthetics of them if nothing else perhaps will help them to understand their niche and these animals' niche and their impact - that what they do really has a huge impact on other living things. The circle of life, the bio diversity and how it is all connected. How it would be nice if we humans could get back into that circle rather than out there trying to manage it for us. I'm hoping for that.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I don't know if it is that unique except that it's probably the live animals that do it.

4) What are some barriers to you fulfilling the educational potential of your program?

Money.

Can you think of something other than money?

Money and time.
What are some of the barriers or things that result from the lack of money and time?

You'll have to give me an instance because I could give a program almost every day of the week with these live birds so it's a matter of not having the time or the money to be able to do these things. I'm one person so staff, just problems of backyard rehabilitators who are trying to be all things. You may have to lead me here because I'm not really sure.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

Well in order to get federal permits you have to have some kind of a goal and certainly the rehabilitation was to, the goal of rehabilitation was to return animals to the wild as quickly as possible and educate the public who is involved with that particular species and then the education goal was to was basically what we were talking about, was to help people understand how their environment works.

So other than those you used for the permit, do you have anything that has been written down or formalized?

No. It's probably because I don't have any by-laws. If you're incorporated by, you do that. If you're not you just kind of hang out.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

No. No written.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Well I understand what I am trying to do.

What if someone was coming from the outside and they wanted to know a little bit about what you're doing. Do you go right into this to let them know?

Yes. These animals are not pets. They are here for educational purposes only.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Well one of the things that I do I do with both adult groups and kids. In introducing each bird species and talking about some of their life history because I think it is important that they not get, they are not overwhelmed with information but it is nice for them to learn the niches that each of these birds fills and where you can find them and a little something about whether they build a nest or whether they are cavity nesters. Some general life history and about with owls about their hearing, feathers and certainly about their digestive system. I do that as I introduce each species. By the way, my birds are not named. They are "screech owl" for example. I do not give them pet names. And as I tell why they have been taken out of their natural world and why they are being forced, not by their choice, to be educators, to be teachers and with the kids I call them teachers. I give their story of why their there, what happened to them and
why they can't be returned to the wild and then I ask for ways to solve the problem which is a whole lot of
fun. I had a screech owl that was hit by a car and the wing was badly damaged and so he can't make his
living hunting any longer and its interesting no matter what age group if I say okay solve the problem.
How can we solve this problem with hitting wildlife? I drove here today and I saw three raccoons lining
the roadside. What is something we could do to help not only wildlife but save our personal, perhaps our
lives or personal damage to whatever vehicle it is and help solve the problem. That is fun because kids
come up with all kinds of ideas. Third graders want to put road systems underground which is you know
in this state is a mind boggling thought. We would just fall in. But this is fun. And that way I'm hoping it
gives them a feeling of ownership of what is going on out there if there is this participation. Perhaps it gets
them to thinking about lifestyles and maybe how they could change things. Their lifestyles and the impact
on other living things. No matter what we do, my driving to today had an impact on the environment
because of the car that had to be manufactured, oil that had to be drilled and the road that had to fracture
the environment. That doesn't make us bad, but I'm hoping it makes them understand what they are doing
so perhaps they can, there is something else they can do that would help things. Your cup right here.
Recycle, recycle, recycle. Perhaps they could get more serious about a trade off. Maybe they would ride
their bikes more. So that is kind of the format and I usually tell people up front, particularly with I guess
almost everyone but little kids, preschooler because they don't have that attention span but I usually tell
them what the format is going to be and I always end by a discussion on the migratory bird treaty act and
the laws that protect these birds. And what they can do if they do find wildlife. I have a bird that was
taken from the tree by a person and he was hoping to raise it and release it and he caused this bird to
forever to have to live in a cage because of that. That usually is when we get into well what should you do
if you find an animal. And how do you determine whether they really need you or not.

The next part of question 8 is a little bit more of a checklist. I will ask you if you use that form of
education and then also I would like you to give me a number from 1-5 for the amount of emphasis
you put on that type of education. So 1 will be very important and 5 will be not important at all. We
will do that for what you're doing now, the current situation, but I would also like to have you do the
same for your ideal emphasis, in case you wish there were less or more.

Over the phone education to people who call about injured wildlife?

That's a 1.

And the ideal situation?

Would be 1.

Informal education to donors who brings in patients to your facility?

It is not very informal. That's a 1 too.

And the ideal?

Is 1.

Special events at your facility or in the community?

I really don't know how to rate that because people do come here for programs. Day camps come. Yeah it
is important.

A 2 for important?
Yeah. Because I'm so small. It's not like having a big nature center where you have all these like ---. I don't know whether you got out to their nature center did you?

And ideal?

Oh ideal. Ideal would be 1. It would be wonderful to have wonderful cages and interpretive trail and signs and all those kinds of things. Sure, yeah.

Fund raisers?

I don't do fund raisers do I don't even know where to put that.

Education through various media including TV, newspaper, newsletters?

That's important. That would be a 1.

And ideal?

1.

Do you do a brochure or newsletter?

No. I've had lots of media. I've probably had as much media or more than anybody in the state. Don't ask me why. Newspapers, magazines. I had some of one of those little magazines come and do natural heritage and did an article so there has been lots of that. I don't know how educational that is. I guess people know that you're there and what you are doing but I'm not sure how educational it is.

Public tours or visits?

You know when people request but that would be that would be a 4 or 5.

Okay 4 or 5?

Yeah.

Okay and ideal:

4 or 5.

School visits to your facility with pre-planned programs?

1 and they do do that.

And ideal?

1.

School visits to your facility without pre-planned programs?
5.
Okay and ideal?

5.

Off-site school programs?

That's a 1.

Okay and ideal?

1.

And is it a mix between small classes and auditorium styles or do you do mostly one or the other types?

It really depends on the school system. Some school systems it is in a classroom. Other it is an assembly kind of thing. Today I was in a library and the classes came to me. So it is kind of a mix there. Just depends on the school and what they want to get done in a certain length of time.

Programs with non-school community groups?

That's 1.

Okay and ideal?

1.

Are there any others that you might include?

What others. I can't think of anything because that seems to me that it covers it all with the non-school. Maybe you have an idea of something, or a suggestion that would be but I can't of any.

9) Who are the main audiences of your education programs? What would you say is the main audience?

Schools.

Do you focus on a certain grade?

No.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

That's interesting. I don't really know because I got to hospitals and I go to nursing homes and I go to our sheltered workshop and schools and preschools. I have done programs for Isaac Walton, which would be a hunter group. Maybe that would be the group that would be the most under, not reached and that would be
I don't know what you want to calls those likes Pheasants Forever and Ducks Unlimited. They may be the ones that are, I don't know what I'm going to do about Isaac Walton they have asked to do a summer program and of course we're in a horrible fight right now with the dove issue and Isaac Walton is pushing some. I don't know what I am going to do yet on that.

Do you wish to be able to extend you message to those groups that are less reached, the hunter group?

Sure.

Could you see any ways to right now that you might be able to use to make that happen?

I don't know how to answer that. For those groups to be receptive to hearing my message. I am willing to go there so it has to come from them.

11) **Does your organization have a written master plan that guides the education efforts at your center?**

No.

12) **If not, do you perceive a need for such a plan?**

It would probably be nice to have an outline but I guess not really.

Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

(tape is warbled) background different from mine. Particularly if they have been in the education field so they have, they have some of those keys as to how to reach people. That is part of what they learn in college. That sort of thing and certainly from professionals who hold degrees in wildlife, biology or veterinary because they have helped me understand. (tape is blank for a bit) I am willing to admit that I don't know it because questions are part of all programs. I think that is something that I learned from meeting wildlife rehabilitators who are degreed and have had education. Different levels of education. So yeah I think it has been very helpful to me. I'm very grateful.

We will shift again into a slightly different topic.

Fundamental values:

13) **What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?**

That we can and we must learn to co-exist. Whether we like them or not isn't important. That we must learn to co-exist with all other wildlife, all other living things. It doesn't just have to be wildlife. It can be plants. All other living things and to respect them for them they do and what they are. We don't have to love them. So I hope that answers it.

14) **How do you address these values in your instructional programs? If more than one approach, which do you use the most?**

Quite often with children we talk about what their afraid of. What wildlife are you afraid of any why are
you afraid of that. I do a snake program in the schools called Snakes Alive and we have a permanent snake from the office and that is a good example of an animal that lots of people dislike and they don't know why they dislike it. We try to understand and accept why we are afraid of these things but that doesn't necessarily mean we have to attack it with a hoe and kill it. That it has a right to be here. Don't even have to make excuses for why its here. It just is.

Any similar types of things that you might do with older groups?

With adults it is kind of more or less the same way at an adult level. I quite often when we talk about the laws and as I said, I always at every program talk about the laws protecting bird species because few people know about it. And invariably with adults if you ask them, which in the state there are two species that are not protected and that is the European Starling and the House Sparrow. The pigeon is protected because it is a game species but when I ask them what two species are not protected by law, they always say something like the Crow or Black Birds or Blue Jays. Why do you think they are not protected? Because they kill other birds. Okay well lets take a look at that and hopefully try to let them know that their putting human values on that bird. That there is no right or wrong. They just are and That's okay. That's the way they make their living and crows are really good as parents and to hopefully help them understand that their just trying to make a living just like that person is, trying to do the best for their families.

15) What are the most important wildlife issues in your community?

The deer population. I don't know quite what you want from that question but habitat loss is a big thing all over the state because we don't have very many wild places. We are second to last in having public held lands. That tells you that there is not much out there for these wild creatures. Habitat loss is one of the biggest thing and water quality.

Habitat needs over deer?

Yeah.

And water quality?

Yeah. I don't know how that is really related to all that but it is another big issue in this state.

16) Do you address these issues in your education program? How?

You can't talk about the life histories of these birds and why they got injured without talking about habitat and the need for habitat. It doesn't do rehabilators any good to put these animals back together again if you are going to put them out there for them to have the same thing happen all over. I always talk habitat in every program, even with little kids and about giving them ideas about what they can do in their own families or even as a classroom.

17) What other issues (or types of issues) do you address?

Well I can say what I try to keep away from. I try to get away from non-hunter, hunter issues. Because you can't win it. Its a no win thing and it just gets people upset.

As a summary could you say in phrases what your main educational messages are?

Well all of the above. Pretty much.
18) How do you address differing or opposing values and attitudes toward wildlife?

I try very hard not to be judgmental and allow that person their opinion and be respectful. I have one instance that just leaps out every time that comes up. I was doing a high school group on a field trip from the school west of here and they were small groups. I was one of the stations and there were lots of other stations and they were fairly small groups and I felt when this one group came up that things weren't going to be okay. I was there to talk about rehabilitation and why we rehabilitate and boy one young man was just got right in my face about rehabilitation and that I was trying to play God and it was nature, that was supposed to happen to them out there and I at first countered that with well some of these things aren't in nature. Cars aren't in nature and barb wired fences aren't in nature. And he said oh yes they are they are part of nature because their ours. So I had to back away and say because this was a no win thing and now all the kids are beginning to think this is kind of cute and I wasn't going to spend the rest of my day with this kind of confrontation so I said its a personal thing. If you don't believe in rehabilitation That's just fine. That's yours. I respect that. And I hope that you will respect the fact that I am going to do rehabilitation. Well he wasn't willing to do that but it did cut him off once I wasn't trying to change his mind or get angry. It was basically over. There was nothing for him to talk about anymore. I also reserve the right to say you're gone. This is over, you're out.

19) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

In dealing with values? Risks and values?

In terms of, you mentioned some of it as you were talking, if you have a difference in values and as a rehabilitator you have a certain educational message.

Oh okay, I suppose it would be rejection of my message. If that's a risk. People who would take offense. Raptors being saved because they may eat some birds. Or people who find, you simply can't change their minds about an animals. It's as if they were brought here by the devil or something kind of thing. Snakes would be a good example. There are people who just are never going to accept a snake has any worth at all. And so it would be rejection and ridicule if that is the kind of thing you are looking for.

20) How would you respond to a student who says during a program, "Well, my father hunts"?

I'm sure he's an ethical hunter (She responds very quietly, cannot hear what she says)

Implying that having ethics is what you respect?

Um hum. That puts the responsibility on him. So he will be thinking about that when he goes hunting with his father that going on other people's land without permission and eating what you kill.

Similar along the same lines another example where a student that says that "When he was little, my grandfather had a pet crow."

Yeah, gosh I get that a lot. I get that a lot. Well lots of times I say well perhaps that was before your grandfather knew that there were laws that protected these bird species and crows are really wonderful animals. But they are wild animals and they need to be kept wild and if we want a pet bird we can go get a parakeet or parrot. I hear that a lot. I remember when I first started doing this that I, it was hard for me because I'm the consummate mother okay, I'll mother you if you don't watch out. And it has always been
21) Do you feel that training for rehabilitators who educate would be helpful?

Yes.

Do you feel that it is necessary?

Yes.

Okay. Do you feel that training for rehabilitators who educate about values would be helpful?

Yes.

Anything to add?

Because we all have such different levels of values and a value that I may have, you may not think is important so sharing those values and coming to perhaps an understanding of how we could use these different value systems to reach our goal would be necessary I would think. As long as you don't argue about it. You know there are, I've been at national meetings where some people have really strong feelings about using puppets for education rather than live animals. They are really opposed to that. I think it is important that we who have sacrificed these bird's happiness because this is not what they want to, they don't want to do that, we are sacrificing them hopefully for a higher goal, to reach something. Maybe we can learn from those people that there are times that we could better get our message across by using puppets. So it would be a good way to share and accept each other's values and take what we can use.

22) Do you use live animals in your education programs? What types? How?

Yes. Raptors.

And generally, how?

By going through their life histories and what has happened to them. And our impact on them, how we can change that. What we can do.

23) What are your beliefs about the role of live animals in education programs?

I can see both sides. I really can. There are times when I get that gorgeous Short eared owl out and I think this is so sad. I wish you were free. And I have a very imprinted red tailed hawk. It is so imprinted. Just absolutely gorgeous. Perfect bird. But, it is imprinted. It can never be released and that bird doesn't know what it is missing. The short-eared owl has been out there and that is how it got injured, was quartering that field and just think how it must long to go do that. I say that at the risk of being anthropomorphic but don't tell me that these animals don't have those kinds of feelings. They do. There are times when I feel that. There are lots of things worse than death.
Do you have anything to add to that question #23?

No, that's pretty much it. I really love using them and I love handling them. But that is the selfish part of me.

We will shift again the focus of the interview to another section that deals more with the relationship between programs and the government wildlife agencies.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

24) What is your definition of wildlife management?

Well wildlife management is wildlife manage for a couple of reasons. Habitat loss. If they are non-game species that are in trouble and we only manage them after they get into trouble and wildlife for hunting so that hunting licenses can be sold so that they can keep the numbers up in order for them to hunted.

Do you address wildlife management concepts or issues in any of your educational efforts?

That would be probably involved with habitat loss with non-game species. I don't get into game species.

25) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs?

Yes. Our state agency basically doesn't do wildlife programs and so they want us to do wildlife programs because they are getting this benefit without putting any time and money into it.

Is this as much as you'd like, less, more?

I would like for them to be much more involved in education. I think that should be part of that.

So you would like them to be more involved in education about wildlife? Would you like there to be more relation between your program and their program?

Yes. For instance, we have hunter safety and our DNR person does the hunter safety. I feel like it would be a really good thing to have integrated into that the migratory treaty act laws and talk about them more. They hit on not killing other things but they don't talk about the law, the history of the law, how it came about, how that law got on the books in the first place and their responsibility once they know about that law then they can't, its like any law. If they break that law and shoot that robin out there, then they have broken a law and it is just as important a law as people breaking in stores and stealing or that kind of thing. I tried to get this going with our local officer but so far he wants me to handle that in classroom situations, rather than at his hunter safety class. I guess that would be it.

26) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

(Can not hear her response).

Anything to explain for that?
27) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

Sure.

Could you describe.

It has to do with non-game and their total absence of emphasis on non-game species. I don't care whether it is animal or plant (husband makes some comments). Their emphasis is on hunting because that is how they get their salary is from that. That is why we need this wildlife diversity bill. Then we won't be fighting over this kind of thing.

How would you explain that fighting?

One of the things at meetings, we've been working really hard in the state to get the wildlife diversity bill through the legislature before the feds do it, before congress does it so our program will be in place so that we can get those matching monies right off the bat. We are talking millions of dollars here. Then there wouldn't hunting non-game. It would just be one program. So when we do to these meetings, the first thing those dog gone biologists will say is hunters buy all the habitat. I find that insulting because there are lots of people out there raising money for habitat. Nature conservancy people. Conservation boards in local counties. It is kind of that instant make you mad thing that you're not doing anything although I don't see them out there volunteering. Some of them may.

28) How might these two groups increase cooperation and communication?

By not blaming each other. Giving value to the other group. The DNR asks us to give up our time and first of all they don't do wildlife period. My conservation officer in this area tells people to call me and then if that animal can't get transferred to me by that person, I'm the one who has to get in the car and drive in the snowstorm to get that animal. And I'm not getting paid for it. He is the conservation officer. That's his job, is taking care of wildlife. In a way I don't even know where I'm going with that. It's that recognition that there are people out there doing things. The DNR has asked me to sit on a committee to try to get a prairie chicken preserve down here in the area. They are getting paid while they are at this meeting. I'm not getting paid and yet when we go to the wildlife diversity meetings, the very first thing that will be brought up is that we are not paying our way. Bird watchers are not paying our way because we don't buy hunting licenses and that is not the way to get cooperation. We've been working hard on this. If we can come up with a common goal that we all enjoy wildlife and we may have different ways that we enjoy wildlife and that we have got to come together to get monies so that there is wildlife that benefits all species, not just game species and certainly areas that benefit game species benefit other species too. I understand that. But how about saying we are going to get this area for non-game species and it will buy the way benefit game species.

We will shift modes a little bit again unless you have anything to add to that last section.

No.

Incorporation of educational methods:

29) How does your program tend to varying needs of your audiences?
Do you have age-specific programs or educational strategies?

Sure. And I use the same basic format and just change it to the age level.

What are some of those changes you might make?

Oh for instance one of the things that I do with kids is when I talk about owls and how the sounds, they get the sounds the same in each ear and then they, because they have silent feathers they are called silent hunters. They listen and turn their heads and (she is whispering and I can't hear what she is saying). Now the sounds are the same in both ears and they will shove off from that branch and they just barely (she is whispering and then comes back loud) and grabs that little mouse and eats it. You have to make certain that if you are doing that with preschoolers that you have arranged with that child to be that mouse. Because if you don't you are going to have a kid in tears. With older kids, you don't have to do that. They know something is coming but it is that kind of thing. With adult groups I don't get into that kind of thing. But that is kind of the showmanship for kids. I usually end the programs doing a barn owl call. They are learning the sound of the barn owl and understanding that it is not to go out there and hassle them. It is just fun to know how to make the sound.

Who determines content?

Almost always without question it is up to me. Sometimes teachers. I had a teacher call me last night and before I was at the school and said they are working on forests right now. Could there be a way I could work the forest into talking about the birds. Sometimes teachers will, but then in the next breath they will say its up to you.

What information do you have about groups (school and non-school prior to the program?)

Well schools I pretty well have an idea of age levels. Because of working in the schools, I have some idea of their curriculum. There are adult groups that I kind of like to have them give me an idea of what it is they want me to do.

Is there anything generally that you ask each time?

I like to find out what kind of people are in this group. Maybe what economic level they come from. Age. If it is a totally brand new thing that I don't know about, like sometimes I am asked to be a speaker at a luncheon okay. What is the luncheon for and what, you got to kind of know what level of receiving there is going to be. You can kind of get an idea of that.

In the city, do you get a chance to work with different economic levels?

Yes.

Do you address issues differently with different aged audiences? How?

Yes.
Anything specific that you would like to

Depending on the group, I talk about how they can use their money. Where they could perhaps put donations or inheritance, wills, living wills that kind of thing. It gives them some ideas how they can help financially. Always with habitat, not with me but with habitat throughout the state.

31) Do you incorporate any certain educational theories?

I'm not really sure about that one. Aldo Leopold would certainly be, Sand County Almanac would be. As far as educational theories, I don't know enough, I know that in education there are these I suppose they are called theories. They're like pyramids or something. I may use them and don't even know.

32) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

Yeah I think it is. There are several things that yeah. Rather than just going in as a fun thing which is probably okay too. Endangered species for instance. Our school system here works on endangered species and then I can, the Short eared owl is an endangered species so I can go in with a short-eared owl and say in this state, this bird is an endangered species. You don't have to travel long distances to see an endangered species. We have one right here in the state and why. We work on that.

Have you ever sat down with the group of school teachers or anyone specific to look at standards within the state?

I'm not really sure what you mean by standards.

Each teacher has to educate to a certain required standard for the state and cover certain topics and points. I was just wondering if you had purposely tried to arrange a program so that you could meet those standards.

This will help you reach that goal - no. They call me and let's say we are working on a water unit right now. Do you have anything you can do? Okay sure. Same way with endangered species and owl pellet studies.

Could you see a benefit sometime if you could see what those requirements are?

Sure. When I first started this job, that was one of the things that I wanted very much. I did not want to be just a fun time for the class. I tried to find out what the curriculum was at the different levels so that I could go in and say all right, you're working on this right now. How would this fit into your language arts or your science or your math because I was trying to include this environmental education in all of the curriculum and separate it out to science like we tend to want to do. Yeah I think it would be great.

Barriers & recommendations for improving community education by rehabilitation:

33) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I don't really know how to answer that because I think I am so busy with this that I can't imagine getting, I would like to have one or two barriers. I don't know. I don't know how to answer that.
In the big picture then, in the entire community of rehabilitators or the profession, can you see a way to help that profession become better educators or fulfilling a potential?

Perhaps at some, the word that I want is eluding me. Have an outline of standards that would be accepted by all of the rehabilitators so there was something uniform in our education. Have it not be restrictive so that people would have the opportunity to be themselves but to have some kinds of standards that we could agree upon.

And you said not to restrict their...

Personalities but for instance, never using animals that are in rehabilitation in education programs. That is fairly straightforward and fairly simple but you would be surprised at the disagreement there is with this. Particularly people who have baby raccoons and want to take them into the classroom.

(Changed tapes)

Okay we were on question 33 discussing some of the barriers to the rehabilitation profession in general. So one might be having some type of standard and one example of that might be never using animals that are in rehabilitation for education programs. Could you think of other ones or how might this type of consistency that you were talking about benefit people outside of the rehabilitation community? In terms of consistency it would be so that the best interest of the animals are taken in account?

Yes.

34) In what ways might rehabilitators overcome these barriers?

By coming together and agreeing on some guidelines and some standards. Continuing education.

Anything else for that one?

No.

35) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I guess I have to go back to that continuing education. That there are workshops for rehabilitators to help them with the tools to better educate their community.

36) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Know your subject. Work out a format that you can change but keep that in mind for all of your programs. It is there for you to use regardless of when you go into a new situation, it may not fit that 1-2-3 format you thought you were going to do but maybe you can use that format and change it for your audience. Read your audience. Know your audience. Stand there and take a minute to look it over and pay attention because you can always tell when it is time to wrap it up. Your audience is going to let you know. But knowing your subject, you just got to know your subject.
Any others that you could think of?

That's it.

37) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

That's interesting. I would probably try to keep improving my facility, the actual living conditions of the live birds. Other than that I really can't think of anything. I've got a projector, a got a screen, I got slides, I got a car that is very useful and I've got things to carry the birds in and perches. Their actual living conditions, it is a continuous thing trying to keep them us.

Where do you see wildlife rehabilitation education in say 5-10 years from now?

First of all I think there is going to be some mandatory continuing education. Probably the kinds of animals that will be allowed too. They probably aren't going to allow one winged birds any longer.

And you think they might be more of the federal permitting agency or the national association or what do you think?

I think it will be the federal people who will make these guidelines and some states.

Anything else in terms of that? Where do you see rehab education 5-10 years from now?

I just think that it will keep getting better because of the interaction, the interaction between rehabilitators with each other and the national meetings just keep getting more professional all the time. What we have now is almost, you can't recognize those first meetings because we were all a bunch of novices, but now you go to these meetings and you have people with degrees and lots of letters after their names talking to you and people who have written books. I'm impressed, lets just say that. I'm really impressed with the quality of people that are involved in sharing with rehabilitators and some of these people are rehabilitators themselves. Elaine is a good example of this and their willingness to interact with other rehabilitators is just great. Probably the Internet is going to make a big difference.

Will you be able to make it this year?

No, no. The last one I went to was in Houston. It was a good one.

38) Is there anything else you would like to add before we end this session?

Boy I can't think of anything, except personal things. Rehabilitation is not only the education part, well yes the education part. Rehabilitation and the privilege of having these live birds to work with has just, the people I have met and the doors that have opened to meeting people from other disciplines botanists and geologists and it has just been incredible. Certainly to be asked to as a person who is not degreed in any of this stuff to be asked to lecture at local colleges for interpretive education class. I just kind of have to shake my head and say wow. I mean they think I have something to give them. It has just been a real privilege and meeting all these people. I'm pretty star struck. It is pretty great. Always got to learn. I learned that from my mom. If you're not learning you're dead. Now That's an incentive.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

Well I do have as I mentioned a background in education so that has been a part of my life. I had always wanted to teach and I did get elementary education certification. Then I drifted from that into other things, sales and marketing and not working and all kinds of things. When I decided to get back into the classroom I needed to get re-certified. When I moved to this state, several of the classes that I took were held over here at this center. I took these and I thought I don't really want to be back inside the classroom full time but this is still my world of the outdoors and educating people and so on and I have always been an outdoor person and avid birder. I took the classes here and I thought I don't mind if I'm an old intern over here so I started as a naturalist intern in 1986 and I fell in love with the birds. I really believe in the outdoor education center program here but that is a high burn out kind of thing obviously and naturalists doing it, interns all the time. I knew that really wasn't my thing but the birds I fell in love with and I hung around long enough for the person to leave who was in charge and it has always been, I mean this was set up as a raptor center as part of an education program. It was not really set up as a rehab program so the education was here first. Obviously then if you have kids who are here all the time, the education is your primary focus right from the beginning. Instead of teaching English somewhere or in a classroom, it was wildlife that was my topic.

Besides those reasons for initially becoming involved, are there other reasons why you educate today?

Certainly for the future of everything of trying to get across to people that there is such a thing as co-existing with wildlife and the whole interdependence of all of us in the natural world. All those kinds of things. I think a lot of it is trying to alleviate a lot of the problems too that you see. People run into misconceptions about wildlife.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I know our programs are well planned. They are accurate in information. They give a lot of information. We deal with natural history of the animals and so on but we are always trying to get across to people how they might help in something, what problems wildlife face today. I often start out as what are the needs of all wildlife. All of that boils down to human population, and as it grows, the problems that wildlife face. Then you can narrow it from there looking at the broad spectrum to lets look at a specific kind of wildlife and we get into the raptors. They are charismatic, they are attention getting and yet we are using them to represent all wildlife. I look at the big picture and then I say lets look at a representative of wildlife and talk about the amazing adaptations they have to survive in the world, the problems they face and why they face the problems. What we can do to help them. Obviously depending on the audience is it stories that can be told. We do everything from preschool up to the senior citizens centers. We gear things to any age and feel that we can be quite appropriate to hit any age.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I think here again we're unique because we do deal with wildlife and rehabilitation itself, we can bring a very human and a very different perspective to people and some antidotal type of things which draw people's interest in. If you are lecturing and all you are giving are facts or whatever, you lose your audience pretty quickly. It is a matter of blending it in what has actually happened. Gee we had a bird like
this and we had that and this happened over here. We were putting in the sidewalk and they cut the tree
down and there were the screech owls and so on. I think the rehabilitation and dealing with that in the
community gives us the perspective of some legitimacy, maybe of doing something, and people are
interested in stories like that. I think it is unique that there are other places around us that do use raptors.
It could be the park district that has two that they use for programming. We have the means of having a lot
of different species of raptors here that if people are really into comparisons, really into habitats, really into
looking at different things they can get a little bit more in-depth here. We probably do one of the more
complete jobs. We are the only raptor center per se in the area so if we go traveling, we could do an owl
program some place with four species of owls. Other places can't around here. We can kind of give a
broader spectrum. If we go to a wildlife festival and that is where we go with a lot of different things, we
might have eight different kinds of species. You are really talking about a lot. So that is pretty unique.

Anything else for that one?

No.

4) What are some barriers to you fulfilling the educational potential of your program?

It is probably more the internal workings of the place and that would be probably lack of personnel more
than anything else. I couldn't even really say lack of money although if there was money that would pay
for personnel. Maybe it does get down to that. I don't really feel any barriers outside of here per se. I
don't feel barriers really coming from the state or from fish and wildlife service or the community. The
barriers are within the organizational structure right now. I'm a director but there is not a full-time
assistant. There has always been a need I think for a full-time assistant. I do so many different things.
Sometimes I have an assistant that stays over for more than one term as the assistant and is kind of a person
that is a charismatic and can do programs really well and is into that. Well then I get that person doing a
lot of the traveling with the programs. If I don't have that situation, I am the one that has to do it and I've
been here a lot of years. That may be really exciting hitting the classroom your first few years especially.
You know how it goes, you get into it and you think oh I have been doing this for a long time. Plus I'm the
one that is supposed to do the newsletter, I'm the one who is supposed to do the fund raising, I'm the one
that is supposed to oversee the paperwork. I have so many different duties and things going on all the time.
I don't advertise for education programs. We do the ones that people call in for. If I had an assistant and
somebody else that could do them with me or go, then you could send out and advertise to do more. Then
I would need to build up probably, I would never want to put such a burden on the birds that we have. If
we had a full-time assistant you could also schedule more things here, have more things going on over the
weekend. This is a business that goes on 7 days a week and yet without a full-time assistant that means
that I may be working here all those days. I have programs this Saturday. I had programs last Saturday
night. I think that is it. I have never had the time to work on curriculum. I know that we do a good
program and I know that we are not behind the times or anything like that. But I also know that when you
talk to somebody like ---, in getting her facility started and she will tell you a lot more about it but my
understanding is that she said, "I have to concentrate on getting my education program going, I will not do
rehab this year". Everything was referred somewhere else. So she could do that. I can't do that here. I'm
part of a whole big operation that is ongoing, that is continuing. I can't simply say "oh I don't think I'll
train the naturalist this term." "Oh I think we will tell everybody to forget it about doing rehab." I don't
have the luxury. She has worked very hard and has decided I have family, I have this, I have that. She
could compartmentalize and build as she went along and she works very hard. We work very hard here too
but we can't do that. I feel like I've been stifled. She has figured out curriculum that will go with the
school system and with the objectives and all of that. I've never had the luxury or the time to be able to do
that. I think that is a barrier there. We get invited back every time we get invited someplace so obviously
we do a good job, we get raves on it and we are able to fit into a lot of different age levels and so on. I do
think that not having an assistant, not having the time to work on curriculum or training birds or
educational materials, handouts. I think of all of the things that could be done, packets. Here is your pre-visit packet before I come. Here is this, here is that. I mean I know all of those things, they aren't new. They've been around forever but my feeling is anything like that that I want to use, I want it to be top notch and that takes time to get it all prepared. I think that is really an internal kind of thing that is putting the barrier there.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

Now if you talk about the organization, let me put it in a different thing. The raptor center itself, that entity, we didn't really sit down and worry, it has just kind of been here. It evolved. It started one person brings in or one bird arrives and it happens. So it is like oh this will help teach people. It kind of went along so you could say the raptor center has a two-fold goal. One is rehabilitation, one is education. That is being very simplistic but nobody ever worked out a whole set of goals or objectives or anything. The outdoor education center has been here, now the raptor center has been here almost 30 years, since 1970. The outdoor ed center has been here even longer than that. I do have things that I will give you and let you have, but it is not like an organization like our state group where we actually sat down and we worked on strategic planning and we defined a mission and we defined vision and we are going through now our second reiteration of a five year plan. Our larger organization has done that and has quite an evolved kind of mission statement - division to preserve and build on tradition and all these things. Mission to provide leadership in preserving the natural area, developing new models, pursuing independent goals of environmental and human well-being. Well that sounds kind of grandiose. The outdoor ed center never got into all that kind of thing but yet that is where I function. I would say most of the goals and things here at the outdoor education center would primarily be to provide an enjoyable experience in the outdoors for kids and for them to come and have it be a very positive experience for them. Outdoors and as individuals, building up self-esteem and a whole cooperative kind of atmosphere and camaraderie. That has always been a love of outdoors, learning about the outdoors but learning about each other and getting along together would be the primary goals here for that. The raptor center goal is to support the outdoor education center and its mission of educating young people that come through.

Have you been talking about an actual philosophy statement, or would you say that your program is philosophically based?

What would you mean by that?

Along with vision and mission sometimes an organization might actually sit down and discuss that, work something out and put it on paper.

No not really. There would definitely be more goals and objectives and so on. If you had a philosophy. I don't know how you would put the philosophy of the raptor center or working and wildlife rehabilitation. How would you put a philosophy, what would you say?

It would depend on the situation that I was in and I would work with the group because each person would come in with their own, everyone does have some type of philosophy even if they don't come together.

Okay I'm trying to get what you mean on this. When I talk a little bit about, when we do raptor ecology when I have the interns, the naturalists and I have them for a bird session and we do all kinds of you know what makes a bird a bird and look at the feathers and do all of these and lots of activities they can do with kids. When we do the session on raptors, the raptor ecology type of thing. I always talk about and I guess this would get into a little bit of my personal philosophy of how it goes but I always talk about asking
opinions on how people feel when they come as far as use of captive animals in education. How they feel about seeing birds that are handicapped and that are kept captive and primarily for the human use and so on. I want people to feel free to express. Gee I don't agree with that because you run the whole gamut. Animals should never be used for humans no matter what whether it is leather for your shoes or whatever and then you get all the way to the extreme of it really doesn't make any difference, they are only animals. I think it is very important that we talk about this and that people feel free to say, 'hey I have a problem with this.' "I'm not sure I can work with this" or "I don't think they should have names" or all of this kind of thing. I guess my view on it and kind of looking at it and the whole thing, I've a philosophy, these are I don't look at them as animals as less than we do. They are other nations revolving around. They are not underlings and looking at them, they have things that we will never have. That is my philosophy that here are creatures that deserve to be just as we do and there are many of the raptors that we get in that are much better off to simply euthanize than they would be to be in a captive situation. I don't want to have anything that is going to be overly stressed. I'm sure that none of these birds if they had the choice would be in captivity. Those are issues the people get very emotional about. My view of it is that I am doing my best to get the animals back out again. If they cannot, it is my judgment then to try to choose ones and make a judgment and I know that is playing God or whatever as to which ones might fit and so on and that perhaps they serve a greater good. Most of our birds are not handled, they are here on display. I think it is important that they are all outside, that they all have the seasons, they all have the freedom to move around. They are not sitting tethered all the time. I know that is appropriate but my feeling is that I would rather that bird can move to the sun and to the shade, go here, go there. Eat when it wants to, take a bath when it wants to. I also like which I could get into a little bit of a hassle with fish and wildlife service over but I also feel that you are better off to have more than one in order for interaction. It may not be the same interaction as it is in the wild but it is one that is better than nothing. To have birds that breed. Here they are in captivity and yet we get eggs. So I guess looking at a philosophy I look at it as a reverence for wildlife. A great respect for them and trying to get across to people. The people that work here that are interns and do have the opportunity to work with birds, know that I am pretty tough when it comes to the care. I want a high quality of life for anything that is here where it is going through rehabilitation or whether it is here on a permanent basis. I want the quality of life to be high. There is no excuse for sure somebody doesn't sweep a floor, that is a lot different than somebody doesn't feed a bird. I am pretty tough on the assistants and yet they still keeping hanging around and they all still keep calling and coming for vacations and whatever because they know that there is a standard that needs to be met because we are dealing with living creatures that deserve. That may not even be what you are looking for here.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

I guess that would be. We are really sticking because it is an educational facility. I don't really know that anything was ever defined for rehabilitation or anything. Basically it has all been for education. Once again, since it evolved over the years, there is a pretty strong set of them for the larger organization, and the outdoor ed center even though I have worked here all those years, there is very much of a philosophy of respect and these different things. There is not really terribly defined kind of things. Our goal is to provide a balanced residential environmental education program with emphasis on experiential learning for elementary and middle school students.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

We do have brochures that go out. I think most of the philosophy, especially when it comes to the outdoor education center, you would have a philosophy and goals and so on that are listed in the intern handbook as far as what goes on here and those kinds of things. You will find stuff in our brochures and even in our raptor center brochure so I guess it is there. (Phone rings) Also as part of staff training which is a 2 1/2
week concentrated thing here, and they really talk about our philosophy of education. When I get into the philosophy and what things go on here, I deal with it on the basis with the naturalists. If I go anyplace or any program that I give, I am talking about what we do here. In the raptor center we do two things. Primarily we are an educational facility, we want people to know about not just raptors but how wildlife fits into things, how you can help and we also do wildlife rehabilitation. As far as saying mission or vision, I don't really use those words that much but I say here is what we are trying to do. I guess I am more into goals. Our state organization had just gone through this whole vision, mission strategic planning and I told the fellow that was facilitating it that I have a hard time with all of that language. Probably because we have done it so many times here for the whole larger organization, changing the institute and it has been such a painful procedure that it was like "no don't make me do it again" kind of thing. I do understand all the reasons for a lot of it and getting where you are going. I think things are less defined in the raptor center than in the outdoor education center because it has evolved instead of saying okay we are going to start a raptor center. What are our goals, here is our mission, here is this. Plus I don't have a board, I don't have volunteers so it puts it very much in an educational realm and we know these kinds of things.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Obviously there are all the phone calls. There are the people, and of course that can be about any kind of wildlife issues at all. If somebody calls and they have a problem with skunks or raccoons, I don't say call so and so. I can deal with a lot of those. I am not going to accept the raccoon here but I can talk people through and explain things and how to do this and any wildlife nuisance things or advice or whatever. The phone calls are kind of the informal way. We also then are open to the public so we have interpretative signage here. We do public problems where I will plan, especially in the summer, public releases and those are always very popular. I can schedule whether it is an owl walk and do something, looking for roosting owls to doing video programs. Public releases those will be all around. The programs where we are scheduled to go into a classroom of course, whether there are scout groups, Kiwanis groups, or whatever. So we do have semi-structured, we can do classroom, we can do assembly, we can do anything like that. We have the scheduled groups that come here and either sit over in our fire circle and we have birds out for them or tour or whatever. Primarily conveying our message to the public is a one on one kind of thing. We use our birds, we are there to either talk or the people are coming here to see our birds. We have a newsletter, we are often the topic of articles in the paper if there is something that is exciting going on in that respect. We get the message out in those ways too.

This is the second part of question 8 and it is more of a concise way to discuss the same question. So what I'll do is ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education?

1 and 1.

Informal education to donors who brings in patients to your facility?

1 and 1. Very important.

Special events at your facility or in the community?

I think that is very important 1.
And ideal?

1. I would still think so that either one or two for that because it hopefully and by special events I would think of that as being educational ones.

Fund raisers?

For me they would be down in the 4. They are not very important but that is because I am not supposed to be the fund raiser. We don't do fund raisers. It is kind of an awkward situation because the money is supposed to go through somewhere else. The big entity to be parceled out. Some groups would be fund raisers wow, we will be out there for #1 because they have to survive. For our facility, they are not very important. 4. Ideal I would say they should be maybe in the neutral category. The emphasis shouldn't have to be on fund raising.

Education through various media including TV, newspaper, newsletters?

I would put that as a 1 for current and ideal. I think that is very important.

Public tours or visits?

I think that is a 1 too, at least for our facility. And 1

School visits to your facility with pre-planned programs?

I think that is a 1 for current and ideal.

School visits to your facility without pre-planned programs?

We don't have those. In other words they need to have planned with us. That wouldn't work too well for us.

Off-site school programs?

Very important for current and ideal. 1 and 1.

Programs with non-school community groups?

Very important for both. 1 for current and ideal.

Are there any others that I haven't included?

I think that any time you can hit groups that you would think of as non-traditional or a little bit out of the loop, new constituencies, I think are extremely important. Ones that people don't normally think of as big on wildlife. It may be big on wildlife but in a little different vein. We have gone to sport shows, fishing shows, hunting, that kind of thing. We've been invited to places like a church fellowship groups to talk about vultures because they were studying animals in the bible and I thought hey you bettcha. This is a group I am normally not going to be going to for their church fellowship thing. I think it is important when you can find any group that are a little bit off the beaten path than just your classroom. We can all go to the Audubon groups and nature conservancy and this group and so on and we are preaching to the choir so it is nice to have the others too.
9) **Who are the main audiences of your education programs? What would you say is the main audience?**

If we looked at, if we were talking about our total educational program, meaning everybody that used the raptor so that would be outdoor education center primarily, then the main audience for them is going to be elementary age and that is primarily sixth grades. That is the group that is targeted to be coming here. Of course there are all ages when they are here on their own, all ages when we have public programs. When we go out for off-site programs, we are still more in that age realm. I found that is usually more popular ones, sixth and seventh grade. The middle school is pretty popular. I only occasionally get the high school or college type of things and seniors and whatever but the main is in about that middle school realm.

10) **Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.**

I guess sometimes there are some of the school groups that especially some of the inner city or things like that that we are out here that plead poverty or you know there are no funds for it and so on. (Turned tape over) That kind of amazes me that people will still call and be surprised that you have some kind of a program fee and yet the scout group can pay Bozo the clown to come and its like oh you have a fee. I would say audiences underrepresented are ones where you have school groups and so on that simply feel that they can't afford it. They are cutting back on anything now that they would consider non-essential and unless the kids are going to raise some funds or the PTO or somebody is going to come forward, you don't really get to them. There are audiences that we don't get to because we don't try and go out and target them. We don't send out flyers. We don't have the means of doing that. I think that some of those that are a little non-traditional we do get to if we go to wildlife festivals or we go to some of the things that are big expos. Some of those are not suitable for us to go to either. I don't know to which you wish to extend your message. I guess you could push into some of the hunting groups or the sportsmen groups around here but then again I'm not sure why. We don't have any animosity with them or things like that. I don't know that there are any we would have to hit.

**Do you have any ideas what could be done to reach some of the groups for example the ones you mentioned first?**

Like some of the school groups that don't have the funding. I think one of the best things would be to try and find a sponsor to try and hook up sponsors of things or writing grants so that a school system could simply say okay there is $5,000 for you to spend with the center setting up some programs. We are funding it. It would boil down to my being the one who would have to try and figure out where the money would come from. I don't think there would be anybody that would turn us down for programs, but I do feel that is one of the places. Otherwise I really, if I thought there were groups that didn't listen, I've been to some strange groups before when they were first going to have Peregrine falcons this state and the pigeon folks were very up in arms thing that there were going to Peregrine falcons flying all over like robins and that they were going after their pigeons all the time. The Division of Wildlife guys asked me if I would go with them and we would talk falcons to them so I don't have any problem going into any group anywhere and usually you can find common ground.

11) **Does your organization have a written master plan that guides the education efforts at your center?**

The raptor center per se no. The larger organization which is part of it, yes and I guess it has a written master plan. There is a synopsis of hikes to choose from and these are a variety of hikes that show the curriculum and so on and what the themes would be and so on. Just like birds here, students learn about resident migratory song birds, hands on study, that kind of thing so there are things that are written down.
Hikes are suggestions, no naturalist has to do exactly what is there but they are learning, there are certain topics that need to be covered. Yeah there is a lot of stuff written. The raptor center if you looked at it as a master plan, I don't know that I would have that but we've gone through a lot of things even here that they know that certain things that they need to teach and get across.

12) If not, do you perceive a need for such a plan?

(In answering for the raptor center). I think we have enough written down that this is part of the larger picture here and even when we start, if the raptor center goes off site, maybe if I get ready to leave, I will want a lot of these things written down to pass along, but I guess what it is now is that people learn from me and it gets passed along the line. Actually there is an entire sheet that talks about what you would even put into a little talk, how you focus here, go there, do this. We are pretty well, we've got things pretty well written down I think.

Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

I guess it would be hard for me to say that universally recommended, that is such a broad scope there because everybody has a little bit different slant and a little bit different methods of how they would go about things. I guess the way we do and what we do, obviously I feel pretty strongly about or I wouldn't be teaching it to these people every single time and using it all the time. If we talked about some of these components, what do you mean by the components, like should you talk about wildlife needs or should you talk about habitat or should you talk about natural history adaptations, is this what you mean by components. Yeah. I think that those are, I probably touch on all of those different things, those components and it would be wildlife needs, wildlife problems that they face today that is going to be natural history. First of all it will be of what raptors are because that is the animal that I am using, what differentiates them from others. What makes them common to other wildlife we are talking about and facing the same needs and problems and so on. I do touch on natural history, we talk about adaptations that enable them to survive whether it is eyes, ears, wings, feet all of those kinds of things. We talk about problems, we talk about why some are successful today, why some are endangered or threatened. Then I would touch on ways that people can help. I always leave things on a positive note. I don't ever want in a talk to be gloom and doom. So there is always that element of yes we are creating problems for wildlife. We also can come up with the solutions to that. You can't just set aside this piece of land over here and hope that they are all going to make it there. They have to have something to survive in our back yards and our school yards and those kinds of things. There is a big broad message to get across and it is one that we can all do something about. Even if it is all these little bitty things. I think it is always important to have an upbeat, hey we can do something about it and environmental problem solving is one of the hikes they do here trying to come up with solutions and so on. I always talk about what is being done, what are the things beside what people can do, how the Division of Wildlife is working on different species things and so on. Now I think all of those are important components that probably you could say could be in every single talk. How much emphasis is given to each would be to me what changes. Obviously when I talk to a kindergarten group, I may touch a little bit on absolutely every component that I just mentioned but it is certainly going to be on a different level and with a different emphasis then when I talk to a high school ecology class. I also know that when I go and talk to the seniors somewhere, I may touch on every bit of it but I am going to tell a lot more stories, like I did for the kindergarten maybe. I think all those components in some way are probably important in talks that would be, even if you are not dealing with raptors, if you are taking in a snake or taking in a possum or something. All the same components really fit.
We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

Easier to deal with wildlife than people. I'm a fairly positive person so I guess that I would try to feel positive about humans as well as looking at things as I try to do about wildlife. I think that if we are talking about problems that wildlife face, I am not putting many times a real strong blame on humans for having tried to cause those problems. I think a lot of it could be said that we went along just kind of ignorant. The people rolled along and people thought there are always going to be resources, that we would never run out of anything. I don't like to cast humans as villains per se, humans have to now realize what we have done whether people really wanted to cause that problem or not and that also a lot of what we are still causing is inadvertent kinds of problems. That is not an excuse for it however, but people need to sit back and start thinking and being more aware. I don't know if you've heard of Tim SanJewel (?) who is an educator. He will do these things where the kids are all wildflowers, they're plants, and do you love red-tail hawks, yes. Well they have to have and it goes the whole food chain all the way up and everybody is doing all the little things and then somebody comes along and mows the field. The guy that mowed the field loves red-tails. He had no idea he would be wiping out this whole thing, and I think that is what we as humans, and what we try to get across is that we are causing problems many times when we don't really realize that we are. I would rather not put it as to humans being real villains, it is that we need to stop and think of consequences of the things we do and that we are impacting everything so greatly even when we are not trying to, even when we don't think we are. That it is just as important, we still are. We have to step back and look at that. There is no good and bad in wildlife either. It is a matter of they are as equipped as we are with their adaptations and their skills. They simply are different than ours. There is no dumb, there is no ultra-smart. I don't try and put that into human kinds of things either. I don't try and attribute human attributes to the wildlife but as I said they are other nations as we are and they deserve as much respect and so on as we would. I don't know if that is quite what you are looking for and I know you can't look for certain things but if I am off track, just bring me back on.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

I address those values, I guess I am looking at it as there is a general respect shown across the board. If I'm trying to get values as far as wildlife and so on, once again as I said we are not treating them as humans. I think a lot of those values and beliefs would come out in just the way we act with the birds and the way we show them and the way we treat them. Even though our birds here are given names, they are in no way pets and they are never touched, petted, they are all very nice looking birds, they are non-stressed and so we are projecting a very positive image I hope when they are going out. The feeling from the audience should be one of awe, respect, interest. It should not be one of its is so sad or oh isn't that awful or these kinds of things. I think just in the way we act with the birds should be projecting also some of our values and our beliefs and that kind of thing. I do feel that I will talk about the birds as with personalities because I still feel that they do have personalities and that is not anthropomorphizing. They feel comfortable with certain people, they will feel stress and comfort and that kind of thing. You can walk up and the eagle will talk to us, he recognizes and that kind of thing. I think even getting that across to people that these birds do think and feel and it is not making them human but there is this whole kind of life, interdependence, whatever that is out there. I guess a lot of it has to do with how we act with them as well as what we say.
15) **What are the most important wildlife issues in your community?**

If you put it in the broad spectrum it is certainly going to be habitat and worrying about having habitat for wildlife and when the urban sprawl would create problems as far as the habitat or developing and more homes being built and so on. Here, our 1000 acres is thought of as very sacred. It is for people to come into and relax and renew and this kind of thing as well as for a place that is a nature preserve. It is for wildlife. Leave it be. A light footprint kind of thing. The people here are pretty much into that especially in our small community. I guess it would be the issue of habitat and making sure there is habitat for wildlife and there are some different park issues around it. Other issues would be of course dealing with wildlife that is right in your backyard and the wildlife nuisance issues. Those because some people move into areas that obviously it is wildlife habitat and can't understand why the raccoons are under their house, they moved into the woods or these kinds of things. I think getting people to understand and the co-existence, not only that nuisance but then how they go about creating the right kind of habitat and landscaping for wildlife. That is the big trend these days. I think that is good if you can call it an issue, I'm not really sure. Those are probably the two I can think of.

16) **Do you address these issues in your education program? How?**

Yes definitely because we are talking there about, those would be two of the components. The need for saving habitat and so on and also how to co-exist and nuisance wildlife and so on.

17) **What other issues (or types of issues) do you address?**

I think we’ve talked about those different components okay.

18) **As a summary to the above questions, what would you say are the overall main messages?**

I would say the overall message is actually the wonder of wildlife and how it fits, the wildlife needs, the wildlife problems, how we call can help, that kind of thing. Natural history thrown in.

19) **How do you address differing or opposing values and attitudes toward wildlife?**

I know they are going to be out there and I’m very opinionated myself but I'm very up front. I never have a problem if somebody states where they are on some position at all. I can be very tactful, especially phone call and whatever. It is kind of funny, you can spend 15-20 minutes with one person on the phone and getting not very far but just being as patient as possible and so on and then of course you hang up and scream. Everybody says but wow you were so nice to them. You know that is part of what you have to do. It doesn't do you any good to get angry with anybody. We are not law enforcement. If somebody calls and they have this animal and they are taking care of it, it is not my job law enforcement wise, I need to let them know for the good of the animal and for the good of themselves that it has to go elsewhere. I really don't have a problem dealing with different values and attitudes. I know that they are going to be out there and I know you often don't change people's mind. Many many times I have the pleasure of knowing that I have made a different that people say "Oh I never thought of it that way." I think you just talk through it and you know that some people you are never going to change their minds and there are many others though that you are going to give a completely different perspective to.

20) **What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?**

I don't really see any risks. Unless you would be worried about somebody attacking you or something like that. We all get that kind of stuff. Somebody isn't going to be happy with what you have to tell them.
I don't really see any risk at all. I think talking about values and so on, when you mention the word value, have you ever heard of Clifford Knapp, northern Illinois University, the continuum and wildlife values kind of.

I have read things by him.

We've done it at the national conference and we did it a little bit at our state thing. Okay everybody if you think you would never give a name to an animal and this group goes over here and that group goes over here. I think what it does is, here all these people that all share common goals and yet the values are so unbelievable and the opinions are so different that you then realize that this is the way it is going to be so you learn to work with them. I think that is just an example. I don't think there are any risks in dealing with values.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

I don't know if I would have to respond unless he made some comment, unless he said what do you think about hunting of if he really asked me. I don't have any problem with hunting. I am not opposed to hunters. I am opposed to bad hunters and your dad probably would be too. Poaching and hunting the wrong thing are not fine, that kind of stuff. If all he said was my father hunts, I wouldn't be looking for making any judgments there at all unless something came up from him. When you look at the other one, "When my grandfather was little, he had a pet crow", you could say well times have changed and when he was little there weren't the laws there are today about it. He was very lucky if he took good care of a pet crow to have enjoyed it all those years but today you can't have pets of these kinds of birds and you explain why. It is hard when they do and I look at these things and it happens almost every time you are out there and you get a group of kids. Oh we have a pet falcon. 99.9% of the time of course it is not true. Or my grandmother has a screech owl in a cage in the kitchen. Sometimes yeah you know that they've taken in and haven't we all at some time or another, I remember the robins I tried to save as I grew up and so on but then you simply say is what you need to do today is and we have two of our permanent residents, our best travelers are a great horned owl and a bard owl. They are both what we call behaviorally handicapped. We use those examples. Look at these beautiful birds and somebody will say what is wrong with them. You say they look physically healthy don't they and then you explain how when they came out of the nest and the people didn't call us. What we do is get them back in. Here you have this creature that lives in limbo. It doesn't fit in either world but definitely not a pet. So you can't come down, especially in a talk, and put anybody on the spot, threaten or do anything like that but you explain. There have been people I've talked to afterwards and people that I have had a hard time keeping my cool with. We raised these or we raised these and you say you know now days what you need to do today is and we have two of our permanent residents, our best travelers are a great horned owl and a bard owl. They are both what we call behaviorally handicapped. We use those examples. Look at these beautiful birds and somebody will say what is wrong with them. You say they look physically healthy don't they and then you explain how when they came out of the nest and the people didn't call us. What we do is get them back in. Here you have this creature that lives in limbo. It doesn't fit in either world but definitely not a pet. So you can't come down, especially in a talk, and put anybody on the spot, threaten or do anything like that but you explain. There have been people I've talked to afterwards and people that I have had a hard time keeping my cool with. We raised these or we raised these and you say you know now days what you need to do is, we are specialized in what we do, it is probably the best thing for you to. I never think it helps to lose your temper, lose control. I had one call that I'll never forget of a fellow and it was a bitter cold winter and he called and he wanted to know how he should take care of the falcon that he had and what he should feed it and so on. I started asking about it and he said he had bought this nice great big bird cage for it and he had it for weeks and I'm still talking. I don't have a name, I don't have a phone number and we kept talking and I tried to convince him and this kind of stuff and I wasn't getting very far but I was still working at it. About 15 minutes later the guy had called back. First he threatened and said yeah you can have the bird but $75 to buy the bird cage too. I just kept my cool and talked on through and 15 minutes the guy called back and said here is my name and my address. Well I lost it with him, I wouldn't have gotten the bird. It turned out he hadn't had it for two weeks, it came down the chimney that morning and he had gone out and spent all this money on a bird cage. When I got there he said well we decided we would go and get a pet bird. Sometimes it is really really tough but I don't know of any time that if you lose it with someone that you will have gotten anywhere no matter what you would really like to say to them.

252
Along the same lines another example where a student that says, "When he was little, my grandfather had a pet crow."

See above.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Yes I think definitely it is necessary if not helpful. We are talking about different kinds of training or things here. You go to a conference and you get into education sessions, you go someplace and you watch somebody else. You go out on their education programs, you read the things and you see. I definitely think that training is necessary and even like someone could come and follow me around and I could train them. I would still say why don't you go and watch somebody else's program and why don't you do this or that. I think it is absolutely necessary. It is just the way you could have a Ph.D. in some subject who knows absolutely everything about the subject and can't get a damn thing across to somebody in a classroom. I mean because they do not have the teaching ability. No one has told them that there are techniques, there are ways of going about it. I think it is the same thing here. Every rehabilitator who decides to become an educator, and they all should be, is going to need to do it and they are all going to need to do it in their own way. There is certainly no reason why they can't learn from other's mistakes and what others have learned. Yes I think it is necessary, some sort of training.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

There again I think that would be, that is a little more difficult because now you are stepping into values versus here is techniques for getting attention or keeping it and keeping your voice, inflection and so on. I guess once again I would still feel that rehabilitators should not exist in a closed environment. There should be a world outside of that one person's little realm and for that I think that that needs to be something of the values would help. (Joanna comes into the room and a little talking goes on). Values there again I don't think people should be in a vacuum and I think once again if you go to something outside of your own little organization, if you go to the state conference, if you go to a regional or national one, all of a sudden you start talking about values as well as sitting there and you are not only talking about what do you feed your this or how does this fracture go but you are also asking how do you feel about, what do you do about euthanizing or how to you feel about releasing one eyed birds and all of these things. A lot of things are judgment calls and so on so I don't know that there is true training, I don't know how I would feel about true training about values. I guess I just look at it as having you know the more people are exposed to different things, I think there is a tolerance and so on that people need to understand and be respectful of.

23) Do you use live animals in your education programs? What types? How?

For the raptor center itself, obviously we use raptors. They are all handicapped, non-releasable birds. We also though for the whole of the outdoor education center we do use other reptiles and amphibians and so on. We have turtles and snakes that are used at our visitor's museum which is part of the educational facility. They've got fish, they've got salamanders, they've got everything like that. We do not have mammals for use except that if somebody would take one of our mice but it not a handling type of thing.

24) What are your beliefs about the role of live animals in education programs?

We've kind of touched on that. I do feel that no matter what, there should be a very high quality of life for any animals that are used in programs and I don't care whether that is a snake or its a eagle. To me if you
keep live animals, you owe them the highest quality of life you can possibly give them. I think that is very important and I think showing them obviously the respect besides the quality of life and a continual good top quality care, but also showing them the respect, keeping things as non-stressful as possible for them, that kind of thing. I do think that using live animals is a very valuable tool. There is nothing like having a child being able to hold a snake. There is nothing like having a child being able to be ten feet away from a red-tailed hawk or a great horned owl to actually see it and feel it. I'm not saying touching it, feel that there it is, watch it spread its wings and that kind of thing so I think it is very valuable.

**Relationship between wildlife rehabilitation education and government wildlife agency education programs:**

25) **What is your definition of wildlife management?**

I guess that would be dealing with wildlife populations where as rehabilitators we deal with individuals and so on. Then I'm looking at managing wildlife, wildlife populations so that is talking about habitat and that is talking about keeping the populations as high as possible without being, whatever is viable for the habitat and the carrying capacity of a place. Of course then you get into not only habitat and providing habitat but also your hunting and fishing and so on which supposedly are wildlife management techniques.

**Do you address wildlife management concepts or issues in any of your educational efforts?**

Actually all of them. In all of our educational efforts. We talk about the management programs for endangered species but we also talk about when it comes to habitat and what the state tries to do for managing habitat and setting aside places and that kind of thing. Whether it is hacking programs or fostering or all of that, we talk about those.

26) **Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?**

I don't really know about federal wildlife agencies educational programs to tell you the truth. I guess if you talked about it, wildlife refuges, that would be fish and wildlife service and then those are mostly kind of interpretive centers and static displays and things like that. Around here we don't really have any federal wildlife agency things in our vicinity. As far as the state, the education programs are kind of the big broad basic ones. There is the wild project, wet. The raptor center is not closely tied to those but our whole outdoor education center is. Everybody here, we have Project Wild facilitators on staff and Project Wet and Learning Tree and all of those different things that directly come out of the Division of Wildlife. We also have out of the central office, they've got their landscaping for wildlife, backyard wildlife programs and all of those things. We do have our interns go to a number of those conferences, those workshops. There is the wildlife diversity conference and workshop and things like that put on by the division so we are very closely tied in and using those types of things. For what is right here close by, out of our district office which is very close by, we are not tied into those education things and I don't know how much there is. The person there might get a request to go out to a school for something. We get the same requests. It is not a close kind of thing with that. Frankly I think that our education program with our raptors gives the Division of Wildlife more good publicity and more public awareness than any of their programs do. They would probably tell you that as well.

254
Is this as much as you would like, less or more?

I think it would be really nice if the Division, not I guess education programs here, I would like to see them develop their programs more that would be more helpful to us. Here is an education program that has to do with the bald eagle in the state or here is an educational program. They have done that on a little bit of a scale. They have gone into like a city zoo and done an educational display on eagles and so on. I guess I would like to see them do more and maybe the same with the federal agencies too. Things that they could fire down to us. There is no curriculum that comes down. If you talk about any of these agencies, there is Project Wet and Project Wild and those kind of things. I don't see any curriculum of other things. It would be nice.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

Very definitely. They are trying to educate people as well about the needs of wildlife, the problems of wildlife and how we can all help wildlife. I see them very much overlapping.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

Yes. I think there is the, obviously there are differences of opinion or things like that which would be there but I don't think they are terribly contradictory. I do see an overlap in values and beliefs. I think that we all share a goal of protecting wildlife, of enhancing habitat for wildlife. I think those are common goals. I am not a hunter and I wonder some time about the hunting as a management technique but I am not going to argue with them over that. That is not my realm. Yeah I do think we share some values and beliefs. I love to see the guys dealing with populations get so caught up in these individuals, like the osprey program, we have hacking program here and here are the guys that are, now the word from their head guy for the osprey hacking will be everything has to be written down here just so and just like this. Osprey number, green, orange, black this and that and of course these guys are all division employees. Give them all names. That is the Grinch, that is so and so. They are people. People that work for the wildlife agencies are people too. Human characteristics, values. The agency has values and beliefs too.

When difference do arise, how would you explain them?

If differences arise with people in the agency?

Between.

We have really good cooperation and really good report with these guys. I'm very comfortable really expressing anything. There is a mutual respect. If there is a mutual respect you can have differing opinions and it doesn't spoil the relationship and I certainly count on them for things. They count on me probably more than I could on them. It is a very good inter-relationship. I would say hey I am not happy about something and could come right out and say it. There is not a problem.

29) How might these two groups increase cooperation and communication?

I think working on joint projects really helps a great deal. I know I am saying I have a very close relationship with the Division of Wildlife people here and the district office is ten minutes from here and then one of their wildlife areas is 30 minutes from here. The people in --- I feel close to because of the state organization and so on. I know that isn't the case many times with rehabilitators or educators and they feel that there is that friction there. I think it is developing a little more closeness. I might drop by there.
If course if I call the district office, I don't even have to say who I am. The person answers the phone and I go "Oh hello ---" and she says "Oh hi how are you?" I say, "Is --- there today" and she'll say "No but I can give you ---" or that kind of thing. I have worked on that thought, that doesn't just happen. I think you need to work on that and you need to let them know that you are interested and you need to be a part of what they are doing. I have made sure that no matter what kind of division thing is going on around here or in the state, if it deals with raptors and that is what I deal with, then I am going to be involved. I may not have to agree with it totally, I may think well I don't know about this osprey hacking, but they are doing it. I'm going to be there and be supportive of it. Because I am not changing their minds on things and I may say to them well I don't know about this but I'm going to be there to help them whether the Peregrines, the eagles or the osprey or whatever. They can count on me and I am going to be a part of it. Every time you do something with them and you sit in a tree for eight hours and you observe this box or you all have a tragedy and a bird dies you share it together. The bonds are closer. You can't do this if you don't have anything to do with these people. We feel free, they could feel free to drop by here. I have had them come for programs before, public programs. I think that is another way that educators or rehabilitators can say hey I think you are important. Come and talk to us about the program. Not come and be attacked. You are important to us. Come and explain what is going on in the state about this or in the area about this. So

going them to come for speaking. Inviting them to things. As I said, once again making appointments to drop by and see them. I don't have to do that but I have a different relationship now. I think all of that is very important.

**Shifting themes a little bit again.**

**Incorporation of educational methods:**

30) **How does your program tend to varying needs of your audiences?**

a. **Do you have age-specific programs or educational strategies?**

Yes and once again it is not something that I have written down and that is kind of bad when you are a one person place. You tend to not always have to write everything down. As I said, if I get ready to leave here, I will probably have to do that. My assistants when they learn will often go with me and sit and take notes. There is a general thing here when I give my instructions. It is kind of geared to that, our naturalists gearing to a sixth grade audience. They say you should gear your programs to that sixth grade level. I'm not saying I do that but it is a good basis for people to have learned that kind of a level. You are not necessarily having to talk down to them but you are explaining things a little more than if you were talking to college students or whatever. Our programs do vary. When I talk about when we have age specific programs, yes. If I'm going into really the little kids, the preschool, and we try to avoid it if we can, preschool, kindergarten, first and second, I am going to focus, have a narrower focus. And then I try to say lets just do owls. We are not going to look at the whole range of raptors, we are just going to look at owls. Obviously we are going to focus on a few, they are still wild things, they are still this, they are still that. We might then have a book that will go, Owl Babies and then we have the screech owl, what is make believe, what is real. Certainly that is a completely different age specific thing. We also get tied into My Side of the Mountain, the book, doing survival skills and the kids are reading that and we have a Peregrine falcon. How did he know - what was the bird called Frightful - it was a female, oh because it was larger. They are telling, we are incorporating, we are pulling out. I can gear into those kinds of things. When you talk about educational strategies, you always want to pull to something that is familiar to people, something they can relate to. That kind of thing and understand. Yeah and obviously then if I am going into a high
school ecology class or biology class, I am certainly going to have a different emphasis or focus than I
would at even a sixth grade general overlook kind of thing. We try to focus, we can focus on different
things.

b. **Who determines content?**

I do and also along with whoever is requesting the group or the program. I do not have set things. It is not
like oh you are going to get program #5 or you are going to get this one. I am not saying there is anything
wrong with that, but since basically it is not a number of different people that are going out to do it. It can
be very much geared to so Heather what do you want, what are you studying right now. Oh okay fine. I
can give it that emphasis.

c. **What information do you have about groups (school and non-school prior to the
program)?**

I am the one that talks to the person. I set up all the programs, I talk to the individuals. So you are the
teacher and I am talking to you. Okay what is it that you really want. What are you studying that ties in
with it? Some are very specific. We want to cover this, this, this and this. Fine. We can touch on all of
that. Or you have your scout group coming. We have to get our badge on or we need to talk about
management, we need to talk about this, we need to talk about that. Fine. We can do that. When you've
been around it for so long, you have this range of information and knowledge and I can be very flexible.
Now you know if there is something I haven't covered and you want me to say is oh by the
way, great we can do that. It is all discussed ahead of time. I know going in what age I've got, how many
I've got, where they are going to be, in an assembly, in a classroom and specifically what is wanted. We
have decided on the birds that are going and so on.

31) **Do you address issues differently with different aged audiences? How?**

Yes, I think different aged audiences are once again going to have a different perspective on things. Okay
how would you classify an issue?

**Essentially some type of environmental problem that involves different human values and different
ways to solve it.**

Definitely and it is like as I said I never want to lay a guilt trip on anyone. When they talk about what was
happening to the direction of environmental ed for a while that children were having nightmares at night
thinking the world was going to end. All the animals were going to be gone. Well that is a horrible kind of
thing. You can talk about hey we have some problems but hey guess what. We have some ways of getting
solutions and do you know that this is even better. Right now this stream is cleaner than it ever used to be
and so on. I think you have to make sure that your different ages are getting what you want. I mean
obviously you are going to deal with ages a lot different. To me it is pretty obvious.

