Vol. 18, No. 4

JOURNAL of Wildlife Rehabilitation

A Publication of the International Wildlife Rehabilitation Council



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Guidelines for Authors

The *Journal of Wildlife Rehabilitation* is designed to provide useful information to wildlife rehabilitators and others involved in the care and treatment of native wild species with the purpose of returning them to the wild. All feature articles are subject to a review process, and our staff and reviewers work with authors to produce the most accurate information possible in our ever-changing field.

The *Journal of Wildlife Rehabilitation* has various feature categories. We solicit submissions in the form of feature articles, rehabilitation notes, book reviews, news articles related to major events in the field, and selected case studies. Articles on veterinary medicine as it relates to wildlife rehabilitation are also welcome. We would like to expand the *Journal of Wildlife Rehabilitation* to include wildlife rehabilitation articles from countries outside the United States and welcome inquiries regarding such articles. We also have two short features we use for basic information: "For The New Rehabber" and "Simple Things That Make a Difference." They are intended for basic information or new ideas that are easily demonstrated with a short text and photos. All authors receive a $25 honorarium for each article accepted for publication or provide a one year membership or renewal.

Submission Instructions

1. An original and two copies of the manuscript should be submitted to the Editor, *Journal of Wildlife Rehabilitation*, c/o Wildlife Publications, 944 Anderson Dr., Suisun, California 94585, USA. The manuscript should include an abstract, key words, references, photo legends, and footnotes, and should either be typewritten (double-spaced, if possible) or submitted on computer disk (See 2. below). The author's name, address, and phone number should be placed on at least the first page of the article so it can be readily identified and the author contacted. If tradenames are used for products mentioned the author must indicate whether the product is ™ or ®. A product table at the end of the article should give readers the name and address of the companies involved and generic name or category of product.

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4. A separate page should be submitted with a short synopsis of information on the background of the author. Included should be the name, address, rehabilitation organization, phone number of the author and a biographical paragraph. Where appropriate, please list any academic degrees, special training, or experience that is relevant to the article (i.e., physical therapy—RPT, etc.) Articles pertaining to areas of veterinary medicine that involve tasks or decisions requiring a licensed veterinarian (e.g., soft tissue or orthopedic surgery) require a veterinarian as either the author or a co-author.

5. Black and white photographs are preferred for use in the *Journal of Wildlife Rehabilitation*. When no other option is available, color prints can be converted but this is costly and to be avoided when possible. Photo credits should be listed with the photographs.

6. Acknowledgments are limited to people who have contributed to the article in a major way.

7. References should be noted in the text with the last name of the author and the year published (i.e., Leighton, 1983) and listed at the end of the manuscript in alphabetical order in the following style:

LEIGHTON, FA; Peakall, DB; and Butler, RG. 1983. "Heinz-Body Hemolytic Anemia from the Ingestion of Crude Oil: A Primary Toxic Effect in Marine Birds." *Science* 20:871-873.

JOURNAL of Wildlife Rehabilitation

Winter 1995 Vol. 18, No. 4

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Cover Photo: Chris Mihulka

• The *Journal of Wildlife Rehabilitation* (ISSN: 1071-2232) is published quarterly by the International Wildlife Rehabilitation Council, 4437 Central Place, B-4, Suisun, CA 94585.

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Articles from this publication are abstracted and cited in *Focus On: Veterinary Science and Medicine*™, SCISEARCH®, and RESEARCH ALERT® .

Editorial . . .

Wildlife Rehabilitation: Now and then . . .

As the year ends, it has been a year of many changes for me and for IWRC. Life is like that: many little changes and some big ones that sometimes go unnoticed as individual events. It is only when we step back and take a big view that we see the additive effect of the many changes over time. Wildlife rehabilitators often are too busy to reflect on their accomplishments and, in not doing so, contribute to their own burn-out. And so it is at the end of 1995 that I thought I would revisit our profession twenty years ago, when I first became a licensed wildlife rehabilitator.

In those days we were considered by the resource agencies to be an avocation, not a profession. Almost no one got paid to do rehabilitation, except a few lucky souls that worked for large museums or humane societies. They were often male. There were a growing number of rehabilitators, both married couples and singles, that accepted animals into their homes for temporary care. There were few rules, no unified care standards, no licensing or tests and no curriculum for learning the art of wildlife rehabilitation. That is not surprising since little was known about how to rehabilitate or even captively rear most species.

What were our big concerns in 1975? Well, to start with, many of us had to move rehabilitation out of our backyards into makeshift facilities. Then we needed to figure out the basics: when to intervene, how to capture, what to feed, what and how to vaccinate, how to house and when to release. And what about today's concerns? Many organizations have just spent the last ten years raising funds to build their first 'new' facility. Others continue towards that goal. Many of us now have combinations of employees and volunteers. We know the basic care regimens for most species and have moved on to more complicated questions. Is rehabilitation biologically sound? Should "pest species" or non-native animals be accepted at the center? If one group of native animals has increased due to human activity (e.g., dumps and gulls, forest fragmentation and cowbirds) and that is resulting in severe negative impacts on other native species (e.g., seabirds, neotropical songbirds), do we help in the management of the problem animals by euthanizing them when they are presented for care? Are we releasing animals that survive to reproduce? Are we introducing diseases back into the wild (salmonella, avian pox, oral herpes, morbillivirus)? How does wildlife rehabilitation interface with epizootic outbreaks of zoonotic disease such as raccoon rabies in the eastern United States?

Worldwide, instead of just common species, today we see people attempting to rehabilitate psittacines or large primates such as orangutans and being challenged by the potential of introducing diseases such as human hepatitis or chlamydia back into a naive native animal population. To prevent this type of disease transmission requires routine screening for these diseases prior to release—something we did not do in 1975. Yes, it seems that wildlife rehabilitation is becoming increasingly expensive, more complicated and requires more thought than ever. While the risks have never been higher, the need to offset human impact has also never been greater. The skill levels required to make these decisions have risen and thus the need for multi-disciplinary efforts with public health professionals, biologists, veterinarians and regulatory staff all working toward common goals is today an essential part of wildlife rehabilitation.

Looking back, we have made a lot of progress. We rarely see nutritional diseases and we routinely raise in large numbers species of animals that twenty years ago would have surely died in our hands. We have made great strides in organizational development as is evidenced by the many operations manuals and policies that have been developed. Our facilities continue to grow and improve. When we design cages, we routinely consider behavioral stimulation instead of just cleanable surfaces and issues of safety. We need to stop long enough to see all we have accomplished and be proud of what we have done with so little resources. Then, we will move on to face the many issues of today and those of the future. Have a wonderful 1996!

–Jan White, DVM

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J. Wildlife Rehab. 18(4)3, 14
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Case Study: Barn Owl with a Ruptured Egg

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ABSTRACT

Spring raises a new aspect of the perennial problem of owls in collisions with vehicles: that internal injuries might include the rupture of an oviduct and unlaid egg. This paper presents a study of such a case involving a Barn Owl.

KEY WORDS: rupture, oviduct, isoflurane, Barn Owl

On the morning of March 31, 1994, the author responded to a call from the Sheriff's office regarding an owl that had been hit by a car. The officer could place the accident as happening sometime between 2:00 am and 5:00 am, because of his rounds. It was now 10:00 am and a cursory examination indicated no fractures of the long bones, but because of the shocky, depressed state of the bird, it was decided to initiate treatment for shock at the pick-up site.

The bird was a large brown Barn Owl, estimated, based on the author's experience, to weigh well over 500 grams. To be conservative, initial doses were based on an estimated 400g bodyweight. The author's treatment protocol for shock is to administer 1-4 mg/kg of dexamethasone and provide up to 55 mg/Kg of balanced electrolyte solution. Additionally, B-complex, dosed at 1-3 mg/Kg of Thiamine, is provided as supportive care. The owl was gavaged with 15 cc of lactated ringers with 5% dextrose (there was no blood in the mouth), with .4 cc of 4 mg/ml dexamethasone + .12 cc of B-complex 100 given IM. Upon using alcohol to move feathers out of the way to give the injection, the author noticed that the bird's abdomen was very swollen and discolored. The immediate concern was either internal injuries from the collision or, given that the color and size of the bird led to an assumption that it was a female (White, 1984), that an egg had ruptured internally.

The author's normal protocol is to stabilize a bird before pursuing veterinary involvement, but in this case the author drove the owl immediately to our primary veterinary clinic, Amazon Park Animal Clinic, for a consultation. A radiograph indicated that there were two ruptured eggs in the oviduct and Dr. Kathy Snell was concerned that the oviduct itself might be ruptured. Obviously the shocky state of the bird made surgery very risky, but delaying for even a day involved a high risk of peritonitis. It was decided to continue to stabilize the bird at Cascades Raptor Center (CRC) for a couple of hours and then bring her back to the clinic for surgery that afternoon. At CRC, the bird was weighed (655 g), and given 7 cc of fluids (SQ), .35 cc of dexamethasone (4 mg/ml) (IM), and placed in the incubator. Although IV fluids would have been preferable, the author was alone and the veins were too collapsed for easy administration of an IV bolus. Given the continued depressed state of the bird, it was felt that handling should be minimized.

That afternoon, the bird was more alert, standing, and had passed relatively normal mutes, with no sign of blood (though also with no obvious sign of egg shell pieces). On returning to the clinic, the bird was given IV fluids, masked down with isoflurane, the abdomen plucked, and an incision made. Dr. Snell performed the surgery with the author monitoring respiration and heart beat. The oviduct was intact and there was no sign of other internal injury. Pieces of shell were removed from the upper oviduct, but for some reason there was no sign of the broken egg which had been lower in the abdomen. Not wanting to keep the bird under anesthesia for too long, the oviduct was flushed and sutured and then the abdomen was closed.

Unfortunately, the bird died during clos-

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J. Wildlife Rehab. 18(4):4-12
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Corporate Structure in the Growing Non-profit Organization

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ABSTRACT

Although much has been published in wildlife rehabilitation literature about interpersonal conflict resolution and volunteer management, little has been published about non-profit corporate structure. This paper looks at the way non-profits grow and are organized. Particular attention is paid to the roles of the key people and structures inside the organizations and how they interact.

KEY WORDS: Board of Directors, corporate structure, organizational structure or heirarchy, bureaucracy

Introduction

"Cheshire-Puss," she began, "would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't care much where-" said Alice.
"Then it doesn't matter which way you go," said the Cat.

-Lewis Carroll-

Wildlife rehabilitation centers often face Alice's dilemma. Alice knows she must make a choice but her world is so strange and the Cheshire cat so confusing that one direction seems just as good as another. However, all paths lead somewhere, as Alice will soon find out, and where you get to depends upon which way you go.

Because they have such clear and inescapable missions, wildlife rehabilitation centers can fall into the trap of thinking that good animal care is the first order of business. With the mission so clear, a small rehab center may find formal corporate structure an unnecessary bother. Also, when there are more jobs than there are people, trying to set up a bureaucracy may seem needlessly formal. Whatever the mission, however, the first order of business is a good business structure.