32) **Do you incorporate any certain educational theories?**

Okay do you mean a theory or a technique?

**Theory. It is meant to be open in case somebody is interested in a particular thing.**

If you talk about theories about how people learn or those kinds of things, I guess you could get into those.
I guess I try to vary a lot of things. Once again some things are techniques by how you try to get attention
and keep attention, not lose attention, involve everybody and all of that. Theories might be how people
learn and best is going to relate to them and so on. With my background being in education, it all gets rolled around. I think it is very important. I think people that haven't had any public speaking or educational background at all, are at a disadvantage if they are trying to give wildlife education programs and they have no background in it whatsoever. Public speaking can be very frightening for many people and as we said before, you could know everything about it, you could walk in and know everything about this bird you are holding but if you can't get the attention of the kid back here or if this one is misbehaving, this kind of thing. I guess there is the learning of how long is the attention span theories, how much and what ages you know all those things. You have to make sure your audience is comfortable and all those different things. Then you get into this age group is more geared to these certain things, they don't get into values and you have to be careful so yeah I guess all that rolls into what I do. Kind of a more natural kind of thing.

33) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

I think our education programs here yes, were created with the link in mind. That is because the outdoor education center in order to be a viable entity and have school kids come during school times, come here it certainly had to tie into the curriculum. Where as I didn't have to sit down. The raptor center was here before I got here and this study of the birds and the raptors and so on fits into that other whole synopsis of the hikes and so on but definitely it has to fit. I think it is more important today than it used to be because now all these state mandated tests and does it hit this, these objectives and a lot of times schools are not going to be able, we can't take any field trips unless they meet so many objectives. We can't do this unless it does. This is where I feel somebody like --- has really sat down and geared all these different things to that and I think that is a neat thing to do. They have a much better way of getting people to come then, making it relevant, making it especially relevant to the teachers, what is going on in the classroom, getting some then reinforcement from the teachers as well. That it isn't just an isolated learning experience. I think we all need to realize that. When I go in, if I'm giving a talk someplace, I hope it isn't going to be an isolated experience for them. Even though I don't send a pre-packet, obviously I have talked to them about what is going on in there and there has got to be tie ins. They will be preparing for it and they will do something about it afterwards. I think it is very important. When you say how important do you feel it is to do so, I think that you can tie in without it having being linked to each specific objective, but I do think the tie ins are important.

We'll switch to another section which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I would say for most and I try to put it into thinking of rehabilitators that I know, I think some of it would be the time factor. If they are more rehabilitators, then it is hard to find time to be an educator or to have the personnel or the staff or the volunteers to do scheduled education programs. I know of several facilities, I know the --- takes in thousands of animals and I think that their rehabilitation facility probably has been in the past and I know they are going through upheaval right now, personnel wise and board wise and everything which you can appreciate but they have never gotten their education program truly off the ground. That was because they were started by a vet and it was started as rehabilitation and that is what gets you your attention. That is what gets you your money coming in really. The public wants to see these things fly away or the squirrel run down here or whatever. Even though everybody knows education is important, it is hard to say "Hello would you like to fund $50 for me to give an education program" versus "Would you like to fund $50 for me to save these warm fuzzy creatures" so I think they found it was not easy to get money to do the education programs then. It is hard. If you have a volunteer group, which
most rehabilitators are volunteers, they have another job during the day. So how do you find the people to do the programs in schools during the week. You all see them, the volunteers in the newsletter saying we need you to do programs during the week. Okay then what are the problems there is when you are calling for anyone that you can find to do these programs. You are getting anyone and you can then train them but you are also talking about quality of a program can be so varied. I've had places call me that have said you know from out of my little area that I would deal with saying no you need to call so and so. Well sometimes they don't send such good people. I think that is one of the problems. The consistency and the quality because you don't have necessarily people that are going to stay for a long time, that are going to be well trained and so on. You are going to get people, --- is going to tell you how she has trained her people and she has a real corp and that has taken her a lot of time and a lot of effort to do. She may even pay them to do this stuff. Most of the time rehabilitators do not have that expertise to get and train and keep a group going. I think it is easier to train a volunteer to come in and you are watching over them as they feed this bird than it is to send them off to do a program somewhere. I think that is a major barrier right there. I think another one of the barriers is a lot of times the people don't feel that they have the skills and are not trained in teaching, don't think they have the public speaking skills and so on and they think I can't do this. Sure I would like to handle this bird here but I don't think I can go out and do that kind of thing. I think those are real major barriers there, the time, money, having the people that could really do it on a consistent basis. I simply do the programs myself unless I have a person that is truly somebody that I feel can go in and grab a group. I want the quality to be there.

35) In what ways might rehabilitators overcome these barriers?

I think there again it would be going to conferences, learning these techniques. There is always education sessions. What are the techniques and learning those techniques? It doesn't matter what the animal. I also think that one of the things that might really be helpful for rehabilitators is to figure out programs that they can do that don't deal with live animals and not have to worry about the two fold thing. You might have somebody within your group, a retired teacher, that you can get to go in and do a wildlife education program but that might not be a person who could take a red-tail in. I have watched people give absolute dynamite training or a program on owls and never had a live owl there and it was fantastic. He had the skins, he had this, he had slides, he had drawings, he had everything else. I think looking at all the different options might also help a rehabilitator to say we don't have to have, and also I don't have to have all the live animals. There are some people that would say well I don't have education animals so I can't give education programs. Well you certainly can because there are a lot of different ways of doing it. I think they need to know these different options. I think classes, training, looking at what the options are, knowing that you don't have to have live animals to give programs, starting slowly with the people that are close to you. The smallest groups, your friends, your neighbors building up with local school, your kid's class, your own clubs that you belong to and building it outward and building confidence and things.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I think there the whole bit, the networking, helping each other learning at conferences, presenting things like that. That would certainly be helpful. I don't know if there is any. I think of that as the training and knowing the options and learning the techniques and also trying to let rehabilitators know. First of all having some pretty strong guidelines and regulations that go along with it. We don't really have, we've used the guidelines from NWRA and IWRC for our rehab and so on and there are guidelines that are written up for education programs and I think people need to know those and know what their presenting, how they are coming across and all that kind of thing. Obviously fish and wildlife service puts down some pretty strong regulations. I know it was helpful to me when they came up with the one that said the audience may not come in contact with your birds because I was having trouble with a facility within our area with the people that worked there that the public was allowed to pet and touch the birds. We would go
to a thing and they would be over there and some of these kids would be walking up to us and reach up to touch our barn owl and I would say "I'm sorry you can't touch" and "Oh, well we just petted that one" you know and of course the word pet to me is just inappropriate when it comes to wildlife. You can touch a snake, I don't even say pet a snake kind of thing. I think that by having some strong guidelines and some strong regulations that let people know what is appropriate and what isn't. Any of these articles, people need to be in the loop, they need to get the magazines. They need to be in an organization even if it is a state one that is going to have some of that stuff come through.

37) **Do you have any recommendations for rehabilitators who are beginning to develop educational programs?**

Once again go to some conferences, go to every education session you can. Ask if you can follow along with an educator someplace where you can say I would love to get some ideas. Always making sure you don't step on toes by completely copying everything you've seen. Dealing with the other facilities around you in a professional way so you aren't stepping on toes, you aren't crossing lines. I would be upset if all of a sudden somebody showed up in this town here and I wouldn't go out over in this section but we all know we might end up at the same wildlife festival which is fine. You have to be careful about that. I think as I mentioned before, building it up by starting small, going out and making your circle wider, asking for advice, going to your kids classrooms, that kind of thing. I think that if you are beginning to develop a program you need to start small and you need to have realistic expectations and goals and do whatever you do on whatever level it ought to be done well. If it is only dealing with groups of 10-12 kids, scouts or whatever and that is what you can do well, then that is what you do. If you can't deal or you don't have the means to deal with an assembly, don't try to tackle it. It is just like I feel we have a relatively simple center here. We are not fancy but what we do we do well. We don't try to do research, we don't try to do propagation, we don't try to do education programs that can fly a bird here or there. That is not what we are trained to do. That would be what I would think.

38) **If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?**

First of all I would get an assistant, full-time assistant and that person could then cover and be here on weekends and that would be a person who would be available to talk to the public all the time. We have no one right now that is here to meet or greet the public or answer any questions. We are busy here all week. I can't possibly expect the people that work here all week to then say you are on duty for Saturday afternoon. You are on duty for Sunday morning. As it is the people that stroll through on their own and many of them are really good, they read the signs. Others come strolling in as you well know and wow what is it, it isn't an eagle is it. Yes it is. Well why is it here. The sign will explain it to you. I'm saying if there was a large sum of money, first of all it would be for some additional staff to be available to be giving programs here for the public, to have it open down here for the public, have a more inside area. An inside classroom, auditorium kind of thing where we could deal with larger groups and so on like that. There would also be, (Leah enters). Obviously I would love to change facilities, have a building and so on. You are saying what does that have to do with education. If you can have an auditorium, if you can have better classrooms, if you can have staff that is great. Then I would want to work on curriculum kind of things and really tie in with that, more interpretive materials and probably those pre and post visit packets and all of that kind of stuff that I know exists other places. I can't see that a whole lot would change with numbers of birds we had or how we did or numbers that went out or the birds that went out or anything like that at all. I would get mostly personnel and whatever.
39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I would hope that it would be improving. I've seen improvement in the time that I've been in it. I don't know if we are going to see any big drastic, major kind of changes. I see it as something that has been evolving gradually. Unless something drastic happens in the world, I think pretty much it is going to roll on. I still think there is a role for wildlife education in every realm whether for the small group, all ages, I think there is still a way of doing wildlife education with animals, without animals. I guess I'm not seeing that it would be a whole lot of change. I guess I would just hope that as I have seen more professionalism in the time that I've been in it, I hope I would see increased professionalism in it in the next 5-10 years and more people that know what they are doing, that are involved in it and presenting the right image and that kind of thing.

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

No. It is hard to think some of the things were kind of overlapping here and there. I guess I would ask if you feel you have a good picture of what we do. You probably do from your background. You probably have a better feeling for what we do here. Maybe the only thing I would add to this would be we've talked about, since we did hit the relationship with the wildlife management agencies and so on, and the education aspect and a little bit rehab, I guess I would say that I feel that there is an important role for wildlife rehabilitators and educators to play just slightly outside of their own organizations by getting involved in a larger picture. I think that is very important. I've had as an individual, I've had a great impact on wildlife rehabilitation and education in the entire state by going a little bit outside of this realm and by being part of forming a state organization. We didn't even have a rehab permit. It was a scientific collecting permit. People shouldn't just think that the only thing they can do is right in their own little realm. There is so much outside of that. I have also, with the formation of our state group, we have changed attitudes. We have the blessing of our state, the Division of Wildlife that most other states certainly don't have. Some of it was forced upon the division personnel. They were told by the chief you will cooperate with wildlife rehabilitators but there has been a gradual thawing and cooperative efforts and things like this that have happened that we have helped. I have played a big part in helping these rehabilitators down in the part of the state or over here get along and have things better because of what I did outside of here. That is something that is obviously very important to me and that I've spent a lot of time on but I think it also says that any wildlife rehabilitator, any wildlife educator or rehabilitator can have a bigger impact than you might think you can by just reaching out a little bit and becoming involved get getting going and things. As I said, I kind of was here and as things would change in our landscape here, and there wasn't going to be any more money right now for more staff, so yeah maybe I could have instead of spending my time getting a state organization going sat down and worked on curriculum. But you also feel that where there is a need and it is a great one somewhere else you think let me start working on this. That would be all I would say.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

Honestly I didn't even know this whole field existed. I was a pre-vet major. I always had an interest in wildlife. We lived at a house where everybody brought in the injured robin. My dad was a doctor. Between his medical knowledge and my mom and I being the animal people. I ended up through marriage being displaced from a research job I was doing so I was watching TV one day in a very small apartment feeling extremely claustrophobic and flashed on some bird or something on the screen and they said I need volunteers. You know I got to get out of this apartment. I showed up and had my resume and handed it to the executive director who unfortunately called the animal program coordinator and said I have a great volunteer for you, she is actually more qualified for your job and than you are and I thought "this is going to be a long day". To make a long story short, their animal program coordinator did not turn out and they hired me. As far as wildlife knowledge I had zip. It was pretty scary that she considered me qualified for the job. I could do pregnancy tests on cows. That is where I went around to zoos and I just basically picked up every bit of knowledge I could. I was in charge of the rehabilitation, the care of the educational collection and also educational programming. Learned on my feet to a certain extent and unfortunately as you can imagine, mistakes were made as far as educational collection is concerned and the rehab and before I left there, there seemed to be a continual way of doing things. The animal program coordinator would come in and learn on the job so I actually created a manual before I left. This is everything I learned guys, let's not try all of this out on the animals second time around. I left that area and came up here and there was nobody licensed for raptor rehabilitation in this area. They were being euthanized or maybe the wildlife officer would take them home and try raising them on their own. There was no one qualified. We tried to expand the county park district to include a position such as what I would fill and the county commissioners were not willing to increase the budget for the nature center. At that point, the director of the nature center said okay --- we are not willing to give up on this and she knew I wasn't. How else can we do it. I said well we could start our own corporation. So we founded what was called the ... County Raptor Center and built the entire thing on our farm and it took on a life of its own throughout the years to the point where we realized we could not be located on private property. In 1995 we signed a lease with the Boy Scouts for the acreage we are sitting on now and that is when we started fund raising and renovating the building. Through that whole process what has happened is I got into this because of animals but what I fell in love with was education. I really don't do the rehab anymore. Our project does but I don't personally and the best part of the job is getting into the classroom and educating.

Rehabilitation affects the individual animal. Education is affecting the population is kind of the philosophy on why we put most of our energies into education. Long term we are doing more for wildlife through education than we are helping that individual bird that comes through the door. Often the rehab is viewed as a humane effort more than what I would call a conservation effort.

Besides those reasons for initially becoming involved, are there other reasons why you educate today?

I think there is a lot of personal satisfaction in watching that spark, in laying that spark in that kid who you know you reached. "My grandfather used to shoot those turkey buzzards or those turkey hawks. I'm going to tell him not to". [Those are the sort of real immediate rewards or the child the comes back three years later and still says that I remember when the red-tail shot his poop all the way across the room. It is something memorable, something that sunk in.] We are getting the largest response on junior volunteers from our campers from last summer. We sent out a general mailing, my campers are coming back like crazy wanting to be junior volunteers. You knew you lit a spark. I have kids, so obviously that is what I
migrate towards, the elementary age kids because that is what is running around my house right now. The rewards of working with them. I enjoy our educational collection. We've got some really nice birds that we work with. There is also some immediate satisfaction in enjoying the animals that you are working with too.

**What age are your junior volunteers, how old do they have to be?**

They are between 12-16. Anything over 16 is actually considered for our internship programs and we find that after 16 you are not quite sure what all, they have to be really dedicated and want to do a three month internship. From about 12-16 you can do some fun things with them and get a little bit of interaction out of them.

2) **What makes your wildlife rehabilitation education programs valuable to their audiences?**

We try to give a connection. We do a lot of interaction and it is kind of that same old thought that if you don't feel connection, if you don't love it, you won't take care of it. So in our educational programs we try to dispel myths obviously but also some sort of connection to that animal or where it lives, whether the kids are out here doing stuff and its all physical, they're out in the habitat, they're building the nesting boxes or whatever or you do the outreach where you show up with a bird, that sort of connection is what we really try to create.

3) **What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?**

Within our area we have a county nature center who presents programming, we have an outdoor school where the kids go there for 3-5 days and we have a farm which is a state run organization that obviously does more with agriculture and organic farming. Actually it is one of the first to do organic farming. What makes us unique is our live bird presentations. The local nature center has a live collection but the handling of their birds is not acceptable within the public's eyes. They often will call us when they want a live bird presentation. We also have a larger collection, we have 11 birds we use in programming. We actually will allow them to choose their type of bird, we have a list of about 8 different programs but they can also get what is generically called reading, writing and raptors. I can say well what do you want, what are you studying, do you want kestrels, do you want peregrines, do you want a turkey vulture. They can kind of pick it that way which helps them in their classrooms. I don't know if this makes us different, I don't want to say the other guys don't do it, but our strength is fun, we really push it. We don't do the slide presentation, everything is fun. We want to create enthusiasm so everything we do revolves around that with our education. What also makes us unique is that we sit on a very valuable marsh and so as our programming enhances out here, we have species that nest and breed out here that don't breed anywhere else in the county. We've got a beaver dam so that is really going to be a fun thing, we can tap into a lot.

4) **What are some barriers to you fulfilling the educational potential of your program?**

Staffing which basically is money. At this point we are developing an internship program which is going to make a big difference on, right now I am kind of doing everything. I've gotten out of the rehab which was a very important element to get off my desk and I don't want to give up the education but to a certain extent to make sure this project doesn't go under, I need to make sure I am doing the fund raising and the PR. So we are looking for internships to come in and be able to strengthen the education. I would like to see our part-time naturalist become a full-time naturalist. Because part-time help as you can imagine that means they are part-time somewhere else too and that makes scheduling difficult. So I would have to say that is one of the big hurdles right now is that we need to increase staffing which comes right down to the dollars to do that. The other one is we are also pushing for an endowment and that is what we are working
on right now which for one thing takes a good bit of the stress off my back so I can spend more time
developing our education curriculum. What I am doing now is pushing to enhance and change and make
our curriculum bigger and stronger and also trying to make sure the dollars are there to do that. It would be
table to either raise the dollars and let somebody else develop it or have an endowment which is paying the
bills so we can move things towards education. I think that is probably everybody's barrier sometimes. As
far as administration, I don't have any of the bureaucracy because we are a private non-profit organization.
Those types of issues don't need to go through our board. Those are not policies. So this sky is the limit as
far as developing, we are not restricted by any other organizations.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives?
If so what are they? If not, please describe them in your own words.

We have our typical mission statement. The mission of the organization is to preserve biodiversity through
education, rehabilitation and stewardship. That is kind of generic. I can't say that it is down in writing
anywhere but I think I have even gone through it. It was trying to generate the connection and the passion
of people with the natural world around them so that they will take responsibility for it and make good
stewards. That is pretty much what we are trying to empower people. We are also looking to create good
wholesome family fun. Other activities, things to do, things that are going to strengthen family values,
things that are going to be real confidence builders for kids. I must admit I kind of use this project to also
help the under dogs and use it that way. I think wildlife and nature does that for all of us if channeled in
the right direction. So our education is also out there for the warm fuzzies and that stuff too.

Would you say your organization is philosophically based?

What do you mean.

Have you defined an actual philosophy statement? When you think about strategic planning,
sometimes they include that also, not always, but did you sit down and discuss any of that?

I think we have our standard mission and I think probably unfortunately at this point a lot of where this
organization goes is probably under a lot of my philosophies and morals more than anything else. It is not
written. We are to the point now, one of the biggest things we have done in the last two years was like this
program can now survive without me. Which is very important obviously to financial supporters to know
that if I decide to hit the road, this project is still going to stand on its own two feet. It is probably to the
point now where a lot of philosophies need to be written down so that if somebody comes in it is not all of
a sudden shoom, everything that everybody has supported and believed in is now, because it wasn't written
in stone, is probably something we ought to do. At this point, besides the mission statement and besides
just the verbals that the director, I work very closely with our board, they are just very trusting of me, they
pretty much just let me run in my direction and haven't really had an qualms with anything I have done to
this point.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for
its education efforts. If so what are they? If not, please describe them in your own words.

I think it is all pretty much tied together.

7) What efforts, if any, are taken by your organization to ensure that these statements are
available to and understood by individuals within and without the organization?

If they are not written, obviously it is hard to make people understand them. The mission is printed in our
newsletter and everything we publish. Our philosophies are pretty much just the way we operate. I think
the public probably knows those through seeing what we do. The typical question the reporters always ask
us is so why are you having this event. Over and over again it is pretty much what I have told you. We are trying to create good wholesome family activities and 9 times out of 10, we have a youth art show, I love seeing the posters. The kids design these each year for our festival. It is the highlight to see what these kids come up with. This year we get to hold it out here, which will be fun. We do that for nothing more than that these kids come back and as far as they are concerned they own this place now because that is their poster. We do the youth art show, it is not a money maker. We usually get somebody to sponsor it to cover our costs for awards and anything else we need to do and somebody donates putting the posters and people are now collecting them so that is kind of fun. Most of our special events, we have fund raisers but they are separate from our special events. Special events are always free to members, usually a dollar a person. They are more or less just trying to get the community out there and do some things. Unfortunately our philosophies are known more through our actions than anything written.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

People always wonder who our press agent is. We are in the paper all the time. This paper loves kids and animals so it is pretty simple. In fact we just released a heron two days ago that the paper thought was the coolest thing in the world to watch this animal go. Through the press, we do newsletters. The educational message in every program always ends with some sort of punch line, key line, whatever. Usually all I try to accomplish with our kids is, I do the program, the kids go home and the mom says so what did you do today at school. Nothing. (She is walking around and fading out) I learned this because my kids bring stuff home in a backpack. The first thing you do as a mom is they tell you nothing but you go oh look it looks like you did this today. Oh yeah we did. So they go home with a picture of one of the birds that came to school and it gives them, did you know this or that. It also gives them things of what to do. And 9 times out of 10, I finish the program with our turkey vulture who is the star of the show and they love all the gross facts. I always tell the little kids two things, usually I don't go into a whole lot on this, I know if I just send this home with them, their parents are going to pull it out of the bag. Their job at the dinner table that night is to tell the parents that is a turkey vulture. Some times it is just trying to generate the conversation at home about wildlife, and I have people go “he is still talking about that turkey vulture”. So that is something that we sometimes are reaching, I might have talked to one kid but if I'm lucky he has now talked to his family and the kids sitting next to him on the bus. So that is a little bit of spreading our educational message. The programming does that, the newsletters and programs out here. Always what we are trying to foster is the appreciation for nature. It obviously started out as an appreciation for raptors, the villains and all that so our program started out really specifying raptor preservation and it has really just grown into a general nature type. We use these guys as examples because these are sitting on the arm when you are giving the presentation.

The next part of question 8 is a little bit more of a checklist. I will ask you if you use that form of education and then also I would like you to give me a number from 1-5 for the amount of emphasis you put on that type of education. 1 will be very important and 5 will be not important at all. We will do that for what you're doing now, the current situation, but I would also like to have you do the same for your ideal emphasis, in case you wish there were less or more.

Over the phone education to people who call about injured wildlife?

Yes we definitely do that. I would rate it as a 1. They show an interest in wildlife and sometimes they are the best ones to do what is best by the animal.
And ideal?

1. If we had an ideal situation for that, I would like to have a hot line, is that what you mean? We are hoping that at this point we will be able to, well because we do outreach and we don't have volunteers, 50% of the phone calls you get an answering machine. So obviously the ideal is to have somebody physically answer that phone at least during business hours if not 24 hours. At this point that is not happening. They talk to an answering machine half the time.

Informal education to donors who bring in patients to your facility?

Definitely done, yes. The ideal is we are looking to put together a flyer instead of just the standard you know you have your admittance sheet. There is not a whole lot of information on that. What would be the ideal is that we want to have a flyer on songbirds, raptors so that they actually, because usually when you are talking to somebody they are so concerned about the animal in front of them they may not hear some of the things you are saying. So actually sending them home with a little flyer that they are going to look at later that night. That would be our ideal. I spend a lot of time, when someone has taken the time to capture the animal or call me, I usually educate and interaction as much as I can. I would put that a 1.

For both current and ideal?

Yes.

Special events at your facility or in the community?

Those are 1s. We are currently doing that and ideal is that we get a higher attendance to them.

Fund raisers?

As far as educational opportunities?

Yes.

They always bring in somebody who does, like we bring in the Zoo, it has an educational value to them, and like our art show is conservation for wildlife so its got an educational value. Let's give it a 2.

And ideal?

I think we are doing what we want to do.

Education through various media including TV, newspaper, newsletters?

Important 1 yes. Currently yes we do all that. Ideal we've talked about being involved in like doing a wildlife talk on a local TV station at some point. They have talked to us about it, we are just tapped out right now.

Public tours or visits?

Educational value is a 1. Currently those sorts of things aren't really going to start until this summer. We do do some stuff.
And ideal for public tours or visits?

Would be to have a volunteer set up here where they are able to, we talked about having that there are birding trips every Saturday at a certain time. We've got plans to doing more to that extent of having our volunteers be very knowledgeable in educating people. So that we are able, that when somebody comes here. This building is not equipped yet. We are about to put in and also be designed by June and implemented in September, interactive educational displays. We are also scheduled on the coach tours and all these sorts of things and hopefully our design group gets everything done in time. The whole idea is that there will be a panel in which you or a child, it is obviously going to be designed more towards kids who do more of the interaction, where they will learn things and that is something that they will do where they have to use the knowledge of what they just read or saw. That is how we are going to be enhancing educational efforts when people come here. We have a piano that is coming in that plays bird songs. There are things to that extent. That is going to be our ideal but it is already planned it is just not implemented at this point.

School visits to your facility with pre-planned programs?

That is a 1. We have done a few of those but we haven't encouraged it because we did not have running water out here. Yes all of our programs are pre-planned. (Clicking tape on and off as she moves around the room) This is what keeps the programs from not being entertainment. Obviously they have to have an entertainment value or you will lose the kids but if we send these out to the schools ahead of time, then the teacher is working us into their curriculum. If we are lucky this gets them thinking ahead. So at least three weeks prior to any program the teacher receives these depending on what all they are doing. We are just, they are not published yet. With our new educational curriculum, I've simplified it. These were done through grants. They were pretty pricey to print up. We now have in just bifolds. Lets say they want to do recycling the wildlife way. It gives examples and a pre activity and a post activity. This has like 8 activities in it. It is great, probably overkill but we've simplified it so that we can now hand, we've got 8 different flyers that they can get depending on what their curriculums are. That is to basically to get them to do that. Something before we are there and something when they are back in the classroom to enhance the education.

School visits to your facility without pre-planned programs?

Don't do it. I guess that is really not important to us at all. Everything has some sort of plan to it.

Off-site school programs?

Outreach is what we do the most at this point and they are actually all done with the pre-plan. They would be a 1 and ideally I don't know how we would change what we are doing.

Programs with non-school community groups?

They are still a 1.

Ideal?

I don't know how I would change it. I guess I just put those right out there with my outreach programs.
Are there any others that I haven't included?

I don't think so. The only one you didn't do was education to peers. I guess that is something that I do quite a bit of training at other facilities on improving the educational care of their collections and also just techniques. That is something that basically improving how other people are doing education makes a big difference I think also on the educational efforts out there. I am not a competitor, I have a tendency to let all work together.

Do you think you could put those on that scale, would you give them 1s?

Yeah I think that is a 1 and we've got it currently going and in fact we even got a book that goes with it.

9) Who are the main audiences of your education programs? What would you say is the main audience?

Schools.

Any particular age group?

3rd through 6th.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

I would like to be a little stronger in the junior high and senior high level. Those are probably, we do preschool, those are kind of interesting when we do those classes on up to the rest homes. So we hit everything but we do only 2-3 days of junior high or senior programs. We seem to lose them at that level. We are hoping to create some curriculums that are going to appeal to the junior high and high school teacher level.

You mentioned about the curriculum. What are some of the things you might do to be able to include those audiences?

Hoping to do more field research type of things with them. I think the key to it is that we come up with something that the teacher does with them in a unit prior to them coming here. When they come out here, it is more whether they do a stream study. One thing we are working on is a stewardship thing where were have a lot of non-native plants that need to be cleared out. We are trying to see if we can get them into a program where they identify native species, pest species and then put in an afternoon of habitat preservation by clearing out exotics. We will see if it works. Sometimes teachers love that stuff and all you can do is put it out there and say hey this is something to get your kids to think about making a difference. It definitely would help us out too. We'll see if it works. There are a lot of things I've thrown out there that haven't worked and others that have taken off. That is all you can do, throw them out there and see what appeals to people.

11) Does your organization have a written master plan that guides the education efforts at your center?

No. We've got development plans, but no I can't say we have a master plan for education. Not beyond the goals for the next year. We do set goals for what we are going to do expanding from year to year.
12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

Yes, I think a plan is a great idea. That is the same thing. You end up, you've got to have a mission or a plan or you get off task. That is really tough because (turn tape over). Some of these are so diverse that I think you could recommend components in your programs that are important along the angles of dispelling myths, leaving wildlife alone. I think you could be putting those types of components in but I think on how to guide your educational effort, I guess that would pretty much be how what it would be. I think sometimes what happens is some individuals end up with an educational bird but I'm not sure they are doing education once they have it and their out the door. I think some guidelines would be good but I don't know how it would be enforced. I think guidelines would be strong.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

We try to get out of the, it is real easy with the predators to talk about being a predator doesn't make you a bad animal and that is kind of that, the turkey vulture we use quite extensively on, after I describe everything the vulture does, I say lets imagine Ikabod as a person. He sat next to you, he picked his nose, he urinated on himself. The kids are all eeeuuuuu. Trying not to have them put human values on wildlife. We do quite a bit of that. Understand them for what they are, what their purpose is. We also get into a little bit of I guess when given human value short of things, we also use the vulture as a beauty isn't everything sort of lesson too. Owls are not intelligent so we dispel some of the myths.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

As I said, the vulture has ended up being a real key to us addressing a lot of different issues. We also do comparisons with the hawks on yes red-tails pick up chickens type of thing but they eat 1,000 rats a summer, thats equal to $50,000 in crop damage. Anybody know a chicken in this room that is worth $50,000. So we will try to get them to think of things in another way. You guys eat chicken. Because the hawk eats chicken, it isn't a bad animal so we kind of dispel the myths that way. Sometimes we will do it through typical team building activities where they do something together and they figured something out. You didn't have to say it, you didn't have to beat them over the head with it. They actually did it through their own interactions and some of the things they ended up doing.

15) What are the most important wildlife issues in your community?

Mostly habitat destruction. We have a severe case of urban sprawl. Basically what we are seeing happening here, we once had 100 acres, now it is 10 lots, the driveway. We have a lot of fragmentation happening in our area.

16) Do you address these issues in your education program? How?

I do a little bit. In utilizing the barn owl, we talk about the difference between grass and meadows and that basically joke around that how many of you have to mow the lawn on Saturdays and blah blah blah. You've got a house and 5 acres of grass around so yeah I often utilize that none of us needs 5 acres of grass. Trying to get the kids to rethink out of just the standard doing what the Jones are doing type of
thought process. That is pretty much how we address those issues. Getting them to tell somebody that they can't build a house is probably not a good idea. You kind of have to address it in your own way. As far as education, we actually work with a local group that is a small entity of something like the nature conservancy. I think we have a little more power going out and supporting their efforts, buying up vital habitat and telling somebody they can't build there.

17) What other issues (or types of issues) do you address?

Well we do in the spring time we often will talk about the birds don't have a sense of smell. You find a baby bird. This time of year we start telling people that it is not a good time to start clearing out wood lots because the owls are starting to nest. So often those sort of messages will change seasonally as we go along. It all kind of depends on the group and what we are talking about.

18) As a summary to the above questions, what would you say are the overall main messages?

Respect wildlife for what it is. Appreciate it and enjoy it. Like I said we are just trying to get stewardship more than anything else out of our audiences.

19) How do you address differing or opposing values and attitudes toward wildlife?

Those are the toughies. You get the guy who raises exotic ducks and the great horned owls are picking them off and he'll come right out and tell you he is putting up pole traps. The worst one I've heard, they take the dehorner powder and put it on top of a post and the bird lands on it and leaves with it and basically eats its feet off. It is awful. The leg hold traps. Unfortunately people are really frank and come right out and tell you this sort of stuff. I'm not a wildlife officer. And often there are times when people will say things to me realizing I'm not a wildlife officer but why don't they think I am going to call and tell them what this guy is doing. All he can do is watch out and catch the guy in the act. Half the time I have no idea who that person was. I'm never abrasive. I try to dispel any misconceptions. If the guy is watching the owl pick off his ducks, there isn't a whole lot, I can't deny the owls aren't doing it because the owls aren't that stupid. These ducks are easy picking. Often what I will try to do is ask them where do you put your ducks at night. Have you put up netting. "Oh, that's too expensive". Usually what happens is if you are one on one with this person, you do the best you can and tell them the best thing, it is illegal, you are not solving anything. The best bet is to protect your animals from predation, not shoot every predator that comes by. Dealing with it that way. You will find when you get one of these hecklers to a certain extent in an audience, he is outnumbered and usually in those cases what you do is I take the high road. I say well actually these are the natural history facts. He'll come back at me maybe once and then I'll say it again and then I move on and I just take the high road. You are not going to change him but there is probably somebody else in that audience that really wanted to deck the guy to a certain extent and you probably have educated in some way everybody else in the room because this guy or this woman, whatever. The pigeon racers are actually the worst ones in our area. They are not very fond of Coopers hawks. You hear a lot of things you would rather not hear but these things unfortunately are going to happen. Hopefully through a little bit of information, you make it through the thick skull. I'm sure how successful we are with the individuals. It is just who they are. It is that grandson that comes home from school and says I don't think you should be doing that. I think that grandson has a lot more effect on that person that I'm going to. You can shape someone's values until about sixth grade and then from there on out, it is pretty tough to change them.
20) **What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?**

I think the only risk you have is when somebody goes too far in the other direction. Putting the wildlife rights over a human's rights. I think there has to be a balance. I'm more of a believer in the, call me a communist, in the community to a certain extent. I'm not along the Republican line that everybody has their individual rights to do what they want. I think you need to be a little bit more flexible than that. I think you can't go in the whole other direction of putting the wildlife ahead of the humans because the humans are just going to block you out of that one. They are just not going to listen to you, you are now an extremist and you are not going to have any educational value.

21) **How would you respond to a student who says during a program, "Well, my father hunts"?**

That is tough because dad is not wrong. I get those and my dad shoots those. Usually what I will say at that point is what did you just learn about this hawk? What does he do that is good? Okay great he eats rats. So if your dad shoots this hawk, how might that be bad besides that the hawk is dead. And then they start thinking about the rats. You kind of put it back into the kids hands again and you can't say well your dad is an idiot. You want to but you can't. So often you try to have the kid or the individual come to the conclusion on their own that it is not the right thing to do.

**Similar along the same lines another example where a student that says that "When he was little, my grandfather had a pet crow."**

I will say to something like that that the laws have changed. Your grandfather could have probably had a pet hawk many years ago too. You were allowed to leg hold trap and shoot any predator you wanted to before 1964. What I like is when the older gentleman comes up and says I used to shoot those and now I realize how wrong I was. I only shoot them with my camera now. Those are neat. It wasn't anything I did. It was something that he has just evolved to realize that as a kid those were not the things to do. I deal with each one of those cases. The tough one is when somebody comes up right now and says I have a pet crow, saying my grandfather has one. It all depends whether I want to educate or enforce. If it is a crow, I don't do a whole lot of enforcing. I usually will educate. I will tell them it is against the law. I understand the thing sits on your shoulder and blah blah blah. I usually don't enforce. If somebody comes up and tells me they have a red-tail hawk, I say that is really cool. Where do you live? I'd like to come see it. And they will tell me exactly where they live and then I will just call the wildlife officer and let them deal with it. It all depends. I know I am being bias, but if it is a bluejay or a crow, I'm pretty comfortable that that animal has a decent quality of life because actually any sort of commercially bought cage would be suitable for them. Anybody who has a red-tailed hawk, I can't imagine that their quality of life has been adequate. I can't say that as far as policy I am real consistent on that. It often depends on the, and that doesn't happen very often. But crows you can shoot as many as you want 9 months out of the year in this state. I have a real hard time saying, I know legally they can't have it as a pet, but I have a real hard time saying you can't have it as a pet but your neighbor can shoot as many as they want for 9 months out of the year. I guess that is another reason why the crow issue is, I can be biased because I am not law enforcement, it is not my job to enforce the laws, it is just to inform so that is what I do.

22) **Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?**

Most definitely. You go to any rehabilitators conference and people will stand up in front of these individuals and say if you aren't educating the public, you aren't doing your job. I don't think that is fair because I don't think everybody is designed for education. I don't expect our volunteers to be everything. I have people who I wouldn't stick in front of the public but they are really great at feeding the baby birds.
So I think that yes for rehabilitators who educate is really a good line to put in there. I think we can all learn from each other's techniques. In training as you mean like you have to have a certain amount of training to have an educational permit?

Not necessarily.

Yeah I think training is. That is something that we kind of do within the network. Somebody is new in the business. I say well go down and talk to --- or talk to --- or whatever. You kind of naturally do that on our own to a certain extent.

Do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

I think anybody who does raptor education has got to be doing values. I'm not sure that those two aren't synonymous.

23) Do you use live animals in your education programs? What types? How?

Yes we do use live animals. What types - we use birds of prey plus vulture which is actually not a raptor. We use game birds occasionally, quail that we have hand raised and release at the end of the season. We use a tarantula and we use worms. We do dispel some myths with these things other than birds. We borrow animals from other facilities, snakes for some special programs. We only maintain, the worms we go out and get obviously, the tarantula we do maintain year round.

24) What are your beliefs about the role of live animals in education programs?

Connection. I think you can captivate an audience more with a live animal than you can with a slide. It is that connection. A child who has sat there and seen a red-tail hawk nose to nose I believe personally is less likely to shoot them when one flies over their head when they are out with grandpa or whatever. I've even had kids say that. After realizing that these animals have a personality is a strong word, they are a being, they are not just a target. I think after they watch them, the kestrel bob its head, the red-tail turn it all the way around. I think there is a definite appreciation when they have experienced. For years our birds didn't have names. I was very much against that pet like image. The board wanted to start an adopt a bird program. I said when you adopt a bird people don't want to talk about the vulture, they want to adopt, and these birds had names, I dealt with them on an every day basis. They had names but they didn't have public names. I was bound and determined that if we had to do the name thing, they were all going to be educational names. The only one that doesn't have an educational name was because it was one of our first birds and she had been nicknamed Maggot Maggie because she was found with maggots in her brain and she was one of the favorites of the president of our board and he goes your not allowed to change Maggot's name. I can't call out the red-tail called Maggie. So I tell the story. It is like so engraved in me that if her name is Maggie, I'm sorry guys you are going to know why we call her that. I did a survey one time and I was curious, more kids could tell me the birds name then they could it species and that is what I didn't want. What I do now is give the whole talk on red-tail hawk or whatever. If they ask what her name is I will because they all get an adoption flyer at the end too. It is to appeal to the kids to perhaps adopt the bird later. They had Maggie come to their classroom or whatever but the name is not part of the program. If the question is asked you bet I will tell you. I don't keep saying watch Maggie do this, what Maggie. The red-tail hawk, the red-tail hawk. Kind of reinforce that. That is where we try to generate, and the one thing which we have changed in our programs is I used to be very big on the (she is whispering and I can't understand what she is say). Trying to detach. It is not a pet, it is not a pet, it is not a pet. Also you have them feeling like I don't care about the animal to a certain extent and they do want to know that the handlers there is an interaction, a bond or whatever. I've evolved my programs a lot and all of our birds do something. The turkey vulture has a whole repertoire that he does. He bows. When I spread my wings he
will spread his wings. We get that sort of interaction to a certain extent. The red-tail for example, all she
does is turn her head around backwards. I can only turn my head this far and look how far she can turn it.
Those sorts of things that are natural behaviors, they are not tricks but they are memorable and that is the
whole connection thing we are trying to do.

Anything else for that section?

No. This is a pet peeve of mine that these animals were not put on this earth to do this. Your highest
priority has to be their dignity and their quality of life and that is just a real stickler with me. Even though
we use these animals for this purpose and they are actually ambassadors for all the other wildlife out there
we have to realize that this is not a natural thing we are asking.

Relationship between wildlife rehabilitation education and government wildlife agency education
programs:

25) What is your definition of wildlife management?

Mine would be habitat preservation and also because we have, the natural biodiversity of this state no
longer exists. Even though I don't hunt, there is a necessity for controlling the species that don't have
natural predators anymore.

Do you address wildlife management concepts or issues in any of your educational efforts?

Yes we do. As long as they are not politically motivated we do. We just had a big thing go through on
dove hunting and we had to stay neutral. My personal opinions obviously can't interfere with what this
organization is. Those issues are addressed more through questions and answers. Our presentations are
always ended with if they are big audience presentations, we hang out for 15-20 minutes afterwards with a
couple of birds on the arm and let people come up. That is often probably the most valuable educational
time. They have a specific question, they have a specific habitat, how can we draw these animals in.
Probably end up doing more concentrated education in the last 15 minutes then at any other time. In our
standard school programs, I wouldn't say that wildlife management isn't addressed except through habitat
preservation. We don't get into hunting issues. We do get into restoring habitats. That is often talked about
quite a bit with barn owls. As far as the management of species without predators, unless the question
comes up it is not something we address.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how
does your education program work with those programs?

Yes. There is Project Wild and there are a couple of the schools when they do Project Wild they will bring
us in as an element to that. We do do things with these programs to the extent that when the Division of
Wildlife sets up a display at the state fair, we are also down there with our birds. In the past when our
programming was slow, we also allowed them to use our birds but we can't give up our birds in the
summer time where we used to be able to. We actually have done some joint things. We have a birders
paradise weekend. Two of the naturalists from the division come up and are part of that with us. So we
work very closely with the division. I feel very comfortable with my relationship with the state
organization. Federally the only thing we do jointly as far as the federal program is we utilize their
International Migratory Bird Day packets and posters and T-shirts and things to that extent. That is
probably the only federal program that we incorporate into our educational programs.
Is this as much as you'd like, less, more?

It is a pretty good balance right now. I'm sure anything could always increase but I can't say right now that I could say there is something that I really wish that I could do that we are not doing right now. I'm sure something will increase as time goes on.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

Yes I think we overlap in a lot of things trying to create stewardship in the community. I think both organizations want people to enjoy wildlife and so I think, even if the educational efforts aren't done in the same way, I think we are all in it for the same cause in the long run. We want a balance. Pretty common goals.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

Yeah. I think that, you know it is really hard to differentiate. Obviously your opinion of their values is certain individuals values so you kind of have to overlook that. I would just say in general yes. I don't know if I could describe it any better.

29) How might these two groups increase cooperation and communication?

Between them or between them and us?

Them and you I, should say, or rehabilitators in general?

I guess, I think I have an unusual relationship to tell you the truth. I don't think as many wildlife rehabilitators are as comfortable with their state and federal agencies. A lot of it is that they have had conflicts in the past. I'm not going to put the blame on one side or the other. As I said, you can't put the agencies, obviously there is a lot of individual personalities that cause a lot of these conflicts. I think the best way is pretty much what we are doing here in the state. The state Wildlife Rehab Association, we have a mediator to a certain extent so that you have the association who has a fantastic relationship with the division and hopefully has a good relationship with the wildlife rehabilitators as individuals. That actually can generate hopefully cooperation with all of them. I know that you've got some individuals out there who are never going to get along with the wildlife officer and that is all just a personal thing. I think having that other organization there is a real key to the success that we have in this state.

Anything else?

I don't think so.
Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

We do. We have a real simple one, five minutes for every year you are old. And don't really expect a preschooler to sit for more than about 15-20 minutes. They aren't even going to sit there for that amount of time. They will probably sit there but you aren't going to have their attention. You have to deviate things about every 3-4 minutes for these little guys. Whether you pass something around or whatever. Yes we do that. We also try to get the teachers to tell us ahead of time are you doing life cycles, are you doing food chains, are you doing skeletons, what are you doing so that when we come in we build on that. I can actually come in and ask the kids questions that I know they know the answers to. Yes we do that.

b. Who determines content?

Content depends on what the teacher had done, how much the kids already know. What they are wanting us to do. Our content also changes whether we are doing a school program. We are booked by a local resort and we are out there every Saturday night 9 months out the year. These people come because they want to see live birds but they are out of state parks so they are also interested in nature. I know that I can do some nature stuff but they're on vacation so they want to be entertained. I know with them we kind of put them down at that preschool level. I have them for about 15-20 minutes max. I have to decide what do I really want to hit and I have to get about 4-5 laughs out of them so they walk out of this having learned something, having fun, this is why they are there. They didn't come to be lectured to. We actually have little key names for these things. That one is called Falcons and Friends. Where the ones for the kids is Reading, Writing, Raptors. We've another one called Raptors Up Close. In fact the poster out on the door advertises that program at -- every Saturday night. Talk about expanding your educational efforts. That has definitely helped us to serve more throughout the state through those types of bookings.

c. What information do you have about groups (school and non-school prior to the program?)

That is pretty much just what I have asked the teachers ahead of time. It is usually just curriculum, how many kids I'm dealing with. Obviously what grade, what have you been discussing, how many students will I be addressing and then what elements of this curriculum do you want to do and that stuff.

31) Do you address issues differently with different aged audiences? How?

Yes very much so. You are going to get into more sophisticated elements after fifth grade. That is kind of where we will get into a little more of, I don't do any doom and gloom until fifth grade I guess is a good way to put it. Until they can understand what secondary poisoning is. Until they can understand that what they put in the stream is going to affect something down stream. You can hit that around the fifth grade level because they have a sense of community. Under that it is just what is happening in their own backyard or in their own house. The world is coming to an end, the rain forests are all being cut down does not empower kids. We really push until about fourth or fifth grade, unless the teacher has brought it up or a kid asks a question about it, we really don't have our curriculums outside of what is happening in their own backyard and isn't nature neat. Once they have that sort of feeling, then when they get a little bit older, they are going to want to care to make a difference when they hear some things that are going to be happening. We still talk about recycling. All those things that are so-called going to help the globe but
they are not really ready to deal with those issues when they are little guys. So that is pretty much how it changes through the ages.

32) **Do you incorporate any certain educational theories?**

Well the eco-phobia one I just told you about came out of the Ryan Society. It's a book. Reclaiming the Heart of Education or something like that. That made me think about when I throw those types of things out. My own little five minute theory. I can't think of any other so-called theories out there. I did not major in education. My theory more than anything else is I watch their faces and that tells me whether to keep on going or to cut it short or to move on. That probably gauges our presentations more than anything else. Just watching the face of the audience. If their nodding, smiling you are doing fine. If they kind of starting to do this, you've gotten a little too wordy and all that stuff.

33) **Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?**

Yes. We have the list of the science proficiencies, things that are going to do. I find I was running into with teachers is oh we don't have time for anything else. What I have to do is make our curriculum fit what they are doing. That is where we've tried to give some other ways that they can tie it in whether it is through math or writing. I've had a teacher call and say I've heard about your Reading, Writing and Raptors and I've been wanting to incorporate. Where that all came from was saying hey we are not something extra, we actually, look at all you can do by utilizing us and it gives you a focal point. Most teachers like to have a base that they are working off of. What we try to push here obviously here is let us be your foundation that you do some other things off of and that seems to work. I don't know how much we really help with the science proficiencies. All those new flyers list what this program will fulfill with their science proficiencies. They are still in my computer. I haven't printed it out yet. One of those man things I would like to have done by now.

**We'll switch to another section, which is actually the last main section of the interview.**

**Barriers & recommendations for improving community education by rehabilitation:**

34) **What are the biggest barriers to helping rehabilitators fulfill their educational potential?**

Time. I think the general rehabilitator runs into that problem. There was one facility near us that just doesn't offer programs during baby season. She knows she cannot walk out the door. Which is another reason why I didn't do songbirds forever because you can feed a young hawk and be back two hours later and their fine. I mean I'm sure it comes right down to money is always an issue with these people who are non-profit. I think also probably good strong guidelines on what their educational programs should be accomplishing. You know when people are doing education just because it brings in money. Sometimes education is done because cool I get to keep this bird or this is a money maker for us. The way that ours is structured is our educational programming supports our educational programming. Each element supports, the way our budget is worked out is I feel very comfortable charging what we charge for programming because it pays for the programming and the care of the collection. The fund raisers fund salaries. The rehabilitation and donations, those two things fund the rehab efforts. I don't think fund raising is a reason for doing education. Some times it is what happens.

35) **In what ways might rehabilitators overcome these barriers? Did you have anything to add to that?**

Guidelines or master plan components, I think a list of components that should be handled in an educational program. Training obviously is going to help with that. Some of them are just personal
choices. I don’t know how you really monitor that. The time thing is obviously getting, when you have a project that you are able to get support. If education is a big part of your project that the rehabilitation is not overriding your educational efforts. That is not always an easy thing to do.

36) **What are some strategies that might help the rehabilitation profession fulfill its potential for community education?**

I think it comes right down to long term goals. You need to make your organization strong enough, you need it to be able to do everything you want it to do. If you’ve got a mission on what it is going to take to operate it whether it is dollars, manpowers, donations and you have your annual strategy or your five year strategy, hopefully then you can fulfill your potential for education. I think that is really the toughest thing. A lot of small organizations fly by the seat of their pants. I am just going to do what I can do now and sometimes they just aren’t able to do what they want to do.

37) **Do you have any recommendations for rehabilitators who are beginning to develop educational programs?**

Go follow somebody else. Learn from their mistakes. Why make your own. I think really the best thing is to see if somebody will let you go watch them. You can even go call. I did this. When are you giving a program, I would like to come watch you give one. You are not taking anything out. Realize everyone’s time is valuable. Just go find out when someone is giving a program and go watch it. If you’ve never maintained educational animals, you have to definitely find out the proper housing, diet, training techniques all that sort of stuff. I think the best source of information is other people doing educational programs. Now the best thing to do is don’t just find out someone who is doing it and go follow them. Talk to a few people and find out who does a good job in this field. Go follow the people who are really recommended in the field and you are obviously going to learn the good habits instead of the bad.

38) **If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?**

Funny you should ask, I have a meeting on that next week. It all depends on your definition of large. My next thing I want to do to improve our educational programming is I think as I said the funding for internships. My feeling is our internship is designed to do two things. One it is going to increase our ability for output because we will have a second person out doing programs but more importantly our internship is also to educate the internship. We have some real neat components to that to make it obviously an educational experience for them. That is right now my thought process. We are looking for three-year funding to establish the internship programs. We’ve just received the money for doing all the new educational displays. You caught be at a good time. If you talked to me about six months ago I would say if we had the money we would do this. Well we just secured that. The other thing is we want to buy some of the land around us but that is more of a stewardship thing I would say. Right now it would be to enhance our educational staff.

39) **Where do you see wildlife rehabilitation education in general, say five to ten years from now?**

I think it is becoming just that. I think it is becoming a profession and not a hobby. The phrase of wildlife rehabilitation education, that is not how I would define what we do to a certain extent. Just to give you a broad view, I mean we do I would say conservation education. Or wildlife rehabilitators who are doing education. If you said wildlife rehabilitation education, that to me says education of wildlife rehabilitators. Just to give you an idea. I don’t think that is what you are asking.
I put those together because I could have done a project talking to nature centers also but I want to make sure what I'm getting is from the perspective of someone who does rehabilitation.

Yeah and that's fine.

I'm trying to think. Where do you see education by wildlife rehabilitators and just kind of, I think that is kind of more what you are asking. Just that. I think it is going to be more professional. You are going to find people who are utilizing the non-releasables for conservation education more than to go out and say look at this poor bird, he only has one eye, he is only here because I am taking care of him. You need to help support my program. Okay which has been the cornerstone to a lot of programs by wildlife rehabilitators. They are educating the public on the wildlife rehabilitation that they do at their facility. Which I understand why they do it but it is not, they are not, those animals now are no longer ambassadors for their species. They are marketing. They are used more for marketing than they are for education. I'll get off my soap box now.

40) Is there anything else you would like to add before we end this session?

(The speed of the second tape sounds like Mickey Mouse.)
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

It started when we started the center. Every time that you pick up the phone it is essential that you communicate to the public the dos and don'ts of wildlife and it has become obvious over the years that formal educational programs are needed, not only in classrooms but in a variety of civic and social organizations as well to raise consciousness. So it has just become a natural extension. Especially having taught, you see the need to develop wildlife awareness in a classroom and in a community.

Besides those reasons for initially becoming involved, are there other reasons why you education at all about rehabilitation today?

On behalf of the wildlife as stewards speaking for those who cannot speak, as trite as that sounds. The message has to be communicated about co-existence.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

From what I've been told, in addition to the educational aids including the birds and animals that do come on the programs, a passion and the love and appreciation for the environment and the animals that we represent is communicated to the audience and hopefully - from what they've told me - that passion, that love of the earth, helps get that message across.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

It is geared specifically to the age groups. It meets the needs whether it is elementary running the gamut through the young at heart, individuals from 70-80. Our message does individualize and because we do bring along our birds and animals, they do help give you that unique message that only that live specimen sometimes can do. Because we rehabilitate we can relate the stories that people are unaware of that brings wildlife to a hospital and the effect that we have on wildlife. I think it is an individualized program.

4) What are some barriers to you fulfilling the educational potential of your program?

Attitudes and values and pre-conceived attitudes and myths that perpetuate and are getting worse as we move into the next century. A disregard not only for ourselves but for our wildlife as well.

Any others that you can think of?

Not enough time or energy.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

That's taken care of (handed out materials).
Would you say your program is philosophically based? That's a pretty broad question.

It may appear philosophical but the goals are to achieve those philosophical tenants. So no, philosophical in formation but not in application. We do what we profess. There's the difference.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

Yes it is combined. And that will be self-evident when you read that.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Dissemination of information to communities through our educational programs. We pass out literature. Use of the media helps gets the message across.

8) In what ways do you convey your educational message to the public?

Our newsletter, our educational programs, the book that we just wrote. Also a handbook and doing programs for national and international rehab as well and our state organization. Using the newspaper and TV and also writing articles for local papers.

This is the second part of question 8 and it is more to put it in a concise way so what I'll do is ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

1, very important.

And ideal?

It's the same. It's very important.

Information education to donors who brings in patients to your facility?

2.

And ideal?

2.

Special events at your facility or in the community?

Very important and the ideal would be too.

Fund raisers?

That's ambiguous. It is necessary obviously to have them continue but not very important in terms of what your goals are, my own goals are. So I am not sure how I should be answering that.
In terms of a mode for getting across your educational message in particular?

It's not very important.

Okay so not very important a 4?

Yes. It could be more important if we had the time

Ideal?

2.

Education through various media including TV, newspaper, newsletters?

1. And 1 for the ideal.

Public tours or visits?

Can be 3 and 2.

School visits to your facility with pre-planned programs?

2 and 2.

School visits to your facility without pre-planned programs?

They're not allowed so I don't know how you want to answer that. And the ideal is that they are not allowed.

Not important at all?

Correct.

Off-site school programs?

1 and 1 for both, very important.

Programs with non-school community groups?

1 and 1.

Are there any others that I haven't included?

Would your youth groups, your 4-H and your Cub Scouts be included with non-school community groups?

Yes.

Then no. If anything comes to mind I will add it.
9) Who are the main audiences of your education programs? What would you say is the main audience?

School groups.

Is there a certain age group for those school groups?

That I prefer, no. It's all ages. Including college.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

Businesses. And more adult programs.

What could be done to reach these audiences?

More time and effort in terms of communication. These would be letters, phone calls of which some times time is not there.

11) Does your organization have a written master plan that guides the education efforts at your center?

Not written but we do have educational plans yes. Something for you. I'm on the committee for the National Wildlife Rehab Association's educational program and what we are doing right now is composing and putting together a major manual for wildlife rehabilitators on how to do educational programs. Both the formal and informal, with and without animals. When we finish that, I just forwarded a major packet to the chairperson of our committee and I will definitely share that with you in terms of doing interpersonal programs, I mean current educational terminology as well. I think that will benefit you sometime in the future.

12) If you don't have a written master plan, do you perceive a need for such a plan?

I think a plan is good. I'm not sure you have to have a master plan because each year may be changed due to children's needs, environmental programs being implemented in schools. One has to be quite flexible I think and a degree of spontaneity. As I mentioned earlier, you can have a grand design or a plan where you present a program to elementary students but that will alter and change when you do one to older adults or high school students. I think having a plan, having an organization, having a well thought through program is great. How many years you like to do this is great but having a master plan I'm not sure that is necessary.

If one was interested in creating one for themselves, do you think that there should be some universally recommended components?

Yes there could be. To include age, type of audience, length of program, some of your general criteria, framework and structure of what an educational program is.
We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

Respectful co-existence. Sharing limited space. Respect for wildlife and especially with our audiences that birds and animals feel things just like you and I. To raise consciousness and promote that awareness. That is in our mission statement.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

It is through the programs through verbal conveying from me. Secondly from the demonstration and use of live birds and animals, through slides and through bringing a child or person up from the audience. Audience participation.

If there is more than one approach, which do you use the most?

It's in the note.

15) What are the most important wildlife issues in your community?

Hunting, misuse of firearms and judgment, encroachment and loss of habitat.

16) Do you address these issues in your education program? How?

Yes. Through example. With slides and/or with the live bird or animal. Presenting the facts and figures briefly.

How would you use a live bird or animal to do that?

For example when we bring our red-tail that was shot, that only has one wing. We also speak to the issue that that bird needs a place to live. With the loss of habitat and the fragmentation of habitat they are fighting and trying to co-exist in a limited space just like we do. We also show slides that visually depict.

17) What other issues (or types of issues) do you address?

Misuse of animals, abuse of animals, the dos and don'ts of wildlife. What to do when you do find a bird or animal that is injured. We also address careers in wildlife and we address animals’ needs. How similar and different they are from ours, humans. This list could go on, these are just some main points.

18) As a summary, what would you say are the main, overall messages of your programs?

That would be redundant but, peaceful co-existence with wildlife. What to do if you find a bird or animal, and birds and animals feel things just like you and I.

19) How do you address differing or opposing values and attitudes toward wildlife?

Gently and I hope with facts and figures educationally, not emotionally.
20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

There is always that public scorn. Disrespect. If you mean public, you are not speaking physical here, I would assume. That's about it.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

And I would ask and what does your father hunt and is it something that you eat. I said sometimes there is a need for hunting within a community. But to shoot at a hawk or an owl is misuse of that privilege.

Or "When he was little, my grandfather had a pet crow."

We take a crow in the programs with us and what I would share with that child and that entire audience is that years ago people were unaware and now there are federal guidelines and it is against the law to have an animal as a pet and to reinforce that we had a crow that someone did try to keep as a pet and as a result of poor diet and improper housing cannot be returned to the wild. That is when we again raise consciousness. It is against the law to have a wild bird or animal as a pet. That is one of my messages I forgot to bring to the forefront. There is no such thing as a pet wild animal. That is one of my main messages that is communicated three times to younger groups. That is really an important part of my program. And that question we often get. That statement, my grandfather had a pet. We hear that 90 times a year.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Yes. Only for people who are serious about educating, yes.

How would you define serious about educating? Is that someone who does it over the phone? Can they still be serious about educating?

I'm talking more in the formalized education, presentation or program. As rehabilitators as we go through an internship and practice anyway you are taught the dos and don'ts of answering the phone calls so no. We are talking formal education program here as opposed to a general education that when someone drops a bird or animal off, that needs to be delineated when we refer to education. Anytime you pick up the phone you are going to be educating and as part of our training process and a hierarchy when you work with a master or an experienced rehabilitator, you are taught the dos and don'ts of publicly offending or getting too emotional or going into a 30 minute tirade when they are dropping off a bird. I think there is a delineation between that and a formal educational program.

Related to that, do you feel that training for rehabilitators who educate about values...

Yes because you never want to alienate an audience and you don't want a rehabilitator going in to a group of preschoolers or kindergartners with a steel leg hold trap creating sensationalistic types of dogma. You want to avoid that. So training and education does help.

Would it be necessary?

Yes.
23) Do you use live animals in your education programs? What types? How?

Yes. Raptors and two mammals. We do not make them the focus of our program because that is professionally wrong. We do not say to someone I've got a woodchuck and now I'm doing a program. They are a small part of the program.

And for people that come here, they can see them also?

We have some educational birds as well and mammals.

Are they mostly used in the classroom or is the exhibition, here on-site, where they really get used the most?

Both.

24) What are your beliefs about the role of live animals in education programs?

They can be beneficial. They can help communicate the message as long as they are not prostituted in the process or made to be a circus type atmosphere because our professionalism with handling those birds and animals reflects our message, and you don't want a contradiction.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

What it is and what I would like to see it be are different. I don't endorse current policies or practices or past management, i.e. control. I think it is erroneous for us to assume that we can control the Goshawk population. Management meaning surveyors, purveyors and supportive. Not interference and not dictates because of monetary rewards, which I feel is operational and has been in the United States for years. Research, gathering of data that would benefit wildlife. Control of diseases that would be inherent. Wildlife management should be to the benefit of our ecosystem and the inhabitants therein, not to the human population which I see it today for our sport and recreation.

Do you address wildlife management concepts or issues in any of your educational efforts?

Seldom.

Could you expand on that?

Wildlife management isn't an essential part of wildlife rehabilitation in terms of the message I want to communicate. Deer management has no place in my program right now. Raising consciousness with the population that your feeding of deer increases the population or the overpopulation is relevant but I do not get into the areas of management per se. It is not relevant in my program.
26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

I'm familiar with some of the programs. I don't believe there are a lot that are going into the schools right now. That's why there is such a need for our programs in the schools. I would say that our programs are compatible and supportive and I think theirs are too to some extent with the exception of using wildlife as a recreational or sport commodity.

**Is this relationship as much as you would like, less, more?**

No comment on that. We work very closely with our state wildlife agencies for the last 15 years. The state association has developed a fabulously working relationship, fabulous working relationship with the state health lab and the DNR. In fact, --- and I are doing a program. It is first time it has ever been done at the national level in March and we will be teaching how to work with your state agencies and associations. So we work well together. But their educational programs, in this state anyway, that I'm aware of, are not real complete - packages and information and natural history sheets are available but there is not an active involvement in the classrooms or with communities unless that information is asked for or acquired through the national parks or state parks.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I do not see an overlap in educational goals.

**Can you describe that a little bit?**

The more information that we can get out about species is great. The DNR put out a facts and data sheets on fox and coyotes. Basically I can walk in and follow up with photos and examples. These are where the animals live. We seem them when this happens. When they are hit by a car, when your family is traveling and hit a deer or a fawn is found. We then take care of them and I can provide further data about their natural history, their feelings. It's more personalized at our level because it is in your face rather than on a fact sheet. It is real, it is out there and you can better create empathy when it is more personalized besides just handing out a fact sheet. My opinion only.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

No, probably not. In that theirs is a management type approach presenting the facts and the data where we take it probably one set farther in terms of appreciation of that and a respect for. We don't see it as a commodity and a wildlife management approach. And I don't have to get into depth on that.

**What do you think creates the differences?**

Wildlife management and population control are statistical factual data and they are also controlled to a certain degree by money in terms of our resources are a commodity which brings in revenue into this state. When one evaluates the pheasant population or one evaluates the deer population, there is a definite correlation with money and income as a sport and as a recreation. If there is any delineation in our field, our profession, we operate without the funds and I think are there more for that bird or animal. I'm not talking emotionally, I'm talking on behalf of a species without human rewards or benefits other than aesthetic. That we could probably go 20 more pages on so I won't go into depth on that.
29) How might these two groups increase cooperation and communication?

Time and effort. We can substantiate that. Our organization is one of the few in the country that has worked. Minnesota also has constant communication, it is constant. Joint respect for one another and incorporating each other’s beliefs into the networking. For example, when we have our meetings at the state level, we constantly invite the federal and state agencies to participate and in fact we met and worked through what will soon be the new by-laws and regulations for rehabilitators. The wildlife regulations and for 2 1/2 years we worked with the Regional Fish and Wildlife Service permit coordinator and our state agencies. So it is constant communication. It is not easy because our conflicts are difficult to overcome but it is a long process but it can be done. And we are very happy about that.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

We do have specific age group programs, definitely. Time is a factor when we do something for preschool or elementary that is going to be totally different than you do for a middle or high school or adult group. Keeping the program to within 45 minutes, especially for older audiences is a rule of thumb as well. With your age specific programs you of course have different verbal approaches as well as visual.

b. Who determines content?

I do. Over the years I have found out that when you are hopefully an effective communicator, you are always in tune to the audience. So the audiences over the years have enabled me to throw out what has not been good and to elaborate on what has been successful.

c. What information do you have about groups (school and non-school prior to the program?)

Very minimal. Age and how many. Occasionally we will be informed as to whether they have had a little mini-unit on a science program or owls that has promoted our presentation. But minimal amount of information.

31) Do you address issues differently with different aged audiences? How?

Yes. With an elementary school group for example, one is not going to speak to co-existence or habitat eradication or responsibility. You’re basically there to show and tell. They will not remember your message so much as they will the owl that you are bringing. We will speak differently that you are not supposed to touch or hurt a bird or animal in the wild. With the middle and high school group, we will ask accountability, we will ask for responsibility, we will ask for participation, get them involved. Hold them accountable. Thought provoking statements and questions. We will deal straight ahead with this bird that was shot and I will ask how many of you have eaten hawk. So we will put it down at a much more thought provoking involved type of presentation.
32) Do you incorporate any certain educational theories?

Yes. I won't get into any of those in depth today because that again could be three pages unto itself. Part of that has to do with college training and my previous career. But yes, and those theories are based on individual needs and I'm sure at the university level you are aware of the interpersonal type of communication. We all learn different ways. When we do a presentation, because you do have individuals who learn through visuals, through hearing, through seeing and feeling, we do try to present the same data in a variety of ways to meet those individual needs.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

Because there is such a waste land in school curriculum, even though in this state it has been a mandate to have environmental education, teachers don't have the time and energies, but they will invite us in if they've covered something basic or have birds of prey or April earth week. We do try to tie them in as much as we can. That creates more empathy and understanding for the children. I think it is important to do that. So we are not just a one shot deal. Any time you walk into a classroom and if you just walk in without leaving a message or correlating into that student or adult life, you've gone in and your back out the door and you want to have more impact and influence than that.

We'll switch to another section, which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

Time, money. Because none of us get paid in the property including myself. That means that 95% of what we do here, all of what we do here with the exception of the monies that are returned to us as a result of programs, is totally a gift of the heart in time and energy. You run short when you are doing programs and running a rehab center. You can't do as much as you want. But what we have done to help meet the needs of growing demands for programs in our area is we now have another individual who is going on the road and doing programs for this organization, another educator. That is what I've answered 35. Donations would always help. That is a big barrier because if I am on the road, someone needs to be here and you can't always leave the center so if we have someone paid to be at the hospital I could program forever which would be ideal.

35) In what ways might rehabilitators overcome these barriers?

See above.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

More public relations in terms of, we are a very well kept secret even within my own community after being here 18 years. If there is any way that our association and all of us are in the same boat, whether it is this organization, whether it is a state organization, where it is the national or international, because we are all non-profit running on empty financially, we are limited in terms of how much, if we could put a commercial on TV or run ads in local newspapers and National Geographics, we would be raising our exposure and awareness to the public. Because of limited resources in time and energies, we are not able
to get out our education as much as possible. I think if we could unite forces and funds to create a larger educational campaign through advertising in a magazine or in the media it would benefit our association and wildlife tremendously.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Yes and when we leave I will give you a copy of two of my presentations. In fact they have been published on how to do a program. So I’ll give you those, remind me.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

Two phases. Selfishly speaking I would build a facility, an educational facility on site. Secondly I would use those monies to support me going into more schools and programs so that people would not be short changed if they didn't have donations available.