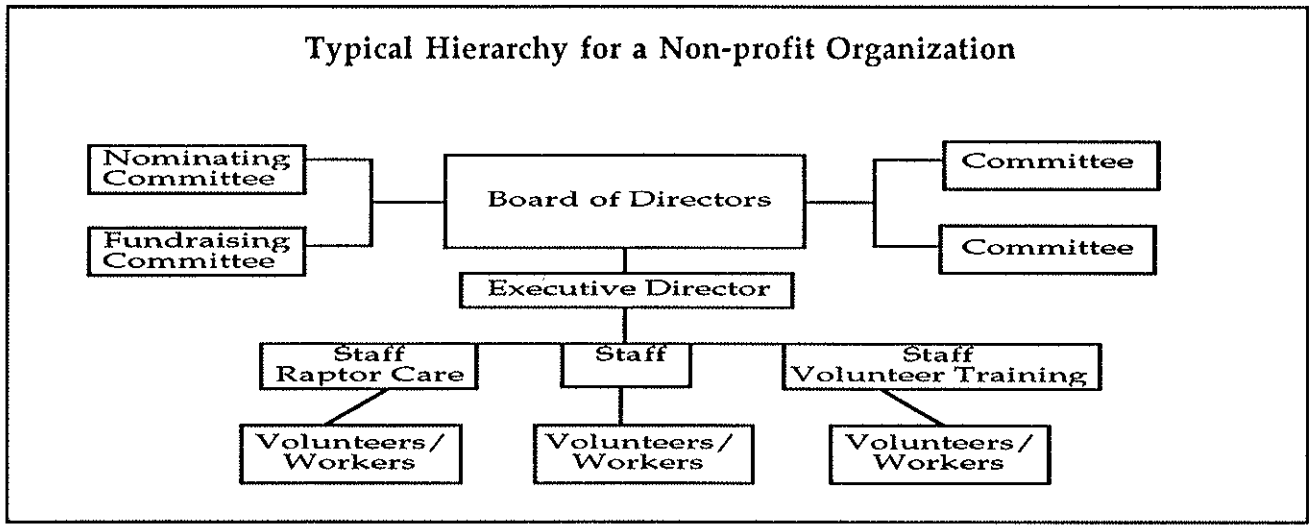
Organizational Modes and Models

Formal organizations have bureaucracy and hierarchy. These are two words that strike fear in the hearts of some. They bring horror stories of military-like regimentation and power hungry bosses. Bureaucracy and hierarchy are just methods of structuring the interactions of management and workers.

Hierarchy is the basic framework of bureaucracy (Rothschild-Whitt, 1982). Hierarchy describes who interacts with whom, not who has power over whom (Zald, 1970). Hierarchy was invented to solve the universal problem of organization, which is the need to coordinate the efforts of many people working on a variety of tasks (Tannenbaum 1974). Hierarchies can have any number of levels. In the classical view of a hierarchy the power flows from the top down. However, there are other ways power can flow through a hierarchy.

Bureaucracy is an administrative approach to organization (Blau, 1963). Standardizing and formalizing procedures helps make decisions uniform and impartial (Zald, 1970) and creates a framework in which people can interact without personality conflicts or misunderstandings (Tannenbaum, 1961). Relationships between people become role-based.

A general hierarchy for an organization, profit or non-profit, is shown below. Examples pertinent to wildlife rehabilitation have been included for clarity.



An organization is structured by its members so they can interact within it (Weick, 1969). How it is structured will determine the kind of interactions that can take place. Power may flow up, down or sideways within a hierarchy. It can be concentrated at the top or spread throughout the organization. Decision-making can be centralized and autocratic or decentralized and participatory.

Public Ownership vs. Private Ownership

Most large corporations and all non-profits are publicly-owned. Publicly-owned for-profits are owned by the shareholders. In theory non-profits are owned by the community at large but in reality they are "owned" by their financial supporters, those who make their existence possible. In publicly-owned organizations control of decision-making is shared between the Board of Directors and the top management. The board governs the corporation and the management operates the corporation. This distinction will be discussed later.

In a privately-owned business the top management has decision-making authority by virtue of ownership. This is a hierarchy in which control rests at the top and is delegated to the lower levels by the upper levels. Depending upon the views of the owners, the decision-making can be centralized, decentralized, autocratic, or participatory but control over the method of decision-making resides with the owners.

Growth Stages in the Life of a Non-profit

Each organization goes through the same five stages as it grows. It starts as an unorganized group where relationships are personal and develops into an organized group where relationships are role based and impersonal (Chapin, 1955).

Stage 1. The organization begins as a social group where leaders are people with social prestige.

Stage 2. Formalization and structure begin separating the leaders from the workers. A board of directors is created and its powers are defined. Some staff work will still be done by board members.

Stage 3. The separation of staff and board becomes complete.

Stage 4. There is an increase in personnel. The staff are formed into departments each containing several groups.

Stage 5. Formal internal control groups are formed. The top managers become removed from day-to-day work (Chapin, 1955).

Which stage any organization is in depends upon its age and size. Some organizations stay in the first stage and never grow or develop. They are able to complete their missions with a small handful of people and have no need to grow. Other organizations cannot begin to act on their mission until they have reached the fourth stage (Chapin, 1955). Most wildlife centers probably belong in the third stage but many centers try to function in the first or second stage causing friction between the staff and the Board of Directors. It can be difficult to grow from stage two to stage three.

Decision-making

Decision-making can be centralized at the top of the hierarchy or it can be decentralized, that is, spread throughout the organization. A decen-

tralization of decision-making means limited and structured authority rests with numerous persons or groups within the organization. Decentralization is accomplished through a set of complex rules governing corporate decision-making (Zald, 1970).

Although the adherence to rules can become a goal in and of itself, this is not invariably the outcome. Over-bureaucratic structuring, or 'red tape,' is the excessive formalization of procedures, while 'buck passing' is excessive centralization (Zald, 1970). Both can be avoided.