39) Where do you see wildlife rehabilitation education, in general, 5-10 years from now?

Ideally only, having much more exposure, these would be the media. Advertising and establishing an educational program in schools or communities on a regular basis would be the ideal.

For your particular organization or in general?

In general. Wildlife in general. For our particular organization, that is not even on here unless you want me to answer that.

If you want to.

I would like to see growth in the area.

40) Is there anything else you would like to add before we end this session?

No. But I do want to get those two papers because I think that will combine a lot regarding your specific needs right now for this paper.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

Well my degree was designed, my goal was to go into zoos. That is what I thought I wanted to do. I think I knew in college that I was going to be more interested in the public and administrative aspects than I was in the hands on keeping. The design work I was always interested in, that kind of thing. I got my first job at this little zoo in my hometown where there was a part-time curator a part-time director, me and another keeper and it was one woman running the concession stand and the admission box. I got an opportunity right out of college to do every facet of an operation. I mean the keeper work, the education work, the administrative work, working with the board, doing the volunteer coordination and training, things like that. That is when I knew for sure that what I was really more interested in focusing on was the education and the people kinds of things than the actual animal kinds of things. But that was really good that for four years I got to experience all facets and make that decision. Then my next job that I went to was the education curator at the Oklahoma City Zoo. I was there for four years. That was all obviously education, staff development, volunteer training, those kinds of things. Then I came here and obviously it is all administrative. Although because rehabilitation was completely new to me, there was a group of people at the zoo in Oklahoma trying to get a rehab center started that I was somewhat involved in but not very. Occasionally at the zoo in Texas we would get in an animal that needed rehabilitation and we didn't have a permit to do it. I don't even know if we needed a permit at that time, that was then the late 70s. We probably tried because the vet didn't want to do it or whatever. Here I really know a lot about how to run a center, a lot about staff development, volunteers and education but I didn't know anything about hands on rehabilitation. I spent the first three years actually scheduling myself to work in one of the early morning shifts. I learned how to stimulate the cottontails and to feed cottontails and that kind of stuff. It was good for me to learn that stuff, it was really important for me to do it but it very quickly became apparent to me that when I was needed. Even though I could see that at that time because our staff was very small, obviously I might have been needed in there just because they needed a warm body. I think my effort was better spent in getting the staff built up and getting the volunteers and things like that. It was good for me to go in and learn that. Then of course I went to the rehab conferences for the first probably, I guess maybe even for the first ten years. I went every year to a rehab conference so that I would know what was going on with that. I joined the Association of Nature Center Administrators and had been going to those conferences and again I'm getting a lot more that helps me do my job better to help them do their job better by going to those things.

Besides those reasons for initially becoming involved, are there other reasons why you education at all about rehabilitation today?

I don't think you can do wildlife rehabilitation without education. That is a futile effort. I suppose there is a lot of job security in it and I mean we know from when people, it hasn't happened in a long time but in the 80s when people would come in and they would say "Oh I got you another bird". There was this image out there that we realized and we've been working very hard in the last 4-5 years to change that, before, this center was just sort of like, "we are hear to help animals. Any time you got trouble, bring the animal in and we will do what we can". It was almost like a racket. Just give us a bigger wheel, we can still run it kind of a thing. Then we realized that we couldn't do that and so our focus the last 4-5 years has been that rehabilitation is a last resort. First there is don't impact the animal to begin with. Then there is keep it in the wild if you can and then if all else fails, then bring it to us and there is still no guarantee. So why we educate right now is we are just trying to keep our head above water and obviously we are not going to get unlimited funding, we are not going to get unlimited caging so we have to put our efforts where they can do the most good. Preventing impacts in the first place seems to be where our efforts can be the most
useful. I mean you have to remember we are still not in the population business because we were just
down at the field museum, we send them a lot of animals that they use for their study skins so we took a
load down and the curator there was telling us about every year during migration he goes over to the
McCormick building and picks up 2,000 birds every night that have flown into windows. I've spent nights
thinking what can do to keep those birds from flying into those windows and “why are we even here?”
Our naturalist, is like, “just stop and remember we've never been about populations”.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I think it is because when people come in contact with an animal that is hurt, there is this immediate
connection. It is that hook. This may be the first time a person has stopped to think, wow I didn't know
there was a woodchuck in this area. It is a busy lifestyle, all these things going on and you have somebody
who is on their way downtown to a meeting but because they have seen this animal on the road they have
stopped and picked it up, and it is like why is this guy caring? but he did so lets take advantage of this right
now and get him to think about some of these things. I think it is that teachable moment that wildlife
rehabilitation presents us.

3) What makes your wildlife rehabilitation education programs unique as compared to other
nature or environment-related programs?

It has to be the direct contact with the animals. The main reason a lot of the people come to us in the first
place is because they have a need. They assumed responsibility for an injured animal or something and
they had a need to respond to it and so we were able to help them do that. Whereas a regular nature center
might be able to help with the information which we certainly do as well but we actually have an
alternative for their immediate concern.

4) What are some barriers to you fulfilling the educational potential of your program?

In reality there are no barriers. You can say that money is a barrier, you could say that because we only
have 50 parking spaces and we can't get more people in here that it is a barrier but there is other ways of
doing things and that is what we are challenged with all the time of finding it. These kinds of things we are
exploring right now. We know that at the Forest Preserve District there are corporate picnics that go on all
spring, all summer, hundreds of people in the preserves and why don't we just say to them, we are sending
$5 would you like a raptor trail encounter as part of your picnic experience. There really are no barriers.
The barriers are you own limitations and what little walls you put up for yourself.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives?
   If so what are they? If not, please describe them in your own words.

Yeah we have all that. I'll tell you what I'll give you. This is something that is going to go in our volunteer
newsletter. I will make a copy of this for you. Basically we did a mission review in 1993 that, I mean we
had a mission statement which I don't even remember what it was but something about being a good
wildlife rehabilitation at the center and oh yeah we are going to do some education because we think that is
important. In 1993 we went down and looked at our statistics over the last ten years about what our rehab
success rates were, what animals we were working with, what the conditions of those animals were and that
kind of thing. What was interesting was that we focused our mission review on rehab because that was an
immediate concern. We didn't have enough staff, we didn't have enough cages, we didn't have you know
eough money. We didn't have all of these things and yet we knew we weren't going to get them. So it
was sort of a step back and saying you know there has to be more to this than just our sincere effort to do a
really good job and to accept the fact that trying is not enough. I put together a whole day seminar and we
had people from a local humane organization. They are not radical or anything like that, they just do a lot
of education stuff. We had someone from there come, we had our animal control officer come. We had representatives from the state and from the federal government and then I had a lot of district people involved either in administrative or from our resources program and things like that. We spent a whole day just talking about it. This is what reality at our center is. The reality is we have mallards dying from cage trauma, we have more raccoons than we can handle. They are dying because of the spread of disease. We've got possums cannibalizing each other and things like that. We went back and looked at the fact that we were getting in 2,000 cottontails. If they were a cat attack our release rate was 3%. Lets just stop and look at this. That was the first time, we always had weight limits. There are centers that are small enough because of the way they do their volunteers or whatever that they can raise the very tiny raccoons the very tiny squirrels because they have somebody there at 4 in the morning and somebody there until midnight. We work 8-5. I did expand the hours in the summer time, we worked 7-5:30 so we at least get a 10 hour day. That is the reality of what we can do here. We took all of that information and working with the volunteers and the staff and everything, that is when we came up with this idea of caring capacity and we came up with some of these other things. This is where the education really came in because we were sitting there and we'd say that is good, this is what we can handle. We know we are going to be able to do that. Then we are thinking my God we will be euthanizing 300 raccoons and we are like no that is not acceptable. With the front desk staff, and I really give them a lot of credit, they were the ones that came up with the language that was able to convince people when it was best to leave the animals in the wild, convince people what other options there are for these animals besides bringing them here. Actually in that first year we only euthanized 35 raccoons because of quota and that is the most I think we've ever had to euthanize. We always felt that education was important but it was at that point that the education became necessary for the rehab program to succeed.

Yes and that is what I will give you. We've had a volunteer come to us who would like to help us do some long range planning that ultimately would improve, I think ultimately we would all like to see our animals that we have on permanent display in better cages. We realize that it is futile to go in and say well we are going to build a fox cage, now we will build a raccoon cage and darn we should have put a pipe there, that kind of thing. This will go out in the volunteer newsletter just to remind them what our mission statement is and what the goals are that we've set and then I'm going to ask them to do an assessment for us. Tell us how well they think we've been doing. What other things can we do without any new resources and then the what if. You know if only we had a million dollars we could do this kind of thing. Our mission is very short. It is to champion harmonious co-existence between the people and wildlife of this County and to promote diverse and healthy wildlife populations. A lot of this comes from, first of all to champion co-existence between people and wildlife, that is because we spend so much time on the phone counseling people about their nuisance problems. We try not to use the word nuisance. We try to refer to them as urban wildlife concerns, those kinds of things just because we don't want to have a negative connotation. To promote the diverse and health wildlife populations, that came into play when it was like okay we've been presented with 300 raccoons every year. If we build more cages we can care for those and then more and more and more. To what end? So that is to sort of say we know we are going to pick and choose where we are going to put our efforts and that is going to be based on the need of the county. If there was a time when the raccoon population crashed it was like sort of like the alligator or even the Canada Goose with this huge nuisance problem we have now, I mean there are stories about how in the 50s the bird clubs used to put on an alert when a Canada Goose was in the area so they could all go and see it which is hard to believe right now. We know that we are going to be shifting our priorities as the need arises. So that is where that comes from. That is also a statement we put in because we wanted to be sure, because of the misconceptions that some of the commissioners have about all of us bunny helpers. We wanted to be sure that we were visibly demonstrating our support for the district's wildlife management programs, their deer management program. They've had to go and aggressively manage the beaver populations because of the flood plain issues and things like that. Coyotes may or may not be an issue and then on the positive side we also wanted to show support for their efforts to re-establish populations so we are actually helping the grounds and research department captive Blanding's Turtle for release. So we incubate the eggs here and
we head start the turtles for a year and they take and release them. Things like that. Just that simple statement to promote diverse and healthy wildlife populations sort of takes in a whole bunch of things that go beyond the traditional sort of I want to help this individual animal. We identified several goals of how we were going to do that.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

No. Because it is all tied together. Within our mission goals right here there are things that refer to education and rehabilitation and what is interesting is when we came up with these, we chose not to struggle with setting a priority for these things. They were put down randomly. It sort of goes against my thinking because obviously you can't succeed on a scatter gun approach. You have to say if you are going to accomplish something you have to do it in some sort of logical order. We managed to be doing this because we do feel like all of these things are important. There are several educational goals that are intermingled with our rehabilitation goals. The other major goals have to do with, no research because research is frowned on because we are not a research facility, but I've been successful in at least getting very applied research things done. We did set them down that way. The other thing that we did before we even did our mission review is, in coming from the zoo world where your collection is based on what the curator likes or whatever and when I got here its likes out on the exhibit trail we had maybe three cages of red-tailed hawks and it was clearly the exhibits were being driven by the animal care staff who didn't want to let go of an animal. It wasn't blatant like you will see in some centers. Then there was --- who was our one lone naturalist who is saying you know it just doesn't make a lot of sense to devote two-thirds of your collection space to one species. We wrote down what we call exhibit criteria and so each animal before it goes onto exhibit has to meet our educational criteria, it has to fulfill an educational message and then there is also criteria for the fact that it has to display normal behavior and it has to be able to be maintained in our captive situation in a humane way and it can't be a high maintenance animal. It couldn't be something like a night hawk where you have to go in and hand feed three times a day. We don't have the staff to do that. Those criteria have really done very well for us. The other thing that it did was make that decision of what is going to be exhibited became a joint decision between education and animal care. It has also helped us for example we tried to exhibit hawk squirrels for a long time and every time as they got older and older they developed this very annoying habit of urinating on the public which that could defeat your whole mission. Some people thought that it was funny. I didn't think it was funny or healthy. So we made the decision to euthanize the last squirrel that we had just because it was this behavior problem but clearly the behavior was related to other things. It was related to how well that animal was adapting to his captive situation. If you want to say how happy he was. In the long run it turned out on autopsy that it was also related to a medical problem. It was interesting because before we euthanized the animal we called a volunteer meeting because you can imagine with so many volunteers. It wasn't representative with 120 or 130 volunteers, I think there were probably only 30 people there. The decision had been made, it was not that we were putting this up for a vote. As a staff we had made the decision. We were informing the volunteers of what we were going to do and why we were going to do it. Every one of them agreed. They were sad. Everyone of them but one person who just said I just don't understand why you won't let me, I could take this animal home and release it in my yard, I could watch it, I could feed it. Even though I felt very sorry for her at the time because this happened, the room just went oh no you can't do that. That had to feel horrible to that person that she got rejected like that but on the other hand I was thinking that was really great the volunteers really understand what we are doing here and they understand that an animal that is determined to be unreleasable is in fact not releasable. It was an interesting thing and we eventually made up with the other person and she understood what was going on. We have that, we just don't have that in the way you described it.
7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Everybody that goes through volunteer training gets a volunteer handbook. The first section in there is our philosophies so we have a philosophy statement on relocation, education, on exhibiting animals, on using animals in education programs. We also explain our euthanasia policy and our belief that euthanasia is a right for the animal. I take them through and show them the procedure that we use, even though they don't do it. Obviously it is happening while they are here. In addition to the documents that we have in our handbook, and I can get you copies of those as well. We got into an issue once where somebody put on the Internet well if you want a great volunteer handbook for rehab call this center and they will send you one. We couldn't afford to do it if we wanted and we certainly didn't want to get into a position of teaching people who don't have permits how to do rehabilitation. We normally give handbooks to people who actually come to the center and get a feel for what is going on so there is a context for the handbook. I will give you a copy of one of them. We have several now because of the education, volunteers and the youth volunteers and then the animal care volunteers. In addition to what they read in the handbook, if they read it, we spend a portion of their training where I sit down and go over our philosophies and discuss our philosophies with everybody. That is a really big issue. In fact we call it a deal breaker. If there is a philosophical difference then you can't volunteer here. We have had situations where people have literally taken this squirrel's spinal injury because they believe it could be saved. One woman did in fact take it home with her. She stole it. She isn't a volunteer here any longer. We've even had to let people go just because we would catch them in there holding hands with the baby raccoons. Those kinds of things. It breaks your heart to hear them talking and its like you don't get it. Where are they going to be in September when we are out there with the cattle prod trying to make these things releasable and we fail and have to put them to sleep. Philosophical differences are a deal breaker. I will let volunteers go based on that. It doesn't have to be blatant things. It can also be in very subtle ways where there is just always this sort of dissention among the troops kind of a thing. Usually what I found at least in the last 8-9 years anyway is that it is usually one person who is trying to stir things up. When I first got here there was a group of Saturday volunteers that because they were here every Saturday for four hours they felt like they ran the center and they had their own little files at home that they kept track of and it is like they had personnel files on the staff and that kind of stuff. It was ugly and so I just called them all in one Saturday and said you're fired. They said no we're not and I'm like no you don't get it. Where are they going to be in September when we are out there with the cattle prod trying to make these things releasable and we fail and have to put them to sleep. Philosophical differences are a deal breaker. I will let volunteers go based on that. It doesn't have to be blatant things. It can also be in very subtle ways where there is just always this sort of dissention among the troops kind of a thing. Usually what I found at least in the last 8-9 years anyway is that it is usually one person who is trying to stir things up. When I first got here there was a group of Saturday volunteers that because they were here every Saturday for four hours they felt like they ran the center and they had their own little files at home that they kept track of and it is like they had personnel files on the staff and that kind of stuff. It was ugly and so I just called them all in one Saturday and said you're fired. They said no we're not and I'm like no you have to leave. You can't stay here anymore. They were like we are volunteers and you can't fire us. I had the district support and things like that. I found the best way to handle that is through communication with staff. What I tell the staff is we are not always going to manage the center by consensus but we are going to manage it by everybody being involved in the decision making process and at least understanding what it is. You may not agree with the decision but you have to support it and if you can't support it then we will work and work and work until we get it to something that everybody can support. Then as we disseminate information to the volunteers or whatever happens, my goal is that no matter which staff person the volunteer asks the question of, they get the same answer. We've been very successful with that. When I got here you know the reason we did something on one day was because someone on the staff said you had to and that was the answer. That is not good. Our volunteers are trained initially from the beginning knowing what our philosophies are, knowing how we are going to do things and then the staff is continually being reinforced in making sure that we are always going to be truthful and up front with the volunteers, we are not going to lie to them but we are going to be unified. Even things like we had this horrible massacre where our two education kestrels are in a cage together and one, we don't know what happened if one died and the other one ate him. The other one definitely ate him but we don't know if he killed him. --- is very good about taking the sort
of behavior and medical aspects of what is going on and then dealing with presenting it in a way that helps
everybody deal with it emotionally. When those kinds of events happen, --- usually is the one who writes
something up, put it on the board so everybody and read it. Right there is like the center's response to it in
writing that
everybody reads and interprets in their own way and in addition to that, they can ask staff for the details or
the questions or whatever. We really have had a very good working relationship with the volunteers. I
really think it is because of all the time and energy that we spend up front with them.

How about the external groups of people?

I guess it has come down to what we can find that makes the most sense to people. Typically on the
telephone when people have the raccoon in the attic or they have things that we really don't get involved in
physically but we can provide technical assistance. We use a language that we are a wildlife hospital, we
are here to help injured animals. I can give you advice on how to handle this but it is not a solution to
bring the animal here. We play with those kinds of wording all the time. Obviously the same words don't
work for all people either. We try to come up with the best ways to present those things to people in their
context that they don't care about the whole big mission, they just want to know what is going to happen
with them. Again the unified front. Sometimes there is literally a tug of war over the best for these
animals. We have sort of eliminated that in when an animal is presented, our first course of action, because
it is not fair to make the front desk staff deal with that, they are not qualified for them to be in that position.
The first thing they say is, okay I'm going to take the animal to the clinic so our vet can check it. That took
care of the tug of war thing. We already have the animal. Then when there are very abstinent people, once
again it is the same thing. If they hear the same message from more than one person. It doesn't even have
to be a supervisor. I have even told our part-time receptionist, she has been here for six years and she is
really good. She can handle the public better than anybody I know. She is somewhat empathetic but she is
still sure to get our message across. The unified front is another thing. And our educational message, there
you take on a whole different means of doing things. You have a much broader perspective, you have the
different age groups and things like that. We are always trying to convey this message that wild animals
belong in the wild. Beyond that when there are these unique situations that come up, there are things when
you can get involved when you choose to. We try to make people feel that its okay not to get involved. Its
like yeah you happen to see this but it doesn't mean you have to act on it. Sometimes that is all they need.
Then the newspaper articles, radio interviews and those kinds of things too again our message is leave wild
animals in the wild. The center is a last resort kind of thing. Basically we are trying to get people to just
enjoy wildlife. A lot of times people call because they are motivated by fear, they are worried about the
safety of their animals or the safety of their homes or their children or whatever. You have to first of all
address their fear without ridiculing it and then you have to turn it around to something that they can
benefit from. I answered the phone one time and a guy said there is a coyote in our yard and whatever you
do don't tell me you think that is neat. I like to describe anytime there is a new volunteer or a new staff
person coming on, what we are doing a lot with the public is counseling and that means listening to what
their needs are, and where they are coming from, so that you can respond in a way that they are going to
understand. We know for example the person who doesn't want to give up the raccoon, it means nothing to
them that it is illegal. It has no meaning to them at all. If we can convince them that their ability to care
for animal, even though their intentions are good, in the long run may be harmful to that animal. They
don't care if they break the law. I can't break the law by telling them how to care for the animal, those
kinds of things. The other challenge on the telephone is that every kind of person calls, you have to
understand that to them it is a unique situation and it doesn't matter that this is your 10th skunk call in the
last hour. That is something else that I have to applaud the staff on that they never sound bored.
The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Our displays are one way that we have chosen to do it. Actually when they first built this center in 1981 before I got here, the rehab program used to be totally open to the public. It all used to be down in this little garage over here and then the people who ran the center lived in this house. People would bring an animal in and they would walk around the garage and look at all the birds and clearly it wasn't good for the animals, it wasn't good for the bird, the people. It was a mess. It was in violation of the permits. I think a lot of what is happening with the permits now has sort of evolved. It is at a fairly sophisticated state right now. I don't think that was the way it was in the 50s and 60s and 70s. When the district made the decision to build a center and hire a professional staff, they also made the decision that okay the public has been used to seeing the animals so we don't want to hide anything, we don't want anybody to have reason to question our motives and so they decided that for some we would maintain a small collection of permanently disabled animals. That was how the exhibit collection was arrived at. The other decision they made was that when Marlys saw the center for the first time she questioned it and in fact because of her questions we changed our policies. We also have windows that view into the animal kitchen area and also to what we call an exhibit nursery. That used to really function as our real nursery. So everything that was going on the public could see it. Again the reason for that was the transition from having everything open to now having everything closed and that we really wanted the public to know that this was an up front thing, that we weren't trying to hide anything, that we were doing what was the best for the animals to the best of our abilities. Marlys convinced us that we probably shouldn't have the birds in there because they do get imprinted and they do all that sort of stuff. That was an easy thing and we set up the garage as a bird nursery. Now we only have mammals in there when they are very young. They are in incubators, they are under towels and things like that if the public can see them at all it is a miracle. We try to keep signs on the board that in this aquarium under the towels there are possums. If they catch a glimpse of something they can picture what it might be. We keep an inventory on the back wall so they can see what is all there. The keepers are feeding. They do the two feedings and cleaning right there so the people can see. People still don't understand. They will come in January in the middle of a snowstorm and say where are the babies. That was an educational decision right there. One that people know this is a legitimate operation. If you have questions, we will answer them honestly. The other thing of course is that they hired a naturalist and said do some education. So the naturalist designed programs and his philosophy has been and you will see it when you read our philosophy is that you cannot be an island. We could educate people about raccoons but there is a limited life to this very focused program. It doesn't really help people understand how everything works together. Rehabilitation is the obvious place we need to explain how things work together because if you don't you are in conflict. That is what happens. Somebody from in our long range planning systems for the whole forest reserve district, I wish I would have thought of it, he said that the forest preserve district for a logo is the place where nature and people collide and certainly that explains a lot of what we are dealing with. Even though our educational programs will have a broader focus for how things all work together, it is all very directly tied into trying to prevent animals from being injured. Our raptor outreach programs and the raptor programs that we do here always focus on somewhat on what the bird's natural history is, the fact that they are here that you can see them, where you can find them and those kinds of things. Because they are all permanently disabled we also talk about what is this animal's disability. Typically it is an obvious disability but not grotesque. We do have one wing amputee that is sort of being grandfathered in. I think it is this year that they changed to outline specifically, they developed animal criteria which is fairly in line with what we have already. Sometimes we have had imprints which is an invisible disability. It was like this little bird that we had before that was just so obviously, he just didn't act like a bird and so that was obviously a disability. That is used as a spring board to get people to think about the broader stuff. Our naturalist might be able to articulate this much better than I do. It comes from two ways, one you try to get a broad focus and bring them into things that will help further our mission and then the other programs are designed to go just the opposite way to sort of
hook people to sort of care about this one individual animal and then get them to start thinking in broader terms.

This is the second part of question 8 and it will help to put it in a concise way so what I'll do is ask you which of these types of education apply to your organization and then I would like you to rate the amount of emphasis it receives in your program from 1-5, with 1 being very important, 5 being not important at all.

Over the phone education to people who call about injured wildlife?

I but it is because of the demand. It is not really the method that we would choose. It is probably the most effective method for getting across very specific information for what they are concerned about at that moment. I don't know if there is any way to judge but I suspect that it may not be too effective in getting people to think in broader terms. They are trying to solve an immediate problem.

Ideal?

I would love it if the phones would never ring. That is more of a behavioral modification on my part and everybody who works here. I think it is always going to be important. I'm conflicted because I really hate the phones.

I'm sure it is always going to be a very important mechanism. It is just not getting people to think about broader terms I don't think.

Informal education to donors who brings in patients to your facility?

I think donors is an interesting choice of words. It is better than what we came up with. Again that is a 1. I think we are a little more successful though in getting people to think in broader terms about that because first of all it is face to face. Secondly they are sort of like taking in the whole facility and they are like oh wow you have more going on here than just this. It is always going to be a high thing. Not that we want more animals, we don't want that but I think we are always going to have to be focused on what our message is.

Special events at your facility or in the community?

I hate special events. From my personal experience I am conflicted about whether or not they are good or bad. I think it depends on what your objective is. If your objective is to get across something about leaving wild animals in the wild and sort of these very high concept kinds of things, I think it is a miserable failure and a huge waste of time. If your message is to get out there and say there is a Center out there in the area, come by and see us, then I think it is effective. I suspect we will be doing more of these in an outreach mode. I would love to be able to have special events here at the center. The physical layout of the preserve is ideal for it but we've only got 50 parking spaces so there is no way. I suppose we could do bus shuttles and all that kind of stuff but logistically we just haven't worked it out. Here at The center we are going to treat every day as a special event and try to make the visitors' experience to be a very positive one. We are going to try and see that they have some sort of personal contact with a volunteer or a staff person. They will carry that message out that way instead of having a whole bunch of people come in in one day.

Would you be able to put numbers on those from 1-5?

5 because I don't like them. It is my preference.
Ideal?

Ideally I guess I wish I thought they were more important. I think we are going to be going there, I think they will probably move up to a 3. We are going to have to find some way to man these things.

Fund raisers?

Currently it is very low. Part of that is just because of our tax support and things like that. We've never really been challenged to go out and do those kinds of things. Ideally it would be like a 2 because clearly we need to expand our facilities so we can do more in programming.

Education through various media including TV, newspaper, newsletters?

I think we do pretty good with that. I think right now it is probably a 2 and I think that is about right. It might be a 3. There are probably ways that we could do better. It is always mixed results. We do a really good job of brochures except we may do too many. We go back and forth. Do we want one general thing that tries to give everybody everything they need? Now we have gone to a series of living with coyotes, living with geese. The forest preserve district has a lot of those. A whole group of these talking about the deterrent techniques and everything. We do a fairly good job of that. People are taking them and they're using them. They serve somebody, I don't know who.

Public tours or visits?

I think that it is probably a 2. Everything can't be a 1 and so you have to balance these things. I think that is probably about right.

School visits to your facility with pre-planned programs?

That is a 2. We put a lot of emphasis on that. That is expanding. It has really helped having more naturalists on the staff. It will be interesting to see. I was predicting we would do 25% more programs. It could be 50% or more.

So ideal would be?

I don't think that needs to be 1 either because in our situation to be more emphasis on that is to take away from the public tourism and the visits and things like that.

School visits to your facility without pre-planned programs?

They are fine too. Actually I guess in my mind I'm not really distinguishing between any. The public tourism visits is what I would call casual visitors. Yeah we would like to have more casual visitors come. Until we get more parking I don't know how possible that is. These things with programming, the off site programs have just become a reality of our times. Schools can't get buses so we had to find a way to go out to them. Right now I am working with our foundation to try and get a corporate sponsor for our program fees so that they would actually just underwrite all the school visits here, not just schools but groups and all of our outreach programs. I think $1 per child to come to the center is nothing. We do charge $75 for the bird programs that go out. There is a lot involved in getting those out. I think it would be a nice cooperative effort to have those programs underwritten so that I could demonstrate to the commissioner that we are generating revenues but we could demonstrate to the schools that we think these are important programs. All you have to do is call us. They are paid for, they are presented. Call us and write a thank
you letter to the corporate sponsor.

**Off-site school programs?**

I guess you are detecting I don't like this system. I would say probably a 2. That is probably where it should be.

**Programs with non-school community groups?**

Those are probably at a 3 just because we don't get that many calls for them. We really haven't promoted them very much because it is just choices. We haven't promoted them because we are afraid we will be inundated with them.

**Are there any others that I haven't included?**

No I don't think so. One thing that I mentioned before that we thought about doing is looking at events that are already in place like the corporate picnics. There is an audience that is already there, it is already gathered. All we have to do is find some way to invite ourselves. I think that we could probably do more with showcasing The center and bringing Our name out, but I also think it might be one of those things that you could create a meaningful teachable moment. The other thing that we have thought about doing but haven't really pursued much is looking at all the time kids spend in the mall. If there is a vacant store front, it might be worth our time to just coordinate with store management. For the time while this store is vacant, would you care if we can in and set up a little display. We wouldn't pay a fee or anything to be in there, we wouldn't charge anybody anything. Again that is sort of taking our message to where the people are. I'm interested in exploring those things, I'm just hesitant because maybe there is a reason nobody is doing that. Maybe it will be like the special events and I got so turned off of those when I was working in zoos and we would set up these elaborate displays and have the live animals and everything. It was the cowboys coming by looking at the boas and saying I would like a belt out of that. I have mixed feelings on that. I think there is an audience out there that we could go to and reach. Where we are at right now we just haven't had the man power to develop that.

9) **Who are the main audiences of your education programs? What would you say is the main audience?**

Children.

**Any particular age group?**

We start even with preschoolers. We have programs for them just because we are trying to initiate and it is unrealistic to think that we are the ones that are initiating their experience but we are at least trying to do our part. I would say that probably the bulk of our focus right now is in the elementary schools, probably 2-5 grades. A lot of that is just logistical reasons. Easy school system to work in because they have one teacher all day whereas junior high and high school have other complications for time.

10) **Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.**

You can just look at the numbers. This County has a million people in it or almost and we are still talking about less than 200,000 people. Clearly there is a whole huge audience out there. I don't think it is necessarily any particular group. I think it is all groups that we are missing. There are things that we are doing that we don't know whether or not we are reaching people or not. I think it is just a numbers thing.
We start even with preschoolers. We have programs for them just because we are trying to initiate and it is unrealistic to think that we are the ones that are initiating their experience but we are at least trying to do our part. I would say that probably the bulk of our focus right now is in the elementary schools, probably 2-5 grades. A lot of that is just logistical reasons. Easy school system to work in because they have one teacher all day whereas junior high and high school have other complications for time.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

You can just look at the numbers. This County has a million people in it or almost and we are still talking about less than 200,000 people. Clearly there is a whole huge audience out there. I don't think it is necessarily any particular group. I think it is all groups that we are missing. There are things that we are doing that we don't know whether or not we are reaching people or not. I think it is just a numbers thing. Clearly we are not reaching everybody in the county.

11) Does your organization have a written master plan that guides the education efforts at your center?

No.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

I don't know if I necessarily see a need for a plan. I think what served us well is the philosophy that we all agree on. This is what we are about and this is why we are here. From there is it like how can be best follow that. I'm a person who likes planning and who likes to do the planning but I think in order for you to be very responsive, it has to be a dynamic plan. Maybe my rationalization is that the center's plan is so dynamic that we didn't even write it down. Obviously we have an agreed upon direction that we are all going. How we achieved it without writing it down I don't know.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I think the most basic one is that we are all interconnected. I'm a little hesitant to say that we believe everything has an equal value because clearly we make choices. Everybody makes choices. We certainly try to promote that you shouldn't place human values on wildlife and that is part of our counseling to help people understand that what they are seeing in nature isn't going to conform to what their experience is. So the cottontail that leaves the babies alone is not a bad mother. We certainly not to promote that there is no good or bad in nature. The crows that steel the baby squirrels to feed their babies are not bad. It is just nature.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

Our naturalist is very good at developing things in a story telling fashion. Even our little animals program that we use for preschoolers where we have ring neck doves and rats to demonstrate okay these are pet animals and they make good pets. The animals that you see here are wild animals and they don't make
good pets. So he has poems and stories and interactive things that these kids can go through. So story
telling I think is a major component and he is really the one who has developed that and brought that to the center. Interaction during the program is another thing that we have used. Not so much the Socratic method but the questioning and answering because it can work. I used to like that thing really well but I've seen it fail too many times for me to think that is the only way to go. Again, when they go out with the birds there are the live birds there. Our raptor outreach program for example involves interaction from the very beginning before the kids even see a bird they go through this game of bird words and they misspell the words and they do all this other kind of thing but it gets the kids thinking about everything that makes up a bird and then they get to see the birds, they get to touch artifacts. Then there is a lab that goes with that so that the kids can go outside and they play some sort of predator play game or habitat game or something like that. It is recognizing that there are all different kinds of learning styles, that there are different kinds of age groups that are learning at different levels and taking all of those things into developing each component of each program. We have another program that the naturalist developed - our living with wildlife program and there is one program for the preschoolers, one program for this age group all the way to adult so that when we go do a civic program we can do our living with wildlife program but it is basically the same message but presented in different ways depending on the developmental skills of each age group.

15) What are the most important wildlife issues in your community?

It has to be more of a nuisance, perceived nuisance wildlife, the geese clearly are a bone of contention for people. Raccoons are becoming more and more of a problem. Coyotes are becoming a problem. Again these are perceived problems. Obviously the raccoon in your attic is a real problem but there are certainly ways around it. The deer management thing, the district's active involvement in managing that population. I guess it is not a problem of the animals, it is a problem that there are too many people and too small a space. There are no predators for the deer. There are people that are out there feeding the geese and the people that hate the geese. People feeding raccoons and people hating the raccoons. It is the conflicts that come between each individual person's differing values for how they appreciate that animal.

16) Do you address these issues in your education program? How?

Obviously through our brochure with the living with wildlife series. We try to look at it both ways. Here are the things you can do to help animals. We have a backyard for wildlife exhibit where there is a display that shows how you can landscape your yard for animals and that has a brochure. Plant selections and advice on where to plant the plants so that you can provide for the basic needs of animals without them moving into your home. There are the beneficial things of wildlife, how you can enjoy wildlife and live peacefully with them. Then there are the deterrent things. If you have a problem, here are some specific steps you can take to remove them. The civic living with wildlife program for example talks a lot about those kinds of deterrent techniques. It is good because it starts from a historical perspective and again it is a program that was designed for adults so you can do this. Also it probably does a good job at doing these things, thinking about what kind of people are civic programs. A lot of them are older generation, a lot of them that remember this county when it was still farm fields and things like that. It starts out talking about the historical prospective of what the county was like and then how the county has changed and how our relationship with wildlife has changed over that time. That is a really good tactic. It is a program that flows very nicely. Haven't done it in a long time. Then even with the little kids, the little animals program that we start out with, we start out with pictures of different wildlife habitats and there is the pond and the forest and somebody's house with a tree in it. We are trying to help them understand how everything is connected.
17) What other issues (or types of issues) do you address?

Without being too negative, we always try to talk about what are positive things that you can do, differences that you can make. You don't want to go down that, we're horrible people, it's a horrible world, what's the use kind of thing but we try to talk about responsible bird feeding for example. Helping people understand that when you are feeding the birds you are doing it so you can mass a group of birds for your enjoyment, not for the animals.

18) As a summary to the above questions, what would you say are the overall main messages?

Leave wild animals in the wild. The center is here to help you but is a last resort. Call first. Don't expect just because you see something that in your yard it couldn't be natural. Just because you see it doesn't mean to have to interfere.

19) How do you address differing or opposing values and attitudes toward wildlife?

We try not to be judgmental. We always get the call from the person who has the raccoon in their attic. We won't do anything about it. We say we are a hospital for injured animals. They say so you mean if I shoot it you will take care of it. We find that a good sense of humor goes a long way. Somebody who says that you say I know you are frustrated and you don't really mean that, those kinds of things. I think it is being a good listener and then deciding how best to address those things. That is in the one on one way. Obviously the programs are a little more formal so those things have been thought about well in advance and planned in order you present the information and that kind of thing.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

I think the biggest risk is having people think that they can do it. If they feel like we have presented the center as an option and then for whatever reason it is not an option, it is not a species we accept. (Phone call interruption) The risk is that we don't inadvertently encourage people to take matters into their own hands.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

So. I mean we are not opposed to hunting. I mean it is like bird feeding. As long as you are doing it ethically. We usually don't talk about it but we talk about certainly with the bird program we talk about that it is illegal to hunt these animals and the misconceptions with these birds that they are taking farmer's chickens and things like that.

Similar along the same lines another example where a student that says, "When he was little, my grandfather had a pet crow."

We hear that a lot, we hear that a lot. I'm afraid I've gotten pretty cynical. When people start to tell me that story I start to say how did it end. What happened to the crow? Oh it died or it did something like that but it was such a good experience. I'm like really? So that is more on the one on one kind of thing. In a program situation when they talk about that, I'm just guessing that they would address it that I'm sure your grandfather had good intentions when he took in the crow, but wild animals don't make good pets. In fact there are laws that protect the animals from these things.
22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

I haven't seen any of the rehabilitators do their education programs. The things that I've seen at conferences, run the gamut just like things you see at rehabilitation run the gamut for being really professional, being very amateurish. I think the thing that maybe people who are forced into doing education without the training don't take into consideration all the kinds of things we've been talking about. The different learning styles, the different development skills and so I think that with some training their programs can be much more effective. Not trying to dictate their message at all but rather how they can make that message more effective is where training would help.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Yeah because that is tricky. Trying to educate about values is much more difficult than trying to educate about specific acts.

32) Do you use live animals in your education programs? What types? How?

Well we have our raptor program which we use a great horned owl, red-tail hawk, kestrels and screech owls. That focus is just on birds of prey. That is a formal program. And then the pet animals I mentioned in our preschool programs, then in addition to that we also have the fox snake that was somebody's pet and we do take that out and it is only animal that is a wild animal that we allow people to touch. Our decision there was that this was an animal that people have an unreasonable fear about the if there is anything we can do to lessen that fear that we think it is worth it. We don't take the snake off site. It stays here. We very rarely use it in formal programs. The animal program is the only one. It is mainly more of a trail encounter kind of thing inside.

24) What are your beliefs about the role of live animals in education programs?

Actually I think of our display animals as being education animals as well. I think their role is that they are ambassadors for their species and if somebody can feel some sort of a personal connection with an animal they have met here, then the likelihood of them broadening that feeling they had that one animal to other animals and then to wild animals is probably very good.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

I don't really know that much because I am not involved in it but I think it is having an understanding of what the conditions of wildlife populations and habitat are and then trying to do what kinds of manmade things you can to help manage it for whatever that need is. That is a very complex thing. With forest preserve district we are involved in that trying to remove, introduce species of plants so that we can return native habitat and then the conflicts we get from people because we are taking out all the lush greenness and that kind of stuff. I don't necessarily believe that our goal should be to return things to pre-settlement times. I've seen too many bad examples of where management has gone haywire. The cudzoo in Tennessee and the south is a good example of the nutrient coming in, things like that. Wildlife can go amuck. Responsible wildlife management I think is (1) having a good understanding of what the situation is and then (2) devising a plan with a specific goal to what you want to make the situation be. Realistically most wildlife management I think has evolved from the hunter's perspective.
Do you address wildlife management concepts or issues in any of your educational efforts?

Peripherally. We don't think of ourselves as wildlife managers.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

We use them mainly as a resource. They put out a lot of really good literature and brochures and things like that. They have a slide show that we use that we got as one of the teaching boxes, things like that. So I think how we are using them now is good. Using them as basically a resource to help support what we are doing.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

Well other than just the basic natural history and those kinds of things. Yeah there is always going to be overlap and I don't think it is bad. It goes back to people hearing the same message from a variety of sources.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

I don't really know what their values and beliefs are. The little things I have gotten from the state is that they are more concerned about trying to resolve the nuisance problems, again probably because of public pressure rather than anything they feel about the individual species that they are dealing with. I think there is probably a little bit of conflict. I think their focus is on the population and just by the nature of wildlife rehabilitation, our initial focus is on the individual animal and the individual person who encounters that animal.

29) How might these two groups increase cooperation and communication?

I think just a better understanding of what each of us do and what our role is and of course it always starts from they don't understand what we are doing. Why don't they come and look at us. We have a responsibility to try and understand what they are doing as well.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

I've already talked about that we do the age specific programs. We do programs that are specifically designed for school groups, programs specifically designed for civic groups. Even in our displays we try to do things in sort of a layering type of thing. If you have a chance to go look at the exhibits. Our signs are not the typical postage stamp sign. This is a cardinal, it is from this range kind of thing. We've tried to do our signage and displays in such a way that people at different educational levels will get something out of it, people at different age levels will get something out of it and then we also know from our survey work
that we have a high population of repeat visitors. They come back as many as 9 times a year and so I think the other value that we have in the way our displays are set up is that with this layering effect is that every time somebody comes, they have the potential to learn something different just because they are going to be looking at it from a different way or they have time to explore something in a deeper way. I'm sure our naturalist was planning those things when it happened, but I'm sure it was out of a need to know that he was the only naturalist on the staff and so anything to do with the displays had to be really self-directed and very low maintenance so he could focus on the programs and other things that he does. The other thing you have to recognize is that as children grow, they can come and visit the center as many times as you want. It could be exactly the same and they are changing so rapidly that it would never be the same for them. A lot of things that have to do with change.

b. Who determines content?

Our naturalist has always been sort of the driving source on that. Now that he has a team of people to work with, it will be the education team that will determine content. The front desk is really in touch with what the needs of the public are. They are hearing what the calls are about and things like that. They will provide feedback at a staff meeting or whatever. If they are getting a lot of calls about one thing, the staff will go into high gear and say how can we respond to it.

c. What information do you have about groups (school and non-school prior to the program?)

Usually just about the age and how to find them. Sometimes we know if there is a special need. Sometimes the teacher will say specifically we've been studying owls or something like that.

31) Do you address issues differently with different aged audiences? How?

Sure.

You mentioned that a little bit earlier. Do you want to add anything else?

No.

32) Do you incorporate any certain educational theories?

Yes. One of the ones in designing our whole philosophy about how we are going to educate the public is that we use the hierarchy of needs. That is one that we look at a lot in determining how best to structure a program and how best to determine the need for a program. Our naturalist also uses all of the theories revolving around learning styles. I can't remember any of the names.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

I used to think it was really important but since we've done it and the teachers haven't really taken advantage of it, I don't know. I will get you a copy of this too. We have a youth group leaders guide and at the back of that leaders guide we actually list this program helps you fulfill these curriculum requirements. We don't get much call on that. Part of that could also be the perception the teachers have of the center. If they think of us as a wildlife hospital they think it is cool but they don't necessarily see how it is. There is some discussion right now of even including the word education in our name. It gets wordy but it might help in peoples' perceptions of how we can help them.
We'll switch to another section, which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

It is their perception of what they are. I think it is the makeup of the individual. The reason people become rehabilitators is because they want to spend time with the animals and my personal observation has been that a lot of times the people are more concerned about how they feel when they've done something good. Whether they've actually done something good or not. There are animal people and then there are people people. Clearly wildlife rehabilitation is a point where you really need people who have an affinity for both.

35) In what ways might rehabilitators overcome these barriers?

I think the biggest way would be to get some balance in their life. There is more to life than meeting your feeding schedule. Clearly if you've taken on a commitment to captive rear or rehabilitate so many animals and it is more than you can handle, that is what you need to look at. I'm not suggesting that you skip feedings. It is choices that you make. Rehabilitators don't know how to make choices. They are reactive and so what is presented to them is that is the decision put in front of them and they have to act on that. I think if they would become more proactive and learn how to make choices that are based on a wide range of values, not just what is best for the animal, what is best for the center, what is best for my family, what is best for me kind of thing and make those choices and set their own limits and boundaries within that so they can succeed.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I haven't been to a rehab conference in a long time and I think they have had more focus on the education. I always hate it that they did them on Sunday mornings in conjunction with field trips out to the rehab center that is hosting it. I think for the organization, I don't want to discredit the fact that they have done a good job of putting education on the agenda. They have. I think that they probably loose a lot of people who could be really good at presenting the education program because of their rehab focus. People that really into education are going to the NAI workshops or the environmental workshops, things like that. There is somewhat of a division of audiences. I know Elaine was working with trying to get some representation with NAI and I guess she thought we were going to help her with it but I had a personnel program so that person wasn't going to help her. Then we haven't gotten back into it. I know they recognize the need and I agree with them. I think there are some ways to do it. I think it is a matter of looking beyond rehabilitators. There are some good educators in the rehabilitation field. I don't mean to discredit that but doing for expertise beyond your corp group is always a good way to go.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

I think it goes back to deciding what your mission is. Sometimes mission is a scary word and it has almost become a meaningless word. Deciding what your focus is. Where your energies can do the most good. Just like when you have to choose what animals you are going to rehabilitate or whatever, you may have to decide I'm one person, I can only go to elementary schools, I can only do this, I can only do the special events or whatever. I think they need to be very very careful about the decision to use live animals. I firmly believe in the use of live animals but I've seen so many examples of people who are doing more
harm I think with the way they present it. I've been to very well renowned and professional institutions where they walk around and everybody gets to pet a screech owl and you know because of the oil on your hands and the stress to the bird that it is not good to the individual animal and yet that action is going to override any words you ever say about wild animals not making good pets. I think what they need to do is not do it in a vacuum. Don't just sit down and come up with a program that they think is cool. They have to have feedback from people with different values and people with different points of view so that you message is tested to be sure that in fact you are getting the message you intend out because you may intend to be saying one thing but your actions you are teaching may be completely different.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

Staffing. I mean that is where the big ticket item comes. Then along with that comes with where do you put them and that kind of thing. I perceive that there is a real need here to have some sort of a venue in which to gather groups of people for these programs. And then the staff to go out and do things. I would improve the exhibits just because the image of what we are saying. If you get a chance to look at them, they are corncrib cages. In the summertime actually the cages disappear because the vegetation is so lush. It does provide a very intimate experience for the visitors with the animal. I wouldn't want to give that up to go for the traditional kind of zoo display. I would like to have something that wasn't on concrete for the benefit of the animals, for those birds that can fly, hop that they have some place to fly to instead of up and down, that they could go vertically. Those kinds of things. And then all the maintenance efficiencies that can be created by having better caging as well. I don't think I would change a lot about the direction we are going in or the focus we are going in. I would like more people to do it and better venues to present it in.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

For the center I think and I hope that we are always going to be doing some wildlife rehabilitation. I hope that we are not going to become specialists. There is a lot of movement towards that but because there is just something inherent about choosing specialized that implies that the other things are important. Every time we make those choices we try to balance it with an educational message. For example the state isn't going to allow us to rehabilitate bats anymore for safety reasons. It doesn't mean bats are not important, it doesn't mean that that education isn't important and that bats are not valuable to the community. We have to balance those kinds of things. It is hard to know because there are going to be so many impacts on populations. Who knows what the county is going to look like in 5-10 years. Hopefully what our rehabilitation center and maybe all rehabilitation centers is going to be is maybe they will play a bigger role or be recognized for the value they can play in helping wildlife and people co-exist a little bit.

40) Is there anything else you would like to add before we end this session?

No I've been pretty wordy already.
Transcript No. 8

Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

It has been so long. I don't know if I was asked if I do speaking and just, I don't know how it was initiated. Whether somebody asked and I said I would put together a program. Back then there was nobody to look at and say, “oh, you do education?” Maybe I should do that. There was nobody around then. I really am not sure. I remember my first talk, but I don't remember if they initiated it or if I did. It may have been the school because I knew a teacher there, and she might have asked. I never thought about wildlife education when I got into this. I just wanted to help the animals. It just kind of came after.

Besides those reasons for initially becoming involved, are there other reasons why you education at all about rehabilitation today?

I like to use live birds, which some people don't, but I think it is important for people to get a close up look. You get so many comments about people saying oh this is the first one I've ever seen or I've heard them around my house but I've never gotten to see them. I think people care about things more if they are able to get a close look and identify with these creatures. They need a lot of help from us as far as habitat destruction, loss of habitat. The only way you can do it is make people aware of the problems out there.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I think that it is a combination of learning something about these creatures and the problems they face out there without a lot of pain involved. I try and make it entertaining as well as educational. Kids really seem to listen. When I ask questions or if I go back into a school a year later and ask questions about what I talked about the year before, they really remember. They bring up what I've talked about plus I can tell they have thought about it. They bring up other situations. It is rewarding in that way.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I just don't know.

4) What are some barriers to you fulfilling the educational potential of your program?

Enough volunteers to do programs. Not everyone is interested in doing programs so we don't make anybody that doesn't want to because that is not good. Just having people available to do the programs, volunteers that are interested is the biggest. We could do a lot more if we had more people.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

Our first mission is wildlife rehabilitation. The second is environmental education. Those two plain and simple.

Do you have a board?

Yes.
Have you sat down and tried to work out or write out a written statement for your mission or for philosophy statements?

No. Our basic philosophy is whatever monies come in go toward animal care first and foremost. We don’t have a fancy building, fancy offices or anything. It goes toward cages and their welfare. As far as goals, we try to get through the year.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts. If so what are they? If not, please describe them in your own words.

No.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

We are pretty loosely based as far as a board goes. We get together for meetings but kind of on an informal basis and we just try and do the best we can with the information and resources that we have as far as volunteers or money. It goes towards the animals first, and everybody knows that coming in. We tell people coming in. No body is going to get paid, we are here for the animals and we do our best.

You tell that to the volunteers, not the people bringing in the animals?

Yes. We sometimes convey it to them that yeah our building is falling apart here but our goal is for the building of cages. That is our primary concern. We can go home to nice houses and these animals live here so they get the best.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Through a newsletter we put out. Through booths and talks. Just over the phone when people call. We give a lot of information on the phone, or I try to. It is hard for the volunteers to do it, but I try and give a lot of information on the phone about certain things. I do a lot of education over the phone.

This is the second part of question 8 and it will help put it in a concise way. I’ll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

1, very important.

And ideal?

1.

Informal education to donors who bring in patients to your facility?

1 and probably 3.
What makes you say the 3?

Sometimes we are hurried. If it is real busy or something, we just kind of give them the information they need on that creature. I would like to spend more time with them and talk to them a little bit but a lot of times were are just too busy.

So you said 1 it is very important and ideal is neutral?

No ideal is 1. Well it is important but we can't do it all the time. I guess that is what I thought. It is important and ideally it is important, I guess, so 1.

So in the ideal situation you don't always get to do that?

Yes.

Special events at your facility or in the community?

I would say 1 on both.

Fund raisers?

That is a needed thing, 1 on both. Ideally it would be nice to be able to win the lottery and not have to do fund raisers.

Fund raising in terms of a way to get your education?

It kind of counters, where the games and stuff, I feel we are trying to counteract with the other. Fund raising is a necessary evil but if you could do some education in there too it is not a lost cause.

Education through various media including TV, newspaper, newsletters?

Probably 3.

And ideal?

Ideally 1. I would say any way that you can get the word out is good.

Public tours or visits?

We don't do many. I would say 4 and it just depends on the center. I would say ideally for us 1.

School visits to your facility with pre-planned programs?

Probably another 4 and 1.

School visits to your facility without pre-planned programs?

We've never done that. I don't know.
Do you have any desire to?

No, I think there has to be something. When we do tours we don't exactly have a program, but we have an interpreter with the group and go cage by cage, talking about what is in there, why it is in there and a little bit about the animal. We just don't let them out there. Kids don't read signs so we make them stay and listen.

Off-site school programs?

1 and 1.

Programs with non-school community groups?

1 and 1.

Are there any others that I haven't included?

No I think that is probably it.

9) Who are the main audiences of your education programs? What would you say is the main audience?

I would say school groups in school.

Any particular grade level?

Usually K-6.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

Maybe high school.

How might you reach those audiences?

Probably going to a high school biology class or science or natural science.

Any other audiences?

No that is about all.

11) Does your organization have a written master plan that guides the education efforts at your center?

No.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

I think there should be like a code of ethics maybe. I think there should be some kind of standards or code of ethics or something that should be followed.
Can you think of any examples, or standards?

I would say maybe treatment of educational animals, situations where they should not be used. Types of animals that may be high stress animals that should not be used.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

We talk a lot in our program about, especially kids, what they should or should not do if they find something because it may not need help. That sort of thing. We talk about not keeping wildlife as pets, and why. We talk about not just automatically saying they dislike an animal. To go into the library, we encourage them to go into the library and read about an animal that they don't like or that they are scared of. Find out some information about it because there is usually something pretty cool about those animals and if you learn more about them, perhaps you won't be quite so scared or dislike the animals. I have kind of taken possums under my wing because they seem to be the most misunderstood animals on the face of the earth maybe besides armadillos or something. I've heard so many horror stories about them that I use them as an example that people hate possums. They absolutely hate possums. When I ask people why they hate them they say well because they are ugly. Kids laugh. If I bring a possum I say here is an ugly animal for you. There is a lot to talk about possums, they are so different. I try and get them to read a little bit about them. That is how I learned everything. I did not go to college, I just read a lot. I try and incorporate that into the message. We talk about the natural history and ways that they get in trouble sometimes with power lines or kite string or fishing line. We really emphasize that sort of thing, to pick this stuff up. We can't do anything about cars or power lines but we can pick up fishing line and kite string.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

Sometimes I will try and put the kids on the animal's level especially if it is something like keeping a wild animal as a pet. I will tell a story and then try and get them to trade places with that pet raccoon and use their imaginations a little bit to see how it would feel.

15) What are the most important wildlife issues in your community?

Loss of habitat.
Any others?
Litter, like six pack rings, fishing line, oiled birds.

16) Do you address these issues in your educational program and how?

Yes. We have a slide presentation that we do for usually adults, or if I go back to a school a second time I will do the slide presentation, and I've got some really shocking slides of Canada Goose with fishing line around its leg. We recently got a great horned owl that had fishing line wrapped around its wing tip and it was hanging by one wing from a tall tree 35 feet up, hanging by one wing with fishing line. We were able to save it and release it. I've got some real dramatic picture slides of this bird hanging from the tree. It
makes people think. I've had six pack rings around ducks so it gives them an idea.

17) What other issues (or types of issues) do you address?

I think I pretty well have gone through what we do.

18) As a summary to the above questions, what would you say are the overall main messages?

That we need to take better care of our environment for not only us but because of these creatures.

19) How do you address differing or opposing values and attitudes toward wildlife?

It is hard. It just depends on how it is brought up and who brings it up. If it is a time to express your opposing viewpoint, or sometimes I will just smile. We've had people come to the booth and talk about shooting a turkey vulture and sometimes I just smile and sometimes I tell them the reasons why they shouldn't because they are recyclers and they do a lot of good for the environment and they don't hurt anybody. It just depends on the situation whether I give a counter viewpoint or not.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

I don't know what the risks would be. Somebody might not like you, or have an opposing viewpoint. Oh well.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

We have nothing against hunting. Our organization does not think hunting is a bad thing. If a student would say that, I would say we are not against hunting and as long as people obey the hunting laws, we don't have a problem. Hunting is not a big problem to wildlife as much as loss of habitat. We talk a little bit about hunters shooting something one at a time but if you have a lot of trees and somebody comes in to develop it and cuts down the whole lot, it would be like somebody coming in and bulldozing your subdivision. You put a lot of animals out of homes. That is a much more huge problem than hunting.

Similar, along the same lines, if a student says "When he was little, my grandfather had a pet crow."

Well basically in those situations I just talk about how when your grandfather was small it was okay to have a pet crow. It was not against the law. But since 1972 the laws have changed because people abused it and now they are protected. It is against the law now to have wildlife as pets.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

I think both, it is helpful and necessary. I know when I first started I made a lot of mistakes as far as communicating with kids. And why not, If people can pick up pointers on things they should be doing, I'm always against reinventing the wheel. I always pick up pointers from other people or other projects. I go to lectures about wildlife and education, I always pick up information. Sometimes I use it and sometimes I don't but I think when you are first starting out you make a lot of mistakes. If somebody could just have a list of what you should do and not do. I remember my first talk and it was just horrible when I go back and look at it. I think even tips like attention span for kids, if you don't have kids, it is hard to know. Some people go on and on and they use big words or they will talk way down to them. If somebody could just give them some pointers I think it would help out a lot.
Do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Well if you are talking about values, I guess that is probably less important because you probably have values, that is why you are in wildlife rehabilitation, and you want to educate. You've got values. I don't know if anybody giving you values is going to change anything.

23) Do you use live animals in your education programs? What types? How?

Mainly raptors.

Generally, in what way do you use them?

Talk about them and their natural history. Why we have them.

24) What are your beliefs about the role of live animals in education programs?

Some people don't like it. I personally think you can't beat it. You can't beat the living, breathing animal there.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

Just to keep track of the populations I guess.

Do you address wildlife management concepts or issues in any of your educational efforts?

No.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

They are pretty non-existent.

Would you like to see relationships in terms of the education programs develop?

Yes.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

No. They don't have any.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

No.
29) How might these two groups increase cooperation and communication?

I guess they just have to have a goal set that they are going to provide some sort of educational programs. I don't think they are interested at this point or either that or there just isn't enough money maybe.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Yes we do.

b. Who determines content?

I do. I would say the speaker. We are pretty flexible. We let the speaker, whoever is speaking, develop their own program. We use a specific set of slides but I didn't want to go in and say you've got to do it a certain way. I let them develop their own personality and their own way of doing things.

c. What information do you have about groups (school and non-school prior to the program?

Ages, amount of kids and if they want me to focus on anything in particular. If they are studying a certain subject, like owls, I will bring owls.

31) Do you address issues differently with different aged audiences? How?

Yes. I go more in depth the older they get. Pre K and pre-school we deal with basics like what does it eat, where does it live and that sort of thing. I keep those programs very short and very basic. The older we get we talk about human imprinting and get into more in-depth topics.

32) Do you incorporate any certain educational theories?

No.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. Well I shouldn't say no. Like I said, depending if they are studying adaptations I will bring in the feet, the beaks and the skulls, and we will do a specific thing on that. I was thinking more like project wild or something, which we don't. If a classroom wants me to come in and talk about a specific subject or whatever, I will try to do that.

How important do you feel it is to do so?

I think if they've got specific topics or needs, sure it is important.
We'll switch to another section, which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators, in general, fulfill their educational potential?

I think the hardest thing is getting over people's fear of talking in front of a group. There are a lot of people who are afraid to talk in front of a group and I think just getting over that part of it. Some people are more comfortable talking in front of a group and some are not.

35) In what ways might rehabilitators overcome these barriers?

I usually like to recommend to people to start out with an easy group of people which is preschool and senior citizens. Those are the two easiest groups because they are easy to please. Usually they just like looking at the animal instead of asking real specific hard questions. Those groups are easy and that is what we recommend usually to start with.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

Maybe speaking to teachers as far as for different grade levels. What kids at certain grade levels need. What kind of concepts can they grasp at certain ages. What is the attention span of kids at different ages. I think the teachers would have a lot of insight on that.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Just start out with an easy group. Talk to teachers. Don't try and cram a lot into it, that is what I did my very first talk. I just tried to cram a lot into a talk and it went way too long and I did everything wrong. Just start out slow with an easy group until you build up your confidence and go from there.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

I would probably build a separate educational center where you could give talks or slides and have exhibit animals in natural settings, which we might be getting soon.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I would say more environmental centers, more of a location thing. Just more of it. More wildlife educators, hopefully good ones too.

40) Is there anything else you would like to add before we end this session?

I think that all rehabilitators need to do some sort of education. I think it is beneficial to rehabilitation to do education and even as much as to leave baby rabbits there for the mother to come back to. Something as simple as that can lower the numbers on your patients coming through. I think everybody needs to do some of that. I think the phone is really important and I think it is underused because we get real busy and we really don't want to take time to talk to people on the phone. I think that is real important to do that.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

I'm different than most people. As a little kid, we didn't have all the amenities that children have here, TV, radio and all that stuff. We actually used, the teachers there used the jungles and the animals to educate the kids. I went to school with a mixture of kids. I spoke better Spanish as a child than English. We were exposed to that from early on and it has always been a part of my life, even when we moved back here to the states. I've always been very interested in animals. I like to share that information with people because the more I learn about animals the more naive I realize people are. The only way we can educate them is exposure with live animals and so that has always been our prime goal. Everything else we do here just augments that specific goal of education.

Besides those reasons for initially becoming involved, are there other reasons why you educate at all about rehabilitation today?

I think the total disregard and ignorance and arrogance on the part of the human species. For some reason, we think we are superior and the people have lost touch with who we are, what we are and where we came from. This does concern me because people will in some instances be very upset if a cougar kills a deer or an eagle kills a rabbit and they are telling you about this while they eat their hamburger. They haven't been told that cow didn't commit suicide. We have to teach them how the system works. Everything is interrelated and there is a sad state of affairs out there in many cases because people really do not understand what is going on. I think that if we can expose them to it and let them understand it, conservation is not philosophy. Conservation is how you live. They might have a better understanding. We have these little porcelain gadgets in our house that we flush and it disappears magically, where does it go? Well it goes into our water supply most of the time. They don't realize that. Yet they don't want to talk about that. They don't want to talk about over population. They don't want to talk about pollution. I'm not going to give up by Cadillac or whatever car I have. I'm not going to drive an electric car. People in the inner city have a rough time because they don't ever see a tree much less an animal. We can bring them some contact with wildlife, make a connection, provide them with a window to the world of wildlife. They can look through that window and see oh this is cool. So it doesn't make any difference where you live, it is how you live. That is what we are trying to teach them. I don't know if it is successful or not but you see the catastrophic decrease in species. I was with a friend of mine from South Africa and they are having the same problem over there. Animals just being wiped out, just catastrophic numbers. Just total decimation of the population. We look at elephants and we look at whales and we get upset but we do the same thing here. We don't hear that. It is somebody else's problem, somebody else should solve this problem. But when you solve the problem don't inconvenience me. You know I don't want it to affect me. Not me I'm not doing this, it's not my fault. Oh no we're not having global warming. We have glaciers receding at a rate that has never been seen before. All the evidence is there but if it means that I have to turn my air conditioning off or not drive my expensive car, I'm not going to do that. I think if we can get the people involved and make them understand that everything they use everyday is part of this system. Maybe some of them, not all, because they don't want to listen to what is going on. You can't reach them, but if you can reach the kids, they can reach above them and make grandpa stop doing this. We have to teach the interconnection, that to everything we tug on in nature, everything else is connected. It is like that sweater, you pull the wrong thread and the whole thing is gone. But they don't want to think about that.
2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I think live animals. There is a lot of controversy nowadays whether live animals should be used in programs. We do surveys, we have tens of thousands of surveys that we do every year on people and the bottom line is live animals. You're competing with MTV, video games, interactive stuff. Look at all the stuff that is out there. You think you are going to keep some 5th grade kid's attention with a slide, you're crazy. You're not living in the real world. If you are going to pass around some dead animal for them, they're not interested in it. He wants to see the live thing. You've got to get a little fire inside these kids. You can't build that fire if you don't have a good bed of coals. These hawks and owls for some reason people look at birds of prey as being just a real important part. Maybe because they are so ferocious, maybe they kill for their food. I don't know. The live animals to me in every research report we have ever done shows that without a doubt, 99.9% of the people say the live animals are what did it. There are government agencies that would like to see that stopped but that is some pencil pusher sitting behind a desk who has never been out in front of a bunch of kids, who has never been out in the woods. He wears wing tips and a tie to work and he is making decisions that are going to affect us and the children that are out there. That concerns me, having been involved from a grassroots level on. I live in the woods and I live in a log cabin and I only got indoor plumbing a few years ago. These are things I know how we affect. These kids when they see that hawk or that owl they go “man”. I've walked into a classroom with some mean bad ass kids in high school, they're tough and they know everything and they are not going to listen to what you have to say. You can lay them flat back just by bringing that bird in. They say man that's cool. You get interactive with them. Then you say you think you're cool well he can see this far, he can fly this silently. We fly our birds in our programs too. I say close your eyes, the kids close their eyes. The bird flies from one end of the room to the other. They open their eyes, wow did you hear that - no. Wow that's cool. Camouflage, quiet. Then you've got them. You walk in that classroom you've got 7 seconds, 7 lousy seconds to get the kids attention. They don't care who you are. They say oh here comes someone who is going to talk to me about something I don't want to hear about. You pull that bird out and whoa, then you've got them. If you can hold them the first 30 seconds, you've got them for the next 2 hours. And they're going to listen. And then you relate how this bird lives right there with them. The hawk depends on the same water they depend on, the same food they depend on, the same air they depend on. Well what's killing it? All these chemicals. Are they in the water we drink? Yeah. Wow. So then you've got this link, you've created a link. Its almost like looking at this computer, you have to have these links to make it work. If you don't have the links it doesn't work. What we are providing them with is they have the computer, we've got the phone and the birds are the modem. That is going to make it interactive. It works. I can go on forever but the bottom line is live animals. Without that you would be wasting your time.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I think because we have the flying programs that we use and we fly a lot of different creatures, everything from parrots and crows to the hawks and owls, vultures, falcons. I think that is a good program. We do have programs for little micro kids, thumb snatchers, little bitty guys where we don't fly the birds. We just bring in stuff that they can touch. What does a little kid want to do? A little kid wants to touch stuff, 4-5-6-7 years old, “can I rub it?” No you can't touch the bird but here is a wing. Here is a beak, here is a foot, here is a snake skin, here is a piece of elephant hide. Wow that is cool. They can touch that stuff. At that age they are tactile and they really want to do it. Our programs try to involve the people one way or the other in the program. You have to as we mentioned earlier, build that fire of concern within them and then you have to keep fanning it every year after that to make sure that when they get to be a decision making adult, we can get rid of some of these bozo politicians that are cutting down all our rain forests and cutting down our woods, polluting our rivers and letting all this stuff go on. You watch those senate and house of representative hearings the last three months, it just totally confirmed my belief that if you can't do
anything else you are meant for political office. These people don't have a clue. They don't even listen to
what the public is telling them. We told them we didn't want all this stuff. That is what happens when
these bills come up to protect the river or renew the clean air act or renew the endangered species act.
They don't listen to what we say. Somebody has to get there. People make a lot of fun of Jesse Ventura
but from what I've seen of him so far, the guy is going to be pretty sharp because he doesn't put up with
any of their political crap. He doesn't care who these guys are. He just tells them flat out this is what we
are going to do. And he has some pretty good agendas. We will see what he does but I think the program
of involving the people to help build them so when they get bigger, maybe then can turn this mess around.
Hopefully what we are doing here with these kids the legacy will be not quite so bad. When I die I want
them to say at least he tried. That's all I care about. We are trying to make that difference.

4) What are some barriers to you fulfilling the educational potential of your program?

I think there is a multitude of barriers. One is all the permits and regulations we have to deal with.
Granted there has to be regulations. Once again they need to be made by people who know. Secondly
people are our biggest barrier, because of them we have to have insurance, we have to have all of this stuff
we didn't have to have before. Things have changed in the world. Its a different world. You have to
worry about somebody suing you every time you turn around. We've got so many rules and regulations. I
spend my entire time dealing with paperwork. Fortunately I live where I work so I can interact with the
animals in the morning and evening. If it wasn't for that I probably wouldn't anymore. Those barriers are
getting more and more difficult. I think one of the barriers is the environmental movement is wane, people
are affluent now, they are making all kinds of money. They want their fancy cars, they want their big
condos, they want their boats, they want their planes, they don't really care. The people making now aren't
as apt to give it away as the people who had it before, the old rich. The new rich are the ones that are me
me me me. I live by a very simple philosophy. The rich man in the cemetery is dead. It didn't do them
any good to have $5 billion. If Bill Gates were to die today that is all they could say - he is dead. The guy
is worth how many billion dollars. That is incomprehensible to me because I barely make enough to stay
alive. He carries in his pocket what I make in a year. It is incomprehensible that these things happen. That
is the biggest barrier. People are into themselves. We have to deal with paperwork and we have to deal
with loss. It is ironically sometimes easier to kill a bald eagle than to save it. You get in less trouble for
shooting a bald eagle sometime and letting it lay than you do for trying to save one and sending it
somewhere for help without the right permits. I've never seen them put anybody in prison. It is the total
inability to function because of all this.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives?

If so what are they? If not, please describe them in your own words.

If I don't read if off the card I get it screwed up so let me pull one out here and read it off the card. The
mission is to preserve the earth's biological diversity and secure the future of threatened bird species in
their natural environments. That is the key thing. Rehab to me is a waste of time to be really honest with
you. People have a fit when they hear me say that but what we have to do is save the habitat and educate
the people. If we do that we won't do any rehab. Because almost 99% of the animals that we see have
been directly affected by humans. We work to fulfill that mission through education, captive breeding,
rehabilitation and our field work. The bottom line is saving the habitat. Rehabilitation is a tool we use to
kind of offset the arrogance and stupidity that people have done, the damage we have done to birds. It's a
feel good thing. It actually has no real affect on wildlife populations. It is something we feel we have to
do because of what we have done. We do a lot of field work and trying to enhance, we do habitat
enhancement projects where land. You may have heard of the town near here. It was a town totally
destroyed by dioxin. The whole town is gone now. It was just up the road about 3-4 miles. Totally wiped
out. It is a ghost town. It used to be a great town. They hired this bozo to put oil on their gravel road and
he was also a waste hauler and he figured it was a good way to get rid of the dioxin so he mixed it in the oil
and spread on the road. There was a high instance of cancer especially with children and they found out so they totally ran everybody out. Took all the ground out and then they brought us in to help enhance the area and make it nice again so it is going to be a park. We can do much more by protecting the habitat than we can by rehabilitating. We still rehabilitate because it is an obligation we have to serve these species that have been so negatively affected by us. In reality education functions with that same thing. If you preserve the habitat because you're educated. You can have a 3-4 acre tract of land and make it into a real nice place. My cabin I have a rattlesnake den, I've got a vulture roost. A lot of people don't find that real cool but I do. Oh you've got rattlesnakes. You just don't step on them. They don't bother you. I'm very much at home in the woods. I don't deal well in cities and airports. For me I travel a lot so sometimes that is difficult. The mission should define an organization. We have at least established this mission and we have stuck pretty much with it. Education obviously is our big tool. But everything else revolves around that mission. We really stick pretty closely to it.

Do you go through objectives setting & goals?

Yes when we decided to move out of here five years ago, we had to re-evaluate ourselves. We are doing that now again. Sometimes times are tough like they are right now so you have to make some cost cutting measures. It is like any company you have to take a look at where you're going. We're getting older, we're getting tired, we don't have the energy that we once had. I see that with ---, she has been through a couple marriages and I'm single and this feels horrible. I don't recommend people get married and go in this business. All of us that hang out with the old group like ---. --- on the other hand is kind of young, she is still full of vim and vigor. She hasn't been beaten up too many times yet. --- and I have fought many battles, sometimes together, sometimes against the state and everything else. You get beat up after a while. When your my age and you've been beat up as many times, you know my grandpa used to say never get in a fight with an ugly man because he has nothing to lose. That is pretty much how I look at it. We don't go looking for trouble but environmentally if you kick us once, you can make a big mistake. That mission is very important to us and I'm sure any group you talk to, any directors you talk to, every group has a mission. They are all different but yet they are all the same. You picked a pretty good cross section of people. You need to have a few more men in there but many of us are out. A lot of people have given up in the last 4-5 years that have 20-30 years experience and have just gotten tired and quit. Every once in a while when I get beat up in these fights I get tired too and pretty soon I say do I really want to get back in the ring. It is tough.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

Well the mission obviously is to involve people. That's our mission when it comes to education. To present a quality program with well trained creatures, whatever we are using at the time, making sure they are comfortable and well trained and doing so that you get the people so excited they want to get involved. I think you can't get away from that. No matter what you look at educationally, you've got to involve the people. If you don't, you will lose the game.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

I think in our brochures and our newsletter, we pretty much state it. I write a lot of articles for different magazines, I write a column for a paper. It is all my thinking. Again the people understand who know me and I have a different outlook on life than most people. I believe our newsletter, which we put out quarterly, I will give you some of those. All our brochures reflect pretty much that mission. I will give you one of our PR packs too. If you go through all that material you can see that it all follows that mission pretty close.

320
The nature of your community education program:

8) In what ways do you convey your educational message to the public?

In a variety of ways. First of course with our programs. We have a large number of educational programs available, a wide spectrum and also to different age groups. We do everything from age 2 to 102. We also do a lot of work with the media, a tremendous amount of work with the media. We just had our nature center broken into two days ago and all our snakes were stolen that are part of our programs. That gave me a chance to get on TV and talk about that. Of course it hit all the major networks and the front page of the metro section of the paper. We are in the paper a lot. You can see that this is just a small part of some of the stuff that is in the papers. In fact some people get made because we are in too much they say. I can't help it we do a lot of good stuff. I think that there is a variety of ways we get them out. We also produce a video series with a workbook. It is a six volume series and it has all these tapes. I am taking them all to a meeting with me. It is something that a teacher can use if they can't get us. For every program that we do we turn two down. We just don't have the money to put enough naturalists out there to do what we are required to do so we created this educational series of tapes to back it up. There are six 12-15 minute tapes on a variety of subjects like nest boxes and bird feeding and that kind of stuff so there are a lot of different ways to do that. That is our main thing. Of course we speak to Kiwanis groups. We speak to anybody who wants to listen to us. We don't do any lobbying directly at the capital but we are very often sought out by the senators and representatives to comment on issues. I am personally asked quite a few times to comment on different issues. I sit on quite a few environmental committees and some of our representatives have been appointed to different committees to put my two cents worth in on different issues. They pretty much know where I stand on everything so they don't have to ask me a lot of time. But sometimes if they need somebody to back them up they don't hesitate in doing it. We use all those different methods and kind of dovetail them together to make it work for us.

This is the second part of question 8 and it will help to put it in a concise way. What I'll do is ask you which of these types of education apply to your organization and then I would like you to rate the amount of emphasis it receives in your program from 1-5, with 1 being very important, 5 being not important at all.

Over the phone education to people who call about injured wildlife?

I think we do a good job there. Our people are well trained and I think it is important to us. We get a lot of calls so I would say that would be a 1.

And ideally?

Where it is. We do our best to handle the phones. Some times we are bogged down when the phone rings a thousand times and we do our best. I think the secretary, we have trained her and she does a really good job.

Informal education to donors who bring in patients to your facility?

--- and his staff do a good job, they give them tours. I would say we are at least a 2 if not 1, it is awful close. I think that is about where it should be. We found that people who bring us birds aren't always donors. It has mystified me. They will drive 100 miles with a bird and they won't give you $5 as a donation, which has always mystified me, but that is the way it is.
Special events at your facility or in the community?

We do a lot of those. I would say 1. We do a good job at that. Our special events crew works hard and we have two of them coming up as a matter of fact in April and they do a good job and that is about where I would like to see it.

Fund raisers?

Fund raisers we do one major fund raiser every two years. It is really done well. It is done by wives of our board members and one of our board members is a good organizer. We don't do a lot of those. That particular event to me is really done very well. There is not enough of them I don't think but this town is overloaded with fund raisers. Just to find a date. I would like to see it where it is, #1, but I would like to see it .0001 if we could do it. What we are doing now is one every two years and that is about what we feel we can muster. In this town there is probably a fund raiser every weekend. There are so many non-profits up here. In fact the non-profit industry is the fastest growing segment of the U.S. government today. That is the problem. The big thing that has really cut us off at the knees is the gambling boats. There is only "x" number of dollars of disposable income and it is going right down those damn slot machines and roulette tables. We can almost trace the non-profits and trace a decline to these damn gambling boats. People will never say it publicly. I do but nobody listens to me. I don't gamble. I have nothing against somebody else doing it. I'm not an anti-gambler but I can just say there is where the money is going. If there is $10 to spend you are going to spend $9 of it thinking you had a million dollars and give $1 to the church where you used to give $10 to the church. Friends of mine are in the religious, another gentleman runs the soup kitchen and we discuss these things. The Humane Society, Salvation Army. Salvation Army hasn't met it goal in the last five years for its fund raisers. That is why we only do one every two years. It is done well and it is a kick ass event. We really have a good time. It is a party for all. Both my staff and all my big supporters work hard and we've been known to party hard too. It is a very good event. I would like to see more of them. I have to say 1 and 1 but I would like to see a lot more.

Education through various media including TV, newspaper, newsletters?

I think we do better probably than most other groups. I would say we are 1 there and I think that is where it should stay. Sometimes we are in the paper and on TV 10 times a month which irritates a lot of people but if we get a bald eagle in shot or if we get a bald eagle in that is poisoned, or baby owls. They are so tired of handling rapes and murders and all that crap, the reporters love to come out. You got to get me out of the city. They love to come out and they spend half a day here when they are only supposed to spend 20 minutes. That is because we enjoy it and I think we do very well in that respect. In fact too well in some cases it irritates some other groups.

Public tours or visits?

I would say we are 2-3. We don't do a lot of that for two reasons. We don't have the staff right now and these facilities are so old that there is not a hell of a lot to see here. I hate to show somebody something that is so run down but when we get the new place. I would even go 3 now and say we would like to be a 1. Right now we've held off on that. We are a lot different from other groups because we also have a breeding group of birds here. We are closed six months out of the year for breeding. You bring in strangers its screws up the birds. Right now we have quite a few sitting on eggs right now. A stranger will really freak them out. I would like to see that be a 1.
School visits to your facility with pre-planned programs?

3. I want to see that go to 1 because we don't have a classroom. Our classroom seats 35 people. The smallest bus holds 47. Also it is getting tougher and tougher for schools to get money for field trips, which is sad. They will bus the kids 75 miles to another school but won't take them 5 more miles to an educational program. This is something the schools need to work out. With our new facility we can seat 100 inside, 250 outside so we will be in business.

School visits to your facility without pre-planned programs?

That hardly ever happens. I don't know if that has ever happened where they just show up. Because of the cost of busing I would say at least in this city it doesn't happen. We have that desegregation busing and that has just wiped all the budgets out where they have to bring kids from the inner city all the way out past --- and these kids ride 45 minutes to go to school. These buses hold 50 people and there are 3 of them on the bus. That has killed the budgets for a lot of these schools so they don't just get on the bus and go somewhere without notifying you.

So not applicable?

I would say in this case it is not applicable because of the budgets they have with the buses being so tight right now. I would like to see it be 1 because that is what we are trying to do, attract people to come out.

Off-site school programs?

1 and 1. We could do three times as many if we had three times as many people and we are totally booked solid.

Programs with non-school community groups?

We do a lot of that. Tremendous amount. 1 and 1. We do just tons of that stuff.

Are there any others that I haven't included?

We have a speakers bureau that does the Kiwanis, rotary, that kind of stuff. That is right about a 2 now and I would like to see that go to a 1. That is usually a freebie because they don't pay you anything. They give you a rubber chicken for lunch but that is about it. Those are business people. When you get to Kiwanis, rotatory and lions, they are suffering too because this next generation of people, young men and women, aren't the volunteers that they were. We are going to see a crisis here in the United States in the next 10 years for volunteers because the baby boomers are going to be boomed out and they are going to die. The ones that were doing it before, our generation is not doing what the older people did. That is why these groups need to be reached. Again they are business men and they might be able to help you and make decisions. Sometimes local politicians go to those things too so you can get your point across to them.

Any others?

We have a special banquet program that we do. We just did one for the pentagon. 1700 generals and colonels at this banquet. That gave me a chance to give my stick to the guys who are in the military who need to clean up their act on the bases and everything. We can modify our programs to do anything you want us to do and talk to anybody you want us to talk to. I think that is important to your programs. They have to be adaptable to the group and you have to relate to the group. What does the YMCA do, they rehab kids. Well we rehab birds so you can link those two together. There are a lot of neat ways to do this,
we just have to formulate a plan and when you go in there make sure you know the group you are talking to, where their interests lie and try and hook them together.

9) **Who are the main audiences of your education programs? What would you say is the main audience?**

Schools.

**Any particular age group?**

No. We do K-high and they are all balanced pretty much out.

10) **Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.**

I think the very hard core inner city, African Americans and the Hispanics. We are doing much better but their budgets are so limited. I would like to get grants to go into these inner city schools because these kids will never see a hawk if we don't bring one in. We have had programs where we had companies pay young African Americans to come work here which is great. They are under represented in the whole field. Those inner city schools, we are not just talking blacks, the inner city schools as a rule, those kids don't see that stuff. They are poor schools a lot of times. The kids that are bused see it because they are in those schools out here. The ones we talk about where they have to ride 45 minutes. They get the advantage of seeing all that stuff. The poor ones left behind don't. It is a very difficult group to reach because the money is just not there.

You mentioned a grant. Are there any other ways you might be able to work on that and bring that in more?

I think the only way we can integrate that into there is with grants and foundation money, corporate money. Somebody is willing to buy some programs. They don't have it in their budgets.

11) **Does your organization have a written master plan that guides the education efforts at your center?**

We did but that has all changed because of the new deal. In fact we are formulating all that stuff right now. It is kind of hanging up there in limbo because we are going from a nature center that was very very tiny to this great big facility. We are still working on additional plans, adding programs on trees, the river is right there and water ecology. Do we have one yes, do we have one now for the new facility no. It is in the formulation stage right now.

12) **If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?**

I present papers on that all the time. The toughest thing is training the people. We have a seminar here every fall we do it for seven days on how to train the birds. That is simple. It is the people you have to deal with. The worst part about rehab is the people and education. Your plan has to include a description of the programming, description of the type of creatures and what your people are supposed to look like and do and you have to train your people. Sometimes birds are easier to train than people. Especially these high college kids now days, some of them don't have a clue what they want to do. They don't understand why they can't have 55 earrings and a nose ring and go in front of a bunch of kids. They don't understand those things. The math to that plan that we teach, covers training the animals and managing the
animals, the programming, what you are going to give, the descriptive and how you write your scripts and thirdly is training the people to do it. With the third being the most important.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I think the main thing is that conservation is not a philosophy but how you live. That is the whole thing. You have to live with the earth and not on the earth. If we can teach that message, everything else will fall into line. We have to let them know where they fit in, how they fit in and why they are here. Never before in the history of this planet has a species demanded more from its environment that it could give and that is us. The more I'm around animals the more I realize they are very intelligent. The deer population we have here until we thinned it weren't breeding anymore because there wasn't any space. People keep breeding. What happens when you destroy your environment? Look at Ethiopia or Easter Island. The facts are there, the proof is there. It has been shown 100 times and nobody looks at it. If we have a boat that holds 10 people we can't put 50 in it. It is going to sink. It is difficult. You have to put it in terms that a fifth grader understands. Most adult audiences are at fifth grade level. We have to explain to them what the problem is and sometimes the problem is tough. The best way I did one time with a group of hard core good ole boys was to have one of them get up there with a napkin, hold it with a glass in the middle full of soda. I took a cigarette and burnt holes in it and eventually, each of one these of species. How many do you think we can take out. Pretty soon it fell. It got soda all over his legs and he said look at this mess. Exactly my point and then the rest of these guys go “oh I see what you mean”. You have to put it in terms that they understand and that gets back to assessing your audience. If you are dealing with a bunch of lawyers you have a different approach. Sometimes to get bubba involved you have to put it down in terms he understands. If they don't then we are in trouble.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

Once again you have to evaluate your audience. When I do the big programs, I have 4-5 scripts in the back of my mind. I change halfway through if I think I am losing them or if they are riding on a certain point. There are 3-4 things I will say in the first 2 minutes of a program. That lets me know where this audience is coming from. I watch reactions, I watch body language. I watch how they are reacting to what I say and then you know pretty much where you have to go. Not all speakers can do that but you have to be able to read your audience. If they are all falling asleep out there, you haven't accomplished anything. You have to get them fired up, you have to get them interested. You have to use correlations that they will understand, paying close attention to them through the entire program. I have spoken at some programs for an hour and a half, which is well past the limit you are supposed to talk. These people are still sitting there and their eyes are wide open and nodding their head and everybody paying attention. I keep going. If after an hour they are tired I will back off and quit and close anytime I want. You need to have that ability to read your audience and adapt your program to them. I'm not really good with micro kids. Linoleum lizards really screw me up because I tend to get too complicated for them. I can't bring it down to Dr. Suess' level. These girls that I have work here are great. One of them is a storyteller and she can just mesmerize these little kids that are only 3, 4 or 5 years old. I can't do that real well. I tend to lose them because I don't know how to bring it down to that level. Again you choose the right people to do the right program.
What are the most important wildlife issues in your community?

I think the important wildlife issues, lack of education because people still don't understand, and the reason I am saying that is the deer herds. We have a tremendous number of urban deer herds. To be honest with you there is only one way to limit those herds and that is to shoot them but people don't buy that. They want a Marlin Perkins fix. Marlin was a friend of mine for many many years and he used to laugh because he thought it's amazing how people think you could just move these animals around, and do this and that and everything else. That has been a highly charged issue up here. It is lack of education. One woman said we have this new subdivision, we have 15 homes, these are very top scale, million plus dollar homes. Each one has 8-10 acres. She says our problem is that these deer have moved in. I said no ma'am. I said the deer were there and you moved in. I could not make her understand that. She said no they weren't here we didn't see any when we bought the property. I said I know you didn't but you cleared the property so it is easier to seem them now. So it is education. You are relating to people that living in harmony in nature is not that tough. Yes it is inconvenient and you may have to make a few concessions but living like I have for my whole life I am used to living with animals. God knows I have a snake lose in my house to keep the mice down. I don't tell that to everybody who walks in there because they would have a fit. It is one of these situation where people don't understand that. It can be tough. This woman just didn't understand that and she still doesn't to this day. She really knows that those deer came in after she was there. They weren't there before. I can't make her understand that. The woodpeckers that are pecking at her siding and the snakes that are in her garage, she doesn't understand that. No they were not here, I know that. Okay fine. It is just a matter of education.

Do you address these issues in your education program? How?

We do our best to explain the balance of nature. We do our best to explain the impact that we have. We do our best to let people know that by unbalancing the local population of creatures, you are in effect throwing the whole system out of balance and you will pay for it one way or the other. The big thing we have been pushing lately is leave the dead and dying trees up in the woods if they are not in any danger to your facility. It takes a lot of effort because again that is being able to adapt your program to the message you are trying to get out. We are trying like heck to do that and I don't know if we are reaching the right people or not. I'm not satisfied with the results at this point.

What other issues (or types of issues) do you address?

We do in such a way that we talk about the bird, the species, its natural history, where it is found, what problems it faces. We also address what has been done and can be done beyond it to help it. We tie it into what the kids can do. Gosh guys if you buy a new set of batteries you don't throw the old ones in the creek. Or when you brush your teeth turn the water off or whatever. You take a shower you turn the water off, soap up and then turn the water back on. That is a no no to most people. I do that because we don't have much water but if you've ever had to carry water for a bath, you don't waste it. Again it is an issue that we try and explain to them what can be done. Whether they do it or not is a whole other story.

As a summary to the above questions, what would you say are the overall main messages?

Our message is how you live with the earth. How you live every day. Being a responsible citizen. People will flock to see the movie Bambi and they will flock to see all these little animal movies and they like that stupid purple dinosaur what is his name but they won't look at the real live creatures. The nature programming has helped a lot because it brings this stuff into their living room. When I grew up it was Marlin Perkins. He gave us our window to the world of wildlife. It was non-existent until that point. There are some people who criticize Marlin and some of the people who started up but critics - they couldn't do the job if they wanted to but they are going to tell you how to do it. That kind of irritates me so
I don't listen to critics. In this case we have to get the message out to watch those shows, watch our program and then use what you learned to live a little bit better with nature, if you possibly can.

19) **How do you address differing or opposing values and attitudes toward wildlife?**

To us we are not anti-hunting because it is a renewal resource. What I have trouble with is people who hunt out of season, take more than their legal limit, that kind of stuff. This is a situation that you know you can have an open ended discussion. If it is a confrontational thing we don’t deal with it. I don’t make anything confrontational in an open setting. Now I will take on these people one any time and any place it doesn’t bother me at all. Most of the time you stay away from confrontation and try and answer the question. If daddy hunts and daddy follows the seasons, he does it properly, it is a renewal resource and keeps the habitat safe and limits the number of deer, limits the number of rabbits or whatever. That is why we have those kinds of laws. We don’t make those laws, those laws are made by the state. The only thing I think I really came out in opposition to is cock fighting. We are one of the five states that still legalized cock fighting and I did make that a personal vendetta of mine and I fought for that and we got it banned last year. It took 15 years because there is a lot of political money behind this thing if you can believe that, but there was. A lot of money floating around in politicians pockets and they didn’t want to change the rules. I did team up with some animal rights groups and we went after them and we won that. Generally speaking I stay out of those real confrontational issues but cock fighting because if involved birds and I thought it was an heinous way to see two animals kill each other. I couldn’t keep quiet about that, I had to get involved. If it is a hunting issue and its a legal hunting issue, I defer it to the conservation department. They should be able to tell if we have enough deer, if not enough. They set the seasons, they set the limits. I hope they pay attention to what is going on. My philosophy is quite simple. I can accomplish much more through conversation than I can through confrontation. I try to avoid fights. But if you hit me you picked the wrong person because I won't back off until one of the two of us are dead, I will not back off of an environmental issue. One guy years ago went after us about my comments about not clear cutting in our natural forests, its on my land you know. I went back after him big time. He was a politician and he ended up eating a lot of crow before it was all over with because I quietly sat down with a reporter and refuted everything he said with facts. Made him look like an idiot which didn't make him one of my best friends anymore. He called me up and I said I just gave the facts. I didn't make statements like you did. Mine are all fact based. That is pretty much what we do. We try and avoid confrontation if we can.

20) **What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?**

End up a poor bald headed guy with no money. That is the best way to put it. People in our field our standard of living sucks. I never had anything, I don't need anything. I'm one of the few people in the world who can really say that. A reporter asked me this the other day, she said if I could give you anything what would you want. I don't need everything. But yet a lot of people aren't willing to live like that. The thing I perceive the problem is whether people can accept that if they are going to be in this business. --- has a husband that makes a pretty good living. -- also has a husband that makes a fair living. A lot of people you are talking to have spouses that chip in on this thing. Pretty soon kids get older, they need college education, that is a lot of money. They need a new car. It is tough, it is really tough. I perceive the biggest problem is that people can't live within the scope of money that they are going to receive in this field. I could go down to McDonalds and be a manager and make a lot more money than I am making now which is sad. I can slop hamburgers and make more money than I'm making now as people say trying to save the world. When I die I can at least stand up there and say at least I did my best, what did you do? I think that is one of the biggest problems people overlook at this point. That is why we have such a high turnover rate in this field. --- has only been in it for about 6-7 years. --- has been here a long time. She shows the scars from many a battle like I do. Some of the other people have been booted out of their centers, there are centers that close. That is what I perceive as a problem, the long-term people have paid.
dearly with their personal lives with these jobs. Hopefully somewhere down the line somebody will respect it.

21) **How would you respond to a student who says during a program, "Well, my father hunts"?**

See above.

**Similar along the same lines another example where a student that says that "When he was little, my grandfather had a pet crow."**

I said that is very true. Your grandpa paid $.10 for gasoline, lived with kerosene lamps and had an outdoor toilet. Things have changed. I said because of rules and we try and explain because of the permits and the regulations that are involved, we go out of our way to explain about the them. Ironically you can shoot a crow but you can't keep one for education. Which is a sore point. We are working with the feds on that. The IAA TE is working that out. Now we have gotten to where we can keep crows in our exhibits but we can't work them in programs. That is something we try to explain to young people, yes that is very true and that is how things were. Things have changed. Until we can get the laws changed there is where they have to stay. We try to bring the legal end in and explain that not all laws we like in life, but still we have to follow them. So they don't think if I don't have to listen to this one, I don't have to listen to the speed limit. We are going to be conformists, not non-conformists.

22) **Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?**

I think it should be mandatory. It is just like anything else. They make teachers go to school, they make police go to school, they make firemen go to school, they make mechanics go to school. You got a dangerous creature there. It could hurt somebody, hurt yourself. Then you give the wrong message to people. It is how you present your message. You can't walk out of there like Grizzly Adams and not know what you are talking about and give a lot of false facts and people do this. I've seen this. I've seen it on television. Naturalists say red tailed hawks eat geese and ducks and they don't. Give the right facts. You have to be trained and your bird has to be trained properly. I've never seen a dumb bird. I've seen a lot of dumb people. You get a bird out there and he is not behaving, people get mad at the bird. You have to accept responsibility for your animal. Same thing with dogs. I have yet to see a dumb dog. I have one that is pretty close to being dumb but he still minds. People sit there calling their dog and the dog is shooting off in the other direction. The owners don't take care of dogs. The same thing with this training. You have to know how to look. Like I said that 7 seconds plays a very crucial thing. You walk out there on stage and your bird is just flapping all over the place, you got one earring on, one earring off, look like you haven't had a shave in three days, your shirt is unbuttoned, your pants are unbuttoned and people will say good lord and you've lost them. You've lost any chance you have of passing on a message. It doesn't mean to have to wear a suit but you have to button your pants, button your shirts, make sure your hair is combed if you have hair and make sure you look nice. You're smiling, you're happy. Don't walk out there like you just got your finger caught in a mouse trap. Even if it is the most miserable day of your life. The worst day of my life that I've ever had here is better than most people's best day. If you like what you do you don't work a day in your life. My grandpa always said that. There is where that training I believe is essential.

**Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?**

Some people look at wildlife as a valuable resource because of the hunting industry and wildlife. If that is the case, when you look at the value of wildlife and you look at birds right now are #2 in the world. It is
the second most popular hobby. Bird watching and bird feeding combined is #2. It is behind gardening. It generates $5.9 billion a year. All the money spent on all the sporting events combined in the United States is only $2.5 billion. You can see that birds have a value, an intrinsic value. Most people, most people, 99.99% love birds. It is the most understood word in the English language. It has no synonym. You go anywhere in the world and say bird, they may not know what else you're saying but they know birds. That case it has a very valuable asset because you use that tool because just like them. If people like birds you have a hook so that is value. They don't seem to mind if they have 50 cardinals but they have a problem if they have 50 deer. They eat all their ornamental shrubs that don't even belong in the United States anyway and should have been eaten. If you want to save these birds that are having trouble, you explain that migratory birds are having trouble. You explain about habitat protection and how all those things are important. So yes that is has a very strong value if that is the way the question is meant.

23) Do you use live animals in your education programs? What types? How?
Absolutely. Only thing dead in there is me most of the time.

24) What are your beliefs about the rule of live animals in education programs?
I think we pretty well said it. The research indicates that it is essential. But, I'll preface that, it must be properly trained, properly maintained and properly presented. If not then you shouldn't have them. Of course you have to have the necessary permits, that goes without saying.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?
I think wildlife management's definition should include, or in my estimation, would include our wise use of our resources and protecting of our natural environments. Wildlife management is used differently by different people. By the hunting community it is how can we maximize the number of animals we can shoot. By the non-environmentalists and the builders, lets run everything out of here. Lets keep as few of these things in here as we have to so we don't have to deal with them. Me it is to maintain the balance. I think you have to maintain a balance that is self-sustaining and you do this through wise use of the land and protection of the normal ecosystems and lands that are in it. That doesn't preclude hunting but in this case you want to manage it so that all species that are indigenous to that area are protected.

Do you address wildlife management concepts or issues in any of your educational efforts?
Absolutely. No matter you live, no matter where you are, we have something you can do. Well I live in an apartment in the city. Okay here put this bird feeder on your deck. Well that works. Well I live in the suburbs, a lot of houses here and we have these big old trees so I can't ... so put us a screech owl nest box. Put up a bird feeding station. We are talking about small areas. Backyard habitats. That is going to be the salvation for many species in years to come. These small stop over places where they can feed and rest. It is no different than when you make your trip down to North Carolina, you have a few places where you can get something to eat and drink and a place to gas their car. That is what they got, they have to gas themselves up and they have to rest. That is always addressed very strongly and we have brochures that we pass out to augment this with nest boxes and bird feeding information which I will give you.
26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

We work very well with the state. Most of their stuff is hunter educational. They have changed their philosophy drastically in the last 10-15 years to a non-game interest too and they have built some nature centers and they staff those and they have some programming there. I think all in all it is very good. Our relationship with them has always been positive. We don't agree on everything but by large we get along well with them. They have funded a lot of projects. They know we are not anti-hunting or anti-fishing so we are beneficial to them from that aspect. I think it is pretty good, I thing it works well there.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I don't think you can have overlap. I think in this particular instance, any type of education presented, I have presenters here. I have 5 naturalists at this one center. They all give the same program just a little bit different so any overlap is very minimal. Sometimes you can't hammer home the same point too often. We see that with this don't do drugs thing and they continually hammer that home. I think you can do that with education for the environment.

So you think that the way they put it out isn't necessary the same but the goal?

I think the mission is the same, the message is different. And that is fine because it doesn't make any difference if it is that far off track as long as the information is correct. They may approach it from a habitat management, from a process of renewal resource. We approach it from the non-game species end. Sometimes they do too but it is going to be a little bit different either way.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

State level I see there is an overlap. I think we are kind of the same by in large. Even the federal government. I don't think there is too much of a difference there.

29) How might these two groups increase cooperation and communication?

I think we are doing that by by having national groups that represent us deal with the local and federal and state agencies. We have to have a unified voice. You can't have a thousand people in there screaming and hollering about what they want. By the formation of national and international groups that represent educators and rehabilitators, these interfacing with the federal and state government can do a lot to make new and better regulations that are easier to follow and everybody benefits from them.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Yes.
b. Who determines content?

My senior staff with input from myself.

c. What information do you have about groups (school and non-school prior to the program?)

Usually age, number, school and interests. About what age they are, about how many are going to be there, the school tells us a lot about the kids too.

31) Do you address issues differently with different aged audiences? How?

Yes. We kind of talked about this. We bring it down to their level or up to their level. We get them involved, intertwined. We spoke to a people who run truck stops at their banquet. I pushed real hard about being careful that they recycle the oil properly, the old oil is properly handled, waste material, antifreeze especially properly handled. It gave me a chance to talk about that. It worked very very luckily that night that we had yellow jello for supper. I said to us this looks good but if it were anti-freeze it would kill us. Some animals lick this stuff. We do definitely work them into it one way or the other.

32) Do you incorporate any certain educational theories?

I think because of the IAATE, we all take from each other. If you are going to copy somebody, we always copy the best. A lot of people have used some lines from our script in their shows and I have picked up pointers from other people. We try and make sure that everybody can get involved. You have to look at other programs and see if some of that sounds good to you and if it does use it. That is the only way you can do it.

33) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. Unless they are paying you for it specifically I would say that what they do is they have a science curriculum and they work us into their curriculum. It is easier for them to work us into their curriculum than it is for us to work into the curriculum of 75-100 different schools.

We'll switch to another section which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I think having the time and money and resources to do it. Until ten years ago, rehabilitators didn't want to talk about education. Now they've been kind of brought dragging and screaming, hollering into the new millennium and they will have to. For a lot of them it is a very time consuming thing, a very expensive thing. You have to have more insurance. You have a lot of issues there that you have to deal with. You have to have staffing, extra animals, permits. Some of them are not real thrilled about it. I think the obligation is there. They have the facts that the animals are facing that they give to the public. Once they are trained properly, that is why we have this seminar every fall, once they are trained and they know what they are doing I think they will be comfortable and will be fine.
35) In what ways might rehabilitators overcome these barriers?

Training and more training.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I think we have to convince them, some of the old timers and some of the new people what their goal is. They don't know all the time. You have to convince them that in this particular instance it is an obligation of a rehabilitator to pass on what they know and see and experience to the public. It would be the happiest day of my life if all the rehabilitators in the United States went out of business. That is not going to happen but we can limit our load, we can get our name out to the public. We don't have a hawk sitting in the cage for a week without feed if we educate.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Training and more training. I'm not trying to push our class but we teach permits, we teach insurance, we teach finance, we teach the whole thing as well as birds. The rehabilitator of today is like the farmer today. My uncle farmed and he never had a computer. He would go outside stick his finger up in the air and he knew if he was supposed to plant or not. It is not done that way now days. That is the same way with rehab. We have come into a new stage. It is almost an art and a science now, not just saving a few bunnies, a hawk or an owl. You are really making a difference.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

To finish our new center. It is going to be a pretty impressive facility when it is all done. We have reached a point where stuff is 85% done and we are still raising money. It would be nice to get a chunk to finish it off.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I don't know. It is scary. A lot of old timers with experience have gotten out, have been forced out or died. We are last of a breed the old timers are. I don't know where it is going to go. I don't know whether the young kids will pick it up and run with it. We see more sophisticated centers, much more sophisticated but they also require much more money to operate and if that is going to be even doable I don't know. The future to me right now is very mixed. I see that it is going to be necessary, perhaps more so than ever before. We have the science, we have the technology to do the job but are we going to have the money and the people. I'm concerned. A lot of the old timers are.

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

I think it all gets back to whether we are going to have the people who are willing to sacrifice what is necessary to do the job into the next millennium and keep it going. I don't really know. It is of a great concern to a lot of people. We see less and less people coming into the field and of those less and less are staying. I really don't know at this point, I'm very concerned. The future lies in the hands of the educators, not the rehabilitators. Whether they are going to have the ability and the money to continue their task, whether the human species is going to be willing to give a little to make this work which is very hard to
predict at this point I don't know. It is very very interesting. We will have to see where it goes but it is scary at this point in time. I think time is going to tell. As the population continues to increase, wildlife is pushed into smaller and smaller areas. The conflict with humans is going to increase dramatically so you really have to check on that and be careful and see what happens.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

It would be good for you to read an interview I did that is going to be on line. I became involved very young. My father was a naturalist. He worked with the DNR and I used to follow him through the woods and it was always just fascinating to me and the most precious hours were spent out there. When I was 11, I had my first hawk when I was 10, but when I was 11, my uncle had a farm and he found a Harrier on his land that had been shot and brought it into town and I was really angry. I was this 11 year old and I was really shy. I went down to the natural resources office, it was then called the conservation office and I showed the man who was the head of this office this Harrier in my arms and it was bleeding from its wing and he said we can't give you a bounty unless it is dead. I thought wait a minute what is wrong with this picture. Even as a little kid, I remember getting back into the car, my mother had driven me, and thinking he doesn't know. He really doesn't know. Here is a Harrier with these little bitty feet that are mouse-eating feet. I knew and I was just a kid. I knew because I was outside with my father and when we saw something dead, he would explain the whole scenario behind it. He was like a walking encyclopedia. I knew because I listened to what he said. I couldn't imagine how an adult, someone I looked up to, could reach that age and be so stupid. There was a bounty on them, they weren't protected at that time. That was in the early 60s and they weren't protected. I took the bird home and it was my first release. It was neat.

Besides those reasons for initially becoming involved, are there other reasons why you educate today?

I think it is really basically who I am. I tried not to, when I moved here I tried to retire for a while. I was telling my daughter it is so much a part of my DNA. It is me and I feel a real need to try and touch and reach as many people as I can, as we can in a bigger scope with the organizations. I don't think you can have too much information.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I vary mine a lot because I think that each audience requires different take home things. I think that is probably something I do that is different from a lot of people. A lot of people have a script and go by it. I don't do that, I never have and I think because I really feel very personally involved not only with the animals that I am using but with the audience as well. I try to give them what it is they need to take home. I use a lot of different techniques and I will do just about anything to try and reach someone whether that means using a tape of something that is shocking to a certain segment of the audience or a certain segment of the population or using something that is very general, a very gentle reminder. People learn in different ways and I think you have to be receptive. It is not always possible particularly when you have a large facility when you have educators that you really need to have a script. I think that is what is probably unique about my situation. I've been lucky in that way. That is why people like it. It is always different. So they can see it 20 times and they will always have a different presentation.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I think I do try to make people see the big picture. I think it is less important to bring out a single animal and have them say oh how pretty. Yes we know that but to consider where it lives and to see what is their piece of the puzzle. Farmers can do a great deal by not cutting the fields early. Ground nesters. For that type of audience I would bring a short-eared owl or harrier. People need to see, they need visuals of that.
Pesticide problems. My great horned owl has had two cataracts. Its mom got into pesticides before it had this egg and if people see real situations, they can identify with that as opposed to hypotheticals. Some people can pull something out of a hypothetical. Some can but some can't.

4) What are some barriers to you fulfilling the educational potential of your program?

Its just me. I think at one time that is the best thing and the worst thing. As an individual I get tired. It is hard to maintain the enthusiasm when you are doing the third (program) that week with yelling kids. It hurts my voice. That is probably the worst part. Self-limiting.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

We don't have a mission statement per se and I realize that after I saw your note. We have been working on one for some time. Research is very near and dear to my heart. Both of us are research biologists basically. I think one of the things that we really wanted to do when we formed this organization, and you can tell by the name, is education is a very important part of what we wanted to do. We wanted to focus more on education and do less rehabilitation when we moved here. Research is a really intricate part of what we do. Not only my own research but we try to fund other good projects. We funded the osprey project in Milwaukee last year, part of it. We try to fund banding projects for individuals. There are a lot of people out there working in biology that don't get much money at all and in fact banding, having been a bander myself for many many years, you travel the country climbing trees and banding birds and you get nothing. The joy of banding birds but you can't live on that. We do try to subsidize banders. The eagle banders from northern Michigan and this state we subsidize as well as the people who do a lot of red-tailed and great horns in the southern part of the state. We put money into osprey platforms so we do a lot of that and it comes out of our funding. It is our private money. I love to see things happen. I don't want to only leave something after I'm gone. I want to see some results now. I think in that way we are continuing to do that.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts. If so what are they? If not, please describe them in your own words.

When we first came here, I tried to do education like I would have in southern California and after the first program it was incredible to me how different regions are. I think that is when the emphasis changed from you can do this program anywhere and everyone will understand it to you really have to form fit it. We are in an area here that is highly agricultural, hunter oriented and not always the highest educational portion. There is a lot of misunderstanding verbal histories that get passed on, stories, legends, myths about wildlife and very different from southern California. In southern California we have a Latino influence that there is a lot of Hispanic cultural issues that we have to deal with. I had posters up in Spanish and English and that was the focus, that was trying to get people to understand. Here it became different. That was cultural and working on people's fears like owls for instance. They were terrified of owls. Here it was you are taking food out of my mouth. The Goshawks are eating all the grouse. It is my hunting territory. How dare that bird come in here. So you were dealing with a different mentality. I decided that I had to reach as many as I could with as positive a message as I could. As it is now, I do a lot of sportsmen groups which is interesting because years ago they would have run us out. I think you have to respect everybody's opinions and rather than hitting them up with that is really stupid, how can you possibly believe that, you have to give them reasons to consider without attacking their integrity or their mentality. That is where we are at I think.
7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

I think it is pretty clear from our approach and the fact that we really try to deal with all the groups equally. We don't have any big hate missions going on and I think we've developed a reputation within the area of being very solid and very fair-minded.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

First of all living in a small community like this I think there is a really big way in which you can and that is living what you teach. People watch you. People want to know that if you are talking the talk that you are walking the walk. We do that. I am very firm about that. I don't try to institute on others thing that I wouldn't do myself. In a small community particularly I think that is extremely important. In a large community you can fool people but not in a little one where everyone knows everyone. There is a variety of ways. I think living it is more but for instance I do a lot of blue bird banding and I'm out on someone's property. I'm talking with the land owner, pointing out the red-tailed nest over in that tree and have they noticed any horned owls if they are out early. Have they noticed any screeching in the woods and we talk about begging calls. I can almost tell myself when I'm outside and I'm with somebody that it is kind of a constant flow from me. I'm just constantly educating whether I am trying to or not. A lot of it is casual talk but I try to get it environmentally and educationally sound. I'm not someone who is going to jump on the bandwagon of some real off shoot horrible issue but I will support what I think is right. I am very willing to back it up with very rational reasons why it is right and I'm not afraid to begin them.

This is the second part of question 8 and will help put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

I think it is important so that would be a 2. As far as how well I think we do, I don't think we do as well as we could have basically because it is self-limiting. It is me. I would like to institute or have a different number that gives a lot more phone options for people and my website isn't optimum at this point in time. It is important because people are frantic at that point. They usually have something in their hand and they need help immediately. I think that if you have a self-assured voice on the other end that can help talk them through it you will have someone who understands the situation a lot better. If you simply say we don't do that and hang up, get a life lady, put it back, you are losing them. You are losing not only their respect of you as an individual but probably the bigger picture that you are losing their connection with wildlife. They have had a bad experience. Don't give people bad experiences.

So ideal then is?

1

Informal education to donors who brings in patients to your facility?

I think it is important but not as important as phone for instance because they are already here, they already have an interest. The people who bring you things are already on the right wave length so they have part of a picture. I think it is important to continue the support. I like to involve my people. I try to keep them updated. I know that is
impossible in some cases but especially when I see it coming in that it is very important to this individual, maybe a bunch of little kids. I can see this being a life experience for the young people. That maybe will make their career choice in the future or at least their value choices. We released a barn owl on Sunday. A little boy found it and it had been hit by a car and had a crushed chest. I didn't think it was ever going to be releasable. We did keep it over winter. It is hunting like a little monster now. I phoned the family and they live a long ways away and they came and we released it. It was really special. I think it made a big difference to him and his family and barn owls will never be an anonymous blob of feathers again. He will never have to think maybe what did they do with it, maybe they killed it or maybe they made a pet out of it or something. He knows that it took a really long time for him to get better. Wildlife rehab is not something that is instant. We fed him that whole time and really took care of him. He also knows that when he opened his hand, he was the last person to touch him and that was a very emotional time for him. I think it affected the whole family and that is good. We were talking about how they were going to log and now they are not going to because they can hear the owls in the woods and they know that they have another family and they used to think this is the best time to log but they realize that owls are nesting now. You do make a difference even if it is a little bit at a time.

What would you say for informal education to those who bring in patients?

I would say a 3.

And then ideally?

A 3.

Special events at your facility or in the community?

We don't have any special events at our facility. We are going to have a grand opening this year which I am looking forward to in some regards. I'm basically really shy so it is hard for me to do that sort of thing. My husband is too. It is harder for him to have a lot of people around. We are going to do it because we have our new flight facility and it is a huge building. It is big deal and we've got to. In California at Halloween we had a chili thing and kids would come. I really focus on kids because I think they are the most important. A lot of adults have their ideas but if a youngster comes home with a new idea, and you really shouldn't shoot hawks because we learned this and that, they are likely to change their minds. At least they are not going to do it in front of the kid. They are affected by youngsters as well and they are probably reached more by young people they love and care for then by me. I would like to have an annual chili cook off or chili feed or something like that.

So for special events at your facility or in the community?

In the community we do the annual sporting club. It works. There are those guys with their guns and their mounted heads and they are thrilled to death to see our birds and hear our education stuff. I think the ones here are probably a 4. I don't think the ones here are that important. The ones out I think probably a 4 again. People come to a function to drink and not so much to learn.

Ideally?

(Can't hear response)

Fund raisers?

We don't have any. Scary isn't it.
Education through various media including TV, newspaper, newsletters?

We don't do much. I really think it is important. Between a 1 and a 2. And we need to strive to do more. We do flyers for instance in the spring. I do a column in the newspaper for local people. I do a column in the Audubon newsletters. I do a lot of newsletters but it is not for my organization, it is just on avian topics in general. I do a lot. My focus is not on my organization as much as on kind of a general avian population. But it is important, particularly at working at funding issues. We had a unique situation and one that I am very grateful for. My husband was very generous for a lot of years in basically supporting all of the birds and feeding and housing them. For 30 years that is a lot of support. Because of that, we haven't done a lot of fund raising but we also haven't taken any exotic trips. We don't dress fancy so it is a clear choice as to where your money goes and wildlife has been our choice. He retired in August so things are going to have to change at some point and we do want to do an endowment in perpetuity so research continues to be sponsored for rehabilitation. The IWRC will have our foundation in perpetuity for future evolution of rehab techniques. I think it will become a very important part as our human population grows and our interaction with wildlife is going to become more of an issue. It is going to change. There are going to have to be monies available for that.

Public tours or visits?

Lots. I think it is, by my permits, it is necessary to be open to the public because my eagle permits. I don't think it is important for the public. I would give it at least a 4.5. I think people want to come out for something to do. They would just as soon go to a movie or go to the skating rink or whatever but they happen to have a free afternoon and want to entertain the family. My rehab birds are not entertainment. My life isn't entertainment. It is not glamorous and it is not Oh gee whiz and it is not a merry go round. It is very serious business. So how important is it for them to be here - it is not. Not unless they are really truly interested. If I have a young person, high school, junior high or even younger, college that is interested in a certain subject or certain species or in rehabilitation per se, I welcome them with open arms and to those individuals I think it is important to see work in an organization and to see actual things occurring. To the general public I don't think it is.

Ideally?

The same. 5. I just don't think it is important. It is a curiosity.

School visits to your facility with pre-planned programs?

That is probably a 3. I don't think it is ideal to have large groups because when children are together they focus more on each other depending on their age level. I find that when I go into a classroom, they are less distracted. Their focus is more specific and I can get more across to them. When they are here, I think maybe I'm doing a great job and when a little kid goes home and says we used to use this room for instance for a lot of gathering, I move the furniture back and we sit here and we talk. The last time I did that was when the second graders went home and a daddy used to work for my husband and said what had Jessica learn. All I heard all night was how big your TV was. I decided no more. Because that is exactly what happens. This head is like on a little swivel and they want to see stuff, they want to see birds fly, nothing is getting in. It is like when I was in high school and they would call assemblies. It was cool because we didn't have to listen, we would talk about what we are going to wear to the football game and how our hair was going to be and who we were going to go with. It is a social time for kids. It is fun to get out of school but it is not as much a learning process as it should be.

Ideal?

4. I think there is more than there needs to be.
School visits to your facility without pre-planned programs?

I don't like that at all. I think that is disruptive. I do it if someone drives up, even a small school and they do occasionally. You never know what you are going to have. You might have a horrible situation that takes a lot of concentration and it is very disruptive so I don't like it. That is a 5.

Off-site school programs?

I think off site school programs are very important, a 1.

Ideally?

A 1. They are very important. It is small groups, classroom size. Assemblies I think loose a lot because the kids are not close enough. They are not sharing anything with this animal and they are not there for that. The mentality of a youngster is something that you would have to understand. You think you are doing something really grand, unless you have had children or have recently been a child, then you understand that it is more of a social issue.

Programs with non-school community groups?

I do a lot of things with nursing homes and quite frankly it is more for me than it is for the people. I learn a lot each time I go. The people have a lot of fun and there is only a few birds I can take. If they grab a bird which they sometimes do because they are not quite together, when the person is 90 you can't say sit down like you can with children. You can make better boundaries with children because they can understand more clearly. A lot of older people don't hear well. A lot of them just don't understand. Some of them are way out there thinking you have a doll on your arm and they want to touch it. My poor birds this one time I went to this unit and I didn't realize this woman was as far off as she was and she thought it was a stuffed animal and she grabbed it around the throat. It is an incredible owl and it is very very patient and he wouldn't bite anybody ever and she almost killed him. The nursing home woman and I had to pry her hands off of him and she had him in a death hold. He never made a move for her. I didn't think I was as close as I was. What I learn is that they have stories. I would like to do a book at some point about the elders stories because they are fascinating to me, their connection with wildlife. There is a lot of respect that went on a long time ago that we lost in the middle age from WWII on. We kind of wonder what happened. Civic groups I think are moderately important. I think they are important from a donation standpoint. A 3. My perspective may be different because I am not looking for the donation as much as I am for the educational value. From an educational aspect, many times you are working with people who already have formed ideas. What I do like to do is I like to talk about what they can leave for the future for their grandchildren or for their children. Even in terms of memorial. We hate to get that way but sometimes it comes up. If some of these people have some substantial estate, you don't want to leave it all to your kids. Set your place up as an endowment, nature conservancy. I think people trust me. American Bird Conservancy, things that are long lasting. Different things at universities that have research programs. These are important issues. A lot of them go unfunded because of financial aspects. Students that do really quality work and who would be encouraged to stay in the field leave because there is no money. We need to somehow stop that flow of good people going.

You said 3 for current. Ideal?

Probably 3 or 4. I think the focus is maybe artificially inflated because it is a donation aspect. I don't think it is as important from an educational aspect as it is from a donation aspect.
Are there any others that I haven't included?

I think that pretty much hits what we do, the civic groups. I do a lot of family groups too. I do things like family reunions and stuff like that. I don't think that is really valuable because they are all there for entertainment. I would rather that they know they are coming into a situation for solid education, not that fun. They are not going to a zoo.

9) Who are the main audiences of your education programs? What would you say is the main audience?

The schools.

Any particular age group?

Elementary. I don't do middle school anymore. Certain aspect doesn't pay attention anyway. 7th, 8th and 9th grade they are not really learning much. They are almost challenging each other not to learn. It is not worth my time so I just don't do it.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

I think we do a pretty good job of representing the programs that I think are needed. A lot of that would be elementary. We even do the kindergarten which I used to have a lot of questions about but I do think it is important because there are some little individuals that get focused on something and it may become a theme for them for a long time. It was for me. I don't even remember at which age I began liking birds or feeling close to them, but I don't remember a time that I didn't. I don't think they are ever too young.

11) Does your organization have a written master plan that guides the education efforts at your center?

No we don't. We should. One of the reasons is when we moved here, we hadn't intended to do the rehab section and that ended up being a big part of what we do. I intended to have more time to write and have all these great books. I do an awful lot of writing still but it is more in terms of articles and newspaper columns and things like that. If we did have one, a written plan, it would be more along the lines of doing more, they get an education if you publish things rather than just showing birds.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?
I think so. I was just in fact going to start another article regarding this. I think people have to be more aware that having variety and knowing your audience and knowing what they need to hear. It really turns someone off of wildlife entirely with the wrong message and you can inflame people and when people get angry, likely they will not take it out on you but they will take it out on wildlife. This is not a good thing, this is a bad thing. You can't ever know for sure when they leave your place or when they leave a session if you've been offensive. I think that comes with really wanting to understand who you are talking to. Not everyone within that group is going to have the same mindset. Generally speaking if you are going to be talking to the Sierra Club for instance, generally they are going to be pretty environmentally attuned. If you are talking to the Rotatory Club you have a bunch of business people. If you are talking to Future Farmers of America and their families they make their living on agriculture so you probably better not be saying they are a bunch of idiots who use pesticides. You have to be careful of what your message is and you have to know your audience. There is a lot of psychology involved in wildlife education, in all education. But in wildlife education, it is sensitive because nothing is required of them. People know they can't go out and kill people, it is illegal. It is not always illegal to do things to animals. In some places it is and in some places in this country it isn't. Your approach is important.

Any others?

No that is about it.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I always stress that I think it is really important for there to be a really good balance. Interaction is a given. There has to be respect for wildlife. (Turned tape over) That is one of things that is very important. The focus of every one of my presentations always comes down to respect this individual. You don't have to like what it does, you don't have to like where it lives, you don't have to like what it eats but it has a place here and you need to respect that very basic quality of it.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

I'm pretty straight forward about that. It depends on the audience. We use whatever seems to work at the time. If I'm in this area where there is a lot of timber production, we talk about everything from aesthetics to the necessary parts of, everything has a function.

15) What are the most important wildlife issues in your community?

Misunderstanding of wildlife is a big one. We are getting a lot better. I even have hunters bring me things that they find in the woods which is really cute. Farmers, we have a pesticide issue, overuse of pesticides. If some is good, a lot must be better. We have over grazing issues. One of the main issues which is it seems shouldn't be is cutting hay too early. Not giving ground nesters time to hatch. You have to do a lot of education to teach people what a Harrier is, what a Short-eared owl is. If they see this and they really have to cut that area, call me, I will come. We have a new program this year. I will be working with fish and wildlife and even hatch eggs if needed. Our population of those birds have just plummeted. We have to do something. We can't just sit and watch them disappear. I can't do that so we have to do something.
Any others?

That's about it.

16) Do you address these issues in your education program? How?

Yes. I think we talk about it a lot. When I have an animal that I'm using, we are talking about its cause for coming into captivity. We talk about the fact that they are all non-releasable for whatever reason and that every animal that is releasable certainly is. We talk about what people can do to ensure success. I think we really try to address those issues that give people the power to be able to do something for wildlife. Partnerships, I really stress partnerships. You know put up a blue bird trail. The likelihood of increasing the population is pretty good. In the end, they benefit as well as feeling like they are doing something. Letting children be part of that, part of a solution. People like to be part of fixing something. Whether that is putting a fence around their pond so the baby ducks don't get eaten by a raccoon or whatever or teaching people when they ask questions about well an owl got in and killed all my chickens. Predators don't understand false barriers. If you explain that in a way that is non-threatening, they understand it. They are more likely to take it calmly.

17) What other issues (or types of issues) do you address?

As I say it is pretty much the whole picture. I never feel like I've done a successful program if I am just standing there being entertainment for someone. That is not what I do. That is a waste of my time. It is a waste of the bird's time. We don't take children to tour hospitals. We shouldn't take people to tour, it may be very interesting but standing in an emergency room should be limited to people who are really interested in emergency medicine. That is my take.

18) As a summary to the above questions, what would you say are the overall main messages?

I think the main thing that I try to get is respect for wildlife and the environment. The importance of good habitat. Habitat that is unpolluted, that is unthreatened, that is contiguous, in other words you can't have one lot here and one lot here with no contiguous line between them. Animals have to cross roads, mammals do at least. Making people aware of their responsibility and as humans, if people consider themselves the highest of the species, then certainly we have the most responsibility not only to ourselves but to other species as well. We touch on that a lot. Our population is growing, we go through those types of things and how we can help but infringe on the wildlife community. It really all boils down to respect. Respect and knowledge, those things bring power. All you can hope to do with people is respect for what you do, for the animals that you care for and the knowledge to do something about preserving them and encourage them to use the responsibility that is their birth right. If you do all that, then you've done a successful program.

19) How do you address differing or opposing values and attitudes toward wildlife?

Carefully. I think you have to listen. I think you have to approach it gently. You have to allow people to speak, can't cut them off and you have to allow them to state their full idea. If you interpret for them, you are doing an injustice, them as well as you. Then they may be going to say something further that you are not wanting to listen to and dealing with wildlife issues all the time, I think we rush to judgment because we deal with the negative all the time and it is painful for us. It is easy to jump to that next level and we really have to hold yourself back. You have to stay on that even keel. By doing that, by allowing people to express their views, you've heard them out and then they have the obligation to hear you out as well. All you can do is give information and hopefully you have a practical presentation that can be made without being inflammatory or screaming and yelling, taking it to that next level. Once you start that, you've lost. I don't think you are going to make any progress by calling someone down and that is basically how I do it. I worked up in Alaska during the oil spills and I know a lot of what I speak. I know of one gentleman saying to me, I was on a lecture tour for about three years after that it was toward the end
and he started talking to me about how can you say that the eagles did well or whatever when you know that this is still horrible up there and on and on and on. I said oh have you been? I said it just like that. He said no and I just said oh. And it was done. And that was all that was needed because those spoke volumes. He had no idea. He had no personal experience at all. I was up there for three years, I worked up there intimately with these things for 2 1/2 months on a boat one time and yet here was a man that knew more than I did, had never visited. I didn't raise my voice, in fact I just said a few words. My husband was sitting in the audience and I could see him going oh no. It was over. You have to do that. I think that is one of the places I learned that. Once you get personal with someone, it is very personal to us. Once you take it to a personal level with people that you don't know, you don't know what their background is and you have an obligation to listen.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

People misinterpreting. I don't see any risks. I suppose some people used to think it would encourage people to have pets. I think that was probably a valid issue years ago but in most parts of the world, it is illegal to have birds at least. In some parts of our own country, it is legal to purchase raccoons, fox and so on. It depends on where these people grew up. In some places it is legal. I think if you do a good job and you approach it well. Other rehabilitators may take it wrong. They may see other messages that the public doesn't. I think you have to do the best you can.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

I was raised with hunting, in fact I shot a deer when I was 16. I respond very honestly and say yes. Hunting is a sport that is very culturally accepted here. Hunters have a lot of integrity. As I explained to my son-in-law, it depends on the age of the child, most of the time I just say it is in our culture to hunt here but you have to do it with a conscience. I use different phraseology for different ages. But that is the message. My son-in-law when he first moved here was a real redneck and when he found out I was an environmentalist decided to really make a big splash dating my daughter and he was a hunter. His brother shot a deer with a bow and arrow and just hit it in the back and it wasn't worth following. I was really angry. I said to him, at 5 in the morning you be here, right here and I will go with you and we will track the deer. He said it is not worth it. I said don't even go there. We are going to, you obviously missed and don't have the ability to do that. I will teach you. I know this, my father taught me this. He said there is probably a lot of meat ruined, hit it in the rear end anyway. I said you know, you have got to decide whether you are a hunter or whether you are a jerk with a gun. If you are a hunter you will be welcomed into my family. If you are a jerk with a gun you better start running because I will not respect you nor will anyone else. We went and looked for the deer, we found it still alive, it was down and I made him kill it and I made him tag it and it was his deer even though he said his brother shot it. He dragged it out of the woods and his brother was really on him about it. He said now I lost my tag and I said no, your brother did this, I didn't. I just told you have to find it. So you take it out of him because he is the one who took the poor shot. If you can't take a clean shot at something, you're an idiot. So get it clear. He has never done anything like that again. He still hunts every year, still gets his deer. My grandson probably will too. Its his daddy, but I think it has to be done with a conscience. If you kill something, you have to understand what you are doing. Don't do it mindlessly. Don't think it is a dumb animal. It is not. You better know everything about it before you are out there hunting. That is the approach I take.

Similar along the same lines another example where a student that says that "When he was little, my grandfather had a pet crow."

That comes up a lot. I talk about how it didn't use to be against the law and how they are very intelligent and a lot of fun. Now we have laws that prevent that sort of thing and I go toward encouraging that part of my program. I say this (pigeon) is a totally wonderful bird to have, they are cheap, you can buy them anywhere. They are intelligent, they are funny. They're pets. This is a pet. This is a non-indigenous manmade creation. He is inbred, hence the one eye. He is over bred. He was bred for the fancy tail. He was bred to look like this but he is wonderful. And you are not breaking any laws and you are not taking anything out of the wild. He is really part of
our program and when I bring him out people always talk about this bird. This is a raptor show and I bring him out. This is the first bird, does anybody know what it is and they are like a pigeon. Actually it is more than a pigeon, it is a created one. It is a fan tail puffer cross, in bred. This has been designed by man and yes he is wonderful, he is absolutely adorable. He is a fine pet. He would not survive in the wild. We go into those things. I like to couch the intelligence of the animal with the fact that they are wild. People always talk about well people have parrots and they are wild in some parts of the country. I have parrots myself but I've had them longer. It is a topic that we need to discuss in terms of legalities as well as what is right for the animal.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

I think it is helpful yes. I think that you don't have to have a Ph.D. or a masters degree however. I think there are a lot of people out there that have some wonderful messages that they can portray and they can be very good with a certain age group or with some people. I don't think you necessarily have to have a large program to do a good job. Those are really more for entertainment. They are big. If you want to educate and are going to get on a level between you and this little 5 year old and it is just as important because that little 5 year old may grow up to be the next ____________. You don't know who you are touching. If they are there for entertainment they are less likely to be there for education.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Values are an interesting thing. Everyone has their own. I think that when you educate for values, clearly you don't want to brainwash someone into thinking your own values. A value system is a complicated situation and it is going to be given different twists by where you are, by the economics of your area. You have to be really careful with value systems. In other words you can attend training in Milwaukee and have a totally different value system than what is here in the north woods. You have to be really careful with that. I think that is a difficult one to give to someone. You are almost born with your values.

23) Do you use live animals in your education programs? What types? How?

Yes. We use red-tail, great horned owl, sometimes a Kestrel, sometimes I vary them. I hardly ever use more than two ever. I use them to demonstrate because some people need visuals and as our society has gotten more developed and we can pop a National Geographic film and see eagles or whatever, children become more bored with that sort of thing, just talk. To see the real animal is an identity, a personalization. Some people really need that. Then it is no longer anonymous to them. Other people don't but some do. To some it is very valuable.

24) What are your beliefs about the role of live animals in education programs?

I think they have a very strong role but I think that I have some real problems with them being treated like props. I think they need to be treated more like the animals that they are. If they are going through a bad phase. My red-tail for example is going through a mating cycle again. I won't use her now. She isn't comfortable with it. I have another red-tail that I use during this period, a male. My great horned is fine now. If I have a bird that is going through something whether it is an identity crisis, an emotional issue or is frightened, Julia doesn't like other races. She is very racist. She was abused by a Mexican family her first year, dark colored people she just hates. Go figure. I'm not going to stand up in front of a classroom and say I'm sorry but my red-tail is racist but do you mind getting all these little brown people out of here. I also am not going to have her launching at them because she will. I'm pretty careful about where I take her. I ask what my audience is like. I try not to ask specifically racist questions but it is important that people know that those issues exist. When an animal has been abused as a lot of times the ones that we get are, the ones we have for education have been, it is part of their life history and it is what they draw on. Unlike us, because they are not people, they have a hard time letting it go. Julia has never been able
to let it go. She is 9. She does not like dark skinned little people, boys not at all. She doesn't want them around. We don't use her. In the winter she will pretty much go anywhere. Now it is PMS time. Too many people think of them as objects and they are not objects. They are living, they are breathing, they need care, they need consistency and they need reassurance. They are like any other living organism. They are not a prop. Don't treat them like it. They are not a piece of wood. You can take a stuffed animal and anybody can handle it pretty much. Some people are not as good. I'm not good with mammals. They don't relate to me. For some reason birds do and always have. Even my mother's cat looks at me and its hair stands up. Its like its okay, I'm not going to hurt you now. I had cats when the kids were growing up and I really tried but they never really liked me much. Everybody has different talents.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

My definition of wildlife management is probably different. I think it has evolved a lot. A lot of the wildlife managers that are in this state now or in the country are old guard which I think it has changed a lot. We are more faced with issues of dealing with large populations of animals than we have been in the past. Wildlife managers are not so much wildlife lovers as people who have to deal with issues that surround human conflict with wildlife. That is my definition.

Do you address wildlife management concepts or issues in any of your educational efforts?

Yes I do. I think that in terms of where we are. A lot of times if we are having problems with raccoons or if I'm in a state where, for instance California has a real problem with a raccoon round worm and we do talk about it. We talk about the conflict, about what people can do to prevent issues from occurring. My focus is more on prevention. I don't talk about extermination of species but what people can do to prevent issues from occurring. Living with wildlife sort of thing, that is my focus more than management. It is not my job.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

I do a lot of work with the state. I would like to do it more. I would like for them to include wildlife educators more than they do. I think they tend to shine us on too much. That is going to come with time and as wildlife rehabilitators gain some credibility. It is a thing we are fighting for in the organizations both in NWRA and IWRC trying to set standards and regulations so we can be credible. It is an important issue.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I sure hope so but is going to take a while. I think that there is not as much now, government agencies whether state or federal, are real political right now and it depends on lobbyists that have money. I would like to see a difference made here. I don't know exactly how they can do that because it is a financial issue. It is a financial and a people issue. It is disappointing. I fight it constantly. We just had a big issue in Mississippi. IWRC just went after and we won. A large donor to a political campaign had a deer as a pet. In 1989 all wildlife was declared you couldn't have as pets in Mississippi. Some of my members called frantic because they were going to overturn that and make it legal for them to have pets. All wildlife. Not migratory birds, but everything else. The governor was about to sign that. I had to call him, this was during the NWRA conference by the way and they had a line item veto and vetoed it then it went to the senate so we had to quickly deal with the senate issues. We deal with those on a daily basis. It is constant. In Pennsylvania three weeks ago, did you hear about that one. IWRC we don't get involved in animal rights issues as per se. We do get involved in things that have a legal basis now. We don't want to slip backwards. We need to work with government in a responsible and respectful manner. They too have to understand that we are...
wildlife professionals now and they need to be working with us and consider us as such. Once they can rely on us in a more credible manner, I think that will come but it will take time.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

Yes. Pretty much the same reasons. There is going to be overlap. There has to be. Everything from releases to dealing with non-threatened species or species that have large numbers.

29) How might these two groups increase cooperation and communication?

Pretty much what I've already said. I think there has to be mutual respect for each other, not just for one or the other. You don't get respect by demanding it. You get respect by earning it. Hopefully they are watching because we are trying very hard to be good examples. There are bad rehabbers just like there are bad law enforcement people and there is going to be bad in every aspect of life. I think you have to be very consistent in what you do and you have to be willing to go the extra mile, especially at this point in time. Maybe once we have earned our place, I hate to say that but it is sort of like the womens issue years ago. In my generation, we were still considered women. That has really changed in just a few years. It is tremendous. The same will happen to wildlife rehab. And a lot of other issues.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

I think we have, we discussed that pretty much already. We have a lot of variation. Some things my language changes. I think I get pretty specific. It changes and gets much more simplistic for youngsters. I'm much more simple. I try to limit number of concepts. What I try to do is encourage ideas and make them thirst for more knowledge. They can find out answers for themselves at some point. If you give them all the answers, they don't have anything to look forward to. I like to do that because they are wondering. It is good to leave them wondering.

b. Who determines content?

I do. In some ways the audience does.

How would that be?

I try to read their needs and give them what it is that they need.

c. What information do you have about groups (school and non-school prior to the program?)

Actually a lot. I do a pre-interview with the teacher or with the person who has asked me to come. I like to get the size of the group down, the age group down, how many individuals are going to be there, where it is going to be in or outdoors. The kind of room it is going to be. If there is going to be a lot of reverberation. If there is going to be frightening things. Auditoriums are notoriously difficult for sound for my owls. It is hard for them to be in an auditorium and be comfortable. My animals comfort is ultimate to me. By the time I am finished, people are well aware of it. I don't compromise it. I know a lot about the people before I get there and unless things change at the last minute and in fact I ask them to call me if there are going to be any changes.
31) Do you address issues differently with different aged audiences? How?

Yes. Simpler concepts for younger people. It depends on the degree of involvement. If you have someone who is really environmentally in tune and they want to know a lot about habitat preservation, you can go into much more detail particularly if they have a basic understanding. But to stand in front of someone who doesn't have the education or the need to know and to go on and on and on to inflate yourself is ridiculous and it makes them bored and it makes you look dumb. Makes you look like you need reassurance. I don't do that.