If control and decision-making are autocratic and centered at the top, then communication from the lower levels will be sparse, inaccurate, and viewed with suspicion. This will create hostility and conflict within the organization. The lower levels will have little commitment to corporate goals and may work to defeat those goals. If management feels a responsibility to consider the workers' needs, and the decision-making is not isolated from the workers, the workers' attitudes will be less hostile and conflict will be reduced. Communication will go up and down the hierarchy with better accuracy. However, when there is a formal structure for decision-making at all levels, and decisions are made at the technologically appropriate level, then positive attitudes towards organizational goals and responsibility for those goals will be felt at all levels. There will be high levels of satisfaction and cooperation. Information will flow accurately in all directions. Control procedures will be accepted and will be used to keep losses to a minimum. Review will be welcomed (Likert, 1961). Control by lower echelons brings greater acceptance of decisions. (Tannenbaum, 1961)

"You should always involve people in planning decisions that affect them. The shortest route to making the right decisions and having them carried out is via a *process of maximum feasible involvement* (emphasis in original) (O'Connell, 1981)."

Power and Coordination

"While managers are highly influential, workers are not without influence (Tannenbaum, 1966)."

The power to control, to some degree, the actions of others is needed to coordinate the actions of others. This is usually accepted, in principle, by everyone within an organization. Problems develop over who has how much power over whom. This is not a personality conflict. It is a role conflict (Mizruchi, 1983).

Control of the workers is attained by getting the workers to commit to a psychological contract. A clear and public contract between the workers and their managers fosters good relations, while an unclear, secret or misunderstood contract fosters frustration and anger (Ramanathan, 1982). When workers are committed to organizational goals that have personal significance for them they will work without a clear job description. This becomes a trap for both the worker and the manager (Cole, 1981).

Subordinate Commitment

Management by subordinate commitment means that subordinate workers commit to their managers, and to the company, *without* a clear description of their duties and responsibilities. Without defined duties neither the manager nor the worker can properly evaluate performance. The main interest of the worker becomes achieving personal goals while the supervisors use their personal expectations to evaluate performance. There is little commitment, by workers or managers, to organizational prerogatives (who has formal authority to decide what) (Cole, 1981).

Feelings of alienation are common among people working under systems of subordinate commitment (Young, 1983). Alienation can occur at all hierarchy levels, from board presidents to janitors, however, the most common casualities are people who are intelligent, creative, and achievement-motivated (Cole, 1981 and Tannenbaum, 1974). Alienation ends in various forms of professional suicide that are as detrimental to the organization as they are to the individual (Young, 1983). "Unlike traditional psychological conceptions of maladjustment, however, the onus is on the social system, not the individual. If the worker is alienated, it is not he, but the system that is maladjusted." (Tannenbaum, 1974)

Team Commitment

Management by team commitment means that both organizational and personal goals are clearly stated and corporate prerogatives are upheld. Personal goals and corporate goals are openly discussed so a mutually acceptable plan of action can be created. Workers commit to their job descriptions and management commits to review based upon the job description, not upon vague or personal ideals. Workers now have a way of determining which activities are most likely to be appreciated and rewarded and managers can assign tasks based upon the workers personal pref-

erences as well as corporate needs. Because everyone's goals are known, assistance can be offered and received for mutual benefit (Cole, 1981).

For team commitment to work there must be detailed job descriptions and the organizational charts must be clear, public, and current. Managers and workers must actively uphold the hierarchy and power flow. Decisions must be made according to the corporate prerogatives. Neither the workers nor the managers can be permitted to usurp power (Cole, 1981).

Non-profit Corporate Structure

All non-profit missions are not created equal. There are three kinds of non-profit missions, the social group mission, the technical mission, and the fundraising mission. It is critical that non-profits use role models with similar missions because the different types of missions necessitate differences in bureaucratic structure. This paper looks at corporate structures most appropriate to non-profits with technical missions.

The Mission

In an organization with a social group mission the organization is structured to serve the needs of its members. A good example is the League of Women Voters. This is such a successful and well-known organization it is often used as a role model for non-profit structure. Its mission is to meet the political and governmental needs of its members and it is structured so that the board of directors becomes directly involved with the members to make sure that member needs are being met. All members are volunteers. There is no staff and no need for a hired staff (Likert, 1961).

Hospitals (both profit and non-profit) are good examples of organizations with technical missions. The hospital's board hires the Executive Director, sets objectives for care, adjudicates disputes, and procures funding. The Executive Director manages the staff and oversees the day-to-day affairs of the Hospital (Veninga, 1982, MacEachern, 1969). In other words, the board determines the scope of services the hospital offers and the staff provides those services.

The National Multiple Sclerosis Society is a good example of an organization with a fundraising mission. In this organization the mission is to raise money to fund research and/or other programs, most of which are carried out by other organizations. The board evaluates projects to be funded, sets fundraising goals and guidelines, and hires staff to meet those goals. There are a few professionals staffing the various offices and many volunteers that solicit funds (Brown, 1995).

Wildlife rehabilitation centers most closely resemble hospitals. Caring for injured and orphaned wild animals is highly technical. The staff must be trained in specialized techniques and must possess skills not normally found in the general public. Although it is possible to train many people to do much of the routine animal care, the program must be overseen by highly specialized and highly trained staff (paid or volunteer). The board concentrates on fundraising, long range planning, setting goals, and evaluating program success.

The Board of Directors

Section 5210 of California Corporate Law reads, in part, "The activities and affairs of a (nonprofit) corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the board ." (West's, 1990)[1] The board may have any number of directors but must have at least one director. The purpose of the board of directors is to insure that the organization operates within the limits of the law. This gives the board the legal right to run every minute detail of the organization or to delegate all but the most general review to others. Neither extreme is very wise.

Non-profits have traditionally tried to establish powerful boards, that is boards composed of influential or wealthy members of the community, to attract funding. Research shows that powerful boards positively influence the acquisition of funds (Provan, 1980).