32) Do you incorporate any certain educational theories?

I don't I guess because of the flexibility I like to show. Other than the themes of consistency and respect and truthfulness, I don't incorporate anything, the psychological or whatever things but I think it is too limiting for what I do and for people that I am involved with.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No they weren't. Most of our schools don't have a specific curricula here. I guess I don't think it is necessary to coordinate entirely. At some point it would be good probably for maybe science teachers or elementary teachers to maybe build a section around what it is we do. We had a great little program in a pretty tiny school where they had a grandparent program and the grandparents helped them build bluebird houses and put them up and they were able to follow it through their elementary years there. A bluebird trail. I do a lot of bandings I told you. It is neat to see the success they become in summer time, the family of course and it was neat to see the cooperation with the elders, the youngsters and the teacher and see the growth in the youngster as well. How value systems change. At sixth grade they just don't bother to come. Fifth grade it is like oh yeah you know, it depends if they are a guy or a girl. There are little gender differences. It is interesting to watch the changes in the youngsters as well. It is good to see the involvement.

We'll switch to another section which is actually the last main section of the interview.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

Well there aren't any classes specifically for educating rehabilitators. IWRC does have skill seminars. One of which is going to be in the third week of this month which might be interesting. I know you are going to be in school but it might be interesting for you to see. We are building more classes along those lines but it is difficult to anticipate everything that rehabbers are going to come upon. It is also impossible for them to have a vet constantly there all the time. Wildlife rehab is a, I just wrote an article about this in fact I should show it to you and give you a copy, but it is called Yours to Protect and it talks about all the things that can go wrong.

With rehabilitation?

Yeah. Wildlife rehab is very complex. You have to be an animal care expert, you have to be a natural history expert about that animal. You have to be a housing expert with that animal. You have to know nutrition. You have to understand the needs from a temperature standpoint of that specific animal. You have to be able to understand what it is going through so it doesn't stress. You have to know what the qualifications and needs are for release. You have to understand when is the best time to release. You have to wear so many hats. It is such an incredible complex vocation that it is not a wonder that we are having difficulty defining it. Wildlife biologist is fine but they don't have the physiology and the techniques that are needed and maybe sensitivity with goes with handling
animals. Vet tech is fine but you don't have a natural history aspects that you need. A veterinarian is fine but you are missing a lot of things. They are very focused in their area. We have all these focuses that somehow need to come together under an umbrella of common sense and a lot of it is common sense and you can't teach that. Egos play a huge part as you know and finances are a huge worry always. All those things make muddy a mix. It makes really sensible people crazy sometimes. I mean I have done this for over 30 years and I remember one time 38 owls, it was during winter, that starvation event. I would literally fall out of bed and I was just going from box to box to box and yes they were all over my house and what are you going to do when you have to tube them every two hours. You've got to do it, and 60% of them went back. You don't get that kind of success rate in a huge facility where everyone goes home at 5:00. You just don't, you can't. It is intensive care. My husband when he retired came and he has never handled an animal, you don't have any idea what it is like. He said to me this is crazy. It is like living in an intensive care ward 24 hours a day. I said yeah, now you've got it, now you know why I am nuts. It was fun to see him grasp the concept after 30 years.

35) In what ways might rehabilitators overcome these barriers?

Recognizing them is one. I think we haven't given them proper recognition. We expect that wildlife rehabilitators can be just about anybody. We think that if someone is interested in animals they can become a wildlife rehabilitator. Sometimes they can and sometimes they can't. There is a lot of emotional strength that is needed for rehabilitators that is not in the run of the mill, anybody animal people. It is very draining. You have to be able to be true to yourself and recognize and give credit to other people. If you can't do that you shouldn't be a wildlife rehabilitator. It is just beginning to dawn on people how complicated the field is. I don't think that having a degree in any aspect makes you a perfect wildlife rehabilitator. I know a lot of veterinarians that are clueless about wildlife rehab. You try to explain and then it is like oh man. It is recognition, it is going to be recognition. That is going to come but it is a combination of so many fields. It is totally different from anything that we've got out there.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I think the real desire to see clear goals and desires for what the community can provide. Allowing people to be part of a solution rather than just telling people where the problems are. That is a big thing. I think it is bigger than people understand. People need to feel worthwhile. To give people that, makes them a partner with you as opposed to John Q. Public and try to make partnerships throughout your community.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Keep it loose. I think you learn so much when you go out and you are faced with real people. You can read things and you can digest it and you can attend seminars but until you are faced with a real crowd of real people that need you or have certain expectations of what they are going to take home, you don't know. Keep it simple, remember you are not trying to teach them everything about wildlife. You are trying to give them a couple of concepts to take home and if they remember that, if they remember one or two things of what you've said then you've been successful. That is the thing you need to understand. You don't have to stand up there and rattle off at rapid fire order how many birds there are, an owls neck and how far it can turn its head and so on. Some people will remember a lot. Other people will just remember that they have to be careful and not cut down trees in early spring because owls are nesting. That is enough. Don't try to fix all the woes of the world. Start small.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

There are so many things. I would use it for making a place where people could come for programs so it would be more controlled. The acoustics would be good so the birds would always be comfortable in their own surroundings.
I would have more control over the audiences. I think handouts are a really important thing. I think it is neat for kids to have maybe a little coloring book, depending on their age level that they can take home and maybe see several times a week or you know lying there on their floor. It is a little reminder. Maybe even something consistently to stay in contact with people, with students year after year as they go through school. This year you get this, next year you get that. Take home sort of things. I keep going back to research, whether it would be from an educational standpoint of putting radio tags on animals that are released so people are able to follow them and know what is going on. I think that is really important because it proves success.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I think it will be much more organized. I think we can't help but be more organized because of regulations that are going to come into play. It will be more like larger things, more focused on education and rehabilitation. Smaller people or individuals will be doing less. I don't necessarily believe it because we touched on that before because I think the larger programs, the assemblies, tend to be more entertainment as opposed to education. Unfortunately I think that is what it is going to be.

Are there other things that you envision 5-10 years from now?

I hope it is more varied. I would like to see every classroom have some sort of environmental education each year. You never know when that child is going to turn on or going to be available mentally for this information. I think every year there needs to be some backup with education and the concepts can vary or maybe they can even stay the same but they will take home something different. I would like to see every year for children to be involved in a responsible manner. Something that they can do.

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

I think that there is some plans afoot in some individuals to make education more formalized and only for people that have for instance masters degrees in education specifically. I think that that is a mistake. There is a lot of people out there that are really valuable and have some talent with certain aspects of the population and certain animals. Just because you are an educator doesn't make you communicate with the animal that you are communicating with and that teaches people a lot about. I think it is a mistake to get too confined in what environmental education is. It is so broad. Everyone has different techniques. Even in schools now days there are some teachers that come up with things that are very usual and it works. Whether it is for learning disabled children or reading or math. We have to allow ourselves room for growth. By trying to limit and outline what can be taught, you are limiting the growth aspects and evolution of the environmental education. Things are going to change as the world goes on. Species issues will change as maybe different diseases develop and different viruses or whatever. We are going to have different issues that I don't think we can even anticipate at this moment. We need to stay open minded to those issues.

(Tape ends)
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

It is just needed. Somebody has to educate these people on these issues. It used to be common if they see a raccoon they would just shoot it and then wonder, “what am I going to do with the babies?” Just because you see one, it doesn't mean it is over populated. And they have these fears that run and I don't know why with regards to rabies and things like that. We haven't had a raccoon with rabies in this state for over 18 years. It just rationalizes their reason to kill things and that frightened me. The longer people go uneducated, the more animals I have to treat each year, which is detrimental to the animal and it just became evident that it had to be done.

Besides those reasons for initially becoming involved, are there other reasons why you educate at all about rehabilitation today?

Frustration. You just have to. There is no way around it. It is just human nature to rationalize why we do things when we just step back and look, we would say that wasn't right. If you have all these reasons to justify your actions then you don't feel guilty and still taking the life of an animal is wasteful. When they find the babies they all feel guilty and they don't like that feeling so they want to rationalize it to me so you have to explain to them so hopefully they don't do it again. The people that I have worked with are more open to learning about these things, it is just so hard for them to obtain the information anywhere else. Prior to getting into this I didn't know that nursing mothers that were typically nocturnal, you would see during the day. That causes fear in people. Well that is a raccoon, I shouldn't see that in the day. It is just important things that I have picked up, that I have learned, that I feel the need to tell people.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

Ditto. Same thing.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

Nature programs that I know of in this area don’t cater to things that have to do with mammals in particular. They are usually focused around plants, birds or butterflies. They overlook the mammal species altogether. But you'll find people are fearful of the mammal species, not the butterflies, the plants and the birds. That is where you get all these people over-reacting when they see them.

The programs given at this facility focus more on individual mammal species. We teach humane human/wildlife conflict resolutions. Did I answer that question at all?

Yes. Do you have more to add?

What was it again?

What makes your programs unique as compared to other...

Mine are factual. That should sum it up. I go off on a tangent about one man because I am still very upset about the message he gives to people. I am able to bring live non-releasable animals which makes an impact on the audience; especially the young children.
4) What are some barriers to you fulfilling the educational potential of your program?

People doing programs that are doing it wrong. Time. This time of year is the best time to get these messages out because it is baby season. We are also very busy with animal control calls. When the people are going to come in contact with these animals is when I have animal control problems. I don't like using the word nuisance so please don't use that. Call it animal control or wildlife conflict or something like that. That is a word the DNR assigned to it and it has a negative connotation. And then this is baby season so we are so tied up with you have them coming in in all different conditions and you have to devote a lot of time and attention to that. We utilize the people bringing the animals, we utilize that time to stress to them, often times I will invite them in and let them see the process and let them get acquainted with the animal from a distance so they realize how important this work is. That helps. They are so intrigued that they always ask questions so that gives you an opportunity to tell them things. I usually educate more on a one on one basis than I do classroom format. It is just easier. All the appropriate questions are discussed thoroughly which I don't have that opportunity if we have a large group of people because you get interrupted and things. It works out really nice.

Can you think of any other barriers?

I can see for some it would be money because it does take a lot of time and a lot of people have to work. I am fortunate enough that I don't have to work but it is still costly and time consuming to do a large number of programs. My facility isn't large enough to do programs “in house” which makes it even more difficult. I can see how money would be a problem for many. Another thing in this state, I don't know if all states are like this, I would presume that they are, to take an animal to an educational program, which is how you get the most interest if you can bring a live animal to the program. It is against the law if the animal is releasable. Now we have some that are going through all different stages of getting better, getting well and some of them you wouldn't want to bring to people because they are not that attractive. Whatever the case may be I don't want to scare people either. That is a barrier. And the term non-releasable you could argue that point. I get some. When they are really young, technically speaking they are not releasable so I guess if I had to get around that I could. Their eyes are still closed, obviously they aren't releasable. But I don't even go into it with the DNR. I don't know what their beliefs are on the subject.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

Goals obviously. We do have a mission statement.

And you said you do have a set of goals you?

Oh yeah.

Have you done a vision statement?

A combination of short and long-term goals would be our vision statement. I haven't labeled it a vision statement but in a sense sure. You're talking long term.

And a lot of organizations have these statements in their minds rather than written down.

Mine keeps changing. It seems like every year when I start out I just wanted land for release. But every time I turn around it just keeps growing because you can't help the few animals that come in here if you don't address the entire species and the way people treat all the animals. It is not going to help just those
few. That is why education is so important. It is so easy to say that. It is so difficult to do. People got it in their mind, it is really hard to change. That is why it is so important to educate the children. Their minds can still be molded. But you take an older person who has killed everything they have ever seen. It is difficult to change their perspective on things. Vision = Short term is to provide a wildlife rehabilitation facility and refuge for indigenous species, to provide community education programs and information regarding wildlife behavior, humane, human, wildlife conflict resolutions and the preservation of wildlife habitat. To provide a hotline pertaining to wildlife concerns for the community, to provide an intern program furthering the education of college students focusing on animals or wildlife issues. Long term - to obtain a network of private individuals with sufficient, suitable habitat for release of rehabilitated wildlife, to decrease the likelihood of complications arising from over population, to obtain acreage for an adequate wildlife refuge, to locate local corporate sponsorship for videotapes of rehabbed animals to be donated to hospitals, libraries, retirement homes, etc. for the purpose of familiarizing people of the true nature of the wildlife which surrounds us. The last one is to provide the area with animal control which specializes in indigenous wildlife. Because thus far all of the cities and counties I'm familiar with, they don't have somebody to do that. That long term goal of the animal control has moved up to the short term because once these kids see these animals they are so approachable and such a severe health risk to the community and the animals. The animals come in contact, they have to be put down. That is not good. The DNR doesn't have the manpower or the time to rush out and do it expediently and meanwhile the animal is suffering or God knows what and coming into contact with so many people. Now that my father is retired, he has taken that job upon himself. Yesterday was one of our first ones of the year and he can just get out there so quick and the raccoon is doing very well. It is very interesting. I'm sure we have other long-term goals, I really don't want to get to the point. Maybe you have spoken to some rehabbers who want this huge facility for people to come to. I am not a people person. I don't want that. I don't see how that is going to benefit, well it probably would, but it won't be good for me so that is not in my long-term plan at all. Then you've got travel time back and forth and then you've got well we donated this, we want special treatment. It is just never ending.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

No. Just to supply us with some guidance. I thought before we started asking people for things we should have that written down.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

We have these vision statements printed in brochure style.

Do people in the community know what you are about, what your goals are?

A few. Some do.

Another problem here - I wanted to do a press release, however, in this state you can't advertise the fact that you rehab. You don't want to encourage people to take babies from nests. That is a good law to go by, which is a good thing because some people will go and rob nests and say well if I get tired of this in a day I will dump them here. We don't want to encourage that. That is a good law to go by. I had started working on a press release because we just obtained non-profit status last week. We have been working on it for weeks but it is a long drawn out process. I was going to do a press release and I got to thinking, this probably won't help the animals. It may make me look good, but that is not our goal. So I decided not to do that. Word of mouth is going to have to suffice. I work closely with the small animal shelter and they refer a lot of calls to me. Typically speaking if people have a problem that is where they will call, or they
will call the human society who also refers people to me. And we are just going to have to continue going by that. I don't think it is going to play in anybody's favor to have the big publicity, I don't see how it is going to help the babies.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Write miscellaneous articles, voice of the people things. Last year I put out two articles in area papers about some of the humane ways to resolve problems. Once again it is word of mouth. Distributed some work to the humane societies, some information that we typed up. We were on the education committee of ---- and we wrote some brochures for them to hand out to people. I am hoping we can reach a larger number by working closely with others. Send out letters to previous clients.

This is the second part of question 8 and it will help put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

That is a 1. Extremely important.

And ideally?

You can't get better than 1 can it.

Informal education to donors who brings in patients to your facility?

That also is a 1. And 1.

Special events at your facility or in the community?

I don't have any special events at my facility. Liability is a big issue. Opening up my doors to people, because wildlife it is such a unique situation, it is hard to get insurance. You don't want to encourage people here, I'm not supposed to put the animals on display. Even showing them an animal could easily be misconstrued if the DNR is in a bad mood. It is just not worth it to invite trouble. People are allowed to come here and drop off the animals. You just have to take every caution necessary and maybe some of them sound a little extreme. You get some strange people and would prefer them not coming here.

Is that ideal then?

There could be some other community special events, I just haven't come across them yet. Summer outings and things like that, is that what you are talking about. Once again you've got these ambiguous laws, are you displaying an animal? It isn't fair to keep an animal in a small cage for long so summer booths wouldn't work. I don't believe that the DNR wants, this is my own personal opinion, I don't believe that they want people to see these animals in the light that I know them, the way that I know them to be. I think it is detrimental to what it is that they are hoping to teach. It is hard to hate an animal that you've seen be kind and gentle. It is hard to continue hunting and trapping these animals once you have loved one. As I tell anyone who has ever seen a raccoon, once you meet one you will never be the same. And it is true. I don't think that the DNR likes the fact that I show people another side. They love the fact that
people fear them, they love the fact that they are known to be throat rippers and that they have rabies. It is completely untrue.

Ideal in terms of the numbers, what would you give that?

Yes. Ideally it would be a very valuable service. It could be a 1 if we could work out all of these problems. It would be in the best interest of the animal to do them certainly. It would be wonderful for me to educate more people. Maybe I would put it as a 3 because then people will see how kind and gentle these animals actually are once you are familiar with them. Then they are going to want one. They are going to go robbing nests. So maybe it won't be a good thing. It depends on which mood I am in for the day. It depends how down you are about people that particular day. Sometimes I trust them implicitly and then the next day they will do something really stupid and I think oh my God what have I done. You just have to be really careful. Every time you give a program to some individual, you have to be cautious because it can always be misconstrued to mean what they want it to mean. It is really difficult. When I meet these people I don't know them well enough to know whether they are operating fully upstairs. It is hard. As I said, sometimes you will go into a crowd of people and what you say could mean three different things and the next thing you know well you encouraged us to do this, that is why we went and bought one. You certainly don't want to encourage people to love them so much they want to own one. Especially an animal that is not accustomed to being locked up. Any wildlife. That is why they are called wildlife. They are not supposed to be encaged.

Fund raisers?

Thus far I haven't done any. I know it is important. I've been fortunate enough to get enough support from families or from my family and just people and the humane society donates food. Once again part of me is reluctant to do that.

Could you give an idea on what you would give it?

A 2. To me I don't enjoy that part of it at all. I don't think that I am cut out for that kind of thing.

Education through various media including TV, newspaper, newsletters, brochures?

Brochures are important. I told you about the drawbacks of going through the media. Give it a 1. It is important to get the information out there, but you have to be careful which form you use. Ideally it would probably be very nice if you could just guarantee that everybody would hear exactly what you said and understood it but you can't do it. I keep harping on the fact that education is wonderful in theory, but it is very difficult to get people to care enough to want to learn.

Public tours or visits?

No. Once again, I don't see myself doing it. Give it a 3. There was one woman in particular who had a problem last year with a raccoon in her chimney. She had her chimney capped and the mom was trapped. So she got out through a window and then she couldn't get back in to get her baby so I sent my husband over there to get the baby. She gave a very large donation and she was just so concerned and so sweet. I did have her come over. That worked out really nice and I had her over a couple of times and she has still been helping me today. So under certain circumstances I will. It is nice to work with people like that. I couldn't make it without her. I couldn't make it without people like her. I thought in the long run boy what a service she would be doing to these animals and thus far I've been right. That has worked out really nice.
School visits to your facility with pre-planned programs?

I haven't done any. I will go to the schools, I'll take the animals to the classrooms. It is a liability issue. Ideally it would be a 1, however with problems with insurance and children getting hurt, it is putting the animals on display again. I know that people have had a lot of success doing that with birds but when you are talking about mammals, it is hard. Some animals should not be used. I don't want the fox to get used to people. I don't want the deer to be used to people. Raccoons once their gone you don't have a problem with them contrary to what a lot of people think. They won't come up to strangers, that just doesn't happen.

School visits to your facility without pre-planned programs?

No.

And ideal?

Use the worst rating possible. 5.

Off-site school programs, you going to the school?

That is fine. A 1 and a 1.

Programs with non-school community groups?

That is a 1 and a 1. I agreed to do them at the hospital for the elderly, I thought that would be really nice.

Are there any others that I haven't included?

Well I did volunteer to do some educational programs at the small animal shelter. They are getting a new addition added onto their building for that purpose and they asked me to do some humane wildlife conflict talks for people in the community which I am thrilled to death to do. I will do anything to help them. They have been fantastic. Anything that they would like me to talk about, some habitat preservation, things like that. Sure. I don't know that much about it, I just know that I am always trying to acquire more land that is suitable for animals to be released on. That is a major concern for most rehabbers I would imagine is overpopulating any area. That is something we always have to work on.

9) Who are the main audiences of your education programs? What would you say is the main audience?

The school.

Any particular age range?

No. I haven't done any in high school.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

Like I said the high school isn't reached. I don't know that it is necessary to. It is not like they are homeowners who are going to have these problems. Generally speaking I would assume that anybody who is in the 12th grade has decided whether they despise hunting or not by now. Although I've had some people who hunt who have called me with animals and they have completely changed their mind. I had
one last year who I wish I would have got his name and number. I would love to see where he is today. That is really funny to get these kinds of calls. He was really upset. He didn't know what to think of himself. I was proud of him.

Any other audiences that haven't been reached?

Obviously there are many many homeowners. Maybe a lot of people who live in the suburbs, the developments, the subdivisions. We take this habitat and we destroy it and we throw houses on it and everybody moves from the city because they want to live in the country and then they put cement geese and deer in their front yard and think they are living with wildlife. So my mother had recommended that I pass out brochures that brought information on not to feed your dogs outside and things like this so you don't encourage the animals to come around your house. Pass information out at open houses, building seminars, etc.

11) Does your organization have a written master plan that guides the education efforts at your center?

No. Ideally we should have. There are a lot of things that we should have down in writing, but I will have prior to May before the interns get here. I don't want them answering questions incorrectly.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

So if somebody call and had an injured animal, should all rehabilitators have guidelines in which to follow?

Not necessarily specifics, but recommendations.

Well certainly. It is important for rehabbers to tell people to get babies out of the elements. It is important to bring them inside and keep them warm so that they don't get eaten by a dog or freeze to death. It is important not to put them on a heating pad on high. There are some things that you would consider common sense that really aren't. Rehab professionals should stress wildlife should not be kept as pets.

How about in terms of an education master plan? If you were to think of that, and you wanted advice from the rehabilitation community, can you think of main components or areas that might help?

I guess I don't really understand. You mean as it pertains to how people treat wildlife or just the injured orphaned one?

In terms of all the educational efforts of the facility in general.

Is there a component that we all teach?

Um hum.

Certainly I think that there is. I think it is important for all rehabilitators to inform the public about humane methods of conflict resolution. I think that is one of the most important things for us to do. How better to control the populations that come into our facility if we make certain that none of the animals are orphaned if we don't break family units.
Any others?

The DNR said they are getting calls from rehabilitators who feel that they need to be paid. My response is we rehabilitate these animals because of our love for the animals. The only way we should get paid for our service is if we do a valuable service to the community. Taking in a couple orphan animals isn't a service to the entire community. However, if we branch out, if we make it our responsibility to help everybody in the community who has a wildlife problem, who has a raccoon in their attic. If we can provide them a service, if we can provide them a hot line, if we can provide them any guidance. If an animal is sick, if we provide the service of picking it up to make certain that people aren't endangered by it, then that is a community service. Wiping a couple hineys is not. How do you place a dollar amount on that? Some people do 2, some people do 200. But if we make it a job, if we make it a service that will benefit the entire community on any given day, then yes, that is work. That is what I am hoping to sell. I want to be able to do it and we are going to continue to do it whether we get paid for it or not. My family and I think it is important. I think that all rehabilitators need to look at it like that. It is not only saving the elderly raccoons that are sick. Typically speaking they will die. A lot of them will. But you try to make them as comfortable as possible and give them a nice place in which to do it. Just like you would want for anything else you care about. A lot of times they pull through. Raccoons in particular will fall from a tree and they will get a brain bruise and they will act silly for a couple of days and then their fine. I've seen them pull through. Then you use them the next season to help raise the young and teach the young things you can't teach them. I can't teach these babies to look up and check for hawks. There are things I can't show them no matter how hard I try, no matter how close I am to them. But this other raccoon will. I've never seen two raccoons that didn't get along. I have never seen an elderly coon not look after the young. You can't say that about humans. It just makes such an impression on me. If we can provide a service to these older animals and they can reciprocate, what is more fair than that? What is more kind than that? So it works out really nice. I don't know that all rehabbers have the space in which to do that though. That would be another one of your drawbacks. Not everybody is as fortunate as I that you have enough cages to do this. I don't know if everybody is set up for it or that everybody has the time for it. If you don't have the time or the facility, how can you harp that you should be paid for it. You really can't. Now can I convince all the other rehabbers to do that is another question.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

Oh the most basic is admire them in your house. Never, never approach a wild animal. If you see them respect them from a distance, let them do what they do. Love the experience and try not to get in their way. If you find them attracted to your dog's food at night, bring your dog's food in at night. If you see that they are getting in your garbage and night, put your garage out in the morning. There are so many simple things that can be done. People have been banging their heads over these issues for so long when it is so easy. They are wild, leave them in the wild. Don't try to make pets out of wild animals. Why try to change an animal's behavior that doesn't need to be changed. It doesn't make any sense.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

Don't buy an animal. This is another drawback for me, as I say I am not a people person. I don't know that my approach is the best approach. It just seems to blatantly evident to me and that is probably passed on. It is different because I have never talked to grown ups about. I always deal with the children so it is easy
to joke around with them. When you tell them, they seem to know. It is when you get into the older people who want attention for something and you need something to get the attention but then in a week they no longer want it. It is like people who buy bunnies at Easter time. Yes they are very cute, sure. But they're not going to be cute in a week. The kids pick up on this so quickly. It is the parents that are the people who consider their self worth on how much attention they get that you can't change. I don't feel like I have answered that one either, but I don't know how to better answer that.

15) What are the most important wildlife issues in your community?

What I see most is obviously important to a lot of people is that they find these animals that are sick and orphaned and they don't know what to do with them. That is how I get a hold of them. Human/wildlife conflicts to continue to increase every year. There are fewer and fewer places, people are spreading so quickly that they are going to see more and more of them so that is just going to continue to get worse. Wild animal control is a problem here because no agency typically handles these calls.

Any others?

We have a lot of people that complain about deer. Do you want something particular about it?

Yeah in your community, right around here. What are those?

Well I have one neighbor who likes Azaleas and Rhododendrons and my deer like those too so that was problematic. So I stress deterrents. She didn't feel like applying them and then we went on the lion feces, which I arranged for her to pick up from the zoo, and she never did that. So when she failed to follow through on all the advice, I quit worrying about it. It is like me, when I have these animals I have to be responsible for them for a certain period of time. I have to do everything in my power to make certain that they are healthy and everything is fine. She is a plant lover. She has the same responsibility. She has to look out for her plants. You almost become a slave to these things. If it is something you love, it is something you are going to work for and she is going to have to take the necessary responsibilities for her hobby. She neglected to do so. You get these ornamental shrubs that aren't used to this area, they are not going to have those defenses. She has got to manipulate them so they do. If she chooses not to that is not my problem, that is now her problem. This is something that you have to tell a lot of plant people. I respect the fact that they love these plants and that is fine, but you do understand if you plant these kinds of plants, you are going to have the job that comes along with it. If you neglect to do it, if it's not my deer, it is going to be some other deer. I can't be responsible for every animal in the area. That is a problem and I know that is a concern for many people. --- fights about this every year. It is all over, it is going to continue to get worse.

16) Do you address these issues in your education program? How?

When they come up. Typically speaking they don't because I am dealing with young kids. The one on one work, the work I do over the phone, the education I give over the phone, certainly. There are books available on this. There is the HSUS that has done a lot of work on this. It is available to people. If they would just rather pick up a phone and make a local call I will help them as best I can.

17) What other issues (or types of issues) do you address?

Other than what I have already told you about. Habitat modification and site evaluation to determine reason for abundant wildlife.
18) As a summary to the above questions, what would you say are the overall main messages?

Respect and appreciation of all living animals is important. No matter what it is. A lot of people are fearful of snakes. That doesn't mean you should go out and kill them. (Turn tape over) Respect, if you have that, all else falls into place (from notes)

19) How do you address differing or opposing values and attitudes toward wildlife?

Attempt to show animals in a different perspective – at times – attempt to personalize them. If someone hates raccoon, I stress instances to reveal their kindness and gentleness – which there are many of.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

Well there is the risk of people seeing how wonderful these animals are and wanting to make pets out of them. That is a huge risk. That is why you have stress that they are called wildlife because they are meant to be wild. You can never stress that enough. Its like women who meet a man, “well I can change them” and it doesn't happen. That is the nature of the creature. You can't change it. I've had animals I love and admire and I keep thinking oh you will want to stay with me forever, it is not true. When they age and nature calls, you're wrong if you think you are going to change them.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

I had that come up at the last program I did. I think the kids were in the 7th grade. This poor little boy, I had Mack with me, he is a nonreleasable raccoon and he is the absolutely cutest and everyone was so impressed with him. This poor boy never even looked at him, I knew where this was going. Finally he says my dad and I hunt and I said well sweetie I'm sorry I don't know how to respond to that. After giving it more thought, the fact that this child already knows that he can't possibly love and respect this animal and continue doing what they are doing, pretty much said it all to me. --- and I have this conversation all the time. I am not so much against hunting as a food source, even though it is not practical, even though it is not economical and I don't know anybody who does it. Sports hunting is the thing I despise the most. Who can we impress today, what can I hang on my wall. How can I look like a big guy. It is that kind of thinking that blows my mind. The only response I have is the same one that everybody has. Anybody who kills something for fun, I am concerned about. I am concerned about the message it sends to the their children, I am concerned about what it says about them as a whole. Anybody who can take pleasure in killing something is despicable. Would I say this to a classroom of kindergartners, no. I don't think it is fair to put that burden on them. They don't know any better. They just see their parents do it and who are they going to respect more than their parents. I am hoping by seeing these animals in a different light, that will do more than anything I can possibly say. This poor kid knowing not to even look at this animal, frightens me. I'm never going to be able to reach him. I don't know what to do about it.

What might you say if a younger student brings it up?

I could probably get away with telling them my opinions on it. That pretty much is easy for a kindergartner to understand. Killing something for fun is a horrible thing. If that is what you do for recreation, that is a problem. Buy a Nintendo game. When I did the kindergarten class, it never came up which I thought was a good sign. Maybe that grade is too young for the people to take them out hunting. The fact that people are exposing kids to killing animals at that young of an age frightens me, period.
Along the same lines another example where a student that says that "When he was little, my grandfather had a pet crow."

I guess I would ask him how he got the crow and he wouldn't know. Then turn it around on him and ask him if he thought that it was fair to keep an animal like that as a pet and see if he thought the crow was happy. I can see some birds thinking that's the life to live. My mother found a crow who couldn't stand, couldn't clean himself because his legs were all deformed. She eventually had to have him put down but the time she spent with him she swore he was as happy as could be. I don't think I would respond as drastically with a crow. Animals are not meant to be pets. That is what I told the class. These animals do not make good pets, do not try to keep a raccoon in a cage. I did ask this class in particular, have you heard people say how they had a raccoon and they kept it and it was best pal to be around and all of a sudden it was mean, it got really mean. I said that is the animal's only form of communication. People don't listen to them when they say please please let me out. They don't listen when they pace the cage. The next step of communication is the only form that they have. They turn aggressive and they turn angry. They would rather be dead then be in a cage all their life so that is their form of survival to try and get the message across that you have to free them. People don't pick up on that. They just think the animal is ungrateful. That is not it at all. They are frustrated, their bored and they know that they need to be set free. I try to get the kids to understand that this isn't the animal getting mean or disrespectful in any manner, it is a form of communication and that is all it is. It is when we pick up sick raccoon, we are almost thrilled when they are mean to us because that is a good sign that they are not really close to death yet. It is when they are really friendly and they won't even growl at you that you have to be concerned because there is no fight left in them. This is all nature's way of communicating and I think it is important that we pick up on that and understand it.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Yes. Yes. We have some rehabilitators who go off saying things that aren't true. Who would be the person in which to do the training, it wouldn't be the DNR. In a perfect world all those things are great. How you were to oversee that and make certain it was done properly, I don't know the answer to that.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Yes. Once again, I think it would be valuable and necessary. Who would I choose to do it, that is the problem.

23) Do you use live animals in your education programs? What types? How?

Nonreleasable. Thus far I have only taken raccoons because that is all that I have had that have been unreleasable. That is not true, I took one squirrel that I thought was nonreleasable and he ended up being fine. This is another thing, nonreleasable at the time, nonreleasable forever. I had one raccoon Mack that I took to the last program who the vet told wouldn't be released, it had a spinal disorder and he told me it would get worse or it would eventually get better. Mack is now in the cage right now but he comes and goes as he pleases and he is going to be just fine. By whose judgment. Certainly not the DNRs so do I rely upon the experience of my vet, do I reply upon my own experience. Another one of these laws that can't be followed no matter how hard to try because there is too many questions about it. There are too many animals that do eventually get better. I've had full grown raccoons like Momma Lucky who I brought in and the vet said would never be releasable and after she spent an entire year with me and a summer with
the babies, it was abundantly clear she was ready to go. Hopefully she is still doing great now. So what you say is nonreleasable at one point, is probably truthful but eventually some do get better. It is like humans. Any injury we can usually handle ourselves just given the proper time.

In what ways do you use them when you take them to a program?

Just as a visual for kids. Mack in particular just sits in my lap and plays and does coon things and it is real nice for them to see the underside of the feet how silky they are so they can differentiate between rock and food while their cleaning it. It adds, it accentuates the talk. There’s just so many things that you can show them. Visuals are important for children. Everybody that I show a raccoon too seems to be really impressed with them.

24) What are your beliefs about the role of live animals in education programs?

I believe the rule of having a nonreleasable is good. I don't think it would be good for the animal a week before you are going to release it to the classroom and expose them to that. They are great visual aids, sure. I do agree with the rule, it is very hard to follow it, it is just hard to follow exactly what they imply by saying it. I try to go by what they suggest. But like with Mack here, am I breaking the law, should I be penalized for that? I don't think so. I meant well. I tried to abide by it. It is hard to do exactly what they imply by the rule. I think it is nice that we have them.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

Manipulating the herds to a size that are plentiful enough for hunters so that everybody can obtain one. It is just another one of those terms brought up by the DNR to make themselves look better. Cull, harvest, take whatever. Pick one. It is farce to mislead the public.

In the ideal world, would you have a different definition of wildlife management?

There would be no wildlife management. There is no need for it. Mother Nature has done it forever. The only reason it is present today is for the benefit of the 5% of the people who want to kill these animals.

Do you address wildlife management concepts or issues in any of your educational efforts?

No.

26) Are you aware of your state or federal wildlife agency’s education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

State and wildlife education programs teach hunting in schools. It is deplorable. It should be illegal and it has nothing to do with education. They go under the premise that we are teaching gun safety. There is no reason to teach that in school. They hide behind the fact that approximately 80% of the homes in our school district have guns. Well 80% of the homes in your school district have alcohol. We are not teaching kids about alcohol poisoning. 80% of them have prescription drugs that can be lethal to children. We all have cleaning products kids are inhaling. We are not teaching that. What they are teaching is desensitization to death of animals. That is all they are trying to teach. You don't have to learn how to gut a deer in gun safety class. I don't know who is gullible enough to believe that. But it happens. Then they
say well some rural areas people still hunt for food. Well the whole idea of education is to get people more educated so they don't have to resort to that. Not keep them in the low poverty level. That is not what I understand education to be. It is a farce. It is insulting that they think, well people do believe it. I wish there were more that could be done about it. I attempted to get a permit through the neighboring state because I get a lot of calls from there and obviously no one is doing raccoon and rabies there in that state. Initially the man spent a long time, a great deal of time and effort trying to convince me that no one wants any more raccoon, they are over populated, they carry rabies, etc. That is what the DNR wants people to believe. I don't think that they like the fact that there are people like me trying to convince people that these aren't the throat rippers that they have them pegged as being. I don't think that plays in their favor. For instance, you get caught poaching a deer in this state, there are very few penalties ever imposed on you but if you get caught rehabilitating a possum without a permit, they will threaten to come take the animal and kill it. Why would they do that? I think that once again what they are trying to do is get people not to see these animals as they truly are. I think they love the fact that everybody has this preconceived notion as to what these animals do, how they act, how they are all wild.

Have you ever had an opportunity or done any type of programming with the DNR?

Yes, when I did my first educational program at the library, my conservation officer came. When I was halfway through, and he spoke as well, it worked out really nice. I have a good relationship with my conservation officer because he is an intelligent man. He too has rehabbed animals. Now that he has been promoted, I can't say that is ever going to happen again. I don't see eye to eye with these people.

Would you say that you're working with them in terms of education as much as you would like, less or more?

I haven't given it any thought. We will never be on the same page as far as education goes. Their goal is to encourage more people to hunt. My goal is to get people to see how wrong hunting is. What that says for us as a society. I don't see it happening. No. I have no desire to see it happen. If I could get them to see my point of view that would be wonderful. It isn't going to happen. People don't sign up to be a conservation officer in the DNR with a belief system like I have. You would be suicidal to do that.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

No. I talked to them about it yesterday. Apparently the federal government designated $8 million for the state to encourage education. This is what is in the works here. I was trying to find out if there was a way that we could work together and cater to the entire population, not just the 5% of the hunters. Maybe it is 6%, you can't quote me on that. I don't know exactly what the number is, it is very very low. Because they keep telling me how they do, they want to be an agency for the entire state, not just the hunting ethic. It is lip service. I don't see it happening. Traditionally that is what they have been taught and trained to do. It is all they know. So expecting them to change overnight is not going to happen just because I pick up the phone and tell them to do it. They claim that yes this educational money would be just as helpful going to me because it does get them a lot of good PR and that is what they need. I mean I know hunters who can't stand them so this is an agency that is in a no win situation. Will it ever happen? I don't know. I would like to see it happen. I would like to see the DNR in a position where they stress humane wildlife conflict resolutions. Once again it would only play in their favor, encouraging people to kill an animal and orphaning the young is never going to help them. Hiring people for nuisance control work typically speaking they are trappers in the off season. They kill things for fun. For the DNR to encourage this behavior is in no way going to benefit them. They don't seem to be bothered by it. We are both part of the nuisance mammal subcommittee and we stress these issues continuously. They don't want to change how they are doing things. I don't understand it. Once again, it leads me back to my same statement that it is

362
because they don't want people to see these animals in a different light. If we convince the entire state to respect and admire these animals, what would that do to the DNR? It is never going to happen but what would it do? Hypothetically speaking, that agency would be broke so I am trying to reason with a group of people whose livelihood is dependent on the killing of wildlife and they are not stupid. They've been at this a long time. It is very frustrating. It is really hard to appreciate their point of view because I am so against it. I don't feed my children on money made from selling permits to kill things. It is just as hard for me to put myself in their position as it is for them to put themselves in mine. I know very few people in the DNR who have ever had a hands-on experience with an animal other than strangling it or clubbing it to death. I know of one gentleman who works for the DNR who is a very good friend of mine who is a hunter but who has also raised raccoon and just admires them something terribly.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

No. As I said I don't think that any of these people had opportunity to even know these animals the way I do. I have invited a few of them over, one in particular, a man that works for the DNR. He is a firm believer that these animals are nothing more than a resource, there needs to be no human treatment over them whatsoever. You can kill them however you want. I invited him over here no matter how much I despise this guy just to give him the opportunity to see these animals in a different light. He refuses. He will not do it. I know why. It would be very difficult to harm these animals in the manner in which he is accustomed to if he ever liked one.

29) How might these two groups increase cooperation and communication?

That's hard. I find it very difficult to communicate with people who believe that hunting is wildlife management. If you can't communicate, education is almost out the window isn't it. It isn't something that can be obtained. You can't teach people if you can't communicate with them. I find it very difficult to communicate with the government agencies. I don't know if there is a way. We are so completely at odds with each other in our belief system.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

I guess an education strategy for the real young is bringing in an animal for them to see and admire. That does more than anything else I could say. I can say so much with them appreciating Mack that I really don't talk a whole lot. I don't go in there with a program like you keep saying. I don't go in there with guidelines or an outline to talk by. With kids it works out so much better for everybody if I let what pops into their mind dictate where the talk goes because I can cater to what is on their mind, what they want to know about. I can go in there with this preconceived list of things that I think they need to know. If they don't want to know that, it isn't going to help me. So I go in and I have the basics. I let them talk.

b. Who determines content?

They do. If I go in there with my guidelines and things that I believe and I let them pull them up at random, it just seems to flow better.
31) Do you address issues differently with different aged audiences? How?

Certainly. That is why I let them dictate how the talk goes. Whatever interests them. I plug all my usual stuff whenever I get a chance about, with the older kids anyway. Encourage your parents to cap a chimney and do site evaluation to ensure that these animals don't come into your house and scare your family to death and things like that.

(phone rings)

32) Do you incorporate any certain educational theories?

Educational program isn't real organized. I would like to see it like you say but no. The only theories I use are the humane treatments I get from the Fund for Animals and things like that. I wish that we had more of like what you say where everybody is together and everybody learns the same things and they can give out the same information.

That is the problem if you don't have a rehab facility to oversee all these people and like you say, would you encourage them to have training. Well certainly I would. At least in this state we don't have anyone in which to do that. I don't have the time. We talked about running a rehab facility through my corporation. There is just too much going on. There is no way I could efficiently do it all. I'm afraid the animals are the one that are going to pay the price and I'm not willing to jeopardize their health to get a bunch of people together who don't show an interest in coming together. Until I can get a more substantial list of people who are truly dedicated, you'll find in this state and I don't know if that is the case in a lot of states, that people come and go into this. They will do it for a year and oh that wasn't fun, or I didn't get any attention or whatever the case may be. Then they stop. It is really hard, every time I turn around the lists that I get from the DNR, they'll have disconnected phone numbers or wrong addresses so it is really hard for me to get a hold of all these people to see if they are interested in doing this. So as my mother says, some of this is going to take a great deal of time. And a lot of work. It is something that is going to have to be done in the winter. The off season, this winter we spend so much time working on revenue papers and things like that to get the non-profit status that all of our time was consumed with just getting everything organized within our own group let alone trying to organize the entire state. It would be very hard.

33) Were your education programs created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. Boy it would be nice if the state curriculum considered things like what I teach but I can see why they wouldn't. There is a lot of education they could give kids that time just doesn't allow. No I've never checked with what it is that they are teaching at all. (11,33)(III,E,NO)

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

Most of them don't have an education permit. The sad fact is that nobody knows they need one. They don't understand that they are not supposed to take live animals to these programs. Their full potential can
only be reached if they stick with it, very few of them stick with it for a long period of time. Or you will find people that in a lot of rehab facilities, get into such a liability problem or a volunteer shortage, whatever the case may be, that they’ll pick and choose which animals have a right to help and which ones don’t. That almost defeats exactly what it is their purpose is. You can’t just decide well we are not going to do raccoons because they need large cage spaces or we can’t display them to the public.

Any other barriers to rehabilitators in general fulfilling their educational

Once again time and money always enter into this. A lot of these people work and it is hard enough during the season to rehab these animals let alone have ample time to go out and educate people. It is very difficult.

35) In what ways might rehabilitators overcome these barriers?

Well if they could turn it into a job. What we are attempting to do, that is the service that we provide and we do make an income from it. It would cut down on the time barrier, it would make up more available to more people who don’t know the service is there. It would allow us to educate a larger number of people definitely. It is just like someone said on the phone, the school calls, the sick coon with distemper wanders into the kindergarten class. The class calls the DNR, they won’t come get it. The animal control people won’t come get it. Her husband who is a vet, now how is this his job, this is just it. There is a need in this community for this, that rehabilitators could come together and consider this part of our job. We could get funded for this.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

Once again it is getting paid. It is find the manner that benefits the community as a whole. The taxpayers consider it worthy enough of being paid. It is funny because everybody who has an experience with a wild animal will agree with you but until they have one, they are like what is the sense in that?

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

None that I can think of.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

I would hire somebody who is better with people to do the educational programs so I can stay and work with the animals because I think there is where I am best suited. I would have a lawyer and an accountant do all the other crap that I don’t feel comfortable doing. I would have more land because having a place to release these animals where people aren’t hunting on it, is one of the top priorities for me. I just don’t feel comfortable putting them in a place where they allow hunting. The state tells me I can put them at --- but they hunt there. I am not going to raise an animal, love it and stick it in the jaws of death. I just don’t feel comfortable doing that. That is what I would do, buy enough land. I would also like to do some population studies. We have discussed doing some population studies. They now have those chips that you put in their shoulder blades and things like that so we can somehow keep track or do the perimeter of the land that we have to check the roads and see if any of them that we released die to see what their range is, to see how they spread. There are all kinds of things that can be done with money for something like that. I
think it is very important. I just don't like some bureaucrat sitting behind a desk saying well they are over populated. I don't like somebody who plants Rhododendrons to say well I've seen a deer so it is over populated. That is not science. So that is what I would do with the money.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I don't consider it to be a profession yet. I'm hoping in 5-10 years that there is no need for us to educate people. I am hoping everybody realizes this long before 10 years from now. I don't think that is going to happen. It would be nice to see schools embrace this kind of thing.

40) Is there anything else you would like to add before we end this session or you feel would be beneficial to this study?

No. I'm sure there are going to be some things once this over but right now I have pretty much hit on everything.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

I'll probably end up saying this more than one time throughout the interview. What I do is wildlife rehabilitation. That is why I'm here. The fact that I talk, given presentations or talk to people on the phone and stuff is secondary. The reason I am here is because of the animals. I became involved in giving presentations just because somebody must have invited me way back. I don't solicit or even really encourage the fact that I give programs but I have never turned anyone down that has asked me if I wanted to give a presentation. I guess I am open to the whole idea.

Besides those reasons for initially becoming involved, are there other reasons why you educate at all about rehabilitation today?

I educate because I have an exposure to animals that no one else does. I guess I have a little different slant on the animals, the birds that I get, than some other people might. People really are interested in wildlife. They don't know anything at all about them. They are incredibly naive and so the things that I can tell them and show them, people have always found it very fascinating. They always want to tell me their stories back. I want to make the animals, the birds seem like they are real. They are not just something that is out there that most people don't even see. I want to make them, I want them to see that animals are important in the way the whole plan fits together. The animals fit in there too. If you talk to different groups, if you talk to third graders or if I talk to a pre-vet group, I am going to have a different presentation for each group depending on who they are. What I am saying to people kind of depends on who they are.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

Because I know so much, when I go to talk, I am not talking about many species, I am only going to be talking about waterfowl. I may give presentations about four different kinds of waterfowl but it will be how they all relate to each other and have their own little niche that they are filling.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I guess the word rehabilitation makes it unique because even the other nature center isn't going to be talking about the kinds of injuries that they get because they don't, being a rehabber you see a different side to life and death that these other programs wouldn't have any reason to be even touching upon.

4) What are some barriers to you fulfilling the educational potential of your program?

I don't have any. I guess if I had an education department, they might have goals or something. I do have that permit to possess salvaged parts. I do have parts that require preparation and I have accumulated enough parts now that I can put together a talk about those parts. So it is not exactly a barrier, it is just going to take some time to accumulate enough parts and then to build a program that kind of brings all of these skulls together. It is not really a barrier, it is just kind of a growth thing that takes time.
5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

Well since I'm not an organization, I'm just me, I don't have to do that. I don't have to explain to myself why I am here. But again I am here to take care of the wildlife, to give them a second chance. Everything else is just extra, that's why I'm here.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

No. No I didn't.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization? How do you express what you are doing? Your goals?

If I understand the question correctly, I've been doing this for 15 years now and I've been on television and I put out a newsletter so it is a small town here so I am kind of a local celebrity so therefore, it means that the local grade school might say hey why don't we call her and see if she can come over and give a presentation. Because I've been doing it for a long time, I have a lot of contacts and I do work with conservation groups and stuff. Once you go and give a talk to one organization, somebody might walk up and say do you talk to school kids too? Yep. Well pretty soon you are going over there or you've rescued birds from somewhere and then those people say could you come and talk to our garden club? Yes. It is just really word of mouth I guess.

Do you have a newsletter now that you do?

Yes. About four times a year. I don't try to keep it a secret that I give programs, but I can't say that I actually really go out and aggressively advertise, I don't send cards out to schools telling them I am available.

Who do you give your newsletter to, if there is not a membership?

Yeah right but the people who you get animals from people, you have to fill out paperwork that you send to the state and to the feds and one of the questions they want to know is who is the donor of the animals. So I have peoples names and addresses. So the people that seemed like they were interested in what I was doing and not just wanting to make sure somebody got a hold of this bird and got it out of their hands. If they seemed interested, then I was sending a newsletter to them. I keep track. I kind of set myself a limit expense wise of 50 newsletter four times a year. If after a year I haven't heard anything back from these people with any kind of donation or any kind of interest, then they are bumped off the list and somebody else that I have come in contact with the following year, then their name is on the list. It has been working pretty good. I have only been doing it for about two years now.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Word of mouth. You mean my educational message or the fact that I give educational programs?

The message.

How do I convey my message?
Yes.

What is my message? My message is I guess you have kind of asked that before, my message is I just want, if it is going to be spring time, I am going to tell the kids how all of this spring time stuff works. Where they nest and the lifestyle of a Canada Goose and that kind of stuff. So how I convey my message is with videos and slide presentations. I have a nice big display board. I take some of my prints.

This is the second part of question 8 and will help to put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

Oh I would put that as a 1 or 2. If somebody is concerned enough to pick up the phone or to have rescued somebody, this is somebody that already cares about animals. They didn't just drive by and leave it laying by the side of the road. That is somebody that I already can make the assumption that they care and maybe they would like to know and are interested in animals. They are a good person that would actually listen.

And ideally?

Same.

Informal education to donors who brings in patients to your facility?

Well I don't really have that. As you noticed I live out in the middle of no where and most of the people that I get my birds from live over in --- which is half an hour drive. So frequently I meet them somewhere in between. When I do meet them, I try to cram as much information about maybe more about the animal than about myself when I'm meeting with them. I guess that to me is the same as over the phone education. The one on one. Of the same importance.

And ideally also?

Yeah.

Special events at your facility or in the community?

Well actually we are not supposed to have people coming. The birds that we have with our federal permit, the birds are not on display. So we are not supposed to have people coming to the facility to just gawk at them. In the summer time I usually do have one or two small groups of kids that come over, like working with the parks or something like that. It really isn't, my place isn't open to the public. Within the community, special events within the community, yeah I do, once again I've been doing this for quite a while. Earth Day I am always at some kind of function with that. Like in ---, what kind of special events they have. I can't really think of any now that you mention it like Earth Day kind of things but then I don't get the paper. If there were any, I certainly would be happy to join in. So I am supposed to rate that. I would have to have that like about a 5 since I don't really, I'm not really involved in that.

I put N/A.

Yeah that works.
Ideally though?

Not at my facility but in the community I would put that up like a 3 of 4.

**Fund raisers?**

No I don't do fund raisers. I am so far getting enough money to cover my expenses the way I am doing it so I won't be making any real changes except maybe I might beef up my newsletter because that seems to do well. So as far as well if we are taking about fund raisers as a type of education, is that the question? Yes.

Well fund raisers as education. Using education for fund raising.

**Taking advantage of a fund raising event to also educate.**

Okay in that sense, more event wise then like the newsletter aspect. The newsletter that I put out is I always try to make it an educational newsletter. It is not cute. As far as events and fund raisers no I am not really involved in that and it is not a priority for me either.

**Education through various media including TV, newspaper, newsletters?**

Yes I do all of these things. Do I think it is important, yeah I would put it up like a 2 or 3. 2. I would give it a 2. Keep it at a 2. Ideally at a 2.

**Public tours or visits?**

That doesn't apply either.

**School visits to your facility with pre-planned programs?**

No but how about me going to the school with pre-planned programs. Again anything that is talking about people coming here really does not apply.

**School visits to your facility without pre-planned programs?**

No.

**Off-site school programs?**

Yes. Most of my talks are probably, about half of my talks are at the schools. I would put that about a 2-3. Ideally 2-3. As you can see I am comfortable where I am. I don't have any big changes in mind.

**Programs with non-school community groups?**

Yeah. Those are maybe more like a 3 than a 2.

**Ideally?**

Same.
Are there any others that I haven't included?

No. You covered things that I don't even do. No.

9) Who are the main audiences of your education programs? What would you say is the main audience?

I do probably half of my programs are for school kids. My preference is like third and fourth graders. And then the other half is general community from conservation clubs to civic groups.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

What I would like to say is that I would like to be more involved with conservation clubs and give more presentations to conversation clubs. That is what I say but on the other hand I'd have to do some checking into because I am not sure all these conservation groups are all that involved in environmental issues. I think too many of them really don't want to get real involved. They would rather just play Bingo and drink beers. But the ones that really are, the conservation clubs that are fairly active, I would like to be more involved with them.

Any other audiences?

No.

11) Does your organization have a written master plan that guides the education efforts at your center?

Nope.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

No. Explain that.

If there were a plan, recommendations or guidance, for people who are just starting out in an education program, should some components be universally recommended by the professional organizations or other professionals?

Well as a matter of fact I believe that they do that. In their quarterly journals they frequently have an educational section and they would make recommendations like how to present yourself. Each person is going to have to develop their own mode of rapport with their groups so you can't teach anybody that but you can certainly for the beginner, and even somebody who has been doing it for a while, you might think you read an article and you might say yeah that is right I should pay more attention to this. But I would say that National Wildlife Rehabilitation Association and the international one they do. Also in the Wildlife Rehab Today magazine. They have articles sometimes, mostly the first two organizations. They have articles in there about things you might keep in mind about how you want to be thought of when your done with your presentation that are good for you to think about.
We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I think that the world should be a better place after you are gone than it was before you got here and that it is your job, everyone's job to figure out what it is they need to do to make it better. Whether it is recycling or feeding the hungry or taking care of injured wildlife. Whatever your particular niche, it is your responsibility to find out what it is. So making the world a better place than it was before you got here is your, it is not just a nice thing to do, it is your duty.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

I think I want the people, the kids when we are all done to have more respect for the animals. Respect for the animals and respect for people that do volunteer and do go out of their way and try to make the world a better place.

Anything else on that one?

No.

15) What are the most important wildlife issues in your community?

I would like to say that, I don't, how can I say it, I don't think I am that actively involved in the community. Once again I am here to take care of the wildlife. And I don't feel that I have to fix all environmental issues. I don't think that when I said I want to do wildlife rehab that meant that gees I also have to work for the wetlands and I have to protest Exxon and I don't think I said that I have to do all that because I said that I was going to give the animals a second chance. So I don't think that I can answer that question because I don't know what that community over there considers important wildlife issues.

16) Do you address these issues in your education program? How?

Yes since I'm not involved in whatever, if the community has their own statement about wildlife, I can't imagine.

Is there anything certain, specific pressures to the wildlife?

It is simply that there are too many humans as we keep encroaching on the animals and they've got to go because we want what they've got and we are not going to share it with them. It is as simple as that. The sooner these animals figure that out the better. I mean that is pretty much the human attitude. So if I can once again teach some respect for the wildlife, then I guess I have made my point.

Do you specifically address the population issue in your programs or encroachment from human populations?

I don't specifically. I don't specifically address that. Of course I have to bring it up because that is why I am getting all of these animals. I get all of these orphans because we have ruined a lot of their habitat or they become orphaned because they have to now travel across three busy streets in order to get back to the
water. So I will constantly ping on that but do I think that I am going to be changing the restructuring of city planning? No, I don't think I'm going to. I don't want people to think that these birds only become injured just 'because'. No. Ninety some percent of the birds that I get are here because of some kind of human intervention in their lives. So I don't let people forget that. I am here because there are too many of us out there.

17) What other issues (or types of issues) do you address?

I think mostly what I am trying to show the people that I am talking to is more of, not so much the community involvement with the wildlife but rather just what one, what wildlife rehabbers do. Who are they. Most people couldn't tell you what that means when most people have even bumped into a person. They probably wouldn't even know there is somebody like that out there. It is not like we are a dime a dozen us folks. So first of all I would spend time telling them what is wildlife rehabilitation, why we are involved, what our purpose is and so that is going to take up part of the time for the presentation and then the next thing would be okay what would be the point of my conversation with these kids. Now it is spring time so maybe I will be doing a habitat presentation. Talking to the 4H kids maybe I will do something that really stresses the anatomy, that kind if thing. Working with the conservation clubs, I will probably tell them more about my own facility and more in depth kind of work that I do with individual animals. So it really depends on who I am talking to. But always I will, I spend a fair amount of time just explaining who rehabbers are and what they do and why they do it.

18) As a summary to the above questions, what would you say are the overall main messages?

I think I covered that.

19) How do you address differing or opposing values and attitudes toward wildlife?

Well I think that other people have a right to their own opinion. A lot of rehabbers don't like hunters. I don't have a hostile attitude about them even though my guys that I take care of get hunted but there may be another way to look at that granted. My animals don't get caught in leg hold traps but it was the hunters that were the original conservation people. It wasn't the city folks or the folks living out in the suburbs. It was the hunters who were the first ones. They are the one that started set aside land and restricting the overkill of species long before any of us came on to the scene to save the species that were left. So maybe there is another way to look at people that we think are (turned tape over). I guess my attitude in the way I would address someone who has an attitude that differs from mine is I feel they have the right to have that attitude as long as, I guess as long as they are coming from, it is not to say that I may not debate the issue with them, but I don't feel I am in the position to tell somebody that you're wrong which means of course that I'm right. Maybe I don't know everything.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation, if any?

Can you explain the question?

I don't want to direct you but if you are dealing with things that people are emotional about, the groups that you talk to are going to react in different ways. You're in a position in the community where a lot of people look up to you and ask you to come and talk to them.

Well maybe because I don't take the "I'm right and you're wrong" kind of stance, no I don't think. I don't feel that when I get done talking to somebody that they feel like I think that they are the enemy and I don't think that when I walk away that I feel like they have to be the enemy either. I guess I don't really find
myself, I don't find myself in situations that frequently or maybe it is because I don't go in there with a chip on my shoulder. I don't have to get shot down every time I open my mouth but gee when you are talking to third and fourth graders, that really doesn't come up that much. When you are talking to conservation club groups and stuff, they really are into conservation and they really are on my side even before I get there so it is not like I was talking to, I don't run out into groups and to, people hunt the ducks that I take care of but I don't think it is up to me to say you can't do that. So maybe the people that take care of the deer are pretty upset about the killings that are going on in a lot of the parks. Maybe they have an attitude about that but I am not out on a lake trying to disrupt all the hunters that are out there. I thing they have the right to go out there and do it. I don't find myself in that kind of situation.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

Yeah frequently they do. And I will just acknowledge that it is okay. Like so. It is frequently thrown out there like a challenge to you. It is not just a statement that my dad hunts. It is like my dad hunts. There is a different tone of voice about it. Okay so your dad hunts. I really don't consider it a challenge even if they want to present it as a challenge. I don't take it as a challenge so that is the end of the subject. As far as I am concerned, hunters are hunters and they can go out and do what they do as long as they play by the rules.

Along the same lines, another example where a student that says that "When he was little, my grandfather had a pet crow."

Yeah I guess I could offer some other stories about animals that, like the pet raccoon now that when it got to be older, it really tore up the house, or it really tore up somebody's kid and it became mating season and the hormones were flowing. I guess I would simply turn it around and because people can have pet ducks with the greatest of ease. If you keep playing with them they will play back. They make pretty good little pets as a matter of fact but I would just go back to my perception of wildlife rehabilitation which is these birds, these cute little baby ducks don't belong to me. They belong to nature and I am giving them a second chance. It is not for me to keep them because they are cute. They don't belong to me. They belong out there in the wild. So your grandfather had a pet crow. Well fine. That is not how I do it and that is how I explain it. Well you have your point of view, this is what I think. That's all.

22) Do you feel that training for rehabilitators who educate would be helpful?

If somebody wanted to, it if was like a facility with real bosses and real departments and stuff, those people might have a different slant but as far as just a one person going out, a one person facility going out and talking to people, one I'm comfortable giving presentations in front of groups no matter what I am talking about so that part is okay but I think it is good like when you go to these seminars and they always have an education presentation. Yeah that would be a good idea, that would be a good approach. And then the journals they send out frequently have something there and I think okay yeah maybe I will try that kind of slant. Yeah I think it, I guess it depends on the person and how comfortable they are with what they are talking about. You shouldn't be going out there and opening your mouth about anything if you don't know what it is you are talking about.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

You mean about their own values I suppose?
Their own values or the way human values as a group affect wildlife.

It is hard to not talk about humans when you are talking about wildlife because we are all on this same planet and if you are going to be talking about how you get these animals and why they are in the condition they are, you have to be talking about the humans that put them in your facility because that is how they got there. So I guess it is pretty hard for a rehabber not to talk about values because just explaining who we are and what we do is a pretty good explanation of our own values. I guess I'm more of the philosophy that you teach by doing rather than teach by preaching. When I get done with a presentation with some kids and I haven't tried to tell them how they are supposed to think, I don't talk like that, but when a couple little boys are walking away and one boy says to his buddy, I know what I want to be when I grow up then I think I got em. Whatever it is that I said or the way I said it and what I do and being a rehabber, it worked. They probably won't be a rehabber when they grow up but at least we have then off to a good start. Maybe they will look at things a little bit differently for the next few years until they are grown up. I guess it is hard, I can't imagine a rehabber giving a presentation about something without talking about reflecting values.

23) Do you use live animals in your education programs? What types? How?

No I don't. I do use the salvaged parts and I just started that. I gave my first presentation with one that night and the types that I have are mostly skulls, wings and legs. But I was using it as a study of anatomy.

24) What are your beliefs about the role of live animals in education programs?

I think they would be fine. They really get peoples attention. If you have their attention then you can start talking.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

Do I have a definition?

If you have one.

Wildlife management. We are talking like I'm assuming what we are talking about here is the DNR and the bag limits and harvesting. Is that your idea of management?

I don't want it to be my idea.

Yeah that's right. I'm not sure I have a definition of wildlife management. I don't think I have one.

What comes to your mind when people discuss wildlife management?

I guess I would be thinking of like the laws that are passed for wetland preservation or the lack of it. Concern, the degree of concern over oil spills and other industrial pollutants, air, water and the attitude about forests for the animals or the forests for the logging industry. The dams for the power, the rivers for the salmon or the power and that kind of thing.
Do you address wildlife management concepts or issues in any of your educational efforts?

No. I couldn't even define it.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

No. No.

In the future would you like to see anything different than the current situation?

Well since I don't know what kind of wildlife programs they really have, I can't answer that.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

Once again, I couldn't answer that. I would guess that even if the DNR were giving presentations and stuff, they are still not going to be talking about what rehabbers do so there would still be a different slant.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

I can't answer that one either.

29) How might these two groups increase cooperation and communication?

I would certainly be happy to be more involved with my COs as far as presentations go. Now does that mean that I have ever contacted my COs and said hey if you ever have any programs and you would like me to join you, feel free to give me a call. No I never even said that because once again I am not really actively searching for an education program for myself. If the conversation ever came up, I would certainly probably be dumb enough to say that. And then I would say oh great I don't have enough time as it is. What am I doing here? I would certainly volunteer to work with them in any kind of programs they might have going. I have good rapport with our COs around here.

Anything else for that one?

No.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

If I'm giving talks to the kids, it is going to be like the third and fourth, up to like the fourth or fifth grade. That is the kind of ages I like so I am going to stick with them. Really I can, yes I do have age specific programs and educational strategy.

376
b. Who determines content?

Of course I determine the content.

c. What information do you have about groups (school and non-school prior to the program?)

Well it is pretty self-explanatory. I might ask, if I am going to a school, I might ask if they have been studying anything about birds or anything. If I can know that ahead of time I can gear my presentation to that. Usually it is up to me to decide that I am going to be presenting to the group. Just knowing who that group is pretty much answers your question.

31) Do you address issues differently with different aged audiences? How?

No I don't think I do.

Do you want to explain.

I might go into a little more detail about something if I am talking to adults then I would with kids. I always have time for a question and answer period when I give talks too so that gives them a chance to tell me what is on their mind and where they are coming from too so we can talk about things that way. Really the kind of presentations that I give are meant to be informative, more about the species then it is about, like any community type problems, so my species specific information is good for a kid or good for an older person because once again they know so little. The knowledge of a fourth grader and the knowledge of an adult is about the same actually.

What about issues surrounding the shore birds or the wetland birds you treat?

I do always make it clear that the animal, why I am getting these animals. It is because of the human intervention in their lives, whether it be something they might consider like building a new subdivision or something more aggressive like they ran over it with their speed boat on purpose and chopped it almost in half, they everything in between. If there is a reason for me to get more specific or more emphatic about how I feel, then I will but if they seem to be getting the point that there ought to be room for the animals too, then I just leave it at that.

32) Do you incorporate any certain educational theories?

For instance the use of my skulls and stuff as an educational tool?

Yes. I was also thinking more in terms of the theory or a way of approaching teaching

Okay in that sense no. After having done this for some time, I guess I have my own way of making my own kind of presentation. I can't say that like I study and try to find ways to get across. I keep notes of the things I talk about and if something different really seem to fly then, I'll bring it up again. I will try a little different tact if it is something I want them to understand. I still want to get my point across whatever. Well that one didn't work, I'll try something different. One of the things I do try to emphasize with my education programs is the diversity of wildlife. I am only going to talk about my own species but on the lake or a pond you can have many different kind of birds living there but no body is really competing for food or territory because everybody has their own little niche. I'll go into that.
33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. Like I was saying, a lot of the states have an education requirement. This one doesn't. So when I've been asked to speak to the schools, it is usually just the teacher thought that what I did was interesting and would you come and talk to the kids. Not so much again we are studying flight, could you come over and talk to the kids about that. I hardly ever have that. I think I had that once. Usually it is up to me to decide my own presentation.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I haven't the foggiest idea. I guess if you are going to go out, if you are an individual or a small organization and well I guess if you have real program that you want to present and you have a format of what your facility is going to be working towards, then you might have barriers but just for myself I don't think I can answer that one.

35) In what ways might rehabilitators overcome these barriers? Did you have anything to add to that?

I don't think I can answer this one either.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

Not really.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

You need to keep it interesting. You need to keep it just a little bit above the level of who ever it is you are talking to because they should leave knowing more than they did before you starting talking to them. It is not just a show you are putting on, there has to be some point when you are done with it where they should be able to say I learned this. Most of all, know what you are talking about. If you are not comfortable with that then don't go.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

I would like somebody to kind of walk around with me while I do what I do here so I could have, I could work that somehow into a video presentation of what rehabbers actually do. That is what I would do.

Anything else?

No.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now? That is do you have a vision for the profession?

No I don't have a vision.
40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

No I think if, I'm not going to address like what a large facility might consider their goals because that is way beyond me, but just a one or two kind of a rehabber person. I do think that it is important that we get out in front of the community. We are already pretty, most people are unaware that rehabbers even exist. Yes I do think it is important that you, you've acquired knowledge that you share that knowledge with others and help them to understand why you are doing what you do because you feel that it is really vital. If what you're doing is that important to the betterment of the world, betterment of the wildlife, then you do have a responsibility to share that. Each person would have to develop their own way of making that presentation.

Anything else?

I don't think so.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

I guess I've always been interested in wildlife. I grew up with seven brothers on a dairy farm and wildlife was a very important part of our food supply and appreciation of wildlife. I think I mentioned earlier that I had to give the graduation speech to my class so we were considered a gross class with 144 students in my graduating high school class and I gave a lecture and it was just after the first Earth Day and the morbid predictions of no birds of prey by the year 2000 and how the environment was going to be contaminated. Rachel Carson's book "Silent Spring" had been out for what 8 years or so already. It was a harbinger of environmental contaminants in the Great Lakes and everything and I told my classmates that you could get demoralized by this kind of prediction or you could do something about it. I knew I wanted to be a veterinarian. I had wanted to be an ornithologist or a zoologist when I was a kid but growing up on the farm and working with animals, I decided I wanted to be a veterinarian and I was interested in wildlife.

Pre-vet is 2 year major and I waived some pre-vet courses and I took some fishery and wildlife courses because I was interested. One was an interdisciplinary ecology course that I took and that impressed me. I asked the professor if I didn't get into the school, if I could declare fishery and wildlife as a major and he said why sure but he was a little miffed at me for that being my second choice. I got into that school and back then it was 3 years straight through. When I graduated from vet school there was a position here at the university to start doing some wildlife and zoo work and I had worked in the pathology lab for the DNR as a student because I was interested in wildlife, doing post-mortems or necropsies on wildlife. I had good grades and good experience and got this job in 1975 right out of vet school. I had consulted with a veterinarian, I wrote him a letter, a veterinarian who ran the Kenai Moose Research Center in Alaska. He told me I needed a degree in populations to be a wildlife veterinarian because as a veterinarian I was taught how to look at and treat the individually clinically. Well I went back to that fishery and wildlife professor and said I would like to work on a masters degree in fishery and wildlife and I did and got the population dynamics and wildlife ecology masters and he asked me to be a guest lecturer in a course that I had taken and I had an adjunct professorship and taught in the fishery and wildlife department ever since. So that is kind of how I got into it and the teaching importance of it as well as that population perspective. It is in my training but also my interest. A few years ago I was visiting my old friend there in Alaska, he has since retired, and he was appreciative that he had had that influence on me that I had gone and gotten that degree and taking that population perspective. I told him well it wasn't just that he had influenced me but through his influence on me, I had graduated well over 2,000 veterinary students that had that population perspective as well. We both got almost a little teary you know. That is what it is about, giving that perspective and teaching the education aspects of it. It is a warm fuzzy feeling when you watch a bald eagle that you have repaired a fracture on and protected its feathers and given it stamina and built it back up to condition and returned it to the wild. I'm not going to delude myself into thinking boy that is really important, that is going to help save that species from extinction because it is probably pretty insignificant.

I find that the population level, drawing blood and evaluating contaminants and influencing companies, we kept a cross-billed bald eagle for five years. It was part of our research we found in the nest. I convinced the feds that I didn't have to kill all three with beak deformities and one with foot deformities. We did a CAT scan on it so we got all the measurements on the deformities which we suspect are caused by Polychlorinated Biphenyls in the food chain in the Great Lakes. In fact they were so impressed with what we could measure with three-dimensional imaging with the CAT scan that they paid me to do the dead eagles too that they had required euthanasia on. We did a study where we held those bald eagles here in the vet clinic for several months before we euthanized them and did all the other studies on them and that use of individuals that come through this clinic to monitor the impact on the population. More of my memorable cases have been patients that have died that we have diagnosed significant elevated lead and then done fluoroscopy on hundreds of gizzards from hunter killed ducks and then run lead levels on
randomly selected livers from hunter killed ducks and found that about 10% of all the ducks shot had pellets in their gizzards but not all of them had elevated lead and lots of them that didn't have pellets in their gizzard had elevated lead. Nobody at that point had done thousands of samples as we were looking at whether there would be a need in some federal refuge hunted areas in this state to require use of non-toxic shot. Well we found out in our little study here what a significant problem it was and our little study was instrumental in the nationwide requirements for non-toxic alternatives to lead. I remember an osprey that came in injured, fat and health migratory bird that wouldn't eat and I had to force feed it some and I got a fresh live rainbow trout from the Physiology lab everyday. It ended up dying and it had 23 parts per million Dieldrin (a pesticide used to spray crops like alfalfa to control weevils) in the brain tissue and anything over 5 is considered lethal. Well as it mobilized those fat reserves that it accumulated slowly, the contaminant level goes up as there is less fat and this bird died from chlorinated hydrocarbon pesticide toxicity that it accumulated very slowly because it had crashed during rehabilitation and all the more reason why we should force feed these birds. If you know raptors, they are not interested in eating unless they are lean and hungry. They won't eat a dead prey item unless they are fat and lazy and they will eat dead things after they have been here a long time but when you get a lean mean raptor in from the wild, it won't eat dead prey. You have to use live prey. There is a falconry term for that, and trying to get their weight down to get their appetite and their attitude up but then the risk in doing that if they have a burden of contaminants is significant as well. I think a lot of memorable sense of satisfaction has been individual cases that have resulted in important information that has helped that population level. Although the real warm fuzzy feeling is when it flies off into the wild blue yonder. But I am lucky enough to get to experience both of them.

**Besides those reasons for initially becoming involved, are there other reasons why you educate at all about rehabilitation today?**

My kids, future generations. I want them to be able to enjoy the outdoors like I have. That is one of the big reasons.

2) **What makes your wildlife rehabilitation education programs valuable to their audiences?**

The message, what they learn. The conservation management, population. I think of it as a holistic ecological approach, that is what my training is.

3) **What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?**

I think that pathology, disease, population management perspective. Pathology, toxicology, disease, I mean I am a veterinarian, that is my training. Because of our affiliation with the AHDL (Animal Health Diagnostic Laboratory) that we have access. Even if it is a normal healthy animal, finding out what the appropriate blood chemistry and hematological values are. That is important research and contribution.

4) **What are some barriers to you fulfilling the educational potential of your program?**

Time and resources. Actually I think the main goals are fulfilled, there is a barrier that I have been beating against for years and that is close mindedness in a lot of people that are involved in rehabilitation. They are emotionally involved and they are overwhelmed with how cute and adorable some of these little individual animals are and that perspective and that attitude I think quite often emotions blind people to common sense things. Quite often another attitude by many rehabilitators is and you can't do rehabilitation and not find animals that have been inappropriately impacted in a negative fashion by humans and many of them being hunters shooting nongame species, endangered species, birds of prey, swans, things like that. I can see where many rehabilitators who aren't hunters and don't recognize the role of hunting as a
management tool, could just learn to loath and hate hunters and be very close minded to the role hunting might play at the management level for population control, carrying capacity in numbers. Once emotions get involved, then that is a barrier that people can't really overcome. It is a barrier that you could get so frustrated with that you could say and I'm trying not to say animal rights but there is a difference between animal welfare and I'm a strong protector of animal welfare, a proponent of animal welfare issues but I tell myself and I tell others that I don't think animals have rights. Certainly if you believe in the concept of rights, then I always think there are responsibilities to go with those rights and most animals don't have the cognitive level of intelligence to accept those responsibilities. I think that humans have tremendous responsibilities to provide for the needs of the animals in their care. When I'm at the zoo, that is my major responsibility. I am a zoo and wildlife veterinarian but I think that the welfare issues of wildlife are very important and animals suffer in the wild all the time and die and a lot of times in a more humane fashion then I've seen animals mishandled by well intentioned rehabilitators that eventually die. Somebody feeding nothing but liver to a red-tail hawk baby and having its bones decalcify and turn to rubber and then eventually dies from suffocating because all the ribs collapsed. That I have radiographs and I have seen that happen. The little buck fawn that people hugged and loved and played with and socialized with people that is attacking children when it is a year and a half old buck because it is imprinted. I mean there are a lot of ways that well intentioned people who are very much opposed to hunting and population management and because it is so cruel, actually are doing cruel things thinking they are helping. So that I perceive is one of the big barriers. The animal rights movement has an agenda creating emotional issues and having people not think rationally and look at biological, factual information and make decisions that sometimes animals are going to suffer. Maybe hunting as a management tool, animals are harvested and there is regulations that can require some proficiency and training. Most states have hunter safety and education courses that are required before you can get a license. There are slob hunters just like there are slob backpackers. There are slob rehabilitators. They don't care. And they're doing it without permits. They are doing it without regulation. I think the biggest barrier is attitude and you could let that get to you or you could say I am not going enter in discussion with an animal rights advocate because they have their mind made up already. I think everybody, so I will take the time, make the effort, get frustrated and try to share my perspective and convince people that I can be a wildlife management major, I can be a hunter, I can be a veterinarian, I can be a wildlife rehabilitator and care about the welfare of animals and their health and their psychological health as well as their physical health and try to spread that kind of hopefully factual information that is less biased by emotional involvement.

Any other barriers that you wanted to add?

No I guess not. I think the funding and that kind of carrying capacity issue, you could reach more people but I don't know. It is like my department head that he tried to loan me his book on how to dress for success and I told him I am already more successful then I have time to handle. I don't know what I would do if I were more successful. I think our programs are reaching a lot of people. Sometimes when it is through this conservation wildlife, some of the things are lectures and organized sporting groups and I think those are some of the most important people to reach. I've lectured to the Trappers Association and how important it is if you are going to trap that you hide the trap and bait because the raptor that finds it is finding it by seeing it, not by smelling it and the target that you are after is going to find it by smelling it. I can often appeal to that and tell them that the fox that is caught under a shrub where it doesn't feel vulnerable and nervous is less likely to damage is pelt and it is going to be more humane because it is not going to tug on that toe caught in the trap. Or if it is a weasel or something and it is hiding under the shrub, a great horned owl isn't going to find it because the owls will check the trap line before the trapper. Try to appeal to some practical reason for them to be conscientious about trap size, selection and placement and checking regularly so that animals suffer less. Anybody that knows anything about trapping and steel jaw foot hold traps knows that they are inhumane. But there isn't a good alternative. A lot of these animals won't go into live traps. You can't set out the number of traps that might be needed to regulate the populations and right now California is faced with some real dilemmas in trying to manage nuisance
wildlife because wildlife services, the branch of USDA that deals with nuisance wildlife that are dangerous to the public, can't use poison or traps. As bad as that sounds, those are important kind of tools in managing healthy populations of wildlife that are not dangerous to humans. Use of the oral rabies vaccine to prevent the spread of raccoon rabies. It is close to this state. It is in Ohio moving this way. Right now we are giving great moral support to the Ohio people for putting out this vaccinated buffer zone to try and prevent it from spreading farther. We are looking at other methods of managing populations too and raccoons are a real good example of a species that doesn't need to be rehabilitated and released to the wild as individuals because there has been a couple of published studies with radio transmitter collars that show they are out competed by their wild mother-raised cousins and getting a territory and when you look at the population in general (turn tape over). This whole trapping issue and the price of pelts being so low because the animal rights movement it has become a sin to wear fur. It is dangerous to walk on a street with a fur coat. You get spray painted at best or kicked or something worse. The whole attitude of many of the rehabilitators, raccoons are so cute we got to help them out because they are in trouble here because they were a nuisance in somebody's attic. We have a policy here we don't rehabilitate raccoons. Quite a few of our cooperators that we work with don't do raccoons. Some of the people who used to cooperate with us that don't like us any more are still doing raccoons because they don't agree with that philosophy. I've been accused of playing God by choosing which species get to live. Well that is wildlife management. I think some of it is putting it in perspective on more of a holistic approach. You could say yes we return these raccoons to the wild and give them a chance to live but when you look at the impact that raccoons have wetland species, the frogs and digging up turtle eggs and babies in the marshes, we know that raccoons devastate some of these endangered species or species that are living in the endangered wetlands ecosystem and the raccoon population in general is already overproducing the number of animals that the habitat can support and that mother raised animals are more like to carve out a hunting niche and be more successful than rehabbed people oriented ones. Kind of by definition if a raccoon ends up at a rehab center, it is a nuisance raccoon that has had a negative interaction with humans. Then people orienting them and raising them and letting them go is only contributing to that problem. That is one of the big issues that in a way it is a barrier to wildlife rehabilitation because I think rehabilitation is important from education and population management perspectives, but when you go to emotional, misinformed, vocal, irrational sometimes rehabilitators, then wildlife managers who are looking at good sound wildlife management principals, playing God you could call it if you want, get so disgusted that they say I don't want to deal with rehabilitators anymore. We are just going to ban rehabilitation, whatever. I think sometime rehabilitators will bring some of that door closing in their face on themselves. One of my efforts is to try and educate the rehabilitators. Some of them will just turn me out and they don't want anything to do with me because they don't want to hear that perspective. Some of them actually listen and consider it.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

We didn't do that. Mostly the whole program evolved out of my providing the teaching opportunity for veterinary students, some hands on. Because I had worked in the DNR's wildlife pathology lab which is just a few miles from the university before I got this job when I was in veterinary school, a lot of my patients come through that lab. If a bald eagle is sent to that lab with a broken wing, instead of them doing a necropsy on it they send it to me. If we can rehabilitate it and return it to the wild that is fine. I use it as a teaching opportunity for students to learn how to do avian orthopedics. It is different than the mammalian orthopedics that we normally get so I can use it in a comparative medicine sort of program here. So that is kind of what started the program and then you already know some of my background and some of the influence on me in high school even and my interest in wildlife. This University has a real strong history. Most people don't know that "Silent Spring" that Rachel Carson wrote about was robins not signing on campus because our grounds crew sprayed all the elm trees generously with DDT to protect them from Dutch Elm Disease by that beetles that carry it. Here there is been a real strong relationship with veterinary medicine and wildlife. The Department of Natural Resources wildlife veterinarian's office
was in the vet school back in the 50s and 60s so there’s been a strong relationship with the college of veterinary medicine and the wildlife division of the Department of Natural Resources. Being an educator at the college of veterinary medicine, we are a land grant university. I think the University of Wisconsin, is that a land grant, does the cooperative extension service function through it? So it is. So outreach is part of our university’s mission so in spite of not having had a mission statement for my program, that is part of the whole overall mission of the land grant philosophy as they call it to educate and get involved in the community level. On the forms we fill out there is lectures and programs that are like rounds and presentations within the academic setting and there is lectures and presentations outside of the academic setting. That is part of our land grant philosophy, outreach it is called or service.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

You know I didn’t but the formal conservation group does with our birds of prey and there’s sub-permittees under me, they have an education director and then two or three people that are sub-permittees under my education permit. See my education permit is more or less for me teaching veterinary students here in-house and I do outside lectures a few times. I generally use these people oriented non-returnable, a dozen birds of prey that we keep and the veterinary students care for and in that way if my case load is unpredictable, I always having teaching material for students coming through. There are times of the year when we don’t see many clinical cases yet they are still involved with feeding and cleaning and doing physical exams and handling and coping their beaks and talon, trimming their beaks and talons and things like that. I think that the conservation group has an education director and they have a mission statement and goals and objectives and formal assessment of how they are meeting those goals. I am part of that but I really don’t know the details of that.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Well I meet over with the conservation group four times a year. Just go over there, sit down and talk about programs, how it is going, evaluate the environment. Not all the animals are kept over here, all the raptors are kept over here but all other snakes, turtles, frogs, ducks and geese, mink and muskrat, they had a beaver for years and she only let one person handle her. So we go over there and meet and discuss issues four times a year on a more formal basis. This morning they brought the big snapping turtle over and I treated a lesion on its tail and it was related to spending too much time in the huge ice chest that they use to transport even though it is padded on the bottom, it rubbed its tail on the side and got a little pressure sore and I showed the teacher how to treat it and so I treated it and trained her. If there are any kind of problems, they will bring them over or I will go over there.

These organizations also communicate the message through materials?

Right. See I don’t do the education committee year-end report. We are required to report numbers and types of programs and an estimate of the audience reached for fish and wildlife, special purpose education. So my teaching program within the college of veterinary medicine it reaches such a small number compared to this one that I don’t even report that. They know that. It is so hard to separate the rehabilitation from the education because I am using rehabilitation to teach handling principles, and the philosophical issues as I’m doing it. Those two permits, I do the rehabilitation permit report. You know you have to turn in what it was, where it came from, what its problem was and what you did with it. There are like five categories, D it died, R you released, E you euthanized it, P it is still there pending and then there is a PCPI permanently crippled placed in an institution. For this one you have to put down the permit
The nature of your community education program:

8) In what ways do you convey your educational message to the public?

I tell you one of the big ways, I have formal lectures to students but that is not to the public. Public involvement I do several lectures a year or I will do like Rotatory Club, Area Audubon, the Optimist Club. A lot of times it is not related to medicine at all but the most important way I reach lots of people is when we have a release of a golden eagle or a bald eagle or something. I will call up the news bureau on campus and they will do a press release and say the wildlife rehabilitation center is going to be releasing a golden eagle at the Park along the open stretch of river at such and such a time and the media are invited. Before I release the bird I will talk about the value of their experiences and this is important and we have done some sampling on this bird to determine contaminants and even though this is really a nice thing that is happening, at the population level, releasing this one bird isn't that significant. The fact that this bird was shot and injured by some indiscriminant shooter which is the term that I can use in front of the media for that kind of hunter, I mean I can point out that it is illegal because there are still people who think birds of prey are bad and you should shoot chicken hawks and that. I can point out that it is illegal as well as inappropriate. I think that the way I reach the greatest number of people personally besides this wildlife encounters program which is a formal thing that reaches at least 100,000 kids scheduled program and then they do what is called an Outdoorsama. It is a huge sporting show where they put all these birds of prey out in natural sort of habitat type exhibits and then discuss, there is a huge wetlands. It has little water falls and bog communities and sedges and everything to teach about the importance of wetlands and how the habitat functions in the filter for contaminants and how it is more productive than any other square foot of land as far as benefitting wildlife. I don't know how many hundred thousand people come through that too so that is another aspect of education with subpermittees and my birds of prey, because they stay here and I am responsible for them and the vet students take care of them under my direction, but that is another way of reaching those people and I've gone down and given presentations at those kind of symposiums. In this state, I don't know if Wisconsin is the same, there is quite a lot of wildlife art programs that benefit wildlife and some of your guys come over here like Dan Smith who is from Wisconsin, he has done a lot with wildlife. For 17 years I had what is called Funds for Freedom. It was a wildlife art auction and I actually presented back at one of the early national wildlife rehabilitators annual conferences wildlife art to help wildlife. Race and Rory Foster, who are veterinarians, were both graduates from here. Now Rory died of Lou Gherig's Disease but they got Owen Gromme to paint an original to build their clinic there. I had the idea and I won't say that I came up with a great idea, wildlife art has been used to benefit waterfowl Ducks Unlimited and things for years and years but when our students wanted to raise money to build some outdoor flight pens for our raptors they wanted to have an auction. Somebody said yeah I have some skates, I got an old bike and this and that. I said no lets try to do it with something classier. Lets try to get wildlife artists to help us and the very first one we had in 1981, we made almost $6,000 and then we made as much as $24,000 at our annual wildlife art auction. It got to the point the last couple of years that we grossed $10,000. One year I spent $4,000 in advertising and mailing and the next year I said if we don't do better this year I am going to quit so I spent $6,000 to make a total of $10,000. I said well if I hadn't spent that $6,000 I really only made $4,000 so I said it wasn't worth it. So we quit doing that. Then we have Wildlife Habitat Foundation like the idea two years later that started annual art auctions which are twice a year with their art shows where they feature the artist and the artist sells their art work, the show gets a commission and there is the Northern Wildlife Art Expo that is here. It just had its 10th year. That wildlife art to benefit wildlife has been a theme that I kind of started, it is a spin off of Ducks Unlimited thing and there are still art expos in the state and one of them gives me part of the profits, the one here in this city, to help. But I put on programs at that big expo. One is I show some beautiful paintings that artists have
painted of my nonreturnable birds of prey. One of them in particular is a beautiful picture of a great horned owl missing its right wing because it was an amputee that I sent to the zoo and the artist used it as his subject. I've actually put on courses for the artist, appreciating anatomy and stuff. Lots of the wildlife that they use as subjects in zoos aren't normal because we are not going to take a healthy normal animal and put it in the zoo. It is going to be the nonreturnable cripples and such. So you get to reach a lot of people through those kind of media events as well as these big expos whether it is Outdoorama, the conservation group, or these art expos.

This is the second part of question 8 and will help to put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

I think you could check all of them down.

Would you be able to rate them with 1 being very important, 5 being not important at all and if we could do the emphasis that it currently receives and then ideally if that would be less or more, you could give that a number 1-5 also.

**Over the phone education to people who call about injured wildlife?**

I would say it is important.

A 2?

Yeah but I think it should be very important which would be a 1. Part of the problem is that I don't answer the phone, the switchboard does. They have names and people like we have an extension specialist over in fishery and wildlife that handles nuisance wildlife calls. If it is bats in the attic something, we refer them to these. Ideally it would be very important and I would take the time and somebody would talk to them about it.

**Informal education to donors who bring in patients to your facility?**

I think the same two answers. I don't have time to do as much of it as I would, a lot of times it is our interns on emergency that do it. They take and continue to take normal healthy baby birds that fell out of the nest in the morning. I would say why did you take it, send it back with them, take the time to educate them that birds can't smell and the maternal instincts are strong. Warm it up, feed it and send it back. If I'm here that is what happens if they page me first. Sometimes the front office will also, anyway.

**Special events at your facility or in the community?**

I am going to use those same two answers probably.

**Fund raisers?**

Yeah because that is a source of funding but like I was saying earlier, the presentations there are a real good opportunity to reach the public.

**What number would you give those?**

I guess I'd give it maybe I'd give it a 2 and ideally it ought to be a 1.
Education through various media including TV, newspaper, newsletters?

Again I think I would give it a 2 and ideally it ought to be very important I think.

Public tours or visits?

Here we only have it open to the public one day out of the year and that is going to be the day we are going to release that big golden eagle. That is going to be a week from this coming Saturday, April 10. It is our annual open house. So I'd say that it is a 4, it is not very important here. And I think ideally I'd say it is not very important. We are talking tours and visits of the facility right. I don't think with wildlife you want public, zoos can do that. I don't think wild animals you want the public around so I am going to say 4 for ideally as well.

School visits to your facility with pre-planned programs?

Again I think probably not very important. I might be, under the ideal I think I will be more neutral because I think it is important to reach these kids but taking them out there and pulling animals out of the cage and stressing them out, that is why I am answering it that way.

School visits to your facility without pre-planned programs?

That would even be worse. I would say not important at all.

For both ideally and current?

Yeah.

Off-site school programs?

That one I am going to say the 2 is current and ideally maybe 1 again.

Programs with non-school community groups?

Again 2 current and ideally 1.

Are there any others that I haven't included?

I think the TV education through the media is the big one and that is one that you included. Some of these other little radio stuff, talk radio is a good way to reach people during the day when they are listening to the radio and not on TV and that is not really, I'm sure that you what you mean under various media, but I've done a lot of talk radio things on public health risk, raccoon rabies, put it back, leave it alone and put it back. That is message that all rehabilitators are trying to get out and that is a good way to do it.

9) Who are the main audiences of your (the conservation group's) education programs? What would you say is the main audience?

Kids.
Can you give an age group?

Well its mostly elementary school that do this wildlife encounters program but there are a lot of high school programs and only a very few at the college level. They do it and they actually do programs with you. You can have it for your rotatory or something like that too. It is not necessarily through a school system but that is the majority of mine.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

I don't think so. Nothing that I can think of. Some of it is because of the affiliation with this outdoor club, Sportsmen Club, I think that some of the more anti-hunting sort of people with that philosophy might not get this message because of the Sportsmen Club organization's affiliation. But like I said the message is pro-hunting so in a way I guess there was some way, again that is that emotional barrier we are talking about. It closes their mind, they are not going to go to Outdoorama you know where the main entertainment is Red Green and the Lumberjacks. Do you know who Red Green is. He is a Canadian outdoor guy, he is always fixing stuff with duct tape. He has a show on public TV the Red Green show. It's kind of real outdoors humor you know, stuff like that. So a lot of those people aren't going to be at the kind of events that we are reaching the general public at. That would be the group. Sometimes you are preaching to the choir, you know what I mean, and those are the ones that I'd rather try to reach. That is why I don't let people with that attitude keep me from trying to talk to them because they are the group that I think I want to try and reach the most. I have had like four vet students in a group, all women as a matter fact, one who just shot her first deer, one that is so anti-hunting that she is still in the organization AVAR Association of Veterinarians for Animal Rights. And then two in the middle who hadn't really had opinions about hunting and everybody was very interested in wildlife and rehabilitation. By the end of that rotation, Lisa was actually conceding that there was a role for hunting as a management tool, the two in the middle wanted to go rabbit hunting with Mary, so I think just with that group when we first started, that is when it used to be two week blocks now it is three, that I was able to enlighten and open this emotionally involved individual. She is still involved in animal rights but has a more rationale perspective and a little more tolerance for some of these other groups and their involvement and their perspective too. And then I'm not just a slob hunter, I am on the animal welfare committee for the American Veterinary Medical Association evaluating welfare issues for zoo and wildlife species. And within that, there is sort of like a related but not because of it I'm on the TAG, the Technical Advisory Group, to develop humane trapping standards both testing and use standards for trapping in North America. I trapped when I was a kid, I wouldn't trap anymore, well I won't say that, I live trap raccoons and possums out of my horse barn and I send them to heaven with a well placed .22 bullet because I am not going to turn them loose somewhere else in the middle of winter where they don't know where food and cover are plus they are a nuisance. I don't know if you know about EPM, it is a brain protozoan problem that possums are the carrier on and it kills horses or debilitates them and then raccoons with roundworm, canine distemper and just using the hay loft as a defacatorium is bad. So those are some species that here I am a wildlife rehabilitator, I could be using a steel jaw trap but I have some cats in the barn that might get caught to. I recognize trapping is a lot more controversial then hunting as a management tool but it is an essential tool and there are not good alternatives. So what I am trying to develop through involvement at the national level, I am writing the position statement right now for the American Association of Wildlife Veterinarians to handle nuisance wildlife. Because in some states like California, handling means building retirement homes for them. California is a different state, actually it is a different country when it comes to dealing with things rationally. That is my goal to try to use science, research, biology and factual information to minimize suffering or improve the welfare of animals, as well as to educate the public to open their eyes on some of these emotional issues. I mean lots of people, what could be wrong with taking these baby raccoons and raising them and letting them go. Well when you start looking at the wetland species they decimate or the horrible death they die from because they don't know how to survive in the wild. They get their butts
kicked by these mother raised raccoons that are better prepared and defend their territory more staunchly
and then they wind up on somebody's porch and eating cat food and dog food and are a nuisance raccoon
all over which exposes their kids to roundworms for sure and maybe rabies potentially or they starve or get
hit by a car or something. There has been radio transmitter studies and biological investigations that have
documented that and if you ask the general public should we allow wildlife rehabilitation and they are
going to so oh absolutely and some of them are going to say we should we require it. Don't animals have a
right to good health care just as much as people? Lot of people are going to say yeah. You put it to a
referendum it might even be legislated down your throat. The wildlife managers aren't going to agree. So
those are some of the really important issues. At the election year before last, this state passed the
scientific management resolution that was voted overwhelming by the general public that wildlife
management issues would be done with scientific input, done for biological scientific reasons and the
natural resources commission would have final approval on that with input from the biologists so there is a
political sort of catch there, a safety net. It is not just pure biology. There is social aspects, social science
are involved as well. It almost guarantees, at least in this state, there is scientific input when it comes to
managing wildlife whether we are talking hunting, trapping, fishing, rehabilitation, toxicology research, all
these different aspects of it.

11) Does your organization have a written master plan that guides the education efforts at your
center?

Probably not at my center but I think there is one for the wildlife encounters program that uses our birds of
prey.

12) If not, do you perceive a need for such a plan? Should some components be universally
recommended by rehabilitation professionals? What might some of those components be?

Absolutely. I think one of the things is the university recommended program and effort, I mean if you are
going to use wild animals and live animals in an education program, I think it is important, they are almost
mutually exclusive so its a challenge that you use animals that are socialized well so that you are not
stressing them by the handling and exposing them to the crowds of people that you hope to reach. At the
same time, it is important that you don't present them as cutey, lovable, huggable, bambi sort of image of
wildlife. Holding them and handling them is important and it is real important what you say because you
almost have to say do as I say, not as I'm doing. To get the right message across and use the live animals to
catch their attention almost undoes the good that can be done, you know what I'm trying to say, that
somehow that philosophically ought to be part of some universally recommended requirements for using
living animals in an education program associated with rehabilitation. And if you back the truck up to
where there is rehabilitation without education, then it is critical that those animals should have minimal
social contact and you triage which species or age of which species you are able to do the right kind of job
with so that you can do that the animal justice and return an animal to the wild who has the best chance of
survival. Sometimes euthanasia may be a good treatment of choice rather than socializing it towards
people and letting it go. Those are related so one ought to be the integral sort of universally recommended
thing if you are a rehabilitation professional as far as returning it to the wild but if you are going to use it
for education, boy it is tough to get the right message across when you are holding and hugging a cute little
wild animal. Does that make sense, so that is some of the components and I'm sure there are others that I'm
not thinking of but I think that ought to be an important one. And I guess maybe one of the other
components is if you are going to use mammals, then the handlers ought to be vaccinated for rabies
because technically vaccinated or not, if its a carnivore in particular, you see people using raccoons and
skunks, things like that, if it bites or scratches somebody, the only way to be sure that person wasn't
exposed to rabies. Bats is the other one right now. There are a lot of education programs that use bats. Bats
and skunks are known to be, can be asymptomatic carriers of rabies. So anybody who handles those
animals, a handler, ought to be vaccinated for rabies and there ought to be no hands on by kids on animals
that have that potential. Used to be ferrets were in that category in this state. They were popular in education programs, kids were petting them and playing with them and everything but there was no rabies vaccine approved for them. Now there is a labeled rabies vaccine for ferrets and I’ve changed my attitude somewhat. You still have to be careful with kids poking them because you poke a ferret and it will bite you. At least you don’t have to kill the ferret now to say that it didn’t expose the kid to rabies. That animal is more an appropriate hands on animal to use in education programs but it is not a truly wild species here. You could use a regular European ferret as an education animal and then talk about, you know the black footed ferret as being a reintroduced endangered species in the western states you know but again that using mammals in education programs you could get the message across saying okay I am wearing these heavy leather gloves so that I am not at risk or I’m being very careful so I don’t get bitten or scratched but if I do I have been vaccinated for rabies and I’m not going to let you get in a position where you could be bitten or scratched because the treatment for humans is very expensive and well as its six shots. Those are a couple of components I guess that ought to be.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I guess the fundamental belief that as humans we are responsible for the welfare of animals. Whether that means their care in a rehab center or their use in education or for myself at the population level for management. And that wisely managed, they are a renewal resource, the wildlife. And the other fundamental value is that most humans can feel compassion and value for the wildlife so I try to assume that there is that basic good there. You know like whose wild mustangs, that guy just went out and shot them and stabbed them. You hadn’t heard about that. It was this year, this spring. It was out west. This guy just gun shot them and left a bunch of them suffering, what where they thinking. But you know there is a direct link between animal abuse and spousal and child abuse to the point where veterinarians are aware of it and there is legislature pending to say okay if you see where there has been animal abuse, you should report that to social services. There might be children or a spouse back home that is suffering. You would like to try to assume that there is basic good there and try to reach it but sometimes you’ve got to be aware of the streak that something we are not so proud of.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

Well the renewable resource management concept is one that I always reinforce. I talk that in this state white tail deer are the most important wildlife species to the economy of the state because they are hunted. They are managed. I go through population management techniques of how they count the numbers of animals and they determine the carrying capacity of the habitat counting browsable buds or twigs in the deer year to evaluate winter severity and carrying capacity and how they issue permits for antlerless deer. We use hunting as a management tool to keep a healthy, stable population within the carrying capacity. How we might use age distribution and productivity on black bears to determine how many permits should be issued and to determine bag limits and length of season for hunting. Pheasant we only allow shooting roosters. There are so many people that are opposed to hunting that don't realize that hunting is a management tool and how it is used as a tool. So I'll present that and then I will not tell people up front that I'm a hunter, that I recognize the role that hunting plays in management but after I have talked a little bit about wildlife managers manage the population as a renewable sustainable resource, how those tools are used and then put into perspective the importance of wildlife rehabilitation. If you find an animal, you need to do something for it. The conservation officer may dispatch of it if it is injured seriously or if there
is a rehabilitation center with a professional that knows what they are doing they can help out but not every animal has to be saved. Sometimes putting it out of its misery is most important and most people understand that so I try to put the perspective in. A lot of times when I am talking about rehabilitation that the hunting doesn’t come up at all but when I am giving a presentation where I have a chance to point out how hunting and wildlife management at the population level is used in non-game species too. For protection and habitat improvement and things like that, then I can try to put wildlife rehabilitation into perspective this population management level.

15) What are the most important wildlife issues in your community?

Well I guess one of them I perceive in the immediate community is its urban wildlife. It is funny how you will have people opposed to hunting and trapping and everything until you know there are raccoons in their attic and then they don’t care. They would be opposed to trapping but they don’t care what kind of trap you use as long as you get them out of there. So I think that appreciating the value of co-existing with wildlife, that chief Seattle saying that you see all the time you know about we are part of the web of life and everything. It is cute and it says a lot so like I had people call one time saying there is a hawk out here killing birds in my birdfeeder. They are calling me and they think it is bad and they want to know how to stop that from happening. I am telling them you are really lucky you get to see that. Maybe you can position your birdfeeder near some evergreens and put several stations around to disperse birds so there is shelter. (Change to second tape). I always try to get people to appreciate wildlife whether it is at the birdfeeder in the back yard or whatever. As far as the nuisance wildlife, a very good example, here we have people feeding deer that aren’t even hunters and supporting deer at a very elevated population density of up to 200 deer per square mile where density dependent disease is regulating them and it happens to be Tuberculosis so it has a potential negative impact at the human health level as well as its been diagnosed in at least three herds of cattle in the area and one captive deer herd so there is a very good example of how mismanagement in the private sector level on private land many times has a negative impact on the population level. Hunting is a management tool that is being used to decrease the population and banning this artificial feeding. It is easier for people to see it at the deer but it is not unlike some of the things happening in their back yard at their bird feeder when salmonella and conjunctivitis that house finches are getting. What I try to encourage people if they are going to observe wildlife and they are going to put out feeders and such that they try to do it in a fashion that helps wildlife. A lot of times what appears to be most helpful is congregating artificially high numbers. I remember years ago when I was pheasant hunting and I would pick up the ears of corn and I would put them in my game pouch and during the winter especially in the big area where I was hunting, there was a big farmer they did fall plows and they plowed under all the corn and then the wind drifted over the fence row so there was very little habitat left for wildlife. When I would go back just hiking or rabbit hunting, I would take and throw this corn back in the cat tail marsh where the pheasants were wintering and help them out. I went out a day later on a Sunday, I had been out Saturday and I thought I would check where the corn was and there was a pile of pheasant feathers and there was a red-tailed hawk that had part of the pheasant. I was going well, even if this wasn’t a feeder in the back yard I was trying to help wildlife out in the woods even and I felt a little bit bad but then I thought no I helped the hawk out too. So I try to put some of that into perspective for the public. Helping sometimes is by letting the professionals that are manipulation the population and unfortunately some peoples perspective, the biggest tool they have is hunting to manipulate population but then there is habitat manipulations like how they harvest the timber products. Instead of clear cutting they might harvest the 20% every 10 years so you get habitat diversity and management habitat to benefit multiple species other than just game species. So I try to with my education efforts, try to address some of these nuisance wildlife issues and what their impact might be but also to open up their minds to some of the other management tools and the population managers responsibilities and perspective.
16) Do you address these issues in your education program? How?

I don't know, there is one, a slide that I use when I am giving a lecture it's a mangy squirrel, its a fox squirrel with hair loss over most of its body brought in by somebody because it was weak and debilitated back at their feeding station. I point out that as a veterinarian I can give this animal a single shot of Ivermectin that kills the mite and sticks around with blood levels long enough that the eggs and nits are killed as well so I can treat this squirrel and relief it of this itching. And then I let it go, this is in the winter and it is always in an urban setting where there is lots of food and not enough shelter and these squirrels are fat and healthy and having triplets or whatever but then they are running on cold weather and the leaf nest that they build aren't good enough homes. They need a big hollow tree or somebody's attic. When there are lots of squirrels because there are all kinds of feeders out in the suburbs where there is no hunting as a management tool or anything, these squirrels are stressed when they are crowded in and then this density dependant parasite spreads and what Mother Nature is doing is killing some of them off so there are fewer. But if we intervene and medicate them, we can't let them go somewhere else where there are fewer squirrels because it is the middle of winter and they don't know where their food cashes are or where shelter is, but if we treat them and let them go they are all going to have twins and triplets, there is no other management going on, what is going to happen next year. So what is the best thing we can do for the population. Euthanize the squirrel or when they tell me there are squirrels at their feeder without hair, I can tell them what it is and they get so weak that they look like their suffering or something, if its a subdivision maybe there is somebody with a pellet gun that can kill it humanely or a lot of times they just get cold, they get hypothermic and then they die while they are sleeping. That is Mother Nature helping regulate the population so I use the urban squirrel problem with mange because that is what it is. It happens all the time. We could easily medicate the individual but it is going to make the problem at the population level even worse. Most people have seen mangy squirrels in the subdivision and if it is a rural setting that I am talking about, I might use white tail deer and talk about car/deer accidents and crop damage complaints as helping to determine carrying capacity. Or in the northern areas of our state, starvation during the winter if it is a severe winter with deep snow and heavy winds. So I tend to use examples of disease, parasites, nutrition, density dependent factors that regulate populations and the responsibility of managers and try to put into perspective how that affects at the population level.

17) What other issues (or types of issues) do you address?

I think we probably discussed most of them. Ethics is one that I often address. I present when I talk about rehabilitation, I give the legal issues, I give the ethical or moral issues, so permits and licenses and then the philosophical stuff too. I talk about philosophical issues and how important is it and then I will give the practical issues when I'm talking to veterinary students and how to. So if you are going to do it you do it right but I always back the truck up to why you should be doing it. If we are going to do it we better do it legally. The permits and licensing.

18) As a summary to the above questions, what would you say are the overall main messages?

What I do, my lectures are different than what the wildlife encounters do.

19) How do you address differing or opposing values and attitudes toward wildlife?

I try to cut through the emotional involvement, try to present factual information based on biological aspects like carrying capacity and population density and the role that disease and parasites play in over populations that are exceeding the carrying capacity of their habitat. Many times when you have animals that come up for rehabilitation it is because there are problems in the population level or they're a nuisance.
20) What risks, if any, do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

I think the rehabilitation aspects of it, once you start doing rehabilitation, then the species where you have to decide your carrying capacity, you know if you got finite resources you are going to emphasize the endangered species rather than common ones or nuisance ones and one of the risks is, from my perspective, I see as a risk especially if you have donors that adopt animals, I've stayed away from that. When you adopt an animal, you start feeling like you are going to dictate how the program is going to be run. A lot of these places have an adopt an animal, name the animal, support the animal and all this and that. If you don't make it clear that the choices being made then I think you are forced into letting emotional issues determine how you operate rather than biological factual stuff.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

I would say you ought to be learning from him and going with him. Hunting is not bad. Hunting is the most important management tool we have. Compare it to wildlife rehabilitation at the population level. Try to put it in perspective. That is a very good question. It addresses a lot of the issues. There is a stigma that hunting is bad. Done properly, many times the way a hunter kills an animal is more humane than how a well intentioned rehabilitator kills an animal either by mismanaging it in captivity or releasing it without it having a really good chance of survival so I will point that out. Death in the wild isn't always humane but a well placed bullet is accepted as a humane method.

Along the same lines, another example where a student that says that "When he was little, my grandfather had a pet crow."

See I think I have kind of addressed some of the inappropriateness of some of these animals as pets and they identified that as one of the problems in using live animals in programs. People start thinking oh that is so cute.

How would you address it if a student brought this up to you?

I would say that I know a lot of people had pet crows and they even thought that if you could split the tongue surgically that they may even talk better but is that fair to the animal to keep it in captivity and try to turn it into something that it can't be. What is best is if you are going to keep these wild animals in captivity then zoos should where they have a budget, space and can justify the program. A lot of people can benefit from it but keeping it as your own personal pet isn't fair to the animal. You can't justify it. There is this well entrenched feeling of wanting to get closer to nature. It is the same motivation that motivates people to rehabilitate, that motivates people to get a wolf hybrid as a pet or something. Then I address the welfare. If it is a wild animal, it is not fair to the animal it keep it in captivity. Then I usually, like with the wolf hybrids point out how many kids they have killed, or livestock or their dogs or something and the liability issues.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

Absolutely. Absolutely. I see docents all the time at the zoo, training helps lessen the misinformation given out. Most people that are rehabilitators are emotionally involved and they are not aware of a lot of the biological factual information or they've closed their eyes to it because they are opposed to hunting and wildlife management and stuff like that. So I would think that it would be important to have a healthy dose of biology and wildlife management. How important is wildlife rehabilitation. Address the welfare of the animal. That is the theme that I try to keep reinforcing. Is it fair to the animal. I mean is it humane. A lot
of people think that life is so important and where there is life there is hope and we have to save their life and if we just let them go it has a chance. I describe it as this. Isn't it more humane to send them to heaven then to assign them a life in hell. If you release them in an area that is over populated already where they are getting their butt kicked because all the territories are full and being challenged as it is for survival, that it is more humane to put that animal to sleep. And most people they feel really bad about it but when it is a dog or a cat that there is not a good home for and you try to adopt it out and then after five days you euthanize it. They are okay with that. When it comes to a cut little baby raccoon where there is absolutely no room for it in the inn, let alone out in the wild, some rehab centers will just keep taking them where they got 800 of them and 400 of them are dying from canine distemper. The best thing they could have done at first was to euthanize that animal. It would have been more humane and less psychologically trying on the volunteers I think too eventually once they understood more of a population perspective.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

Yeah. Helpful and necessary.

23) Do you use live animals in your education programs? What types? How?

Yeah mostly raptors and show and tell type thing but not free flying some like programs. In the conservation group's program they use mammals, mink and muskrat in the wetlands program and they use snapping turtles and bull frog and a fox snake so they use, and they use wood ducks and goose and some waterfowl.

24) What are your beliefs about the role of live animals in education programs?

That is a two edged sword. I think it is important, the value of using them is it catches the interest of the audience and opens their mind to the opportunity to educate them but how you use that tool, you can be actually saying the right thing and giving the wrong message by how you hold it and hug it and handle it. That is one of the biggest challenges I think of using the live animals. You would like you say well you can show them a video and peak their interest, but there is something about that live animal that catches their interest. So that double edge sword I think is worth dealing with but recognizing the down side of it is important.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

Well that is a good one, easy for me. The definition of wildlife management is the goal of maintaining healthy sustainable populations that are a renewal resource. So healthy and sustainable means within the carrying capacity of the habitat.

Do you address wildlife management concepts or issues in any of your educational efforts?

Always.
26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

I think I am aware of state. One of the big ones that our state is involved with is the hunter safety and then I helped them with a non-game program where I actually paid a taxidermist to prepare hundreds of study skins from birds of prey that had died for my program and then they were made available in plastic tubes for teachers to use for education. Our state has done some but not enough. When it was done through the DNR's non-game program, it was called something heritage but anyway there is some effort on the state level. I am less aware of efforts on the federal level. I guess because of that I guess there ought to be more for sure at the federal level. All these agencies are facing cutbacks. How can they expand programs, I don't know.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I do. I think there ought to be with anybody's program that the wildlife agencies have more population management perspective and I think that most rehabilitation programs don't but should.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

I would say the exact same thing there, yes I do and that most education programs ought to address those, the social values as well as the biological values of wildlife and proper management considering the welfare of the animals as well as its use as a renewable resource.

29) How might these two groups increase cooperation and communication?

We've tried organizing at the state level. The state Association of Wildlife Rehabilitators decided not to call it an association, call it something else. We tried to have meetings and get all these emotionally involved people who wanted their own turf. The agency representative, the veterinarian from the Department of Natural Resources got so fed up with it he quit coming to the meetings. The permit specialist continues to come but I mean it is a battle zone at these meetings. Rehabilitators from different areas, one woman was rolling up her sleeve getting ready to punch the other woman out. The biggest issue is most of these people involved in rehabilitation are emotionally involved for some personal reason whether they have deluded themselves into thinking what they are doing is really important and they are the only ones that can do it right and that other people are doing it wrong. And when they get together they just fight. I mean it is terrible. I've seen it too many times. They bad mouth each other, it is horrible. And the agencies don't want to have anything to do with this. They avoid it and the best thing that we could do is to have a scientific perspective that was rationale, that was non-emotional, and that is impossibility. I understand the oxymoron there when you say non-emotional wildlife rehabilitator because the motivation to be doing wildlife rehabilitation is generally emotional and self-serving because you like the warm fuzzy feeling. If you were just going to be cold and callous and biological then there ought to be euthanasia centers rather than rehabilitation centers. So you have to recognize the human aspects to it and the emotional involvement but you have to keep it in perspective biologically at the population level and that is almost impossible to do. Maintaining some sensitivity. I try to look at the welfare and then people say yeah you talk welfare and you are a hunter. How can you be? But putting it in perspective at the population level is a greater value. So I guess how they could increase cooperation and communication is to keep trying but how they choose the rationale rehabilitators and there are lots of them, aren't the ones that generally get elected because the ones that are so vehemently involved and emotionally involved are the ones that are pushy the most. You know what I'm saying. Sometimes the ones you would rather deal
with are the ones that try to fade in the background and aren't the officers or whatever. I guess one of the things that I said earlier about some of this might happen in state wildlife agencies, I guess the federal, if there were some federal guidelines to standardize things it would help a lot. Maybe that is an upcoming question but that would help a lot where the state wasn't such the bad guy because this is how the feds say we are going to do it.

**When you say federal guidelines, would that be specifically on care topics?**

Yeah and training like an apprenticeship. What I would like to see for rehabilitation is that you have some credentials, you have been a sub-permittee or an apprenticeship or something like that. You have to pass some kind of proficiency exam where you actually know what you are talking about if you don't you learn from somebody who does.

**Shifting themes a little bit again.**

**Incorporation of educational methods:**

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Yes, you know most of mine are veterinary student levels but they don't have the background in wildlife management that I have so I give them some management principals, you know defining carrying capacity, habitat, population, manipulation, management tools. So I fill in that basic background so that we can put things in perspective at the population level. Now the wildlife encounters program does something like that. They gear their presentation to the age level of the audience or to the type of program where it is a small group or a huge assembly. It is more interactive with a small group where they will ask questions and involve the audience where if it is a big assembly thing it is mostly presentation, lecture type thing.

b. Who determines content?

I determine it for my teaching program and the two teachers, that do these programs. They have an education director who has worked with them but they may not know until they get to a school that okay the morning program is going to be an assembly program and the afternoon program is just the science class and so they will have a different thing and they will use different birds of prey and different wetland species to deal with that and they will make that decision maybe on the spot.

c. What information do you have about groups (school and non-school prior to the program?)

Well they generally know how many programs they are going to do and what type they are whether it is a small group or assembly but it turns out that you get there and they couldn't get the room for the assembly or something else and you've got to be flexible but generally the number of programs and whether it is going to be an assembly type or a small group.

31) Do you address issues differently with different aged audiences? How?

Yes. Just by trying to speak at the level they would understand more and then the examples you use are simpler for younger kids. I was saying the carnivores and the plant eaters and the hunters and if they are injured and can't hunt, what are some of the things that happen when you can't hunt. Well one of the kids will say that the animals that were going to be eaten, there gets to be too many of them. They right away
Did you incorporate any certain educational theories?

Here I am an educator at the highest level of education, college, and I have not had an education course. This is more technical question on theories of education and techniques right, yeah. I'm sure I do I just don't know what they are. Is that a good answer. I often use raptor casts for kids and one of the theories is you get them to be trying to find something and that sense of discovery when they do. So I sterilize raptors casts from our program. I literally have thousands of them and I give them to science teachers to use for that purpose to. I have heard from science teachers that since the movie ET kids don't want to dissect a frog. That search and discovery, that sense of excitement of finding. That is a very important part of teaching and when I give a little program, I often will bring a little bag and I have them autoclaved so if there is feces on them or something or some kid gets sick the next day from the flu they can't say I brought that in with my poopy raptor things. I use that to get their interest and they're meat eaters but where is the meat. All that is left is hair and bones and some of the little raptors, all that is left is the teeth protected by an enamel. So I use that to sort of peak their interest and have them have a sense of satisfaction.

Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

The conservation group's was. They met with state educator's association and they have at their annual meetings given presentations on what their program is and how it can fit in with curriculum. They actually send these guides ahead of time so they can have the school kids have some background on raptors and they can get more out of the program. They have hundreds of these printed up. One for the raptor program and one for the wetlands program and they had sometime they would say okay we peaked the interest in raptors with the conservation group's program and then they contact the DNR and get those study skins and that to do more in-depth evaluation of raptors and casts and evaluations of that. They've tried to coordinate things at the state level as far as science and education.

Barriers & recommendations for improving community education by rehabilitation:

What are the biggest barriers to helping rehabilitators fulfill their educational potential?

Turf battles. I think the lack of organized goals and scientific sort of biological perspective, principals. When most of the rehabilitation involvement is at the emotional level.

In what ways might rehabilitators overcome these barriers?

Education I guess more. More of themselves trying to keep an open mind and be more like a biology teacher when you talk about biological sciences. I don't think you find many rehabilitators that would agree that hunting is more appropriate management tool with the potential to benefit populations over wildlife rehabilitation. Most wouldn't even consider that but I think if they learn some management principles and looked at hunting as a management tool with an open mind or the need to manage populations within carrying capacity of the habitat, however you manage it, but hunting is a management tool that is available whether you are talking control burns or habitat plantings or other things so and the concept of a thorough post mortem exam might help the population more than treating and release. Some of those concepts are very challenging to accept and certainly if you can't accept them yourself, you are not going to present them, you know what I'm saying. You've got to educate the rehabilitators into the biological aspects of what they are doing as well as those emotion, psychological, philosophical, legal and
then the other important thing is if they are going to do it, they have to have some guidance in the how to. I have seen more horrible things done by rehabilitators, just total mismanagement, inappropriate diet, inappropriate environment, hugging them and loving them and making pets out of them and then letting them go. Or imprinting them. Gee that has happened a lot both birds of prey and, I use the buck fawn as an example because that one was done at a nature center and then in the fall, they gave nature tours and this buck was attacking kids and they wondered why. They bottle raised the buck fawn by himself, hugged him and loved him and played with him, named him Bucky and tried to make him the mascot and they would give nature tours out there with all these little kids and during the rut he is trying to kill them or breed them.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

If the rehabilitators are going to be educators, then they have been educated so they can present a factual balanced consistent program. I recognize the emotional aspect of rehabilitation. It is part of what needs to be presented and with some balance.

Where would you say that training would come from?

I have been asked to make a manual on how to. I could do that but I have been more interested in the why to because I think that there is a lot less need for rehabilitation then there is for rehabilitation education. I don't think there needs to be widespread rehabilitation centers all over the state dealing with so many of these common species. It has become the vogue thing to do. I think people have discretionary funds and too much time on their hands and honest to God that time and resource money would be much better spent at the population level if you are dealing with wildlife and on the human population if you are looking to where you want to spend those resources best. Those do gooders could be out helping poor people rather than wasting, I say wasting but I don't really mean it to sound so negative and derogatory but those limited resources could be spent more wisely at the population level on wildlife or on the human population if you are looking at these finite resources but it is not as much fun working with a stinky homeless drunk. They don't mind cleaning up diarrhea from a cute little raccoon that stinks even worse and probably has a greater chance of giving you something that is going to make you sick. I don't want to sound cynical here at the very end but it is turning out that way isn't it.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Consider that population perspective and choice of species. How rehabilitation can present it, be presented as a way of helping wildlife and then involvement. Basically a lot of the stuff we have talked about. Be careful about the image you present, try to be more biological, factual, scientific considering that this is an emotional issue. Address the emotional issues and try to do it in a rational fashion. Try. That is one of the biggest challenges of this whole area.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

I guess maybe for our program here with the conservation group, hire another teacher and add a program. We have raptors and wetlands. I would add woodlands and that is what they are considering. If they had the resources.
39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

Where I see it 5-10 years from now is not where I would like to see it. I would like to see it on a much smaller scale with people who knew what they were doing with emphasis on important species, on very small limited scale. I see it expanding. It has become the vogue popular thing to do. So where I see it and where I would like to see it are two different things. So there is two different answers there.

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

No, I don't know. You were an easy interviewer. I think you explained things well and you even took care of some of the creature comforts and that. For the project, the study that you are doing, it sounds to me like you are making an effort to get a balanced view because you've got mine and I'm sure you got some other views that aren't the same. I'm not going to be arrogant or gutsy to say that my view is more important. I consider mine more of a scientific, I think of myself as a biologist or a scientist and I have done scientific research, I am on our institutional animal care and use committees and I am very much a staunch defender of welfare. I think a lot of this rehabilitation is not in the animal's best interest, the individuals, let alone the populations so it certainly needs to be regulated more but it is such a hot potato at both the state and federal level, nobody wants responsibility. What I would like to see is that it regulated itself. Most of the rational, biological type rehabilitators get so disgusted with all the emotional, violent, vehement, irrational, emotionally involved ones that they are not going to want to help coordinate either. My vision down the road is that it cleans itself up because the rational ones recognize that they are not going to be able to do it if the agencies in charge get so fed up with them doing the wrong things that they say you are not going to do it all. I really think that a study like this that maybe points out some of those things, or at least one or two or three of the people interviewed have hinted that those are things that might save this, I don't want to call it a profession because it is more of a hobby, but that if it is done it should be done professionally.

Anything else?
No.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

I think just because my education background, it was just a natural thing to do. Rehab didn't come into my life until about 7 years ago. I just started as a volunteer at another center and at that time we really didn't have nonreleasable animals and we didn't have permits. Because of my background, we were able to get permits because I was involved and on the board and everything by then. So --- has this background and she is a teacher so she must know how to do this. It kind of just grew out of that. I think just teachable moments when people come in to bring you an animal are just as valid as taking a bird to a classroom and have 30 kids sit there and listen to you. Sometimes it even makes more of a difference to have that injured animal right there so you can talk about it.

Besides those reasons for initially becoming involved, are there other reasons why you educate at all about rehabilitation today?

I see the destruction that is going on and the number of kids in the school that I teach now who don't respect wildlife, who don't respect habitat, who don't respect what is living around them. It is just going to hell in a hand basket very quickly and somebody has to do something. If the kids don't care then we are really going to be lost so we have to start with these kids. I am there every day, I do it a 182 days a year and I am going to throw it in every chance I get. I don't even count those kinds of contacts, the regular contacts that I do through this. Every day there is some mention of an animal or habitat or ecosystem or something somewhere in a classroom that I am in. It just naturally comes out.

Did you say most of your school work now is special education?

I have learning disabled students and they are 6th graders. It is a 5th/6th grade building so they are very well aware of what goes on around them. They are not real little kids and they are not severely impaired that they don't understand what is going on. They can easily see the for sale signs on the hundreds of acres down the road so they know what is happening.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

I kind of go back and forth between the live animal use and the non-live animal use and I've gone to many seminars that so oh you don't have to and a lot that say oh there is no other but. There are many times. In school every day. I don't use my live animals in school everyday. I have to be there. I think it is the personal stories that the kids can tell you, oh I saw this, or oh I did that, or I know somebody who, and its being able to connect to things like that and the kids to be able to connect and say gee that makes sense or its that what we should have done. Now we will know. I think those kinds of things.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I'm not sure we really do anything terribly unique.

I think our birds are unique. I think people can see immediately that they have a personality and we treat them as wild animals, yes. It is obvious that they are very personable kind of animals. I think having an endangered species is an amazing thing and I know I am amazed every time she is on my fist and I can't imagine that people aren't also amazed. Some day you might never see this species so I think having that is
different for a lot of people. I don't think a lot of people see those kinds of animals or they see them behind bars in zoos instead of up close. I like the fact that we are able to bring the feathers and the wings and feet in for people to touch and see. I think, I don't want to sound like I know it all, but I think I am better at it because I am a teacher. I think a lot of people have natural teaching tendencies. I know a lot of teachers who don't even have natural teaching tendencies. But I would like to think that I am pretty good at what I do because I do it 182 days a year. I think just that constant practice of teaching and making sure people get it and watching expressions and reading your audience makes all the difference in the world. I can't say that you know gee we do this amazing thing, isn't this wonderful, but I think having birds and having even just parts with you might make all the difference in the world.

4) What are some barriers to you fulfilling the educational potential of your program?

That I have to work full-time and can't do this full-time. That is my biggest barrier. Even though I have interns and volunteers that help me do some of this, sometimes it is difficult to be able to do all the programs that we get requests for. It is just difficult. I think that is the biggest one that I can't be here full-time to do it. I still believe even though rehab is a small part of what I think we do here, rehab is important to me and I need to do that too.

Any others?

No I think that is the big one. I really think that is the big one. I think getting the word out is sometimes difficult but we have been here only four years and I think a lot of people know about us and word has spread every time we do a new program. I don't think that is a major barrier, me just not being here all the time.

5) Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.

We do have a mission and we do have goals. I think I was probably much more attuned to that when we started this because of my teaching background and because of the kind of rehab center I came from. I wasn't knew to this when I started this and it was a good thing I wasn't because I'm not sure I would be sitting here today. It is an awful lot of work and unless you know that going in, you are going to sink. I was very careful about the kind of mission statement. I did all of our non-profit paperwork myself and it took me a long time and it was passed the first time so I knew I had done it right. I think just because of the teaching background. They are pretty set on making sure you know why you are doing something because there is no point in it otherwise. Unfortunately I don't have it memorized perfectly but I can basically tell you what it is. Rehab is a major part of it, of course we take care of injured orphans, native wildlife and we are pretty specific about native. We educate through education programs as well as our quarterly newsletter and I have also included in there that we have state and federal permits and we are a non-profit organization. So it is short and sweet and says exactly what we do and who we are and it is printed every time that quarterly newsletter and we update people on what we are doing.

Do you think you might have an extra copy?

I do. I have a newsletter, fresh and hot off the press for you.

Have you gone further and worked on a vision for the future or philosophy statement?

We have talked philosophy statements and the board has changed pretty drastically last probably now a year ago. We changed assistant directors and I had a co-director when we first started and she decided to have a family and it just didn't kind of all fit into the whole her scene of her new life. So I think that has
kind of changed things a little bit around here and the assistant director has been with us a couple of years now but she only became assistant director a year ago and of course she works full-time too and that is another huge just barrier in the whole scheme of things. It is very difficult to have two full-time jobs and this is what this is. A full-time job. Thank goodness I am a teacher and have summers off because otherwise I am not sure how I could do it. We have not looked at a kind of vision statement and I often think what would happen to this place if I weren't here anymore. You know we are not like a nature center where another director could come in and take over. So I see that as an issue here because if I am gone, I'm not sure who would take over and that is scary for me because even though we may do only 350, 400, 500 animals a year, that is 500 that may not otherwise get done. And the nonreleasables are a big concern.

We have six nonreleasables and what will happen to those animals. So I think my over the next five years, and we'll get to the 10th year and I will feel better about things I hope, this needs to be set up so if I am gone it can keep going. I have a niece that I am priming for this but she is just not quite old enough yet so I have to stick around for a while longer. Because I say to a lot of people, hey you guys are going to be able to do this if I'm not here and they all think for a while we could but for long term we don't know if we could. It is hard and I don't feel like I am the only one that has the vision because a lot of other people do, but I'm the primary one. This is my thing. I was the one who wanted to do this and I made it happen and it is hard to get you know outside people into that mode and my parents are very into it because they have no choice. They are older than I am and their not going to be around forever either so I have to think about gee is this set up so somebody else could just walk in and do this. One day at a time.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

We tied in the education into the mission statement and we really don't have a vision for the education program. Goals and objectives are linked to the different programs that we do because we really have four different types of educational programs that we do so I can give you copies of those too.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Everything is in the volunteer handbook which everybody gets but that would just be within the organization. The mission statement and those kind of statements are in the newsletter. I think the first couple of newsletters definitely explained our philosophy and how we were going to do things. I think people who have been around from the beginning understand all that. Do new people who come in, that now bring us an animal and get an updated newsletter necessarily understand that, I'm not sure. I'm not sure if they can go beyond just the mission statement in understanding what we are doing so I guess I have to say that people from the beginning are volunteers and board members within the organization have that information but not necessarily the general public unless they specifically asked for other things beyond the mission statement.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

Do you mean like through programs or

Well, that, and are there different ways?

Like besides programs other things you want to know?

Yes.
We do newspaper articles, reporters come out, they'll call for interviews. We've never done any radio but maybe someday we will do that. I've done radio things with another center. Just the general programs we do. I think contact with the people that come in. The phone calls. We have brochures and newsletters at local libraries, at local pet stores, at the vet's office, a couple of vets in town. When we first opened, we contacted all the vets in our four counties with an introduction and a newsletter and a lot of referrals come through those kind of people. We are in the phone book, the yellow pages, animal controls knows about us, human societies know about us.

This is the second part of question 8 and it will help to put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

It is very important now. Probably a 2. Just because sometimes I'm not sure if other people who answer the phone necessarily make it as important as they needed to make it. I guess I would want it to be a 1.

Informal education to donors who brings in patients to your facility?

1. And that will always be a 1.

Special events at your facility or in the community?

We don't do anything at the facility because we don't have display type situations. We are just too small to have display areas. Within the community is probably a 3 and I guess I would like it to be a 2.

Fund raisers?

It is probably a 2 now and I hate fund raising and I guess it probably needs to be more important but I don't think that needs to be my primary focus because I have a full-time job and I can support what I do. So I guess it is going to be a 2 forever. Not saying that we all wouldn't like a lot more money to do it even better, but it is not in the forefront of my mind.

Education through various media including TV, newspaper, newsletters?

We do a lot of that. 1 and it needs to continue to be a 1.

Public tours or visits?

I don't do anything on site and I don't want to do anything on site.

School visits to your facility with pre-planned programs?

Not here. I'm more than happy to go there but not here.

School visits to your facility without pre-planned programs?

No. Nope, sorry.
Off-site school programs?

We do a fair number of those, probably a 2 and I would like to do more but it is hard when you are on the same schedule as they are. You have to teach. I would like it to be a 1. I just want to add my assistant director just does not like children at all which makes it really hard to get her to do school programs. It is a good thing that interns that come from college like to do most of those kinds of things.

Programs with non-school community groups?

We do Audubon societies and we did a medieval festival last year for two days which is quite an interesting thing. It has probably been a 3 in the past and I guess I would like it to be a 2 because I would like to do more of those, garden clubs, Boy Scouts, Girl Scouts type of things.

Are there any others that I haven't included?

I think you covered it. I can't think of anymore.

9) Who are the main audiences of your education programs? What would you say is the main audience?

Probably schools and young peoples groups, church groups, Boy Scouts, Girl Scouts. Those kind of things. I guess now I am thinking of one other and I am not sure where to put this. Maybe this is just another civic kind of group but I really think an untapped resource are like hunting and fishing clubs and kids that are taking hunter education because I am tired of getting hawks that have been shot.

Did you have a rating for those?

We do not do those at all so I would put a 5 down and I would really like to do those. It is just that I have not contacted those people and said that we would be interested. I would like to do it so maybe a 2. But we have not done them at all.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

Yeah I think that is the big one. There have been just huge debates in the rehab community and I'm am not an avid hunter, it is legal and as long as it is legal, I cannot as a non-profit organization go one way or another and you know people that come in often say oh you must really hate hunting. For me you're right. I couldn't go out there and kill anything but it is legal and if you do it and if your ethical about it, then I'm not going to say anything about it but if you are out there shooting hawks because you think they look like ducks, then you've got a problem so I think that is a major major thing. I think it would be very difficult for me to go to a hunting group and speak but I think a lot of those people, a lot of the good hunters love wildlife as much as I do and just in a different way. I think they are much more management oriented that a lot of rehabbers are but I think that is the big untapped group.

How might you go about getting them more involved?

I think we just need to call them and say we are out here, we would love to come and talk. Is there a meeting that you need a speaker and I would be more than happy to share my views with them on the phone and we don't need to get into a debate about this. That is not what I am there for. I am just there to educate about the animals that we take care of and we are here if you need us. I know a lot of other rehabbers who have great luck with those kinds of groups so I am not opposed to that.
11) Does your organization have a written master plan that guides the education efforts at your center?

Besides goals and objectives, I can't say it is a master plan. I think when we started to set this up, as I said we do four different kinds of programs and we kind of decided what was going to be in each program and how we were going to go about achieving the objectives. I guess I wouldn't call that a master plan. Maybe I need to know what you mean by a master plan. If there is something greater than that.

Generally it would be more than the goals and objectives, looking at locations and resources, strategies for going out there and if there happened to be on-site things, facility plans and those types of things.

Yeah I really can't say. I will never do an on-site kind of situation because I live here. You know if I didn't live here and this whole thing was just a rehab facility then I might consider it but I have to live here too.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

I think untapped resources and again just because I don't like the fund raising aspect of the whole thing. That doesn't mean it isn't important. It is important. I think you can do a much better job. The more money you have the better job you can usually do. There are some people who couldn't do a good job no matter how much money they had but obviously if we have more money we would be able to do more things and better things and you know if somebody funded this whole thing I wouldn't have to work and I could do every program myself. I think maybe those kinds of resources and maybe most of our interns come from like the zoology department that are into the animal aspect of it. Maybe interns that only do the education aspect of it would be another way to go.

Do you think it is something necessary?

Well I always hate to just stay status quo. I think there are always things that we can do to improve. Do I see a great need for it that gee I better write this down so I can remember to do it. No not yet. But as we get more well known and there are more requests for programs and times that I can't necessarily do them, somebody has to do them. Otherwise they are going to go somewhere else and not that there aren't other quality groups in the area, I think there are, and I am more than happy to refer to them, --- refers to us a lot of times if they get calls from this area and people don't know about us. So I guess I do see a need but not within the next year or two. I guess part of this comes from where I used to be and the kind of rehab center I was at and how many animals were done there and how many programs were done and how well they were done. I think that plays into my whole vision of what I really want this to be like. I saw mistakes there and I don't want to do them again so we are just going to do this easily and slowly and do it right the first time because I don't like to go back and do it again.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

I think the basic belief that if there is no more wildlife, there is not going to be anymore people either. We all have to co-exist and if we don't, nobody is going to be here. And I really truly believe that. If we don't stop this destructive path now, there isn't going to be anybody left. I know, I think that is shocking for
some people and I guess I don't go and talk to a third grade classroom and say things like that, but the
message is there that you guys are the ones for the future that need to start thinking now about this stuff
and you need to talk to your parents about it and you need to go home and tell them what you saw today
and what you heard today and the owl that I'm holding on my fist now, she is endangered. What does that
mean and what does that mean for your future and her future and what if there weren't any more owls like
this? What would that do to the many other animals that she depends on and depend on her. So I think the
intertwinedness of the whole thing and the web of life. I know that it is so overused and the whole
scientific community but when it comes right down it that is what it is. We will be in a lot of trouble and
the top people say it is too late. We are past the point of doing anything and I really hate to believe that. I
just went to that national conference in North Carolina, were you there, and one of the sessions was guess
what we are too late. And I thought Oh No. So it is a very scary thing. You don't want to put fear in
people's minds but you have to get them active, you have to give them some kind of shock value that oh my
gosh, this is really serious because it is really serious.