Board Structure

How the board is structured will make a difference in the effectiveness of the board and its ability to monitor the corporation. There are two kinds of directors, outside and inside. An outside director is a person who does not work for the corporation except as a member of the Board of Directors. An inside director is a person who does day-to-day work for the corporation (Demb, 1992). In a wildlife rehabilitation center an inside director would be someone who also did animal care. In a survey of over 500 corporations the average number of board members was just over 11 with the overwhelming majority falling in the 9 to 12 bracket (Demb, 1992). Here are some typical ways of structuring board membership.

[1] Requirements in other states may vary.

1. Combined President/Executive Director plus 9-12 outside directors. This board will be objective and detached but will not know enough to run the organization and is subject to manipulation by the President/Executive Director.
2. Separate President and Executive Director plus 9-12 outside directors. Better balance but only if the President is an outside director.
3. Combined or separate President and Executive Director plus 9-12 inside directors. This is an unwise board structure. It lacks objectivity. It will be too involved in the day-to-day activities to separate itself from them.
4. Separate President and Executive Director plus 4 inside directors and 5 outside directors. This board will be balanced and informed (Demb, 1992).

Voting Membership

Board members are selected by the voting membership. The voting membership may be any group of people designated by the bylaws to elect the board. It may be as small as the current board or as large as all of the general members but it is not limited to these extremes. Neither extreme is an effective voting membership and both can put the board at risk (O'Connell, 1981).

At one extreme the general membership is unlikely to have sufficient knowledge to cast an informed vote. This is so obvious that general memberships are seldom offered more candidates than openings and the real selection of new board members is made by the nominating committee. At the other extreme the current board is far too intimately involved with personal interactions to see the candidates in impersonal terms and will be very reluctant to vote for new members that will challenge existing ideas or bring in truly fresh ideas. These elections can be controlled and manipulated by either the board or the nominating committee (O'Connell, 1981).

To build an effective board the nominating committee must offer a real cross section of candidates and the voting membership must be carefully selected. The voting membership should be at least four times larger than the board itself and its members must have a good knowledge of both the organization and the candidates. They should also have a stake in the outcome of the election. Suggested voting members would be major contributors, senior volunteers, staff, and/or major clients (O'Connell, 1981).

The Balance of Power

The control of the corporation is shared between the Board President (sometimes called the Chairperson) and the Executive Director. Although other board officers and staff members play important roles, it is the roles of president and director that are the most critical.

Board President

The President of the Board of Directors presides over board meetings and keeps the group directed. He/she serves as the primary contact between the board and the Executive Director (Hummel, 1980). The board President needs to be detached from the day-to-day operations so that he/she can evaluate program success and fundraising opportunities (Demb, 1992). The president also manages any staff or volunteers working directly for the board on board projects, but does not manage the volunteers or staff working under the Executive Director.

The president's job is to create an environment where board members are encouraged to participate in the Board of Directors and to keep the focus on long range goals, program evaluation and fundraising. The President must keep the board's goals clear and keep the board doing its job. Of course the day-to-day operations of the organization are important to the board members, or they shouldn't be board members, but the president must make sure that board members do not usurp the Executive Director's powers or the staffs' jobs. When the board becomes involved in day-to-day operations, it fails to do its job and prevents the staff from doing theirs (Conrad, 1983).

Executive Director

The Executive Director is the chief operations officer and general director of the organization. He/she is responsible for the day-to-day running of the organization, implementing policies, establishing procedures, reporting on progress, and monitoring income and expenditures. The Executive Director assists in the preparation of the budget and in the development of personnel policies, provides staff support to the board, and attends all board meetings and board committee meetings. The Executive Director hires, supervises, evaluates, and fires staff and volunteers (Conrad, 1983).

The Executive Director's role is to take responsibility for the successful operation of the corporation; create an environment where work-

IWRC NEWSLETTER

Windows of Opportunity For Successful Release

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The timing of a rehabilitated animal's release is critical to its survival. Unwillingness to let the animal go proves the creature is being subjected to the feelings of the rehabber, not consideration for what is best for the animal. The individual who confines and pampers an animal until the wild creature cannot adjust to a wild state is not its friend. A wild bird or animal should be held captive as long as it needs help; then it should be let go, so your attention can be turned to another creature needing rehabilitation.

This is critical in the case of migratory birds. They need to be released as soon as possible to condition themselves for the rigors of migration and to be available to leave with the rest of their flock.

I feel very strongly that an adult bird should be released in the area it was found. It may have already developed a social structure, located a source of food and be aware of the dangers of the location. Letting a bird go in an unfamiliar area where other birds have already established territories, where the food supply is already spoken for, or where the dangers may become apparent too late, should only be used as a last resort.

A method of release that appeals to me greatly when the songbird's home area is not known, is a 'soft' release from an outside aviary. This can be done anywhere, even in the city. Usually these birds can be let go from home where they can come and go as they like during the day, coming back now and then for a bit of food to supplement what they are eating in the wild. They can return to the aviary at night until they feel comfortable being free.

The person who raises a bird only to suddenly release and ignore it may do great harm to that creature. In the place of the parents who would normally raise it, the bird relies on the rehabilitator as a food source and for protection. When the bird is taken to a strange place and released, it may become confused. Because it has been confined it may not satisfactorily recognize danger, thus diminishing its chance of survival. A bird which is too trusting does not often survive the intense predator/prey relationship of the wild.

Rehabilitators may develop a great attachment to the birds they are helping. I have enjoyed almost every bird that has come to me. Their antics have amused me, personality differences in the same species have fascinated me. And when they assert their independence and leave my world I always worry about them. I will not give in to the temptation to pet or domesticate them, and rarely give them names.

Other points of concern mentioned in the IWRC *"Basic Wildlife Rehabilitation 1AB"* manual are:

1. What kind of weather conditions will the bird encounter?
2. Is the animal at normal body weight for its sex, age, and species?
3. What injuries did the animal recover from and how does that affect its release?
4. Is the animal waterproof?
5. Can it be returned to an area where others of its kind currently reside?
6. Is the bird acclimated to outside temperatures?
7. Does the bird recognize native food items?
8. Does the bird recognize dogs, cats and people as foes?

Remember that each creature that is let go frees up space for a new arrival. It also gives one the time to look after another charge. The most rewarding part of wildlife rehabilitating is knowing that one has helped return a bird to where it belongs.

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Author Profile

Jeryl Lowe has been offering home care to passerines for more than 10 years. Her most frequent patients are crows. She has been active in various wildlife help groups both locally and internationally. She is currently serving as a director on the board of The Wildlife Rehabilitator's Network of British Columbia. She is a volunteer at Gibsons Wildlife Rehabilitation Centre on B.C.'s Sunshine Coast.

Handrearing Bushtits

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Introduction

Most publications produced before 1993 list the bushtit in the Family *Paridae* with titmice and chickadees. The AOU now lists the bushtit as belonging to the Family *Aegithalidae*. The species name for the Common Bushtit *(Psaltriparus minimum)* remains the same.

Titmice and chickadees are listed in the *Paridae* family. Bushtits are among the smallest of North American birds. The primary habitats of bushtits are deserts, mountains, and the Pacific Coast. During the winter bushtits live in flocks of varying sizes and often include kinglets, wrens, chickadees and titmice.

The Bushtit's nest is an elongated hanging pocket with an entrance hole near the top. The author has received nests constructed of spider silk, moss, lichens, some small twigs, toilet paper, and seed pods from birch and pine trees. The inside nest area is bowl-shaped and lined with soft plant material and feathers.

Clutch size is two to seven eggs per nest and incubation begins after the first egg is laid. Eggs hatch one at a time, therefore the oldest chick is always larger and more developed than the youngest. By the time the chicks are juveniles, it is difficult to detect their age by their appearance.

Bushtits are approximately 90% insectivorous birds. They glean insects, small, soft-bodied worms and spiders from foliage, often hanging upside down on the underside of a leaf. The author has also observed bushtits feeding on ripe cherries in her garden. She has never seen them consume any seeds, although, seeds were present in the indoor and outdoor flight cages. Live food consumption of first-year juvenile and adult bushtits is about 200 worms daily in the outdoor flight cage.

Development

Day 0 to day 7 (hatchling): Hatchlings are altricial birds. They are not covered with any down and weigh 1 to 1.5 grams. The flanges are yellow and the mucous membranes in the mouth are bright orange/red to orange/yellow. The beak is short and light colored and may have a dark colored spot near the tip. The body and legs are pink, and chicks may have an embryonic appearance. Within a few days, feather tracts begin to darken and chicks weigh 2 to 3 grams.

Day 7 to day 18 (nestling): By day 7 the eyes are nearly open, and chicks weigh 3 or more grams. Quills are emerging from the feather tracts, and those on top of their heads give them a "Mohawk haircut" appearance. By day 12 chicks are almost fully feathered, have very short tails, and their beaks are darkening.

Fledgling: All chicks fledge around day 18 or 20 when they weigh 4 to 5 grams. When they fledge, the chicks often weigh as much or more than adults. At this age they can perch, are still fed by their parents and/or nest helpers, and are nearly weaned. Their eyes are light blue.

Adult: Adults measure about 4 inches and weigh 5 to 6 grams. Their general color is gray with a light brown cap on the head, and they have long tails and dark-colored legs and bills. Males have dark eyes and females have light cream color eyes.

Housing for Hatchlings and Nestlings

Upon admission, remove chicks from their natural nest and place them in a "berry basket nest" in the incubator. To make a nest, use a full-sized berry basket for the bottom, a half-sized berry basket for the lid, and a plastic sprout container for a liner. The thin plastic sprout container is the same size and shape as the berry basket and has several round holes in the bottom for ventilation. The use of a liner helps maintain a constant nest temperature in the incubator. Use plastic covered wire ties to make two hinges to secure the lid to the bottom.

Use good quality, white paper towels, and unscented facial tissues. Fold a paper towel into quarters to pad the bottom of the liner in the berry basket. Fan-fold a facial tissue, and secure with tape to make a circle that fits against the walls of the nest. This nest rim is an important support structure for the chicks and should be roomy enough for two to seven chicks. Cover the rim support on the bias with a facial tissue. Remember, bushtits are cavity nesters and as such develop in a dark environment. Folding one corner of the facial tissue over the chicks will provide them with the needed darkness. Change the facial tissue after each feeding when the nest houses four or more chicks, and after every other feeding when only two chicks occupy the nest. Remove the plastic liner when feathers cover the posterior portion of the body.

Temperature and Humidity

The need for an incubator or other artificial heat source depends on the health, weight and age of the chicks; the regularity of their feeding schedule; the nutritional content of the hand-feeding diet; the feather development; the number of nestlings in the nest; and the temperature of your geographic area and the bird room. Incubators may be professional bird hospital type, or homemade ones using heating pads.

Hatchlings and nestlings with developing quills require an ambient air temperature of 90°F to 95°F and about 50% to 60% humidity. High ambient air temperature with humidity levels that are lower than 35 % may cause chicks to become dehydrated. As the feathers unfurl and cover the body, begin lowering the ambient air temperature by 5 degrees and the humidity by 10%

every 2-3 days. The chicks' ability to thermoregulate begins when they are feathered and about 12 days old.