14) How do you address these values in your instructional programs? If more than one
approach, which do you use the most?

For every program that I've done here, we've always brought an animal with us. I hate to put a lot of stress
on that but I really think that makes a difference. We had thought when we first started we would do a lot
of slide things. We invested in tons of Cornell slides and they sit in the closet because people don't want to
look at slides. They want to see animals and they want to touch parts and things. So I think we do a lot of
hands on stuff and we do a lot of real life situations and try to connect it to their life somehow. Even
though I am not showing the slide of the robin, we talk about the robins and we talk about the things they
see in their backyards because how many people see short eared owls that I happen to have right here. Not
many but you do have to make that connection. There are things you see in your yard. We do a lot of that
with little kids and they just go on and on about things in their yard. I think we try to connect it to their life
somehow and all the stories. Well we had a baby bunny one time and those are really hard sometimes to
get through but that is what, obviously that has stayed in that kid's mind because it happened five years ago
we had a baby bunny. That is where the impact was for that child so you have to relate it to that experience
because that is what that kid knows.

15) What are the most important wildlife issues in your community?

Unfortunately this community and this state is very pro hunting and pro management. We are dealing with
a management issue right now. You see my yard and what it looks like and I'll tell you later why it looks
like that back there. We do a lot of progress. Now you can see it. Well people have to move in and the
town was built on a hot spring but that doesn't make any difference because those houses have to go up. So
we have to put that county drain in and by God if there is too much stuff in that drain, then we have to
clean it out. And does it matter that there are muskrat home back there. No that doesn't matter. Does it
matter that we just killed a woodchuck possibly because we buried it alive back there. No that doesn't
matter. So it is progress. Lets just move ahead. It doesn't matter as long as it is progress. That is the good
thing about it all. Lets sell that farm field, lets cut down those trees. Progress. I think that is the big thing
and even though I consider this fairly rural and I thought oh 20 acres cool, 20 acres, I could have bought
2,020 and it would never be enough. It would never be enough. So I think the whole, you have to build it
up, you have to build it up. It is bigger, it is better. Trees, we don't need trees. Grass, we don't need grass.
Swamps we don't need those either. Lets drain them. I just get really irritated about things like that. It is
just kind of all disposable. Well it will be alright. We just knocked this tree down. I think that is the big
issue.
Are there others issues that you

No, I'm sorry. I guess I just want to say one other thing. I was yelling at the guy yesterday that was doing all that work back there and I said if there were a hawk or owl nesting in one of these trees, fish and wildlife would never have let you come back here and done this. But because it is a woodchuck and because it is a muskrat nobody cares. I think the different value we put on different species is a major issue I think in a lot of areas. People still look at the bald eagle as oh this amazing, and they are an amazing majestic species. This woodchuck as this destructive pain the neck who is digging under my barn. Well a woodchuck has as much right as an eagle to be here. And we have no right to take away its life. So I think that is another issue. These species who are way down on the totem pole.

16) Do you address these issues in your education program? How?

I try not to get this upset about it when I do. I really don't address the rank of species even though you talk about nuisance, people call nuisance species and the kind of rights that they do have. We hit heavily the progress that man seems to think they need to continue and what it is doing to the habitat and what it is doing to the animals. I guess we do in that respect.

How do you bring in into the program?

I try to relate it to something they know so I talk about, depending on where it is. If it is in this town, I talk about the new houses that have gone up or a new subdivision or the new school and what used to be on this area that we are now going to school in. If it is not here and it is in an area that I know, then I try to relate it to something that they know. If the new mall was just built or the new Meyer store was just built or if a child raises his hand and says we just logged half of our property or the farmer down the road is selling it and the developer just bought it. I try to relate it to something they know because basically, especially children, just can't understand it in other regards. They can't understand when you say the rain forest is being cut at you know how many acres per second. It means not a lot to me because it is so far away and the visual picture is just not there. But if you can relate it to the farm field that is next door to them that is no longer a farm field, but three houses, it makes sense. So we try to relate it to something that is much closer to home. And then you can come across with the abstract then and say the rain forest and stuff like that. If you just relate it to that they go huh rain forest, where?

17) What other issues (or types of issues) do you address?

Rehab is pretty much individual specie stuff. We have nothing to do with population. I don't care if I release 2000 baby rabbits, it is just not going to make any difference. Even the bald eagle I happen to release is not going to make a population difference at all. So I talk about individual animals and kids can relate to individual animals. They can relate to why Mary is sitting on my fist and why she got a broken wing and why she can't be released and how she will never fly again and how that might make her feel and the rest of her live in captivity and things like that. We talk about what man has done to these kind of species and relate it to habitat destruction and why this is an endangered owl and what will happen if we have no more of these owls. What will happen to this population or that population? So I think we try to hit it as an individual species thing but I think that is what we do as rehabbers. We try to hit the population level and I tell them that we really don't impact the population level. I think we try to hit the whole habitat web of life aspect and how they can make a difference. As you stand alone in the world it is very hard to imagine that whether you cut those pop ring containers in half of whether you don't does that really make a difference. Or what I recycle this one bottle or whether I go it is too much trouble to recycle it, I'll just throw it away this one time. Does that make a difference.
18) As a summary to the above questions, what would you say are the overall main messages?

Probably those big three. Probably the individual animal, the population and how that animal might interact in the whole environment and habitat and web of life scheme.

19) How do you address differing or opposing values and attitudes toward wildlife?

I think when I started this it was very difficult to understand the hunter perspective or anyone who didn't necessarily believe in what I was doing. I know there are differing opinions and I work with people who don't believe in what I do and people who do believe and people who even work passionately. All the animal rights activists that are very passionate about what they believe and I try not to get into heated debates unless it affects my property and my animals out there like that does. I tell them I am just here to present information from my perspective and what I deal with. I've never gotten into an ethical debate with anybody at a program. I had people say you must not like hunting. And I say that really doesn't make any difference with what I am talking about right now. We are not talking about hunting and how I feel about it has nothing to do with it, it does have something to do with it if this bird were shot and shouldn't have been. Then we might need to talk about it. And then of course that is when the hunter will stand up and say there is no reason that bird should have been shot. You know the good hunter who then takes your side and you feel like gee I got that guy now. Your right, there was no reason this bird should have been shot. Thank goodness I have never had to deal with a real irate person like that. That would be difficult and I know rehabbers who have and who have just gotten nose to nose, battle to battle with some of these people.

20) What risks, if any, do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

Personal risks?

Just in general. Either personal or

I think being labeled as one of those crazy animal people is an issue as I am stomping out to the back 20 out there and my mother is on my heels going now just calm down. You have to be professional about this. I think that is probably the only one and just because I experienced that yesterday I know exactly what that feels like. You just want to kill somebody when they are out there you know messing around with your stuff. It is supposed to be a county drain. I think just being labeled one of those crazy animal people who is too worried about the woodchuck and doesn't care if her neighbors are being flooded or not.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

I always say hunting is perfectly legal and if he has a license to do it. I hope that he uses the whole animal when he is done hunting. As long as he does it legally, that is his business. That is just great. Thanks for sharing.

Along the same lines, another example where a student says that "When he was little, my grandfather had a pet crow."

That is a real tough one and a lot of kids say we had a pet raccoon, we had this, we had that. I always go back to there are a lot of animals that are supposed to be pets. That is why we have dogs in our house, we have cats in our house and some people keep birds and fish and then there are some animals that really meant to be wild. Sometimes it is hard to know the difference between a wild animal and a pet animal. I always talk about the bird that is sitting calmly on my fist. Even though this bird looks really calm and is sitting here nicely, isn't feeling like she is being stress, but this is a wild animal. Kids tend to understand by
the time you are done that it probably wasn't a good idea and it was done and I am not bad mouthing their family for doing it, but they should think about the risk to the animal and possibly the risk to themselves. Animals carry a lot of diseases and you know that is why we take out pets to the veterinarian to make sure they are okay and crows belong in the trees out there flying around with the buddies.

22. Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

I guess I do probably just because of my training as a teacher. Maybe it wouldn't necessarily be training as a wildlife educator but maybe more training as a rehabilitator. Some people are really good at doing educational programs, some people are not just because of their presentation or whatever. I think people need to look more seriously at their abilities and limitations. I guess I don't want to see them put in so many rules that independent people aren't able to go to schools and talk about animals and things. I guess I would like some rules though so people are taking the load of baby raccoons they happen to have into school with them or whatever that they plan to release into school with them and pass them around or showing them off. That is why we have permits to keep nonreleasable animals. Those are the animals that are allowed to do those types of presentations. So whether it be education or whether it be a different kind of permitting system or whether it be more reporting as far as what you do and with whom and I guess I am not sure where to put it. I know there is a lot more permitting things coming down the line with fish and wildlife and their different standard conditions and things. I guess if they are going to require more things then they better be ready to hit the people that don't follow the rules. Because when I started this, I made sure I had every permit whether I was ever going to need it or not and people do this kind of stuff without permits all the time and people know about it and the state knows about it, fish and wildlife knows about it and there are people who are doing it right and people who are not and if they are going to make the rules then they better enforce them.

Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

I think it is always helpful. NWRA and IWRC always hold seminars, individual states do seminars and workshops. I think as a requirement I'm not sure values and ethics in wildlife rehab needs to be a requirement because I think your personal values are always going to play a role in it. I'm not sure that there is a big umbrella of gee these are values you have to teach because depending on where you live and the animals you teach with and the people you teach will depend on what you teach. I'm not going to convince anybody in this community that woodchucks are a good thing. It is going to be very very difficult. So if that value is up there, there is not much I am going to be able to do with that. So I guess I don't want to see them do too much but if they do do it, then they better darn enforce it.

23) Do you use live animals in your education programs? What types? How?

Yes we do. We have a nonreleasable great horned owl, red-tailed hawk, two screech owls, an American Kestrel and a short eared owl. We use depending on how long the program is and for whom the program is would depend on what we took and what they want to hear about. If they want to hear about bats, we do the bat program. It is pretty unlikely we will take any of those guys. If they want the raptor program we will probably take several and it really depends on the bird and the day. Sometimes my great horned owl it just is not going to happen. She is just not gonna want to go so she doesn't go that day. The short eared owl would go anywhere anytime whenever because that is the way she is. If the great horned is raising babies, it is rare that I take her away from the owls that she is surrogate parenting. It just depends on those kinds of factors and especially with that one, it really depends on her attitude for the day. She is imprinted.
24) What are your beliefs about the role of live animals in education programs?

I think it is very important but I know a lot of people do very good programs without live animals and I think I can do very good programs without live animals. But there is just that one last punch with the wild animal that you can't duplicate with anything else. I just don't care what anybody says. There is just that one last connection there that you get having a live bird there, or live animal there that you don't get otherwise.

Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

I guess unfortunately managing populations for human purpose. I hate that but I think that is it.

What would you have it be?

I guess I just don't believe in wildlife management. And I know there would be helter skelter out there for a while. I know a lot of animals would die. I know that but I think they are just doing a very poor job. I just really do. This whole raccoon rabies thing, its gonna hit this state and I'm very involved on the state level with things that are going on. We have a big TB issue and the deer. If we didn't have deer farms up north we wouldn't be having that problem. We have a big distemper issue with raccoons. We've got a big, I mean as soon as rabies hits it is all over for raccoons in this state. So I guess I just don't believe in wildlife management. Like I said I think it would be very difficult for a lot of people and a lot of animals for a long time but I think there is a natural balance and I think it would take a long time to get back there but I think that is what needs to happen.

Do you address wildlife management concepts or issues in any of your educational efforts?

Not really. Just because that I think is a hot topic and I don't think as a rehabber I do anything with population. I know that if I released 2000 bunnies it is not going to make a difference in the bunny population overall. If I release one rabid raccoon however it might make a big difference. I don't do raccoon. I don't talk about management because it is too close to the hunting issue and it is too close to the animals as resources for people. I just don't like that whole thing.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

This state has recently decided that they are putting a lot of money into an education program. A couple of summers ago I worked for many hours with a woman who worked for the DNR and developed a whole wildlife education program and she did a very nice job. I think it hit all the aspects and she talked to a lot of rehabilitators and a lot of educators and just a lot of people that are in this field and they decided not to adopt that. They decided to adopt a whole different kind of program and I haven't seen it. I haven't seen it in written form. I've met several times with the education director for the DNR. But again, they're very wildlife management oriented and that is their, those are those kind of education programs. Now MUCC is very connected to the DNR and they do a lot of wildlife education. They don't talk a lot of management from the things that I have heard but I think they are pretty connected with the whole DNR thing. I think me at the center out in the middle of kind of nowhere (turned tape over). I'm more than willing to come more involved, that is why I wanted to have input on that part a couple of years ago. They know I am here if they want more input. They didn't say anything for this last big push that they've made. I've seen nothing
in the schools saying oh wow look at this great new program. We are going to adopt this. To tell you the truth in the curriculums that I have seen, there is not a lot of wildlife education or management or population. There is habitat, ecosystem, web of life kind of stuff but it kind of ends there. I think after that point it gets into some value kinds of things and population management kinds of things that we just don't teach in schools.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I think the broad education goal is to probably overlap because I think it is so broad that I think anybody kind of fits under that umbrella of we are going to do wildlife education because that is what they say they are going to do and that is what I say I do. I think it kind of stops there. I think the objectives after that are pretty far apart.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

No. I think they are pretty different.

29) How might these two groups increase cooperation and communication?

I think I have a really good relationship and we have recently formed a state group for rehabbers and --- has been instrumental in helping us with that effort. I think we can't be judgmental and that is hard to do sometimes and I think we have to look at the good of the population versus necessarily the good of the individual. The perfect example is this whole TB issue and the deer. Last year they called and they said come and meet with us about this TB issue. So I brought some rehabbers and we went over there and their quick fix is to not rehab fawns in a certain area in The state. We as rehabbers, of course you want to take those fawns in, of course you want to make everything fine and you want to release them and everybody is going to be happy. Well in the big scheme of things that is exactly what you cannot do. Those animals have to be euthanized and there is good reason for it. Unfortunately the general population of rehabbers doesn't see that. Well I do understand the population thing and I do understand the spread of disease and that is really where I see that there is a major break between most rehabbers and people like --. I am definitely on his side. I said absolutely I can see we are going to have to euthanize those fawns. I said it is not going to be fun, it is going to be a bad thing. We are not going to like it but they asked and we were more than happy to meet with them and I think by airing our feelings about it and they understand we are not happy about it, that they also understand that we understand it is best thing to do. It brings people closer and hopefully for the common good of the animal. In the end, hopefully we are going to save more lives than we are euthanizing lives. What was the original question? Where did I get off on the TB thing.

How might rehabilitators and their agencies increase cooperation?

I think when they are more than willing to ask us, I think we are more than willing to tell them. When we tell them without them necessarily asking us is when we kind of get into trouble. I think we have to break down the whole rehabber individual animal thing. Obviously that is who I treat. I feel very strongly about that one red-tail that was caught in a leg hold trap out there. In general does the DNR care about that red-tail. Probably not and I know that. That is okay. They know that I do and that is why it is here and that is why I'm here. I think is everybody just kind of goes to their corners and says this is what you do, this is what we do, this is how it is intermeshed and this is now we can all make it work then everybody will be better for it. If they ask, we are more than willing to come and sit down and talk to them.
Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

Again because I am a teacher I can pretty much adapt. There are definitely programs that I prefer over other programs. I love to do adult programs and I love to do kinds like over third grade. Anybody under third grade I'm not sure I have the patience for that. I think we adapt in the obvious ways. I don't think we take as many things with us. We don't do slides for kindergartners. We take puppets for kindergartners as well as one live bird instead of three live birds and not puppets or things like that. We take a lot of hands on stuff they can touch and feel and hold because of course they can't touch and feel and hold the live bird. I think the normal adaptations that you do between ages of children. I think that is real obvious for me just because of what I have done for the last 13 years with education. I like to try to adapt to the group. Like I just did a garden club and there are a lot of ways to relate wildlife to gardening so that is kind of how I hit those kinds of things. If I did a Girl Scout group and then a church group, I think there are different ways to intertwine that whole thing. I think you really have to know what kind of audience it is and the age of the participants. I think the hardest thing is in when you get kids and adults in the same room. That is extremely difficult and a lot of people tend to talk to the adults over the kids. The adults will pay attention to anything because they know that they have to. Kids on the other hand won't so you have to talk to the kids and let the adults follow it from there. That is hard for most people I think. Most people feed it to the adults and hope the kids get it and that is when you lose them.

b. Who determines content?

Me. The co-director that left and I basically sat down and wrote all of the programs. Unless someone specifically has something they want to add or because who were are going to be given to makes a big difference, maybe we would change things there. Its not like I have a script or anything, just a basic outline to follow and basic information about the birds and things that we bring. A lot of it depends on the audience too. I mean if they are really hot on a certain topic, you better be prepared to talk about just about anything. That is why I like to do a lot of the educational programs myself because I know how well prepared, even some of the interns are to talk. I just tell them please, if you don't know something, please just say you don't know. Don't just say anything because that can get you in a lot of trouble. If you don't know, just admit it. Don't make it up.

c. What information do you have about groups (school and non-school) prior to the program?

The ages, if there is something specific they want to hear. Especially in school groups if they are studying something specific and the information they've already studied. If they have done the difference between mammals and birds and things. If they have done vertebrates and invertebrates. How many people, how long I have to talk. Whether I've been there before makes a big difference on maybe who I would bring, who they have seen in the past. I think the way the room is set up, if it is going to be in the gym, if it is going to be in a classroom. If kids are going to be around me or I can back up to something. I think the arrangement of the room is pretty important. That is really important for some of the birds. You don't walk behind my great horned owl. She can't stand it. So I always make sure if she is going to be there that we are backed up to something. I like to make sure the birds are safe.
31) Do you address issues differently with different aged audiences? How?

I don't do the shock value things with kids and under probably like fifth grade. We try to relate it to things that they know, subdivisions going in or things going up or things like that. But the whole shock of this whole thing could end is not something I am going to tell anybody under 10, 11, 12. I probably wouldn't tell anybody under 16 or 17 that. But adults need to know it. I am pretty up front with adult audiences and especially like Audubon societies who know this stuff in advance. This is no surprise to them. This is nothing new, they are not going to be shocked by any of this information. They are going yeah we know, you're right.

32) Do you incorporate any certain educational theories?

I guess not intentionally. I mean I think the whole shock value thing is, I don't think it is really a theory though. It is kind of a college word isn't it. I guess I really don't think so.

People do incorporate them when they don't have the name for them. This question was just in case someone had recently taken a class or training session.

Yes, right. I can't really say that I can say oh yes it is this theory that we use or a combination of these things.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

I've taught 4th and 5th grade now for probably 13 years so I think it is pretty linked to the 4th, 5th, 6th grade curriculum in many schools. I've taught those science classes for such a long time that it just naturally has become linked. A lot of it is good information, some of it is not such good information so I make sure we hit that kind of stuff too. I guess that is it. I've looked at county curriculums for science at a lot of different grade levels and just because those are the levels that I have taught, I guess I would have to say that is pretty much what it is linked to. If it is linked to anything in schools and curriculum kind of stuff. That is why schools call you, that is what they are studying so that is what they want, that personal information for that kind of stuff.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

I think the time to do it is a big barrier because when you are a rehabilitator, that is usually what you started as. People don't get into this to be a wildlife educator. They get into it because they like rehabilitation. Then they realize that gee what is really going to make the most impact. Well it is not the rehabilitation of that red-tail out there. It is the whole education of the people that brought me the red-tail. So I think time. I know a lot of people say money but I have that feeling that a lot of people say oh money is a big issue. I'm not sure why I don't feel that way. But I can't say that money is necessarily a big issue except if I had more money then I wouldn't have to work full-time and then I would have more time so that is kind of how it is connected.

Do you think for the whole rehabilitation community that that is a major one?

I think so. Absolutely. I guess I really can't think of any others. I think some people who feel like they have to have live animals and for one reason or another can't because they are an independent or don't have a permit or whatever, feel like they can't do programs because they can't do live animals so I think that is a
barrier for a lot of people. That wouldn't stop me but I have live animals so it doesn't stop me so it is hard for me to perceive whether that is really an issue. I have heard independent people say well I don't have a live animal, why would they want me to talk. They would. I will bring my animal, you can talk and I will stand there. That is fine with me.

35) In what ways might rehabilitators overcome these barriers.

I guess you go back to the money thing. It is never going to be a well paying job, it is never going to be funded by the government, state or federal. It is always going to be people who care who go out and do this. I guess the whole personal commitment thing. This is not something you are going to get a lot of glory and money for. It is something you truly believe in that you really feel like you can make a difference because otherwise you are not going to do this long term. You are just not. People look at me and go what. You spent $500 on a red-tailed hawk that you could release and then it could be dead in the next 20 minutes. You don't do this for anything other than the satisfaction and hoping that you can make a difference in the people that brought you that red-tail. Whether you make a difference in the red-tailed hawk's life or not, it is real questionable. I think the whole commitment thing and I think they need to realize how important it is even though at every conference I go to there is always a million education classes and there is always a lot of people in there. People can always find a reason why. Well we have all these baby birds to feed. We can't go do an education program today. Find somebody else to feed the baby birds because what is really going to make a difference. It is going to be those programs that you do. I think just realizing how invaluable they are as a resource for that kind of information and making a commitment to it. Which doesn't seem really hard but obviously it is because, I think a lot of big centers do but I don't think individual people do.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

I think if rehabilitators were either taken more seriously or treated more professionally by other professionals in this business, by like the DNR, by Fish and Wildlife, by local university veterinarians because to tell you the truth you go to some of these conferences and you don't have to wear a suit and high heels, but you shouldn't be looking like you just rolled out of bed with curlers in your hair answering the door to pick up the baby squirrel that has come to your door either. Unfortunately there is still a lot of that. I think being taken seriously and treating this seriously because this is a serious matter whether it is 10 baby squirrels that you did this year or it is 5,000 animals that you did this year. I really think that a lot of that needs to come from the rehabilitators. They just need to, I don't want to say demand that respect but prove that they deserve that respect. That means not answering in your robe and slippers and hair curlers. I mean when I am cleaning cages I'm not looking great either but you know.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Realize the time commitment and if you are going to use live animals, realize the commitment to those animals. You could have a great horned owl for 30 years. Put the time into developing the program because that is why you are going to be asked back. Everybody is willing to listen to it the first time. Are they willing to listen to it year after year. Not unless you are good and you have some presence about you.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

Isn't that funny. The one who doesn't know why she would need any more money. I do play the big game though let me tell you. What would I use it for? I don't know. Probably the first thing that I would think of was better living conditions for the nonreleasables, especially in the winter time because everybody is pretty much inside in the winter. Probably more paper like materials for handouts and things like that. I think I would put it in a bank account until I really had some really good ideas because money is wonderful
but I don't know. I don't feel like we need high tech equipment to be able to do good programs. As long as the animals have a good place to be and buy more quail. I don't know.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

I hope it is more professional and I hope state wildlife agencies incorporate rehabbers in their education programs. I think that is it. I guess to network too between wildlife educators and I think some of us do a good job in that and some of us don't. (phone ringing)

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

I can't think of anything right now but I'm sure I will.

Can you think of anything that would make this study more effective?

You've done a great job. These are great questions. Great questions, got me thinking anyway. What would I do with a large sum of money.
Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

I naturally like to be outside as a person and I'm curious and I like to observe things. It was part of my own upbringing where we looked at ants and we looked at flowers. My mother is an artist and that is what we did. It didn't cost us any money. It was free and it was great. I have a degree in wildlife management and fisheries biology from the University of Massachusetts. Unfortunately, when I graduated in 1963 women were unable to get employment, due to their sex, in many jobs in these areas. As such I went on to graduate school and eventually got a master's in biology from ---. My educational experiences, especially lab and field work, have always been of value. It is these experiences plus those I had growing up that peaked my interest in wildlife education and working with children. I naturally like to be outside in nature asking questions and exploring. This interest was fostered by my mother, an artist, who shared her love of the beauty and wonder of the living world with me. The joy of discovery and curiosity in the natural world is free to all who wish to develop it. The tragedy is that more and more, people are confining themselves and their children to an inside world. My first major job was the nature director of a camp for inner city children mainly from Boston, run by the Goodwill. It was here, planning and carrying out programs for children from kindergarten through high school, that I confirmed my interest in doing similar types of things with people in the future if at all possible.

Besides those reasons for initially becoming involved, are there other reasons why you educate today?

I think whenever you interact with another person, you are getting educated and you are educating. Education is always going on if one is alert and aware of it. As my educational degrees (masters and secondary teaching credential) are either not enough or too much to get permanent employment either at a college or high school, I have established educational programs out at my farm and wildlife rehab facility. As my husband and I own 254 acres of land with many diverse habitats, we are in an ideal situation for conducting all day field trips with local school groups or shorter visits for 4-H groups, boy and girl scout groups, pre-schoolers, etc. Here, we try to connect our wildlife rehab efforts with the awareness of the habitats that the individual animals require in order to continue surviving in the wild. Children and adults interact with various habitats as they learn about the animals in our care. I believe that it is more and more important to help children feel comfortable in the natural world – to foster their curiosity – to help them feel they “belong” to the earth with all its life forms is crucial to their own survival and quality of life. I try to foster this in the programs I do at my farm. It is going to be a very different experience here than if you go to a nature center. I try to develop a program very individualized for the group and the ages coming here. I don’t see the people being trained as naturalists being the people who work in nature centers. I see more recreation majors. I’m not going to say biology majors because biology is too broad. You could be genetics. You don’t know a darn thing about what a red-tailed hawk is. We are too specialized and focused. The generalists are the people who are trained in the field sciences, are not necessarily the people that are even used as a resource for these things, and I don’t know why it is but you don’t hire full-time naturalists very often. If you tried to find a person who is a full-time naturalist working with children that is their training, that is I think very rare. Now I may be wrong, maybe you found out differently, but people have their background and education in a whole different field and then they learn this afterwards which is interesting to me because I can't get a job and my training is that. But I wouldn't be employed by the raptor center probably, not that I want to be employed. I like what I am doing here and it is fine for me.
2) **What makes your wildlife rehabilitation education programs valuable to their audiences?**

For the most part, each program I do is tailor made with the people who are visiting. I try to enhance in the natural environment what a teacher, for example, has been covering with students in the school setting. Many nature centers provide valuable programs but the programs are not tailor-made for a specific group. Instead the center presents a program on raptors or frogs or --- and people can sign up for the program. At our farm, people will be put in a very different environment. - we have no building that is identified as a center. We do have farm buildings, etc. Children just love to investigate these buildings. It is interesting to me how nature centers, no matter where they are located, tend to take on the same "look" and are set up the same way. Another thing I think that is valuable is that my husband and I create all the programs we do here and also carry them out ourselves vs. developing a program and having someone else carry it out with the children. How does one evaluate whether or not the program was effective if they don't actually interact with the children involved or develop the activity themselves?

Well I hope it is valuable to them. I have one teacher who has come, this will be her 21st year with her class here and every year says there is no place like ours for these kids to learn. She shares what she has covered with her children in school and I expand it in the natural environment out here. I build on what she has done in the classroom and we have worked out a thing that is a partnership. It is not "what do you do out there on your land?", its "this is what I am doing in the classroom". How can you, we come out there with the land resources and the natural communities you have and enhance for these children in the natural environment what they have been viewing on a screen in class" or that type of thing. Now that, I think they do that in some of the like Audubon centers. But most of the time field trips are going where, I hate to say it, but they are canned deals. You can go and I have some people say gee this game I've played there and there and there. I don't play those types of games here. I'm going to be different. But that, a lot of this, environmental education is not the same thing as being a naturalist. Environmental education brings in many different parameters, which is fine. I've done environmental education too. So I don't know what else to say except I have some very interesting letters that I get from children and then there is a whole packet from a school and in there there is some very interesting, if the children write their own thing and it isn't something a teacher puts on the wall and they copy off that, first graders may have to do that, but if you just get something back from the children that they actually did themselves, then you get some real insights of what you've done. Like what one little boy wrote, I was so afraid of snakes and I used to be mean to them but after coming out there, I am not ever going to be mean to snakes again. I will leave them alone but I am not going to be mean to them. Now that is the biggest gift I can possibly get. He may not do that but he wrote that so something somewhere there was a connection with that little kid. These are sixth graders and they are in here. Anyway the sixth graders, I won't find it, I will tell you what he said, I am going to get a copy of it. This is the community service thing where they actually come out and actually makes perches and all that stuff. Okay this is from the teacher. I'm sending you the thank you cards made by the sixth graders. The cards serve two purposes, a way for me to evaluate what the children learned and an expression of the students' gratitude for an awesome experience. They truly had unique exciting experiences. Then she says I'm hoping one or both of you will be able to join us on awards day in May where I pass out citizenship pins. Now they get an award. This school for this community service project out here because it was so different than any other community service, well it is. It is not just raking leaves and the same things. I thought it would be neat to display the cards and have one of you present to help distribute the pen. Anyway she is coming out, this woman is coming out again with the next bunch but these are the cards. Now it is just very interesting to see what they draw. But one of these in here, this is so funny. They were asked to do what they enjoyed and what they learned and some of them have repeated the same thing, I liked making the fire, but there is one in here that is so funny and what is funny about it is it is so genuine and it is no neat to have somebody say old people are so much fun to be with. And I am the old person and that is neat. And that is a gem. But it just shows what they picked up and they picked up many different things and it was very interesting. And then the pictures, just the pictures. I liked almost everything, I liked to swing from the rope, to get the hawk ready for winter, to clip
it talons, to clean the pen. I love taking pictures everywhere I went. I learned how to clip hawks feet and get the animals ready for winter. How important your job is. I also learned to be respectful to the animals. I learned how you have to have a license for wildlife rehab. These were really neat. Partly it is the teacher. This is a person who likes to be outside too and so much of it is that partnership between the teacher and the children and you and it is those partnerships versus me and them that make a rich program and it doesn't have to be a dynamo program, it is a rich program in many different ways.

3) What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?

I tailor make what I do with the group visiting. I do not do SHOWS. Everything is very interactive. I establish a partnership with the leader, teacher, etc. so that we are building on each other. As we have no "Center" people who are visiting are going to interact with nature in her many moods: rain, cold and hot weather, ticks, mosquitoes, black flies, humidity, etc. We go out discovering; we walk; we run; we are quiet; we are noisy; we learn to co-exist if for only a moment; we are not inside very much; we dress for nature's moods and respect her power and beauty at the same time. We marvel at all of creation from spiders to deer, from ants to orchids, from ticks to owls, from dandelions to mighty oak trees.

My favorite situation is when I can establish a partnership with the teacher or the Girl Scout leader or whoever and say what have you been doing or trying to share as an experience with these children. Or relate to them as far as experiences or educational material. How can I enhance that out in nature? Like last year one teacher called and she said we are studying insects. Could you possibly do something with insects? We had a blast, for the whole day the emphasis was insects and we had bees and they saw what the difference was between a bee and wasp and we found houses and I had the greatest time because that was a neat thing to try and develop versus my having to ask them what would you like to do. What do you do out there. Well what would you like me to do out here? Some people you can't even say that to. You immediately say they want to go, it is like showing the video in the classroom, it is easier. I understand that, they are overworked people but it helps me to do it that way. First of all one thing I think that helps is this is where I live and one thing that makes mine different is first of all I live differently without some amenities so it is going to be a little bit different in that there is no "center". You are going to come here and if it rains we are going to run into a barn or go into a grainery. Now the center is wonderful and those are very crucial places to have but I can tell you kids like running in a barn and they like going in a wood shed and they like racing to a sauna and they like an outhouse because you don't have that everywhere else.

I think it is different. It is not like every other place and they become so similar. You go to one nature center and they become almost stamps of another one. You can almost predict what you are going to find. I haven't been to as many as you have now. I'm not knocking them but it is too bad, it is like going to McDonalds. I don't care if you go to Hong Kong, China or you go somewhere else, there is going to be the arches and there are some strengths in that but there are also you know, maybe give some people security. I think that is neat, that is fine and the kids come here. I will sometimes there or I will do something there and then they come out and it is a matter of, we do a lot of walking here. I have wonderful habitat and different natural communities here. They are all very close together so I can do some comparisons and contrasts very easily. I can compare a fen which we have here, a bog with an upland, with an oak savannah, with a prairie, with wetlands, with a river. So I am very lucky so the land helps because I'm in a neat place.

4) What are some barriers to you fulfilling the educational potential of your program?

Distance from local schools and the cost for the school to bus the children out. Having too many children at one time for the number of the people trying to carry out the educational experience. My inability to promote what I do and ask for a reasonable "payment" for doing what I do. Lack of time to really do something significant. Too often I do not set the time frames – the teacher, school, parents, etc. say they
can only stay for one hour, two hours, etc. Sometimes I actually say I can not do anything valuable unless they come for a whole day field trip. Too often I feel many people are just “filling up a time slot” with something and they don’t care what that something really is. I do care, however. What I perceive is a lack of respect or understanding of people who are naturalists (and the training and years of practice to be a good naturalist) as compared to the readily accepted value given to people in recreation. Naturalists and people trained in recreation are NOT the SAME. Too many people working at nature centers I feel (my experience) are recreation/sports majors trying to teach about nature and natural communities instead of naturalists or field trained biologists, etc. That is why so many nature centers have what I call, “canned programs”. Expectation the public schools have of going to a show or canned program – this indicates to me that they really don’t know what they want or aren’t willing to invest the time to find out what might be better than a “just okay” experience.

Enough time when it is mainly me. It is having enough people. I don't get paid very much so it is hard, and I'm not going to. If I have a school, like I have this school coming with 75 children. They are going to pay $75 for a whole day here, $1 a child. Now I'm going to have, you could say well that is a lot of money but I can tell you that is not a lot of money. Most places are going to charge a lot more. I have a very hard time asking for money, I am trying to at least say well $1 a child. I will bend that, I'm not going to hold that. I also don't want to be used, sometimes I feel like I am being used. But if I have, now that is 75 children. Now last year, last year there were 90 children. I can't have them here all in one day and so we divided them in two days but I still get $90 because there were 90 kids so I spent two full days and I got $90. Now you could say I'm going to get paid more by having 75 kids but there is one of the -- isn't it. So if I try to spread the children out, I'm getting hurt. I am spending more time and getting the same amount of money for two days of effort and with this particular, that is not my major focus, I don't care about it. One of the things is I don't have staff. Because I don't get paid and I have a hard time asking for money, what I ask for is minimal and therefore if I have somebody help me and it is somebody that is studying at the University or a young homeschooler like ---. She is 16 years old. She is just wonderful. I am going to give her a little bit but it is going to come out of the $75 I get. She is not going to know that but that is where it is going to come from because I'm not going to do to here what I feel like happens to me, i.e. use her – she will get paid for her time or at least sent a thank you. I'm not going to do it. I can't demand it out of other people, I can only demand it out of myself.

5) **Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.**

Okay well I work with --- and she is probably one of the leaders of trying to put a code of ethics or establish some standards for the people who do this work. The reason is to try to get the best care for the animals and keep people realizing that you don't know it all. You really have to keep learning. So this is not something that I worked on, these code of ethics but I am a member of these groups and they have them and in generally I agree with them. There are some points that I argue. There are different degrees within an ethic and I will argue some of those but I think that is only normal with any code of ethics that there is a range within a standard. So these would be applied to me also but I did not actually write them but I am under them and I respect them for the most part.

6) **Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.**

Okay well I do a lot more "education of the general public" that is not necessarily always wildlife rehab than --- does. So we have a different part. She is very good at policy and working at planning and but as far as doing a talk for the rotary club, she would rather not. Her strengths are organizing people, getting work done, doing things like this. I can't stand this type of stuff, putting up rules and stuff. I'd rather be with the kids and I would rather be designing or working on something to do with third graders that has to
do with insects and sort of trying to figure out what can I do here, what is out there, what could we do, how could the kids discover something, that kind of stuff. I'm much more comfortable with that. So in a sense there is another partnership that we have and I think that is part of why we sort of latched onto each other. She does the part that I'm really not comfortable and I relieve her, I know, I take the pressure off of her because she would much rather not, she would not want to have 90 kids here. That is not negative for her. She's got these unbelievable strengths but that is where I feel comfortable. That is when you have any group of people working on this, how do you help the people, they are going to do their best work if they are working where they feel the most confident and where their strengths are.

As a member of the NWRA, the state organization, and this non-profit organization, I have various “codes of ethics” and “principles” to refer to. These documents are given to anyone working with wildlife programs and constantly referred to over the years. Such guidelines need to be reviewed periodically and updated/changed as needed.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

Well first of all if you are going to have anybody working with you or they are going to interact with your program or help with the animals, there are just some guidelines. That is for their own well-being, to know what they are getting into and also for yours and for the animals'. The #1 thing of importance is, as far as wildlife rehab, the care and concern for the animal and this is where I will disagree somewhat with the fish and wildlife. For them, it is your own personal safety. There is nothing I do in my life that is safe. I could walk out that door and have a bolt of lightening strike me so they say the animal is second to your personal safety. Well that is one of the things I would argue. You would have to give me the leeway on what is my personal safety. Example, I am going to go out if it is 20 below and try to get something. But, I'm dressed properly that type of stuff. I think you need to just work well with somebody. You need to have a foundation of understanding and that is important to set up at the beginning with people. People don't want to intentionally do something wrong, okay. But they need to have the foundation or the principle of what they are involved in. Like for instance yesterday when these interns came here. There were three of them. I said okay we are going to catch this bird but if we all go in that room, that is not fair to the animal. I'm the only one that has been going in that room and I have a certain way that I do that. It becomes less stressful to them because I have established a pattern. The minute you start changing people you change the pattern, even the size of the person can cause alarm to the animal. We were all about the same size so that was a plus. What if it was a 62" guy here? I could tell you right now the animal is going to go boncos because it is a whole different thing. They are beginning to learn a pattern. That is very important. That is one of the problems when you have many different people interacting with a single animal. You feed the animal and the next day somebody else does and possibly you are changing patterns. You try to establish if you are doing an animal, you try to keep the same group of animal under this person's care so the pattern is established with that animal, your smell, your manner, all sorts of things. But we work that out right away and they were very amenable. I said one person is going to go in the room and catch the birds and I said what things to watch out for. As it turned out they felt more comfortable with me catching these Herons, once I catch them, however, I need help. So somebody can do this and we all agreed on what we were going to do before we went in the room. We talked about it and that is why it went really well, it went really great.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

First of all it is how do you have initial contact with the public. There is a variety of ways. First of all you might get a phone call and somebody has seen an animal hurt or like yesterday the robin flew in the
window. So right there is your initial contact. Crucial in any of those regardless of what the people say is that you try to give them some information and help them move from wherever they are towards a more holistic understanding of the situation. They are not familiar with maybe as much as you are and try to, the fact that they call means within them there is some concern or passion and you just cannot be rude to them and knock them off the phone because they say something that shows that they do not understand something. So you have to be, you want to make it a positive experience for them and help them feel good that they actually did make that phone call even though in the end it may mean that the animal maybe cannot be helped but maybe the most humane thing is to have the animal put down quickly instead of suffering. Like the guy who brought me the loon yesterday. He said I just can't stand to see the thing suffer. He went out of his way. He drove half an hour, I drove a half an hour too. He was willing to do that. Okay there are phone calls. Then there are interactions where you have been asked to give a talk. Those are a lot different than a phone call. You are asked to talk about something, like for instance I was asked to do something on raptors at the Heritage Nature Center. I was given one hour and you don't select your audience. People are coming and they are coming with many many different foundations. And some people have a lot of compassion and like raptors and other people hate them. The trick there is I believe you have to be, you have to be in the right frame of mind because lets face it we are all human beings and people can say the thing that is a twanger in you and I have to be especially careful not to take something somebody is saying as a personal attack, to put it where it belongs. I have to practice that all the time. So often times if you are asked to go some place, again before I say I am going to give the talk I want to know how long I am going to have, who is the audience, what are their interests, because these help you prepare and to have some, like for instance here's a talk I went to, I went to the Trappers Association to talk about wildlife rehab. Now there are many people I would suggest and perhaps I am in that category too that wish trapping didn't exist or that the traps could be made more humane. I was going to a group of people that wanted to learn about something. I didn't want to alienate them. Not everyone in that room is going to be a good trapper. I ended up after that talk having several people come up and compliment me and thank me for not tearing them apart for what they do and for acknowledging that this is something in our society that you can do, it is like hunting. You can give this anti-hunting thing. I am against slob hunters and I will say that but hunting is a management tool and I've got training in that. It helps to know what your audience is. Now if you are doing something here, if you were going there, what you do there is different and you need to have some parameters on what you are going to do in how much time and that is going to make a big difference in what do they want you to do. Well a lot of people say just come and give a talk on this. All right now that can be wide open but then you need to put, I spend a lot of time preparing how to make connections. You go to schools and that is whole other thing because I think children need to be in smaller groups and I am not going to go and do an auditorium thing and I have been asked to do that. That is one thing I have learned to say no I am not going to do it that way. I am willing to come to your school and talk about snakes but I will spend all day and this is not because they are going to pay me, I would rather come and spend the day there going from one classroom of 20 kids talking about snakes. I have enough snakes that I can change the snakes and do it that way and have the kids actually interact other than going to and being the show person. I don't want to be a "show" person but I think more and more people, that is what they expect you to do and that is what they want you to do and I am deciding no I don't want to do that and I am finally saying I'm not going to do it that way. I will do this if you want me to do this, I am willing to do this and sometimes they want the show, go get the show. There are people that do that.

Phone calls. Visiting schools. Doing “special request” programs at local nature centers/service groups. Field trips to my farm. Articles in the paper. Have been on radio. Through conservation officers/cooperating vets.
This is the second part of question 8 and it will help to put it in a concise way. What I'll do is ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?

Okay I think each of those is crucial. That is your first contact with that person and that may foster a positive link with them, with that particular individual for a variety of purposes. They may become your ally, they may share it with other people. So that is very important how you handle phone calls. It is very important.

And ideally?

It is very important. I wish I had more help with it. I'm here and I would not want to have an answering machine because people get very frustrated with answering machines. They have a hurt animal. If one has an answering machine and if you are going to work with animals and they got an animal is hurt and they need something then you need to do more on that answering machine. You need them to either talk to somebody or you need to refer them, you need to have a tape that says I am not available for the next two hours. If you have an animal that is injured, you need to have a tape. Those people are just like your kid being hurt out here and that is one of the major frustrations that people call about is who in the hell do I call. They get passed off all the time and I find the same frustration when I've got something and I'm trying to get the raptor center and I can't reach anybody there and there is nothing or our hours are and it is 5:01 and I'm calling at 5:01 and they close at 5:00 and what do you do now. They are doing better, a lot of places are dealing with this.

Informal education to donors who brings in patients to your facility?

Oh that is very important, that is just like the phone call.

And ideally?

That is important. It is right up there, those are very important.

Special events at your facility or in the community?

If I'm going to do them at all, then they are going to be done the best I can do them. To me they are very important.

Do you do right now, is that a very important part of your overall?

Oh yes, very much so. I do a lot of things in the community. I do a lot of stuff all the time with different things. They are not just always with wildlife rehab but they are going to feed into wildlife stuff or habitats or environment or stuff.

Ideally?

That is what I want to do. I would rather do that than answer the phone. I am going to get those kids coming out here because often times the phone call about hurt wildlife. That is how I got that woman from --- was a hawk that had been hit by a car and I met her and low and behold it led up to a school program with some of the neatest kids which got her and her program an award. That was a connection. Those are
the people who are your allies in the community that will help other people. They spread the word, whatever the word is. They spread it. A lot of people think this is a waste of time you know, it is a joke. The people from the DNR think it is a waste of time. And the conservation officers think just put a bullet in its head. But in the end they lose good public relations that way. All you have to do is a conservation officer with a fawn and said I don't have time and I don't know what to do and put a bullet in the head and have somebody go by and watch you shoot that fawn. It is all right if it is hunting season and it is an adult deer and were going to take the venison home but not a baby, not a fawn. I'm sorry, they are right up there with those little white seals.

**Fund raisers?**

You need money but I have a very hard time getting it and I don't know how to do it. So it is needed, you need money but

**The emphasis within your program?**

My emphasis is not fund raising.

**So would you say not very important, not important at all?**

It is important but I can't do it myself and do everything else so I'm stuck. In other words, other people that is what they do, fund raisers. That is their job. They don't take care of the hawk. I am doing the whole gamut here.

**Education through various media including TV, newspaper, newsletters, brochures?**

Newsletters and brochures I think are crucial. What I like about them versus the other is that you set the parameters. I have a real concern and you always hold your breath when you involve TV people or news media people because they have a thing they are trying to sell, an article or get somebody to watch something and they often times go against these ethics. They challenge you on some of these things. You were doing something with an animal they want you to do that is cutesy when you don't want it to be cutesy. Okay. What you are trying to do is respect to the animal as an entity unto itself and not as a tool for human beings to get power, attention or anything else.

**Could you put a number?**

I think your own information that you put together is the most important of what you are going to put out information, to be able to speak for yourself and what you do versus - it is hardest when the news media wants to be involved and you can't critique later what they wrote and say that is an error or that is out of context of what I said because their whole objective is different than mine. We have had some serious problems with newspaper reports trying to get it clear and I had to write an entire retraction on something that was going on out here. My co-worker actually said I will not work with you if that ever happens again. I said you have to remember it was a newspaper report. I don't critique what they write. I am not able to proof their article before it is printed. What hurt is that my co-partner actually believed the newspaper article - you see, and that had to do with raccoons. I wrote a retraction explaining some things.
Public tours or visits?

I have people that find out and ask could we come out with our children. They are fun times. They come out it is just the parents with their kids and we sort of just free for all it and do whatever and go for little walks and show them and then they just leave. That can be time consuming if I had an awful lot of people do it. I try very hard, lets say if I've gone some place and they hear about it and they say gee I would love to have my children come out there. And I will say well just call me some time. If I'm here I'm willing to have you come if I'm not over wrought. I do that, to me it is important if I can do it and somebody is really interested to try to do it because again it is an opportunity to just reinforce something within them that I think if they can stay that interest, first of all it is parents with their children, their own children and I think doing things with your own children, too often is somebody else doing something with your children but children think this is neat or the parents thought it was neat so they think it is neat. I like to be able to do those. I wish I could do more of that. I have quite a few people that stop by or ask, I've heard about this can we come out. I say yeah when would you like to come out. Often times when you put it back on them when would you come out or call me it doesn't happen, sometimes it does and that has been very nice.

I know it is hard to pin down numbers but you said it is important to you now and you'd like to do more so would that be a 2 currently and 1 ideally or how would you rate those?

Yeah maybe that is a good way to put it. It is not, I just do it if people ask about it. I'm not out promoting it but if somebody asks I try to accommodate. I guess it is important to me to be able to accommodate it if I can if they ask. Somebody said they would like to learn about, gee you have an adopted child who is not of our race. Could I possibly come out with my children and we do something together. Well that is fine, that's great. You play with other kids and that did happen. We have a child that is out of our race and people did come out because there was no way for their children to interact with somebody of that race so hey what the heck they are kids, let them play and they don't think anything about it anyway.

School visits to your facility with pre-planned programs?

Okay what do you mean by pre-planned programs?

Something that you thought about in advance, not necessarily a canned program though, versus the bus just comes to visit.

They just come out, show up on a bus

What the first question would be school visits to your facility with pre-planned programs. The second one would be the same thing without pre-planned programs.

Okay see I'm concerned on pre-planned programs. I can do things off the cuff but I want it to be a partnership okay. So my favorite thing is when we worked out a partnership so you could say it is pre-planned but not just by me but in a partnership. To me that is the ideal. The other one is much lower down. I want children to come out here but the strength of it is the fact that those children are going to go back with that adult and if that adult is just doing it because it is some way to fill some time and they are not going to carry the message or do anything with those kids then it is lost. So I don't know how to say that because you are asking me to rate something.

If it doesn't happen I can also put not applicable.

Okay it doesn't happen. Usually pre-planned because I am going to ask for it that way. That is the way I want it. I want to have it a partnership. A partnership in planning, not pre-planned by me. I think a lot of
nature center field trips, unfortunately, are that way. I.e., this is what we do. You can come here and we will do this. Mine is we would like to come out, what would you like me to do, what are you doing in the classroom, what are you working with those children on. Well we were just doing something with bluebird houses. Okay well would you like to do something with houses? Could we expand the idea of houses and homes in nature? They have to have a place to live and then okay great that sounds great, okay. All right I will develop a thing on houses so what kids think of, I will do things with their houses. I like to be more creative with people. I just don't like to do the same thing over and over again. If it is good I might repeat it if it is appropriate at another time but I just every single day go in and be the same story over and over and over again, its not going to keep me excited or motivated and that also doesn't keep me learning does it. I don't think so. You have to challenge yourself. Oh I don't know too much about this house, I am going to read about it. I did a whole chart on raptors in the state because I had some mounts at the Nature Center I actually had them in groups, the different groups, I had pictures of one and I said how are they similar and how are they different because they are all types of hawks but what is the difference. How are they the same and I had more fun. But trying to pull out key things that were visual there, things that were not, things that they eat but I had a good time. I had a good time doing it because I expanded my own knowledge. It forced me to do some homework and not say I've got it all figured out here. You never do.

Off-site school programs?

I do those. Again I like to do those, I like to do those if I am given enough time to do something well. And if you wanted to put a major criticism, people who want you to do something at their place is they short change you and they say they will only be interested for 20 minutes. Well then maybe that is a problem because you can't even begin to establish a relationship. You are going to just give a canned speech or you are gonna do this. You need to establish a relationship with your audience and to do that takes you a little bit of time before they are willing to, I don't know people want everything done, I don't know why you couldn't do something well and then you can broaden their thing. All the relationships go to other subjects and other things they're doing about if you do it well. I like to do that, I've done that with many many different things.

What would you give that one?

I'd rather have them come here so I guess I would put it as a 3 because it is below the other things. Anything out here I feel more comfortable with because it is getting them outside.

Is the ideal a 3?

Yeah.

Programs with non-school community groups?

Well I've done a lot of that type of stuff but I prefer to do things with children because they can run around and that is much more what I like. The other is more of a, I feel, often times a filler for the group. You are filling time for them which is fine but it is not somebody calls and they have to fill a program for this month. Well I'd rather, that is nice and I'll go sometimes but it also is not going to benefit, do the things that I think what I would like to have come out of my time. If you thought any of those people you know like when I was asked to go to the Nature Center and people signed up for the program, it ended up there was about 5-6 disabled people in the group. Alright now I've done lots of people in wheelchairs, mentally handicapped but you mix those people who have certain needs and can do amazing things and then you've got a 4 year old child over here who is very excited and then you've got a man over here who is really interested in trying to do something with hawks. You mix that type of group together and do you know what the demand on the person doing that it. It is phenomenal to try to keep all those entities occupied,
interested, not get bored and have a part to play. I was supposed to have at the most, 15 people but ended up having almost 30 people. I gave each child a packet on raptors. They had a picture to paint or color of almost every raptor in the state. So I got paid $20 and it cost me over $20 just to do the copying of these packets. But while at the Nature Center doing this, they had people coming in going right through where I was touching the owls that I had there. In other words it wasn't like you are over here and the general public coming through here so I had people coming and then they would interrupt and they would say what are you doing here. I said well that is not my fault but you get into an awful lot of those types of things when you go out in the public. I would rather a lot of those groups come here. I have senior citizens groups come here and I have --- which is you know disabled adults for the most part. I do quite a bit of those. I don't mind. I have kids in wheelchairs that have actually gone out riding the horse or done something out there.

What number would you give it?

I would put that a 3 and 3.

Are there any others that I haven't included?

Well it is very interesting because for the most part the kids that come out, the individual groups that come out here are very young children, preschool, head start, kindergarten, first, second and third grade. I really believe and I would like to do a lot more that really could get into some more I mean you are talking at a certain level. You can't say the same words. I have very few college people come out here or they come with a professor or something. My husband is a professor and sometimes they'll come out or high school classes. Field trips for these people. I do have one older group next week, a high school class coming out and I did a couple of weeks ago, a high school class coming out and I did a couple of weeks ago, a high school class. But that is very interesting because the teacher really wants them to see animals and I want them to understand ecology. It is very interesting. I don't want to be a menagerie where you just see animals. What I want them to understand is the complexity of wildlife rehabilitation and it is not just you collect them there. It was just very interesting to see what the teacher wanted and what I thought and we were not on the same wavelength. I'm going to have to change it for the next time. I gave them my list of all the animals I've taken care of, brought them all in here and the first thing I asked them was alright just take a look at this and tell me what skills or knowledge you would have to get or have or feel comfortable with to take care of these animals. Now that gets into all the parts of wildlife rehab. First of all you have to know what it eats, how old it is, how do you house it. When is it ready to grow up? What does it eat when it is an adult? Does it eat the same things? So I tried to ask them some questions. Well right there is this is what happens with the people. They don't know, they don't think. They don't say okay what if I had a cardinal but hardly anybody said anything because they wanted the show. Well I don't want to do a show. What I want to do is have you think. Now the problem is they only have one hour so I did that and then from there with that foundation I went out, now the cage should make sense. Why is that perch there? Why is the bird there? I tried to fit it all in. Now that takes a lot more things than just going out and saying here is look at this beautiful bald eagle in here. I did a lot more work to do that but it was interesting, very interesting. So they are coming out next week and I'm going to have to revamp that a little bit because that is not what the teacher wanted, it is what I wanted but I do not want these kids going out of here thinking we can just collect these things. We will see how I am going to handle that.

9) Who are the main audiences of your education programs and you said pre-K, 1st, 2nd, 3rd are your main groups?

Yeah.
10) Are there any audiences that are under-represented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.

High school, junior high school student.

How might you do that?

I'm not going to do that because they expect you going to go to them. They are not going to take a bus and come to my farm. I don't think you are going to do that. I think at that point the teachers in the schools are going to go to the center. They are going to go to the raptor center. They are going to want, I don't know. It is different. I think it is going to be, I think I could bring in junior and senior high kids, I could bring together all the math and science together in what I do out here. But you see we are still so compartmentalized in reality that they don't get it. You could come out and if they are working on, this is what we do with the math science minority camp here, try to do. We try to use the math. Math is a tool kids and I am doing wildlife rehab and I have to use math. Now I don't think of it as math, just a way to measure what this animal needs to eat or I have to build a cage or I have to do this. But you are using mathematical principles. You are using physics and chemistry. This is where these holistic programs, you could do them but it is very hard to do all of that with little kids because they don't even know the number 54 and they can't add yet because they are still learning numbers. So I actually do things with numbers at their level but I've never been able to use the more advanced stuff because this is not where older kids go. You don't go out to somebody's place and it certainly isn't going to be woman. I don't know what they want but it is very very interesting. Maybe they will get somebody from the DNR to come to them or something. I don't know what the problem is there but I would suggest it is not going to happen. I have home school students who are older and their parents value it. In fact I was even asked by some of the parents could they come here. They want us to teach their kids French and they wanted to do math and we were doing it every day here. Not in French but my husband is pretty good in French, Spanish and German and all sorts of things. It is very hard with a school system and everybody is involved in sports so it goes from, everything gets into what is really promoted in schools and where the money goes and how are you going to get women in athletics. There is money, it is not learning how to be a good naturalist. It is not going out in nature. It is to get on the hockey team, be a basketball player. I mean the money, it is going to be active in your life but what is it. It is not active in doing something in nature or going out and actually studying an owl where you might carry a pack and that might be as much physical work an effort (changed tapes). Like for instance you can't get a bus at school to go to a nature center as easily as you can take them down to a football game or get them over here to watch the game here so sports which is not wrong, but it certainly to go to a speech meet forget it. There are certain things in school that everybody is all for. These other things are really as valuable in developing holistic people as playing football is or basketball, being able to speak, speech competitions. Track doesn't get the same, nor cross-country running as football/baseball. Certain sports are it and the money that goes into it. The conflicts right now at the University. The governor saying gee whey don't we just have them go and play sports. Why should they have to go to class. Then why don't you have a football college.

11) Does your organization have a written master plan that guides the education efforts at your center?

No it doesn't because I do it but if I am using the wildlife at all, it is the educational things or I have to do it under the guidelines of my permits. I try to do that but there is nobody telling me how to do education here.
12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

Well I think if you are going to do education anywhere, I think again, the people in it have to have some sort of background. Most of the people in wildlife rehab don't have a degree in wildlife management, fisheries, biology. You look at --- and --- and theirs is in wildlife management. We are all trained in field biology. Many people in wildlife came out of and not to knock them, they came out of different backgrounds and got interested in this and they have a concern over the welfare of other living things on this planet and you certainly, that is wonderful. Their educational input or how they are going to do education is going to be different then mine. Mine is going to be based on a natural environment foundation of training. Theirs will be based on, and you can see it in some of the articles that are written, but the long thing here is that, all those people, those different heritages in their education or experiences have a part to play. The trick is to find out what is the appropriate part for them to play. Who can play this part to the greater strength and let them do it and let them be creative. I find within the guidelines of your, whatever this is, I think too often just like I said, all nature centers end up to me becoming very much alike, doing very much the same types of things. I haven't been around to enough but my feeling when I see their brochures and everything is well I can go there and I can do this and this and this but as far as really something where you had somebody there stay that afternoon, there are five families that come and they are going to do a nature program and you actually said what did you hope to come today and that person with the knowledge of that land could decide right at that moment, could take the interests of those people and intertwine it with what they did that day. That is a very different person and those are people that are usually not there. Then the person that says well they might ask the question but they might say but this is what I am comfortable doing and this is what I am going to do today. That is a different thing and that is what I think happens, I could be wrong. As I said before, one really neat thing to do to see if somebody would be to, if they want to be hired for a job and they want to work at your nature center would be to take them out and say okay here is the view we have of the nature center, now you design a program. You don't use any books. Right now, what is in you right now? You don't have to have all the information but what could you do in this field as it exists right here. Now that is rare. Then you are going to have some information right. You are not going to go back and say well let me see, there are all these things put out by the DNR those are valuable. I will look in there and see if something can fit this field. They have some wonderful things but that is what somebody else at another place is doing with their field. Your field has some neat things. I think that is not the way things are going to be yet because one of the criticisms is that we don't have enough people to do this. The whole thing is you aren't recruiting the people you are training because you are not going to pay them anything, you want them to do it for nothing. These people have gotten degrees in this and its like that degree isn't important to pay for. So anyway.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

That we all depend on each other so I would put not just wildlife, I would put plants and you know all that and that there is a system and the human being is part of that system. It cannot be beyond that system. We are dependent on it. I try very hard to do that in a gentle way, not present it that we are lord and master. We are not lord and master. The principles of natural systems are what are going to run us in the end I think. I try to make us become more of a partner with the natural world versus, that is why here I try very hard to get people out in all types of weather because that is the world. The world has hot days, cold days and hopefully you will build some strengths and be more comfortable. I want to help them feel like they belong to the earth and stay part of it as a joiner in it and as part of that web of live versus all life is lower
than humans and I as a human being am up here and then there are angels and God in heaven or whatever you want to say but human beings up here. I can't, that to me is a dead end for us. We have to feel comfortable, I'm not going to preach it to people, but that is what I try to do that we are a part. I don't want to kill things and I don't have good and bad judgments. There is no good or bad in nature. Everything has a part that they are playing and sometimes we don't like what they do and they don't like what we do. But there is a role we all play in the system.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

I mainly do it, well that is part of why I like to do things out here. Because this is a place where I live and I also talk about how to steward the land so I haven't changed at all so that other more diverse forms of life can be here and I am here too. But I haven't mono-cultured my natural environment here. So I try to show that in that I have a lawn alright but I haven't cleared everything out there and we are going to put prairie here and what we are trying to do is steward the land for the diversity of life here and enhance it as much as we can instead of manicuring it. I try to do that walking and helping people understand that where I like to live is not where a mountain lion would live. They have a place and our stewardship of this planet will decide what species are here. There are some organisms that just have a hard time co-existing with us. We need to learn to co-exist with them. So that is what I try to do and I'm not lecturing it. I'm not trying to lecture, I'm sort of lecturing now. I try to do that when I'm walking around. I just simply say that is what I do with a hawk. Here is this beautiful hawk but in order for this hawk to be here it needs a place (habitat) to live, where is its place? Well let's go out. Well this is like a place but he is not going to be living in the streets or the Wal-Mart parking lot. He might fly over it but he is not going to live there because it doesn't have all of his amenities and what are the needs of the species. Everything needs a place to rest and be quiet, a place to raise their young, a place that they feed, all those parts. You and I need those. So does this frog, so does that.

15) What are the most important wildlife issues in your community?

Well habitat and diversity. In other words if they don't have the diverse habitats and you don't maintain those or leave them in large enough chunks, depends on what thing you want here. People's manicuring of the environment. The fact that they go and cut everything down and manicure it and put in a lawn everywhere. I guess people's manicure, they haven't seen what was given to them free by nature when they move out to a place in the country. They start "improving" on it. Instead of saying maybe it's beautiful and if I just gave it time to see it or learned about it. It is loss of habitat I would say and the growth of the human population is part of the reason why. We are still growing at a faster rate. We are way out of what I consider a caring capacity that is sustainable to the earth. We could not have everybody in the world live like I do and I don't live as high on a hog as many people do. But this is high on the hog right here and that is another thing people don't get. As long as those people in Kosovo are running around with their one little sack of things, I mean can you imagine going to most people in this country and asking them to do that, in 2 minutes grab your bag and stuff. I mean they would go bonkos. What would be valuable? I don't think they would even know anymore. They've got too much stuff. Here those people lost everything. In a hurricane, finally the people say it. The most valuable thing was my child wasn't killed. Oh isn't that nice. So why don't we, but we'll see how fast we get back in our habit here.

16) Do you address these issues in your education program? How?

I tried to explain that. I do intertwine it, that is why I like the people coming out here because then I can relate the actual living thing to its habitat more than I can if I go inside a classroom. Then you are talking about the frog. Here is the frog. Look at that one individual organism but he is part of a natural community and where does he fit in that natural community and why is he there. What are his needs? That
is different. Sort of like the human dissection versus the human as a whole being and all it needs. You can
do an anatomy class. Well you have all the anatomy of the human being and that is good, great but there
are other needs. I think it is more, I like to intertwine it. If it is out here it is easier than if I go to a
classroom. It is harder to bring things from the outdoors which is what we did with those thousand kids at
one school this year. You wouldn't believe what we brought them. We gathered all sorts of plants and
animal mounts (photos) etc. that would be found in a Big Woods ecosystem and brought tem to the school.
They were able to pick stuff and have them hanging up but the work to do that for us compared to having
the kids walk out and have them discovering something themselves or see it and ask about it in the actual Big
Woods. It is a whole different thing.

17) What other issues (or types of issues) do you address?

Well there might be. If it comes out in the conversation, it's usually adults, maybe a child will - I don't
initially focus on it, but it is called that teachable moment. All right like we are looking at all these
wonderful things and then somebody sees a spider and they step on it. Now there is a teachable moment.
You didn't step on the frog. All of a sudden there is a value judgment that you made right you don't like
spiders. Oh that's too bad we lost that spider, let's go look at spiders. What are they all about? If
somebody is fearful of something, that is a teachable moment. You can't get rid of their fear but you have
to acknowledge it in yourself and then maybe there is a way to help them take a little step forward to
respect something but not be fearful and education helps people become less fearful because they know
how to respond to something. They don't have a plan within themselves. They see something and they go
like this instead of all right that's real. That is not a focus. I don't have people coming out here that all
afraid of spiders and my job is to teach them but you do it indirectly in how you interact. If I know
somebody is really frightened, that is what I do with the ticks here. People are going to come here and get
ticks on them, but here we are not going to get alcohol and take a tweezers and pull them out, forget it. I
don't have time for that. I get 30 on me. You think I take alcohol with me every time I walk around here.
Then we are going to get sick for the rest of our life. I get to the point that this is ridiculous. You can you
haven't been around where there are ticks because you can't afford to do that people your whole life doing
that. We have this game. If there is something I know specific that is out here that is part of this regime of
people's fear that they don't like, I will make it part of my program as a fun thing and let me tell you kids
want to find ticks here. They want to find them. They are out running through the grass trying to find
them and get them on them so they can collect them because we have a contest on
males and females. They collect them in jars and we have one team on the nature walk that count them.
How many males and females and then they scavenger hunt to find a female tick. Now by then they know
what a female looks like. You wouldn't believe these kids. It becomes fun. That takes time but you have
to know. That is what you can do with a lot of things in nature. You make it part of a program, not a focus
oh children are you afraid of ticks. Well you shouldn't be afraid of ticks. We will make it okay. We have
ticks out here as a matter of fact. We want you to collect them, we will have a contest, here are a male and
female. We talk a little bit about their lifestyle which is very interesting. Then I said can you image when
you finally grow up you get two more legs. That is what ticks do. They only start out with six legs and can
you image adding two more. We have them count the legs and I can do this with little kids because they
can count. So we make it fun. You have to know, that is what I do if they come out here because I know
the season. If it is something that has to do with black flies and the gnats. That is a game. Colors and all
sorts of things you can do with that. You can do that and then all of a sudden they forget about it.

18) As a summary to the above questions, what would you say are the overall main messages?

Respect, well I'm trying to have them respect and love the natural world as it presents itself and feel like
they can co-exist and be happy within it instead of frightened of it, feel comfortable in it and just feel like
more that they belong to the earth. Because we do belong. I just want them to be happy. There are so
many beautiful things that are for free out there. Encourage their curiosity and foster that. In other words,
no we are not doing that Johnny today because you saw this beetle. We are going to do whatever you see today. If you stop we will do something with it. We might watch it and say gee I don't know what that is. Let's see what it does. I don't have to know what everything is, I'm never going to know what everything is. We can learn just by watching it. Maybe I will know what it is and then we can talk a little bit about it and do some comparison.

19) How do you address differing or opposing values and attitudes toward wildlife?