Newly admitted, more developed and feathered chicks may require a lower ambient temperature and humidity level for a few days or until they are stable. There may not be a need for an additional heat source if the chicks a*re fully feathered;* they have a good weight and appetite; are in good health; are not injured; there is more than one chick in the nest; and the ambient air temperature of the bird room is 70°F at night and 80°F during the day.

To monitor a chick's temperature, place an aquarium thermometer in the nest, between the rim support and the facial tissue under the chick's rump. For sanitation and safety purposes, do not place the thermometer directly next to the chick's skin. To monitor the ambient air temperature, place an indoor/outdoor thermometer inside the incubator.

You can make a humidifier with a well-washed, plastic 2.5-6 oz. jar with a screw-down lid. This type of jar is more accident-proof than an open jar. Remove the cardboard liner from the lid and drill several small holes in it. To keep it from tipping over, place several stones in the jar. Fill it with hot water, screw down the lid and place it in the incubator.

Don't guess! Always use a thermometer and a hydrometer to monitor the nestlings' nest temperature and the incubator's ambient air temperature and humidity.

Housing for Fledglings

The author uses plastic storage/laundry baskets of various sizes for housing. The baskets are lined with fiberglass screening material secured to the sides of the basket with a glue gun. A piece of the same material cut about 1.5 to 2 inches larger than the size of the basket and hemmed with elastic makes a secure top. The fiberglass material prevents feather damage and head, wing or leg injuries. Chicks can practice hanging upside down, "walking" across the top without losing their balance, and dropping off the top down to a perch. These are the same techniques the birds will use when foraging for insects after release.

White paper towels are used to cover the bottom of Baskets #1 through 3. Black and white newspapers are used on the bottom of Basket #4 and the acclimating cage. The outdoor flight cage has a cement floor.

Natural branches or small dowels may be used for perches. If dowels are used they must be cleaned daily with coarse sandpaper. Make sure that the perch diameter is appropriate to the birds' feet. There should be plenty of room between perches for exercising flight muscles and practicing take-offs and landings. Too many perches allow the chicks to hop, instead of flying, from one perch to the other.

Baskets # 1 through # 3 have one perch placed across the width and in the center of the basket. This placement allows for a forward and a rear flight section. Food and water dishes are placed along the wall at either end of these sections to prevent contamination by droppings. Basket #4 has two perches placed 4 inches from the bottom of the basket and 5 1/2 inches from the front and back wall. The distance between the perches is 12.5 inches. Before reusing a basket for a new group of birds, be sure to thoroughly clean and disinfect the entire basket, including the perches and dishes.

The acclimating cage has two upper perches, and one or two bottom perches. Food dishes are placed high in the cage, within reach of the upper perches and the water dish is placed on the floor. All perches in the outdoor flight cage are positioned high. Food and water dishes are placed in the same areas as in the acclimating cage.

Physical Examination

When the chicks are warm, in stable condition and before the initial feeding, do a complete physical examination. Check for hydration, bruises, fractures, puncture wounds, hemorrhage and any other abnormalities.

It is the author's observation that chicks admitted with a small dark purple spot on the right side of the abdomen, approximately in the liver area do not seem to develop well and usually die.

The initial physical examination should include taking and recording the chicks' weight. It is very important to keep an accurate weight chart (in grams) on all chicks to monitor growth rates. Weight loss, however minor, may be the first indication of illness. A scale that weighs in tenths of gram increments is the most accurate type of scale for small species. If the chicks are very small and you are nervous about han-

Housing for Fledgling Bushtits

Length x width x height	**Number of birds per basket.**
Basket # 1: 1 2" x 7" x 9 1/2"	One to two
Basket # 2: 14" x 1 0" x 6"	Two to five
Basket # 3: 1 6 " x 1 2 " x 7 "	Five to seven
Basket # 4: 26" x 19" x 12"	Ten birds or two families
Acclimating cage: 32" x 24" x 30"	Fifteen to twenty
Outdoor flight cage: 8' x 6' x 9'	Twenty

dling them you may wait a day or two to weigh them.

Elimination of Spoiled Food

If the chick was chilled before admission any food still present in the proventriculus and the intestines must be quickly eliminated. The chick's survival may depend on it. Check the stomach area (on the left side of the abdomen) for a soft gray mass extending down the intestines. The presence of such a mass indicates that the food is not moving along the alimentary canal (peristalsis has stopped). As the food deteriorates, bacterial growth increases and so does dehydration. Once the mass hardens, the chick usually dies, so it is extremely important to act immediately. Thin the hand-feeding diet with water to a runny consistency. Feed one or two drops of the thinned diet with a sandwich pick every 30 to 45 minutes. This will stimulate peristalsis and give the chick some nutrients. (The thinned diet may cause very loose droppings with a foul odor.) Keep the chick's body and vent clean and change the nesting materials frequently. Once the chick is passing normal droppings (white matter, and encapsulated, medium to dark brown matter), and the stomach area and intestinal tract are returning to their normal pink color, gradually reduce the amount of liquid in the diet to the manufacturer's recommended consistency for the age of the chick.

Fluid Replacement

The type of fluids, amounts and length of time necessary to replace fluid deficits depends on the age and health condition of the chick upon admission. The rehabilitator may replace fluids by administrating a commercial product such as Lactated Ringers Solution, under the supervision of a veterinarian. The *NWRA Quick Reference is* an excellent source for clinical signs of dehydration and fluid replacement guidelines.

Because bushtits are small and their metabolic rate high, there is very little time to lose between replacing fluid and calorie deficits and losing a chick. To meet these deficits the author thins the hand-feeding diet with equal parts Lactated Ringers Solution and water. The addition of water to the hand-rearing diet may be all that is necessary for healthy chicks.