Well hopefully very carefully. Because people have very strong feelings and a lot of them are based on experiences or their training. Mine are based on mine and I have to respect theirs to some degree. I believe they need to be, I don't think you should shy away from sharing a different angle. I just had a horrible hour long interaction with a man here that was furious that I released a crow and all these rules and why couldn't his daughter keep this squirrel which I have in the other room and I said well, and he was attacking all these rules and saying oh that is ridiculous. Well I didn't make the rules I said and I am under them and I need to follow them. It was awful, it was horrible. Here is his daughter who is another step ahead of her father because when she talked to me, she called back and she said is there any way I can keep the squirrel and take care of it. I said well you know if you want to do that then we need people like you to go and do that but you have to have permission from the state to do this. She said oh. I said but you are willing to come here and do something with me if your parents or your grandmother can get you here. I just called the other day and told her about the squirrel and it is growing and the eyes are about to open and she was so ecstatic that I called. That is a follow up thing. The father thought it was ridiculous. What we try to do is, you are not going to win if you get in an argument, you will hurt the cause. I have to be very careful because that guy pushed I don't know how many twangers on me. He had definite judgements on crows being bad and I said well a lot of opinions about things without the natural history background or the fact that we are learning more and more about crows and we find out they are not always eating grain. In fact many of them eat a lot of things like mice and pests and other things and of course he is just shooting that off. I put it there and I didn't argue with him. I said I can't make judgments in wildlife rehab about good or bad. That is not a very good PR thing to do. It is like if somebody goes to the hospital and you are a black person and they don't take you, you can't do that. I went too far with this man. Somebody else was here and said that was a power fight, he doesn't let you win no matter what you do. I got sucked in and I shouldn't have gotten sucked in but I make mistakes. The trick is to try to go from where you think you are. I'm not there. I work with somebody and hopefully I am going to go to another step of awareness of something on my own, misinformation or my own misconceptions or my own hang-ups or whatever you want to say because everybody has them. You have to do it carefully and try to share what you can or give them an article or something.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

Well where I live there are very strong feelings about hunting and I'm not against hunting but people sort of resent sometimes what you do and we've had demonstrations done here. Practically every Nature Conservancy sign on our land has shots through it. You can post land if you are a hunter and say no trespassing but don't do it, in other words there are people that will give you hints that they don't like what you do and that may be the fact that you are doing this or it may be other things. I live in a very different way in a community where I am really not of the main stream here. It is like being the only white person in a black neighborhood. We are one of the few people in this community that are not of the dominant religion, we did not grow up here, we came from Berkeley, California so there are a lot of different parameters. We are also pro choice and you cannot be that here. There are a lot of different things that impact what I do here. I think over time people will call me, they call us about wildlife and they will say you are the people that will take the time to take care of a wild animal. We will take care of human babies but we won't take care of wild animals. They don't say that but the implication is that we will trust you with
a wild animal but boy we won't give you our kids because you are probably going to bop them. More and
more people want somebody doing this here. I don't think they have any idea of the amount of time it
takes though.

21) How would you respond to a student who says during a program, "Well, my father hunts"?

That is perfectly fine that your dad hunts. Is he a good hunter? In other words there is a code of ethics for
hunting. Does he follow that, does he have his licenses. Like the new head of the DNR they were going to
appoint that hunted without licenses. He was opposed and eliminated, thank goodness. At any rate, it is a
management tool, all right. It is the management tool that the human being has come about. I'm certainly
not going to argue that there is a right in our society to hunt. But it requires just like I do, that you have
permission to do it and you have to have licenses and then there are some guides and rules and sometimes I
might say I'll say, in fact they often times, many times people think if your a wildlife rehabber you are
against hunting. You must be against hunting. A lot of the conservation officers believe that, it is unreal.
It is very very interesting. Many many of the conservation officers feel that or the people in the DNR think
you have to be anti-hunting. Why. Why did they conclude that? I don't know why they conclude that.

Along the same lines, another example where a student says, "When he was little, my grandfather
had a pet crow."

Well what I would do with that is I would then try to get into the fact that if it were the right time, it
depends on how it came in. Let's say I had an individual family here and somebody had said that. Well I
remember somebody in my family, but you now today there are different understandings of living things.
We have learned some more things and what we really try to do and what I am required to do under my
permits is not to make pets out of things. Why do I do that, because my job is to let it go back to nature
and if I made a pet, then I have disabled it. I made it a disabled crow. It is not going to be able to hold its
own out there. So that is what I try to do with that. I try to turn it around and not say how awful that was
or he was breaking the rules because he wasn't. There weren't rules back then. But I try to have them go
on to an understanding that today, often times with children when I try to explain these rules to them or the
fact that you have to have permission, I said and explained my job, I said how many of you want to be a
pet. Do you want to be kept in your room? You probably when you are a teenager will like to be in your
room right, but what if there is where you had to stay. And your parents came and fed you and said hi and
played with you once n a while. You are a pet. Do you want to spend your life like that? No you want to
go out and lead a normal life, and little kids get this right. Oh some day you want to leave home but you
want to have the skills to do that. You want to find a girlfriend or a boyfriend or somebody and you want
to go out on a date and do this and I say well what do you think other living things do. They have a time
they grow up and they are independent of their parents. I try to relate it to themselves a little bit. Some kids
get it some kids don't.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that
such training is necessary?

Yes. I think anybody doing any type of thing should get some training or what do you mean by training.
To me training means that you discuss or go through how you might go about doing something. Training
to me is not where you say to the wildlife rehabilitator or the educator that every time a child comes in you
must do it this way. That is not education. Education is having, these are the things we are trying to share
with children. How can you design a program that does that, fits you as a person and your knowledge
base. That is very different then somebody saying here is the book, do it. That is what I am against. Some
people need that, some people need that and want that but I think you destroy the creativity and the neat
ideas that newer people coming into something have. You turn them off because they don't feel they can
even share. This is the way we do things. Now if you need to discuss it with them and say lets develop
this thing and lets share with you some things and then you grow. My gosh you have a new idea yourself, you can use it.

**Related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?**

Again training is the word that bothers me. Training means that somebody is sort of identifying what you do. I think in all of these things you sit down and you share these codes of ethics. You feel comfortable with these. There are some things you would like to add. What bothers you so that people respect why this might be here but see the variations within it. There is no absolute black and white. There are shades of grey through all of this and they've got to be allowed within their shade of grey to be within a parameter of what people say.

23) **Do you use live animals in your education programs? What types? How?**

I use my educational hawk a lot. I am not under my permit supposed to use any animals that are going to be released. However, I do use them if I am feeding them, I might have children here and I will bring out a little box of birds from that room that their eyes are not open that are not going to know from Adam anything and I might feed them in front of the children and show them how they respond and the behavior of these birds. That is within one of these shades of grey. For instance trimming the talons on the hawk. I will control the hawk, I have it down there but I might have two children sitting there watching what I do and they might actually do the clipping.

24) **What are your beliefs about the role of live animals in education programs?**

I believe that there is a place for them. I also have fairly strong feelings about people not just focusing on the animal itself. In other words, I would prefer to have them learn about the animal in context with the habitat. I don't necessarily like to take an animal to a school. I would rather have the people come out here, learn about the habitat so that you put the whole picture together so they can see something. That is the way I can do it because I have 254 acres of land. If you are going into town you may not be able to do that. I try to fit what, I'm lucky I can sort of do what I want. The other thing I have a difficulty with is what I think is happening, I may be wrong, I think educational animals do not have to look perfect. I think why we have them as an education bird, we have gotten them because they cannot be released because they have some major problem they can't survive out there. We have a reason to keep them as educational birds. Why should they look perfect? How you learn. How do you help people understand that the wing on this bird is like that because it hit your power line? If you say why do you have this bird, it is like everything has to be looking just fine and I guess I think there is a lot of educational value to having the evidence of why the animal got hurt there. Just like people can learn a great deal. We don't hide blind people away in our society. We try to have people feel comfortable with people who are blind and learn that these people can survive and do things and be unbelievably productive even though they are blind. Why in the world can't we let the bird who has one blind eye be an educational bird? To me you can do a lot with that. Then there may be people who look a little closely by seeing something. There is this beautiful bird and here is one eye that is no good because somebody hit it with a car. I don't think that is wrong and I think that is where it is going. I think they can serve a function when they become all that the focus and that is what all the schools want to do is have a live animal. I think we are in trouble and I think it is going that way too. That is the show. I think we have to do more than just perform shows with birds. Those are big draws. Like when I went to the nature center. Could I bring a raptor with me? I said a live raptor, no I'm not going to do that. You've got stuffed mounts, I'll use them. If you want that, then there are people that do that you will pay them to do that. Some places that is what we want, then okay fine. I am not going to do that because it doesn't fit me and I'm not saying it should not be done, I'm just saying that is not what I am comfortable doing. I think too much is going that way. I may be wrong.
Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) **What is your definition of wildlife management?**

Wildlife management to me should be understanding the natural history and the needs and requirements of certain species and how to manage them so that they don't over extend their impact on their environment. If we are going to manage them, in a sense we really, it should be more. Wildlife management to me which it is not and it wasn't when I got my education and it isn't today either. It should be more managing to maintain, sustain species and the diversity on this planet then it is to satisfy hunting quotas or it ends up being people management. It is now how to manage people because you can't win by saying for instance up north the deer are starving. That is a management tool, that is nature's management tool. That is killing that animal too. That animal is in the woods and it might be eaten by a predator that needs that animal at this particular time so nature has a plan that is sometimes cruel. So is you could say when you go out and shoot an animal and you don't want that one because it isn't big enough so you leave it there. In other words, wildlife management to me should be managing the species as an entity as it fits into the natural system. I don't believe it is that way, I think it is governed by politics. I think it is governed by money for research, for hunting licenses. I would like to untie, if you get a deer hunting license, that should not go all for the management of deer in this state because we have no monies to manage a holistic system here. We have money going in for deer and that is where you get the money to slay these species. How are you going to study a leopard frog pray tell. You have to have a hunting season on it to do it. Well there is something wrong with that to me so I don't know how to put that. Wildlife management it ends up being people, you are satisfying peoples' demands versus managing the species and the DNR gets into serious trouble politically and everywhere else the minute they try to do a thing that is the proper management of a species. People don't like it. They don't have the power to stop it because their money is going to get cut.

Do you address wildlife management concepts or issues in any of your educational efforts?

Sometimes I do. That is the group that is coming out Tuesday from the high school. It is a wildlife class. I will address it at that time. It is appropriate. Now it might fall out that I would address it if it came up. Unless it is something, it may be somebody who asks a question like why do you have all these things here or why do you like coyotes here. Why don't you shoot them. I will simply say they are part of the system. I actually will say that this land is valuable to me because there is a lot of diversity. I love having red fox and grey fox and those are predators and a lot of people don't want them around. I say they enhance my life. I just put that as a matter of fact. I'm not judging anything. I'm just saying that I like it here because I have all of these things there and I want to maintain it so they are here. I don't want to kill them off of here because they are part of the system.

26) **Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?**

I'm aware of some of the things. More specifically with the non-game program and what they do, --- has given some excellent programs. They are very very good, thoughtful things. These are people in the DNR. Given something on landscaping for wildlife, trying to have people change how they expect their environment to be around them and how enriching it may be if they let more natural systems be there. They might see more birds. I think those programs are excellent. They have wonderful materials and do wonderful programs. I work more, like any agency, they are champions of whatever thing you want to find there. Then there is the old way of thinking about that. You have people that are conservation officers doing the things you do with the wildlife rehabber and then you have those that see this as an asset and then you have people in the DNR that are not even following their own rules. In other words it is the nature of
the beast. There are has been a lot of work done by our state permit administrator to try and establish these rules. He is retiring. The DNR is a political entity. I'm sorry but it is not run by wildlife naturalists of wildlife managers. They people are shunted off to less. We have all different divisions of the DNR but in the end it is political actions that take over scientific wisdom sometimes and how to best manage it because it is politically a hot potato. Now it is going to be the governor who says I am going to have personalized watercraft and I am going to go wherever I want. Well that is fine, that is your opinion sir but are you going to govern an agency whose job is to protect the resources of this state. I hope not.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

I think some things are in common. I think other things are not.

What might be some of those things?

It depends on where you are in the agency. If I were talking to people in the natural heritage program, I would have a different feeling then if I was talking to somebody who is managing the deer herds because they are conflicting. The deer herd may need somebody that has been assigned to, we've got to get more deer in this state. Well then you are going to manage your forests differently. That animal is going to get the benefit versus this animal that needs a different kind of forest. It all depends on who you are talking to and what their background is and there is where I wish there was more coordination within the DNR itself. Between the different divisions and respect for each other. But so much of it is money driven and it is the way the funding is set up. Anything that is used "directly" like I could shoot it and go home and eat it, you can put a value on that more than you can, how do you put a dollar value or are you going to charge people to go out and enjoy the song of a robin. No. But you get in this problem but that is a value. You are not going to pay. You don't get a license to go out and hear the robin sing. If you did, somebody would be maintaining that robin. So it is all money driven and that is one of the problems. I don't know how you balance those two things.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

(Turned tape over). I think theirs is more utilitarian. I think they sort of have to. I don't know, it is what I talked about before. Their funding is a foundation for them. They have to produce a certain thing to keep funded. I don't have to do that to keep, I'm not being funded by them anyway or by anybody so I don't have as much of a - I need money, but not having the money direct what I do and the political entities. They are under the legislature. Even though some of their best naturalists and conservation officers have been fighting for a long time to try to get some changes to some laws and it ends up being in politics which is not necessarily good management of resources. They are caught in a different thing than I am although I could get caught in that depending on how the rules come out governing me. I'm under some rules and I may or may not agree with exactly how that is working out and what it is doing. I think it is more utilitarian. How can we keep in business here, keep the money? I think they are talking about natural resource management. I think they are trying to do resource management but again I'm doing habitat resource management. It is like, here is an example. People think that you are doing nothing to take care of the environment. I've had people accuse me, well you don't have a hunting license. I'm paying in to save habitat. I said I put land, 254 acres of land in a conservation easement. I could have gotten a half a million dollars for selling that for houses. That is a half a million dollars. Let's put that into licenses. How many licenses are you going to have to buy to save habitat to equal my contribution? But they don't look at that as a contribution. I gave up something for this land forever and saved it for habitat for wildlife.

435
You are going out hoping it will be somewhere else. Wait a minute, I am doing something in a different way but I am also supporting habitat. I'm not buying a license to hunt something. That is your way and this is my way.

29) How might these two groups increase cooperation and communication?

You've hit on it. You've got to communicate. I don't know, and there is a lot of transitions. I think through ---'s efforts and she has actually had training things for conservation officers who have gotten where we actually sit down and try to respect each other a little bit. I have wonderful conservationists I work with. Also there are some where you say oh gee they really don't like this and they don't like us and you feel bad when you are with them. I had one absolutely horrendous interaction with this conservation officer. He wasn't following the rules at all himself. I've had other conservation officers that give deer to their friends to take care of. I have to have permission to do that people. I'm right here and you had this deer a half hour and gave it to a friend. Well you are breaking your own laws but they don't respect wildlife rehabbers. They just think it is okay and they want to give it to their friend to have fun with or maybe they don't want to take the time. I think the thing is to establish some dialogue and I think that is not just with rehabbers and the DNR. That is within the DNR. That is within every agency is how do you get the different parts of agencies together because there are parts of the DNR that are doing something that is a direct opposition to another division of the agency. I'm trying to do this, you are trying to do this. When can we all sit down and say these are the resources of the state. Are we going to make the whole state white tail deer habitat? Well wait a minute we have big money for white tail deer here but are we going to have the moose here? Are we going to have this type of forest, are we going to have it all aspen. What are we going to do? I think it is communication and dialogue and I don't think there is enough of it. That takes time.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

Try to tailor-make any programs I do to meet the specific audience needs and interests.

a. Do you have age specific programs or educational strategies?

Try to engage audience actively – not just I present, they listen. Hands-on for both adults and children.

b. Who determines content?

I do in cooperation with the group I'm working with. I do insert in every program that deals with wildlife rehab, the fact that one must have permits and how to help if one doesn’t.

c. What information do you have about groups (school and non-school prior to the program)?

Time allotted, size of class, age, what the teacher is doing educationally (subject wise) with the students so I can expand on the topic in the natural environment through a field trip/activity in classroom, etc.

31) Do you address issues differently with different aged audiences? How?

Definitely. Younger children: more discovery, active, focus. Older: pose some challenges, problems to solve broader information and connections.
32) Do you incorporate any certain educational theories?

I don’t consciously try to implement anything because it’s an educational theory – in fact I couldn’t even name an educational theory. I’m sure someone with science education could put what I do in a category, but that’s not how I design what I do. I’m a naturalist.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

No. Links to the curricula are made in partnerships with the teachers who call me.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

Time commitment to care for the animals and do educational programs as well. If the educational programs can be done at my place (land) vs. my travelling to a school, etc. myself then more programs can be done while I take time out to feed an animal, etc. Cost. It costs not only time but money to do educational programs. Too many schools, people do not have money to contribute, or expect everything to be free.

35) In what ways might rehabilitators overcome these barriers?

Getting people to come to them or only doing programs if people do come to them. Having more people involved in your program – some do education, some do phone calls, some care for animals, etc. This is not an option for me – takes money.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

Get some money from the community allocated to your programs.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

Get people outside in natural communities. Tie habitat requirements and importance of habitat to wildlife species. Help foster a sense of belonging to this earth versus having power over it. Let natural histories of the wildlife guide your educational approach. Avoid “canned” programs and games. Be creative and flexible. Go with the group.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

To hire some good people to help carry it out. Good naturalists who are also good educators.
39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

Hopefully more people sharing the work load. More funding to help carry out the work.

40) Is there anything else you would like to add before we end this session or you feel will be beneficial to this study?

I don't know. I think you have done tons of stuff here. I think it is just trying to, within certain perimeters of principals, helping people. It is like setting up some basic foundation principles and within those there can be flexibility that allows the creativity and allows people to, it is like I don't go out and kill you. I can't just do that. That is a principle. If I do this, the consequences to me are. My idea of what loving you or affection for somebody, I can't define that and there are different ways and different relationships that bring that out. We need that in our education. Children and people come from so many different backgrounds and we have to be flexible enough to see that sometimes caring for somebody is holding them accountable and for some people it is let them do whatever they want. I think you have tons of stuff here.
Transcript No. 16

Note: This interview was conducted with both the education coordinator (A) and the rehabilitation coordinator (B) simultaneously.

Goals and reason for education:

1) How did you become involved in educating about wildlife or associated issues?

A: It has been an interest of mine since I was young and I'm not sure how, I've just always been interested in wildlife and watched birds as a child. My father was very interested in birds and set up a lot of bird feeders. I think that had something to do with how it kind of opened my eyes to the natural world. The area where I grew up was very pretty and we had a lot of wildlife there, and I think that kind of drew me in and I became interested from there.

B: Probably my first real exposure to wildlife was in college. You are always exposed to wildlife and my interest really stemmed from that. I had decided I was going for a degree in zoology, so obviously I did have an interest in animals. I had decided to volunteer at the human society at that point just to get some hands on experience. They were just starting the wildlife department then and it was very intriguing from the start. The animals themselves are what really got me interested in working in rehabilitation and the education components. Seeing how they would come in, why they would come in, people's attitudes towards them when they did, what type of things were happening to them and why. I think that is what really got my initial interest and it certainly just blossomed from there.

Besides those reasons for initially becoming involved, are there other reasons why you educate today?

A: One of the main reasons has to do with the fact that there are less and less open spaces and as a result there is a fight between the wildlife and the houses that are being built and it is really going to become a problem here. I think we need to educate people that there needs to be a little bit more give as far as the way we treat the land. I think we are very selfish about how we view the land and how we view resources. It is very human oriented. I think that we are going to have some serious problems here and I think that although our program doesn't really focus on the deeper aspects of that, I think if you could start by educating them about some aspect of wildlife that opens them up and hopefully will tune them in a little bit more.

B: Probably for need. There is a great need for education. When I do communicate with the public in a variety of different ways, they are very eager to learn, they want to know about the animals and what they can do to help the animals in their environment. Since I have developed a lot of that knowledge over the last 15 years, I feel obligated to share with them so that what I do in the rehabilitation, I can have a much greater affect than helping that individual animal. It can help a whole variety of animals that are uninjured and hopefully will stay that way living so close to people.

2) What makes your wildlife rehabilitation education programs valuable to their audiences?

A: I think instilling a love for nature, providing them a close up look at raptors that they would not get in the wild. Creating a sense of wonder and enthusiasm. I guess those would be the three main ones.
3) **What makes your wildlife rehabilitation education programs unique as compared to other nature or environment-related programs?**

A: We offer live raptors. Our scope is very broad. We travel nationally and I think that is going to continue to grow so I think that makes a very big difference. Our component of rehabilitation, although our education programs don't focus a lot on that, we do begin the program by saying that these birds are here because they were found in the wild, somebody brought them to us because they injured. We didn't go out and get them so they could do these programs. We talk a little bit about rehabilitation and that is different from the zoo and other programs.

4) **What are some barriers to you fulfilling the educational potential of your program?**

A: There are a few, one is the people that we have working for us work mostly on a part-time basis which makes it very difficult. It is time consuming for scheduling and then we have to compete with their other part-time job and it makes it a lot harder and sometimes stickier to schedule than if they were just here full-time. The second one is that growth is happening a little bit faster than what we are able to keep up with. Growth of I think specifically national programs and I would like to have a tighter rein on a number of things so that is a challenge. Number 3 would be lack of money for props in programs, photographs and exhibits specifically at the raptor center, they are very sparse and we need more money to get some nice exhibits going, when people come here there is not that much to look at. Also resources as far as people. The gift shop is not manned as it should be and that puts pressure on the people who do education programs that aren't supposed to be doing gift shop things and that makes it awkward for them because they are asked by people of course who want to buy things so that I think is a challenge. Those are the top ones.

B: She pretty much hit on most of them. Financial resources are always a big problem and we've done incredibly well with our outreach programs on a national level and even to some degree on an international level primarily with the veterinary component. Our director has gone to all over the world giving lectures and workshops on avian medicine so in that regard we have been pretty fortunate. Most often people on the opposite end will pay for those so what is limiting other people from here to go and do more of that outreach is the financial aspect.

5) **Did your organization define a mission, vision, philosophy, and set of goals and objectives? If so what are they? If not, please describe them in your own words.**

A: We have a mission which is to preserve biological diversity. I can give this to you later. To preserve biological diversity among raptors and other avian species through medical treatment, scientific investigation, education and management of wild populations.

Has the organization gone a step further and done a vision statement, philosophy statement?

A: Education has goals and objectives. We don't have a vision statement per se but just the part that I mentioned earlier in the interview about our having goals that we go through and readjust on a bi-annual basis so we tie into that.

B: The program as a whole goes through a fair amount of strategic planning I'd say. We are always meeting as a group and looking at goals for the next year, two years or even five years out on what type of funding is needed to make those goals in every area the education program very closely links with rehabilitation, which links with the field research and so we try to work those three groups together as much as we can so when we are looking at goals, we are not necessarily isolated units as such. Certainly the veterinary component has goals that are distinct from the other groups but we look at how we can
weave them. Okay we want to work on lead poisoning in bald eagles, how can we use the field research component that we have to even enhance that further and then how can we get the message out to people through education. So we are always trying to mix everything in together.

6) Did your organization define a mission, vision, philosophy, and set of goals and objectives for its education efforts? If so what are they? If not, please describe them in your own words.

A: Again it ties into the question you asked me earlier where we talked about how we focus on the adaptations of raptors, the natural history of raptors and the mission of the center.

7) What efforts, if any, are taken by your organization to ensure that these statements are available to and understood by individuals within and without the organization?

A: When the interpreters are hired, they are given the form that I gave you, the script of the story of the center which is the main program that we do and it states clearly what the goals and objectives are of the program although I think we can do better when they are hired to say specifically the overall mission of the center because I don't think that is something that probably they would know directly. And again it is not critical because the specific objectives are defined for that particular program but I think it would be wise for us to give them that broader statement so they have a better perspective what the mission is for the whole center.

B: We also have pretty regular meetings with the volunteers to update them on things and explain goals and what the future is. Usually once a year the director, at some function or another, will talk to the volunteers about where the program has been and where it is going. A lot of times it is at the volunteer banquet or it has been in the past.

A: We have meetings every other month or quarterly during the holidays. Rather frequent meetings within each component of the center where we spend a lot of time communicating the specifics about what is going on, what short term goals we have.

The nature of your community education program:

8) In what ways do you convey your educational message to the public?

A: Through interpretation. We focus a lot on Tilden, whom I'm sure you have heard of and then we have them read parts of Sam Hamm as well. Interpretation because we really believe that is important in creating the spark to interest people and that we can teach them facts and that is all well and good but we really want to inspire them and have them wanting to come back to the center to learn more or to go out in the natural world and learn more and not just this is this and you don't need to know anymore.

In addition to programs interpreted for education programs, are there other ways that the center, in general, conveys the educational message?

A: Well we have a lot of community functions. We've got the bird releases that we do at the local parks and that is a big draw to the community. They love to come to that and see the birds released back into their wild habitat. Just basically I think community functions would probably be the biggest one.
This is the second part of question 8 and it will help to put it in a concise way. I'll ask you which of these types of education apply to your organization and then I would like you to rate it from 1-5, 1 being very important, 5 being not important at all according to the amount of emphasis that type of education receives.

Over the phone education to people who call about injured wildlife?
A: A 3.

And ideally:
Probably a 4.

Informal education to donors who brings in patients to your facility?
Probably a 4.

And ideally?
A 4.

Special events at your facility or in the community?
I would say probably a 2 right now and ideally it would be a 1.

Fund raisers?
I would say a 2 and a 1.

Education through various media including TV, newspaper, newsletters, brochures?
2.

And ideally?
2.

Public tours or visits?
I would say a 2 and a 1.

School visits to your facility with pre-planned programs?
I would say a 2 and a 1.

School visits to your facility without pre-planned programs?
1 and a 1.
Off-site school programs?
1 and 1.

Programs with non-school community groups?
I would say a 3 and probably a 3.

Are there any others that I haven't included?
No I think you covered them.

9) Who are the main audiences of your education programs? What would you say is the main audience?
A: They are K-6.

Do you also do them with other school groups though?
A: Um hum. We just don't get that many requests.

10) Are there any audiences that are underrepresented, or not reached at all, by your programs and to which you wish to extend your message? If so, please explain.
A: There are some that are underrepresented but not necessarily that we want to make a concerted effort to reach. There are people with brain injuries, people that are hearing impaired and it is not that they are any less important but that it just not a big focus of our education.

B: You are referring to in this case rehabilitation audiences or probably as she pointed out more of the inner city is an area that we try to focus on because we don't reach them as well certainly as we do the people that are out there in the suburbs. As far as rehabilitation, we talk to so many people from so many places because people find animals everywhere so it is kind of a link for us to talk to them. Perhaps more of a problem is in the outlying areas. Rural areas where people don't have the resources as much or they talk to DNR people who just don't want to deal with the animals and reaching those people is a bit more difficult because a lot of them don't have computers, they don't get on the web or they don't have a lot of the phone numbers of the cities. They don't even have a twin cities phone book out in the rural areas so reaching those people is difficult. There are rehabiliators who are kind of spread somewhat through the state and we certainly rely on them a little bit but definitely there are pockets out there that we just can't reach.

Do you have any ideas on how you might be able to reach those groups?
B: I suppose if we would target doing programs in rural areas with advertising. Picking an area that we know we don't hit very much, perhaps we are weak. The western part of the state is probably the worst as far as a way for us to network. If a bird gets injured right on the border of two states, what do you do to get it here. There are several different options but certainly perhaps working through the DNR office, that would be one way. To use that as a base to advertise for people to come out and learn a little more about them. That is a possibility. The turn out I don't know. The attitude that people have in the rural areas is really different. They are the people that see a red-tail and see a couple dead chickens and they assume that red-tail is destroying their chicken flock and they are not exposed to the same types of things we are and a lot of them depend on their livelihood for that and it is real difficult to reach those people, they don't even
want to hear it because they know that in their mind they know. It is really tough. It is hard to reach people that don't want to be reached. I'm not saying all of them are like that. But there certainly will be a few that don't want to hear it. That is real hard to deal with those people to try to share our information and yet listen to what they are saying because they obviously have legitimate concerns and their livelihood depends on what they do and even though that we can say we doubt that this bird may have killed a chicken but we highly doubt it will wipe out your whole flock. To them it is a potential threat and as I said if they don't want to be reached it is very difficult to reach them.

Any others?

I guess it would just be like the general topic would be people with challenge, mentally challenged people, people like with schizophrenia, all those audiences that I think have mental handicaps that kind of get left behind. That is fine if they bring them here but we are not really trained to educate people like that. This is an area we haven't addressed a whole lot and probably we won't.

11) Does your organization have a written master plan that guides the education efforts at your center?

A: We don't have a written, we have certain goals that are set up so if that is what you mean by a master plan then I would say yes. And then we review that on a bi-annual basis and see how we are coming and re-adjust the goals if we haven't met them and talk about where we are going.

12) If not, do you perceive a need for such a plan? Should some components be universally recommended by rehabilitation professionals? What might some of those components be?

A: I don't really focus on the rehabilitation part.

Could you imagine in terms of rehabilitators who are interacting with the public and educating?

I would say just teaching them knowledge about the proper thing to do when they find an injured animal because there are a lot of misconceptions about what to do and what not to do and then human feelings get in the way because people want to help and they don't realize they are actually hurting more than they are helping. I think the only way that you can address that is through education. So I think that would be one component that would be important. There might be another one but I can't think of it right now.

We will shift again into a slightly different topic.

Fundamental values:

13) What basic or fundamental values and beliefs about humans and wildlife do you incorporate into your program?

A: We don't touch a whole lot on values other than to say that, to emphasize that these are birds that were found with injuries. We didn't go out and get these because we wanted to pull them from the wild to use them for educational purposes and just teaching about respect for raptors and wildlife in general.

B: My educational perspective is different because we talk to people on the phone who either have an injured bird that they want to help and then we talk to those people who have raptors in their yards or whatever and they don't want them there. Those are the people that are really difficult to reach out to because we really try to emphasize that we all live together and everyone has a place and their place is probably in their yard and as she said we need to learn to respect that and there are things that we can do to
discourage them certainly from behaving in ways that aren't pleasant to us but we still need to respect that fact that they are there and we all need to live together in this world and do what we can to make everyone have a safe place to live.

14) How do you address these values in your instructional programs? If more than one approach, which do you use the most?

A: I guess I don't have anything to add from question 3. Again we don't focus a lot on values other than just to emphasize what I did in question 13 and we don't have an approach per se because we really don't focus on values and beliefs about wildlife unless for example in regards to the question that you had about what if somebody said they had a pet crow or what if they like to hunt. Then that would take time to address and only briefly.

15) What are the most important wildlife issues in your community?

A: I think it is just that interface between that intense growth that is going on (turned tape over). So as a result of that, I would imagine we are going to have more injuries and more calls like --- was talking about where people have animals in their yard like for example a Cooper's or Sharp-shinned that are taking the song birds from their feeder and people are irate and we need to educate them that it is a result of the natural cultural phenomena of growth that is going on right now.

B: There certainly are a lot of wildlife issues medically. Because of the number of birds that we see, we can get a real good idea percentage wise of what is really affecting the birds and it certainly has been clear to us in the last few years that lead continues to be a real problem in eagles so this is a really good point for us to kind of shoot off and do some intense education with the populous in general but also to hit hunting groups and things like that to alert people to what the effects are and maybe what options are out there.

If the center for example starts to notice a consistent lead problem, how do they reach the group, for example the hunting groups, how do they get that information out?

B: Well first what we have to do before we do anything is notify the US Fish and Wildlife Service. Whenever there is a bird that is poisoned or trapped or shot, so they accumulate a lot of that information. Sometimes they will go after individuals, try to find out who shot a bird or whatever but it kinds of gives them an idea also as a supporting group that we are seeing a lot of lead eagles or eagles that are poisoned from this particular area so we kind of have their backing when we go out to different groups. We do things with Ducks Unlimited, Pheasants Forever with some of the major groups that are involved in hunting to try to educate them as well. I think the response has been pretty positive. I usually do a Ducks Unlimited function every year and when they see the birds and when we explain what goes on, for the most part they are very positive. So is one way that we can try to reach them. I think with any issue like that, we would have to go to the top level and just get the lead not even used because you can talk to a lot of people but the fact is there are still some that are going to use it and the lead stays in the environment for so long that if they used it 20 years ago, it is still there now. That issue in particular is tough but we certainly do work with large groups of people.

A: The other thing I would add probably is the issue about imprints, and how people, when they see a small bird they think it is cute or again if they see it and want to help it and they keep it and again they think they are helping and again they are hurting it. I think that may be an important one because I would imagine it takes a lot of the time at the clinic so that would probably be it for an issue too.
16) Do you address these issues in your education program? How?

A: We do somewhat with the imprints, especially if we do have an imprinted bird that we are using for the program, it would definitely be addressed. The hunting one we are addressing a little bit more, I think there will be more emphasis of the coming year on that and lead a little bit too although we haven’t addressed specifically how we are going to do that, just the fact that the director feels that it is important, we would follow his lead and educate the public a little bit more about that and hunting we’ve been doing that somewhat usually in the fall we would have more emphasis on that type of a thing because it is hunting season and would go to specific groups like --- was talking about.

Do you do hunter ed programs at all or those with a state agency?

A: Not on a regular basis but kind of here and there we do.

17) What other issues (or types of issues) do you address?

A: I think that we have mostly covered them. I can’t think of any others.

18) As a summary to the above questions, what would you say are the overall main messages?

A: To respect wildlife and I would say not just raptors but all wildlife. Another main message would be to get excited about it and see how you can be more involved and one of the main messages with our education program in particular is to just teach people about what raptors are, about their natural history and their adaptations and the mission of the center.

B: Probably to respect the earth in general. In everything that we do, we certainly affect our environment. From simply recycling the newspapers to having pesticide put on the lawn to prevent the weeds from growing. There are so many things that affect the animals, the forms of wildlife, not just animals, but plants also and what we do. They are so linked together. I don’t think people realize that you can’t just remove one component and everything else remains the same. Everything changes. Certainly we do see the effects of change on the birds that come in. There is no doubt and the reason they are here is that something has changed. Either habitat is gone or something has been put into their environment that is dangerous. The power lines, our windows, they hit windows all the time and we just need to do whatever we can to work with them instead of trying to eliminate them from our life.

19) How do you address differing or opposing values and attitudes toward wildlife?

A: We don’t really have that happen a lot in education. Occasionally, very rarely though, we will have people come up and think that it is mean that we have the birds and occasionally a person who might be very vocal and we just emphasize that the bird would have died had it not been brought in and so our focus is to help them. Our intention is not to hurt the animal and number 2 we feel that the bird can actually do a lot of good by educating people about raptors that they wouldn’t normally think about if they weren’t in the room with the raptor at that time. I guess we try to keep our answers as short as possible. Our main goal is not to get in argument, not to prove that we are right. We are not going for that as a message, we want to say this is why we are hear and what our intentions are and try to leave it at that. Other than that I would have to say that people more often than not are very positive and excited about animals so it tends to be more of a positive than a negative.

B: Very carefully. You get a couple groups of people. Those that are kind of hard and fast in what they believe in no matter what you say to them. You are not going to influence them. Obviously arguing with those types of people get you absolutely nowhere. A lot of times you have to try and show them if you can
how things work. It is really interesting because I had a situation recently that addresses this perfectly. There was a man who had a great horned owl that was actually nesting in his neighbor's yard. He didn't like it because there were body parts left on his lawn. The owl fell out and he brought it in and of course immediately this happened at night and the next morning I called him because I wanted to find out exactly where the bird came from so we could put it back or fix the nest and put it back or whatever we needed to do and his attitude was different than I expected. Most often they love having them there you know and he starts saying well I'm not really sure where the nest is. I think it is down by the river in this park and so on and he gave me this whole series of directions that were really not specific and so he goes well are you going to go out there. And I said I am going to get one of our tree climbers and we are going to go out and look for the nest so we left it at that. His conscience must have hurt him a little bit because about 10 minutes later he called back and he said you know I might have been wrong about where that nest was and I said oh really. He said tell me about these horned owls a little bit and so I did and how long they are going to be there and are they always going to come back there and I talked to him a little bit about it might be a little inconvenient for a little while having those body parts but they are not going to stay and their benefits are so great. This is what they eat. Sure they eat a few rabbits but they really eat a lot of rodents and other animals that are considered pest species and what an educational opportunity for your kids and we got in this long conversation. Then he gave me the fact that the nest was in his neighbor's yard and he gave me the name of the people but he didn't give me their phone number. I figured fine I could go ahead and look it up. Five minutes later he calls back with the phone number and then he says why don't you call me when you are going to come out because I would love to have my daughter see the owl so it turned out to be just an incredible educational experience instead of being really negative which it started out to be. Now obviously not all of them go that way but we always try to say what benefits wildlife has in our lives and hope that they will see that. You can't force them to see that. But you can certainly try and in that case it worked out beautifully. You just have to be careful. Everyone is going to have a different opinion and you can't try to force your opinion on them. You can only present what the facts are and try to create a feeling of sympathy or compassion in them if you can. Making them angry or hostile isn't going to work, they are only going to take it out on the wildlife in the end.

20) What risks do you perceive in dealing with values toward wildlife and wildlife rehabilitation?

A: That if people think that they learn a little bit about rehabilitation that they can go out and save an animal and again they may be causing more harm then helping it. I think that is the biggest risk and also that people may get hurt themselves. They don't know how to handle an animal properly or that they may hurt the animal in the process as well.

B: Well values is hard to try to install values in people because certainly they have grown up with their own set of values and certainly it is a little bit easier to try to install values in children by the positive attitudes we have towards wildlife. But the adults it is very difficult and if we are too forceful it kind of goes back to the question above it. The risk is always that they are going to do what they want to do and perhaps even do it to an extent that is greater than they would before if they are mad at us for trying to force our beliefs on them. That is very difficult. It is very difficult not to get angry with someone on the phone who is clearly doing something that is harmful to wildlife and they are not willing to change. That is a real difficult situation. In situations where things that have been done that are legally wrong and the people are not, they know it is legally wrong but they are not going to change, we do have the option the US Fish and Wildlife Law Enforcement to see if it is an issue they want to address. If they feel it is serious enough then it needs to be addressed but rarely do we feel we have to do that. Most often we feel that by talking to people we can kind of eliminate any immediate threat. But there is always the risk that they are going to do it to spite you.
21) How would you respond to a student who says during a program, "Well, my father hunts"?

A: That is great. I think hunting is good and it is necessary. You are talking about hunting in general and not raptors right. I think there are certain populations that do need to be kept in check and the way our culture has chosen to deal with that is to provide a hunting season and I think that is fine and I think that the hunters are doing a very good job in educating people about natural history and respecting peoples rights.

B: Hunts what, just a hunter in general. Okay this question is kind of hard because it certainly is based on a personal viewpoint. Hunting is not necessarily bad. Our ancestors survived on hunting and I am a hunter, I'm a falconer. So I end up doing a form of hunting also and I think the really important part is to respect what you are hunting. Not to take advantage of it. Certainly not to cause any excessive suffering but to hunt with a purpose. If you are going to hunt deer you are going to do it so that you will eat the meat of the deer and not hunt it just to kill something. I think that is one problem that the whole hunting community has is that they get shadowed by what you call bad hunters. People that are out shooting everything. They are not respecting what they are hunting. They are not hunting with a goal. They are just out there to kill something. That is very bad. The fact that this student says his father hunts is not necessarily bad. As long as he is presenting it that his father is respecting what he hunts and how it is hunted. That is a very individual, I may ask the student well what does your father hunt and how does he do that. Do you go with him and how do you feel about that. Is it something that you participate in that you can understand the relationship between the hunter and the animal being hunted because there really is a lot that can be involved in the whole hunting experience. It is no different than fishing. Fishing is a form of hunting. You are putting a bait out though that other forms of hunting you can't do. You are putting a bait for something to come. A lot of people don't consider fishing a hunting sport. I need to know more to actually talk with him but my first instinct is that is not necessarily bad.

Along the same lines, another example where a student says, "When he was little, my grandfather had a pet crow."

A: I think our culture was different then and I've heard that before and I would probably respond in a positive way and not emphasize oh that was bad, he shouldn't have done that. I would never say anything that negative in a program. I just remind people that now days things have changed a little bit and if they were to have a bird like that they would have to have a permit to use it for educational purposes and I would not go into great depth but touch a little why that would be. Why couldn't you just take the bird from the wild.

B: Certainly the legalities were a lot different then but I would probably go through explaining why wild animals don't make good pets in general. Why that crow probably did not live the type of life that it was meant to live. Certainly some animals can live in captivity fine for periods of time. Our education birds, we take good care of them but we have a reason why they are here. They have a reason and they have a very big job to do in helping us to educate. I think the biggest thing is to install that wild animals are not pets and even though perhaps years ago the rules weren't as strict as they are now. They are much stricter because it is not fair to the animals to be in a cage when they are meant to be out flying around or if mammals moving around. We do actually get that quite frequently in the programs, even the people I interact with.

22) Do you feel that training for rehabilitators who educate would be helpful? Do you feel that such training is necessary?

A: Yes. Yes definitely.
B: Helpful yes. Not necessarily on the content but certainly on how to educate. As she was talking about before, without getting into the whole theory of it, there are certainly different techniques that are used that are more effective at reaching people. Just interacting with people. Certainly there are people who are very animal oriented and then there are people who are people oriented and a lot of people who are animal oriented do not mix well with people. Not all of them but there are definite groups. Some overlap and that is great but if there is a person who is not as people oriented who wants to do programs, certainly that type of education on how to give programs and how to react to people would be helpful because you will meet people who will fall into the above categories. Well my father hunts or depending on how they say it could put up a very defensive attitude in the presenter of the program. If the training is necessary that would probably depend on the individual. I think if a person wants to do programs and really is sincere about it and they don't feel like they have the skills, they will seek out places that can help them learn to do that. I think that is just how the field of rehabilitation is very genuine. Our interests, we are very compassionate about the animals, we are very genuine in what we do and I don't think any of us will give a program without feeling that we were qualified to do that.

What format would you recommend or how would they go about getting it?

A: I would say through labs would be very important, anything that is hands on. Through mentorships or internships would be important as well as certain classes.

A related to that question is do you feel that training for rehabilitators who educate about values would be helpful? Necessary?

A: That is a very sticky question. I think that there should be a small component but it would be very sticky. I'm not sure how you would go about doing that. In the schools it is a very big no no to address values. I think that is unfortunate and so if you can't do that within the schools, I don't know how you are going to do that within a wildlife rehabilitation program. I think you'd be getting a lot of negative feedback if you are going to address values because it is such a subjective field.

B: My question is who would do the training. Who is the person who is the most knowledgeable about values? I think that would be very hard. Values are such a personal thing that I can't imagine anyone could hold a title such that they would be in a position to teach people about values.

When I wrote the question I was thinking not in terms of which values, but in an area that is inherently rich in values you are dealing with it whether or not it is outwardly addressed.

B: Again I would probably go back to teaching people how to educate people in general. When values, which touchy issues are involved. That type of situation again could be helpful for people who don't feel comfortable with that. Confrontation is a very difficult thing. No one likes to confront anybody else. But certainly educators do run across very many situations actually where there are confrontations because we are trying to educate on something we believe in and then there are people out there that don't believe in the same thing and they will confront us on that. I'm sure there are a lot of seminars that are held on communication skills that have nothing to do with wildlife necessarily but just people skills, how to communicate. We get them all the time through the work place for the university. How to deal with people, how to deal confronting situations with opposing opinions and things like that and if a person is going to be doing a fair number of programs where this could definitely come up, it would probably to their benefit to learn how to deal professionally with those. You can always deal with them but whether you do it professionally or not will determine what the outcome is, how effective the program will be.
How about methods of educating when your topic is inherently related to values, rather than saying which values to teach, but how to address that?

A: I'm not sure I understand.

You were saying you don't know how there could be a program or some kind of training dealing with values because it is a sticky issue and schools aren't accepting of that, but do you think it is important that rehabilitators have a training about even that fact? The fact that you have to be careful when going into schools. Regardless of what you are doing, you are still conveying some types of values.

A: Yes I think there should be. I don't know how you would do that but I do think that is important.

23) Do you use live animals in your education programs? What types? How?

A: Yes we use them. They are raptors. We fist them on our bird, they do not fly, they do not free fly because they have injuries. They are part of our interpretive message. Does that answer your question.

24) What are your beliefs about the role of live animals in education programs?

A: I think that they are important. I have mixed feelings about it, that is why I am laughing. There is a part of that Polly Anna in me that wants to see them out wild and flying free and knowing that if we let them go they wouldn't make it on their own. At the same time understanding that yeah I think it is important because they do convey an educational message and that people pay attention more when you do have a live animal and they are a lot more excited so I think it is easier for an interpreter who has a live animal versus somebody who is just standing up there being a talking head, talking about animals. That is what I would say about that.

B: Well we certainly use them here and there is no doubt in my mind that when you present a live animal that the impact it has is much greater than if you would do a program without. A big part of it is how you present that animal also. There is some controversy, not so much with the raptors but with other animals, raccoons, possums, even crows. What you don't want to end up having is presenting them as a pet. In some of the species of animals themselves, they lend themselves to that more than others. Certainly with raptors it is much more difficult to lend that type of attitude because they are not touchy and feely like mammals. They tend to be more cuddly in general. We obviously don't have that problem with birds but they are very effective tools to use in educating if they are presented professionally. Also the other thing, that the people that present the birds have to have good handling skills. There are people who do education programs that the birds are not trained so the birds themselves are not prepared to be presented in front of groups of people. We would never take a bird from the clinic and two days later show it to a group of people. We put them through long training where they are gradually introduced to people. If they don't handle the situation very well, if they are too stressed, perhaps we will decide they are not the best candidate for an education bird. But there are people out there who literally grab the birds and hold them up in front of groups of people. To them this is education. That I do not approve of. That is totally wrong presentation. The birds are being just incredibly stressed from that and I don't think that the people are learning anything seeing this wild bird just held up there. That is not saying we need to learn to live with each other. That is separating us I think.
Relationship between wildlife rehabilitation education and government wildlife agency education programs:

25) What is your definition of wildlife management?

A: I don't know much about wildlife management but I would say basically it is managing wildlife populations and their resources in a way that doesn't conflict with people. That is a really tough one.

B: What does it really mean to manage something. Most often it is kind of a hand off type of thing, setting aside habitat for wildlife. Certainly taking care of nuisance type situations that are a result of course of habitat being lost, all the Canadian Geese and things like that. And yet allowing people to enjoy wildlife in a variety of ways so establishing areas that allow them to do bird watching and saving the habitat and creating wildlife areas that are off limits to certain activities like hunting and things which would disturb wildlife. I think the more people can interact with wildlife the more they appreciate them and so much habitat is being turned into homes and shopping malls and everything, there need to be areas that are safe for that. Also keeping track of populations as the habitats are being taken away there is no doubt that populations of a different variety of species of wildlife decline and people need to keep an eye on that to know what we can do to prevent them from actually becoming extinct and then coming up with a plan to do that. It would be nice if there was no wildlife management that had to be done but it is unfortunate that we are in that situation but as she mentioned with the extreme population growth and the growth in the areas in which we live, there is not much of a choice there.

Do you address wildlife management concepts or issues in any of your educational efforts?

A: We don't directly. Usually again if that would come up because we stick to the script, the story of the center, although I would like to see more emphasis on that because I think that is an important topic that really needs to be addressed and I don't think people understand the scope of this which ties into my whole little ditty about Aldo Leopold and educating people about that. I think it is a really important area and within education we haven't focused on that because our main focus has been just teaching people about the basics of raptors but I think as we grow we really do need to do a more broad reach program.

B: Like our field biologist, goes out and gives talks and lectures and things on wildlife management, that is more what his role involves. This program is so hard because you talk about the general public education which she is involved in but there are so many other avenues of education that we fall into so it is not to say no we don't deal with that, we don't deal with it in the general education programs but we certainly do deal with it more on a professional level with different groups that we go out and talk to, more professional groups.

A: I think that is accurate and I think that is a good distinction to make. Because our biologist is reaching a pretty broad populous out there with his

B: International. He talks to people all over the country about management practices and he even goes to different places and helps them do different things.

26) Are you aware of your state or federal wildlife agency's education programs? If so, how does your education program work with those programs? Is this as much as you'd like, less, more?

A: I am not aware of any education programs that they have. Now that I have read this I am very curious to find out if they have them and what they are. I don't know.
B: From my perspective, a lot of times the state and federal people refer people to us as kind of being the leaders in what we do. Certainly --- does to a great extent. I don't know of any federal types of program they have. For just about anything, people call us for programs or workshops or whatever. So I'm also not sure what or how much they participate in education.

Is this as much as you'd like, less than you'd like or more?

A: Yes. Part of me says its probably a good thing the don't do more because they have so many things that they are involved with that the things that we see we are passionate about and we educate about. We have so much factual information and so many resources and tools that we can use to provide those programs that I can't imagine those agencies would have those resources. That is probably why they refer, with raptors. I don't know what they do with other wildlife species but certainly with the raptors, why they refer just about everyone to use because they don't have those tools. I would hate for them to give programs lacking the information that we have. On the other hand it is always good to have them involved with what they are doing and they very much are, they are very aware of what we do and where we go and why we go there and that type of stuff. At least from my perspective we have a really good relationship with the state and federal people.

B: I feel I can call them anytime and talk to them and get their approval or disapproval or whatever. From my perspective it is a very good relationship.

A: I don't know much about what you are taking about.

27) Do you perceive overlap in the educational goals of government wildlife agencies and your program? If so, describe.

Not applicable.

28) Do you perceive overlap in the values and beliefs toward wildlife between government wildlife agencies and your program? If so, describe.

A: Well I think it kind of ties back to the question before in a sense that anybody that is involved with wildlife understand this intense growth that is going on and everybody, it affects everybody in that organization because they are having to deal with it so there would be overlap in probably beliefs about how we would want that to be managed and I'm sure even within that populous you would have differences but not as many as the general population. Values again, I don't know, that's a sticky one.

B: It is hard in this day and age to speak to people about values. It is just probably different than it used to be. It is just much harder.

29) How might these two groups increase cooperation and communication?

A: I'll let her answer that, she is the rehabilitator.

B: Are you talking about in our state or nationwide, I don't know what relationships other states have. I feel very fortunate for the most part because of the close relationship that we in particular have with the state wildlife agency here. It seems like our state has had tremendous growth in that area with the new rehabilitation regulations that are going into effect and the fact that people have to test into certain areas and if they don't they don't get their permit. It is really adding a whole new level of professionalism into rehabilitation in general. The state has really taken on a strong leadership role in that which I think is very good. From my perspective, they've certainly been very cooperative and obviously there are people who
kind of do the backyard rehabilitation that don't want to have to take a test, they don't want to have continuing education. They just want to take care of the animals and that may be all fine and good but looking at the quality of care that the animals get, I'm sure that the continuing education and the requirement to have a veterinarian working with them will only enhance the care that they get but I know there have been some feelings where I have been doing this 20 years and who said I'm not doing it right and why now should I be required to test. That was a really sticky issue. I think there are a couple of people who just decided well they are not going to do it then and that is fine, that is their decision, their choice. The state has taken a really difficult role I think in coming up with that. There is a lot of methods of communication, like communication through the phone. There are a lot of mailings that go out to rehabilitators. In this state there is a wildlife cooperative and sometimes the state people do go to those. We have gone out and done rehabilitation seminars for conservation officers and DNR people. What do you do when you find a bird, trying to network through the state so that we can get birds to a place that can do emergency care and then eventually get them down to us if they need to come down to us. We could certainly do more in that regard but we certainly do try.

Shifting themes a little bit again.

Incorporation of educational methods:

30) How does your program tend to varying needs of your audiences?

a. Do you have age-specific programs or educational strategies?

A: We don't have age specific programs with one exception, we do have a preschool program. That we do a lot more manipulatives, hands on, we shorten the program, make it a lot more interactive and have different props for that one. For the other programs we do the same but we don't go quite as far in doing that mostly because as I mentioned earlier our audiences are usually K-6 so with the younger kids we are going to focus on being more interactive, we are going to shorten the program a bit and the interpreters are trained to adjust the program accordingly. So if it is 6th graders then they are going to be addressing the audience differently, let the 6th graders ask more open ended questions and try I think to talk to the teachers that are there and find out how much background they have with the little kids. We assume they don't have much background but with the older kids they find out well how much do they know about raptors and might do a little more detailed program or emphasize a certain aspect of raptors or ecology.

b. Who determines content?

A: The education coordinator, myself.

c. What information do you have about groups (school and non-school prior to the program)?

A: We find out how many people are coming, how many adults will be joining them, what grades they are and then occasionally like I said with the older children how much has the teacher talked previously about it and sometimes if they have a certain goal they have in mind. Some people might focus more on ecology or occasionally people want to know more about the bat aspects which our education programs really don't go into right now but we may have a program in the future about that.

31) Do you address issues differently with different aged audiences? How?

A: Yes. For example with the younger children we just wouldn't go into in depth on some issues like we
would with the older children and asking them, maybe we might, when you were talking about values, we might say well what do you think if somebody would bring up the fact that they hunt. Is that bad or good or not either and asking the children a little more as far as thinking and getting their opinion.

32) Do you incorporate any certain educational theories?

A: If I'm understanding the word theories as you mean it, no we don't have any theories per say. We have the philosophy of interpretation mainly.

33) Were your education program created with specific links to the local or state school curricula? How important do you feel that it is to do so?

A: We have a program on the Internet that is more specifically tied to the EE guidelines and I think it is important.

State EE guidelines or is it say the national?

State. State guidelines and I think it is important but I haven't gone forward in that area as much as I probably would right now only because there are still a lot guidelines that are settling down, it is very controversial right now and so I would like to wait for all that dust to settle and then I will start incorporating more probably once I find out where they are all sitting with that.

Barriers & recommendations for improving community education by rehabilitation:

34) What are the biggest barriers to helping rehabilitators fulfill their educational potential?

B: Probably two major factors, one again is going to come back to the financial restraints. Most of the education that is offered requires traveling and it is probably $800-$1,000 every time that you go to one of the conferences, the main ones that are held and for some people that are doing this out of their homes, they don't have that extra money because they put so much of it also into the rehabilitation. For a lot of people another barrier is time. Rehabilitation is a very time consuming process. In fact it is life consuming at certain times of the year and it is hard to take time out especially you know we are kind of lucky here because we have an organization that if I want to go to a conference there are back up people to take care of things when I am gone. But a lot of the individuals who do this by themselves, they don't have a back up. If they want to go to a conference, who takes care of the animals that they have. Especially now with the higher standards where you have to have a permit and you have to have a veterinarian. You can't have subpermittees anymore. Everyone has to have their own permit so that backup system may not be there so that may be another limiting factor. A third fact actually is the amount of educational opportunity offered. There are two major conferences every year. Some of the states have individual conferences but those are relatively limited in the overall scheme of things. Hopefully that will improve. It is hard to say with each state within their own organization but that certainly does limit the amount of advanced education people can get.

35) In what ways might rehabilitators overcome these barriers?

B: That is a really tough one. I think if people knew the answer to that, the barriers would have been overcome. I mean I have been here 10 years and half the time I can't get away to go to one conference a year. There is always in our case something going on or the backups for some reason can't be available or whatever. It is a very difficult situation. The financial one is also hard because rehabilitation in and of itself doesn't bring in any money. It is non-supportive. In our case we look to other components. We look to the education component to help bring in revenue to help support what we do and now we have an
endowment which will help bring in some of the money that we need on an annual basis but for most people they are using the money out of their pockets to pay for what they do and how do you get more money if you are a private individual doing rehabilitation. It certainly is not easy. We haven't come up with a good answer to that question yet.

36) What are some strategies that might help the rehabilitation profession fulfill its potential for community education?

B: A lot of rehabilitators, a least the ones that do it on their own, to my knowledge are not involved in a great amount of community education. There is just no time. Certainly they educate the people that they come in contact with in regards to the animals but as far as any specific outreach above and beyond that, I would suspect most of them do not. There have been some cases here in this state where people have started out doing both. They have birds that they use for education and they have a rehabilitation permit and they end up dropping one or the other because they just cannot do both. It is time consuming, it is financially very costly and the resources just aren't there. I don't know if that is something that will change. Now the profession as a whole, again I think it is up to individual units to accomplish that. Looking at the major organizations, which would be the IWRC and the NWRA, they work more with educating the rehabilitators themselves then going out and doing community education. That is not their focus. I think the focus of the education has to come back to the groups or organizations that are doing rehabilitation that have the resources like us and like --- does and there are several other places that can go out and do those and do them both but a lot of individuals can't. As far as strategies, I don't know that there are any strategies. I think the people that can do them and do them well are doing them or are making choices whether or not to do them. I don't know off hand what could make that better. It is so individual.

37) Do you have any recommendations for rehabilitators who are beginning to develop educational programs?

B: Probably the best thing for them to do is get well prepared before they do any programs, to set up goals and guidelines. What do they want to accomplish in their programs, what is the content of the program going to be and how can they best get the information across to the people. Does it involve live animals, maybe it doesn't. Does it involve certain props? What groups do they want to focus on because as we have learned, the different age groups require very different types or programming as far as props and birds and what really comes across to them. With the younger ones certainly their attention span. So I think for people who are just starting out they really need to get their goals down before they try to do any type of education. I think it would save them a lot of headache and frustration too to know exactly what they are capable of with their time also. Sometimes people like to get a little unrealistic. They get very gung ho and they are going to do this and then in no time they are burned out because they just cannot do it all. That is something that I think is very hard. I have a hard time with that. There are so many things I want to do and I try and you just realize, you come to a point, like I can't do it all. Something has to go. And that is a very difficult thing to do. Hopefully if you set up goals and realistic ones for yourself starting out that won't happen. Probably also I think it would be good for a rehabilitator to go with people who are doing education programs to get a feel for what type of programs are out there, what they require and what groups they might want to orient themselves to. I think there are enough people doing it out there that they should be able to hook up with someone.

A: I guess I really wouldn't add to much to what she was saying, you really have to educate to the different age groups that are there and I don't know if they limit their audiences or not, like I don't know if they would talk to senior citizens or not, but they are important populations that get left out. So maybe broaden their scope of people. Just observing programs or learning a little bit about education. They don't have to go way in-depth into education theory but knowing some basic concepts about education and what are the best methods to use to educate people and not just standing up there reciting rote things, trying to do
interactive things to get people involved and to tap that part of them that would be enthusiastic about it too rather than just saying this is what you should know. You want to get them excited, interested.

38) If you were suddenly given a large sum of money for the creation or improvement of your education program, what would you use it for?

A: Number 1 would be larger space in general. When we do raptor camp here it is very difficult to have children here. There is just always a competition for space in a number of ways not only for raptor camp but for other activities that we have going on. If we have some group that wants to come in and we have to move everything out of the auditorium and sometimes that involves moving birds and then that upsets their eating cycle or what not. It involves a lot of staff time to have to do that. We don't have enough office space, we are tripping over each other so even just the basic sitting down and planning what you are going to do with education people can be difficult because you are trying to work and there is all this talking going on around you and it is great, it means its a good work environment, people are having a good time but you can't concentrate and I find that very difficult and I know other people who don't have offices where you can close the door, it is difficult for them too. I would like to hire more full-time people. I think I mentioned that before. Hiring full-time people that can really get quality people, not that our people aren't quality now, but they have this pull between this other half time job that they have and this one and so they would take the commitment more seriously if it was full-time and be more dedicated. We do have a very dedicated staff and our volunteers are very dedicated so I don't want to take that away from the, but I still see more dedication for people that are paid for what they are worth, they have benefits, they are going to dedicate I think a little bit more than they would otherwise. Again basic resources for the programs that we do and what I mentioned before too about exhibits. That is a big one. If we had more space we could do more and even without that space if we had more money we could do something with a little space that we have now and there is not much of an emphasis on that. Simple things like vans. We don't have enough vans to go around so it makes that difficult, not a lot but often enough, we have to go up and get extra vans. We do have a fleet that we can pull extras from but again that is staff time of running around and maintenance of the vans and things like that. The basic resources like that and just the time, I think we need more people to care for the birds that we have. It is okay now but it could be improved. Those are some of the ones for me anyway and I'm sure there's more.

B: The support of elements definitely because we do such a good job of going out. It is not the fact that we don't certainly go out, all groups, all different states and everything like that. It definitely is the supportive components to that which limit us and that reason is they cost money that we don't have.

A: Any maybe hiring people for when we get these calls that we have injured birds. Our receptionist spends a lot of time trying to organize who is going to pick up this bird which ties up the front line for other calls that are important that don't get through. She does a really good job but those calls shouldn't be coming through on the front line. It would be nice if we could have people hired for that. People hired for the gift shop. That is one area that the associate director I guess feels can get away with not putting anybody there right now but that robs from our people and you like to cooperate because we are a group, everything overlaps but there comes a point when enough is enough and it is like that is an area that needs to be addressed. It would be hiring more people for the gift shop so that we don't have to rob Peter to pay Paul type of concept. It gets frustrating and that makes it even worse when we have shortages in staff just within education and they want to use them for the gift shop too and it just gets to be very frustrating sometimes to try and balance it.

B: The phone itself is a full-time job. Answering that phone and dealing with all the issues. I agree with her that we need someone out in the front just to deal with the people that come in and going on the tours and have questions or want to purchase something in the gift shop. Not someone who is trying to pay attention to them as they are trying to answer a question on the phone. I give our receptionist so much
credit because I don't know how she keeps sane. It can be just incredible at times. That would be a real big one. A person out there.

39) Where do you see wildlife rehabilitation education in general, say five to ten years from now?

B: Similar to what we do. We do rehabilitation but we also have strong education components.

Where do you see it considering that different types of rehabilitators educate in different ways?

B: So how they are educating the public about wildlife?

Not just wildlife rehab but wildlife and wildlife issues.

B: As I mentioned earlier it is very difficult for people who do wildlife rehabilitation who are focused on that to also do an adequate job of any type of community education unless they are in a situation like some of the organizations are where there are enough people to assist with that. I know a few private individuals who do both who end up pulling their hair out most of the time because it is just an incredible amount of work. That is when I really see the major organizations around the country taking the leading role in that. That pretty much is how it has to be on a national level and I would certainly be very disappointed if we didn't do education because really the rehabilitation and the amount of education we do with out little group of people is all fine, but the major impact that we are going to have on wildlife and wildlife issues comes through the community education. There is absolutely no doubt about that. Certainly the education that our education does reaches people all across the world and we are helping projects, we are helping wildlife essentially in South America, we are helping them in Germany, we are training people here that then go back and they educate people in the medical field so we really have a strong outreach and that would be incredible if other people had the resources to do that because I think that is what it really needs. Like I said it is fine to talk to the woman on the phone who has the imprinted horned owl or the horned owl that she raised but that may impact her but it is not going to affect the overall community. Whether or not that will happen in 5-10 years or whether or not it will happen at all I don't know. Again it depends on resources and how many groups pop up in something similar to ours. I don't know. Ideally that is where the profession should head is to focus on education because we all know that the number of animals that we save even as an entire country in rehabilitation makes absolutely no difference on their population. That is kind of a given. We know that. You have to ask yourself why do you do it and of course there is a compassion component to that. You do that because there is a living creature that is probably in pain and just because we are compassionate as a race. Humans are compassionate people. At least most of us are we hope. So we feel compelled to help them. Considering most of them are also injured because of us. But also there has to be more than that and that is where we educate people to prevent those things from happening and to educate people to live with the wildlife. Just how critical they are to have. As a vision I would certainly hope that we would continue in that direction. That more rehabilitators would take on a role if they are capable of doing so to do more widespread education.

A: I think it is really important that they be pro-active so that they can address problems before they come up. Sometimes you can and sometimes you can't. I think that it would be wise if they could take advantage of technology. There is the Internet. I don't know if you could put up a website, a particular website that would address rehabilitation so when they do find a little owl they remember of yeah I read that on the website. They shouldn't keep the owl because it is going to be imprinted and they know what it is. I think technology will be important or even just creating a CD rom or something. Technology we are competing with it in a number of ways. You hate to bow to some of those things but some other things are good too. There are some people that although CD roms are expensive I also know there are people that work within those organizations that would love to have a job like this because it is so fun so they get really inspired.
and excited and maybe would give us a financial break if they knew what the cause was for. So there are ways to do it even though we think it may be too expensive or rehabilitators don't have that kind of money. I think it is important for people to think out of the box. I think a lot of times we confine ourselves because we don't have enough money and we don't realize because we don't have the money doesn't mean that there is not some great donor out that who you just ask him and he'll write out a check for $1,000 and we'd be like oh my God I can't believe this person did that. I think it is important that people think out of the box.

B: That is a very good point about the Internet. We have a very active web page. I don't remember how many hits we get but it is pretty phenomenal. I get E-mails all the time too from people that have seen our web page and they will be down in southern California and an owl fell out of their nest in the backyard. What do they do? I love getting those because it is like they thought about it. Even though they didn't know to maybe call their local DNA or Department of Game and Fish, they knew there was some place they could turn to find out information, not just keep it. That makes me really excited because that is another way that we really get out there and educate people. You're right, that is something more people could do is to develop a web page and let people know there is some place in Illinois that might know the answer to this. It probably wouldn't be as costly as going out and doing the programs so that is a very good point.

40) Is there anything else you would like to add before we end this session or that you feel would be beneficial to this study?

A: Well I think there is but I'm not sure how you would incorporate it into a program like this but I have always maintained that the philosophy of Aldo Leopold is very important because it deals with our views on land, our human relationship to nature and I think that as I alluded to earlier in the interview that if we don't do something about the way we view land, that were are going to come upon some serious problems which I think we are a little bit right now touching upon those and I think we need to decide whose role is it in education to address that. Is it the public schools, if not, is it something that nature centers should address. If we don't things are just going to get worse so that is something I would personally like to see and I've talked about that with the center a little bit but it not a real big part of what the associate director wants to see as a goal. It can kind of be something that happens in addition to you know when you are teaching about something but haven't focused any program on it. You know this is our Aldo Leopold program in raptors.

I guess one thing that I forgot was the frustration with the lack of consistency when we have so many people doing programs it is very difficult as a coordinator to ensure quality and that the message is consistent. There are different figures even how far can an owl turn its head and things like that that are important to make sure that that is happening and it is one of my goals but it is very difficult because we have so many part-timers and so many volunteers and then even just in my role alone the consistency, I recently got the job as education coordinator and the person who was there before me, there was a gap before him where there was no education coordinator so I feel like we don't have a solid history is the best word by I see that the clinic with their books, their spiral bound and written up about how to do this, etc. and I think back well why wasn't this done. Well there have been ups and downs and they didn't have money for a coordinator so some of those things were done and some things weren't and that is a goal of mine. It is kind of frustrating because I feel like there is so much that needs to be done to get people on the same page and that even within just working with my co-workers where one person will think this should be happening and another person thinks something different should be happening so I am caught in the middle. I am saying everybody in this room now. What are we supposed to be doing. You think this, you think that and I'm in the middle going what do you want me to do. So that is a frustration, just getting
everybody on the same page and working that out. I guess consistency is kind of a tough one because there are so many people here and we are going in so many different directions. That is one thing I hope to improve somehow.

Is there anything that you wanted to add?

B: I might after we talk but not at this point.

I think it is just really important to take every opportunity that we possibly can as rehabilitators and/or educators to educate people in whatever avenue or whatever form that takes. Whether it is on the phone or through the computer. Whether you are walking down a street and there is a little baby bird on the side that some little kid is looking at. You need to take the time to do that because really what we do is going to make an impact. That is something that is hard to do when you are busy. We have to stop and take the time to talk to people. That is ultimately what they get out of it also is positive feedback from us. I can't imagine anything worse than someone bringing in a baby screech owl that they have had for three weeks and they've raised and cared for and they didn't do it correctly and the bird is imprinted. To have them come in with that bird and have the person on the other yell at them for doing the wrong thing, there is no message there. They are compassionate people, they obviously didn't do it right because they didn't know better. That is our time to teach them how to do it right. You can't change the past. What is done to the owl is done. But you can change the future and that is what we need to do. We need to work on changing the future and peoples attitude.