If chicks develop signs of dehydration, add 1cc Lactated Ringers Solution to 15cc handrearing diet for the morning feedings for a day or two. Add 1cc water to 15cc diet for the remainder of the day's feedings. The thinned diet may cause some feather problems and may retard growth. The chick may have to spend a little more time in captivity than others of its age.

Hand-feeding Implements and Diets

Nestlings simultaneously spring up into a gaping position whenever their nest is moved. Because their muscles are not well developed, the chicks are a little unsteady. To stabilize and support a chick's head for feeding, hold one end of a Q-tip™ between your thumb and forefinger and *gently* place the bar section of the Q-tip™ under the chick's chin. After feeding the chick, allow it to resume a resting position. Hatchlings may take only one or two bites of diet, defecate, and may or may not gape again for one more bite of diet. Food intake increases to 3 or 4 bites per feeding as chicks grow.

The more nutritionally balanced a hand-rearing diet is, the better the intake of nutrients by the chicks, resulting in longer time between feedings and better growth rates. *No matter what hand-rearing diet you use, carefully follow the preparation directions and feeding instructions.* Do not omit or add any ingredients. Altering a diet upsets its nutritional balance and may result in the chicks' poor development or even death. Overfeeding can cause improper digestion, bloating, and diarrhea. Underfeeding can retard growth and may cause death. To prevent the spread of disease, use a separate container of food and feeding implement for each nest of chicks. Maintain a disinfection and cleaning program for all food preparation equipment, dishes and housing, including washing hands before and after each feeding.

The hand-feeding diet used by the author is Passerine Diet #1™, marketed by her company, Wild Wings Enterprises. Hatchlings are fed every 30 minutes, nestlings every 30 to 45 minutes, and fledglings every 45 minutes to an hour for 12 hours per day. Other diets may require more frequent feedings.

Caution: Water from a soft-water system is not recommended for mixing diets because salts have been added to soften it. This may increase the salt content of the diet and be detrimental to the health of the chicks.

The author does not recommend using a syringe to feed chicks because it is difficult not to overfeed them (making aspiration more likely), and hard to keep them clean (thus increasing the likelihood of infection). Instead, she uses the tapered end of a non colored, wooden sandwich pick (not to be confused with a toothpick) to feed chicks. Sandwich picks give the rehabilitator more control over the food's destination, thus keeping the chick clean. Another advantage is that chicks appear to develop a better swallowing reflex-they quickly learn to take the food from the pick, a skill that, later, will make it easier for them to catch live food.

Live Food

The author feeds her chicks small mealworms because the chicks can swallow them easily, they last longer, and are economical. Analyses show that mealworms have a higher percent of protein, carbohydrates, calories and less fat than waxworms. Mealworms are kept in a medium of 50% powdered Crumbles™ (a complete maintenance diet for domestic birds made by Roudybush, Inc.) and 50% whole wheat cereal. Before mealworms are fed to the chicks, all debris should be

removed by sifting the worms over a piece of small gauge hardware cloth. When served to self-feeding birds, the worms should be lightly sprinkled with a complete avian vitamin and mineral supplement.

When chicks are fully feathered yet are still in the nest, start feeding them whole, live mealworms along with the hand-feeding diet. The author has never found it necessary to decapitate, cut up, smash or otherwise kill any live food before feeding it to nestlings. The small mealworms are just the right size for nestlings. It is important to feed worms head first, to prevent them from crawling away before they are swallowed.

Droppings

Depending upon last meal fed by parents, age of chicks, hydration level, the hand rearing diet fed and the chick's general health condition may indicate the consistency and color of the solid matter and the amount of white in the droppings.

Hatchlings and nestlings pass an encapsulated, dark to medium brown colored solid matter and white portion, dropping with each feeding. It is one or two bites of diet in and one dropping out.

Fledglings that are of weaning age and consuming some live food begin to pass adult type small well formed, dark and white solid matter droppings.

Droppings that are loosely formed, green, yellow, bright red or black, tarry, gritty, have a foul odor or are hard and dry may be an indication of infection, disease, hemorrhage, and dehydration.

For minor enteritis two drops of Pepto Bismol™ by mouth administrated in the morning before the first feeding may be all that is necessary to soothe the intestinal tract or firm up the solid matter in the droppings.

A fecal examination is recommended if any of the above the conditions persist, there is weight loss and general sign of illness in the bird or chick.

Weaning

Light colored, shallow, 4.5" x 3" x 1.25" domestic bird plastic dishes are used as food and water dishes. Dark colored, round river pebbles are used in the water dishes to give a more natural look and to prevent the chicks from accidentally drowning.

A dish of small mealworms, a water dish with stones, and a half filled 30 ml medicine cup of hand-feeding diet (itself placed in a small round ceramic container) are placed in the housing along with the fledglings. The ceramic container keeps the medicine cup from tipping and the fledglings can perch on the rim and feed without getting soiled. Occasionally a bird accidentally jumps into the cup and soils its feathers. Use warm water and a soft sable artist's brush to clean the feathers.

Continue to hand-feed the birds but lengthen the time between feedings; hunger will stimulate the chicks to self-feed. Once the fledglings are fully weaned, are bathing, and are killing and consuming mealworms, the hand-feeding diet is no longer necessary and can be gradually eliminated. Offer a small amount of Peanut Butter Mix (recipe follows the article) and some fruit daily, but 90% of the diet should now be live food. Mealworms should be lightly dusted with an avian vitamin and mineral powder. They should not be placed on top of any soft food because they will crawl under the food, thus out of the bird's sight, or become soggy and die. Remember that an insectivorous bird's feeding stimulus is triggered by the wiggling motion of live worms.

Length of time spent in each basket size depends on the rate at which the chicks are weaned, their weight and age. Birds should be weighed with each change of housing. Families are kept together until they are ready for Basket #4. No more than 10 bushtits are placed in Basket #4. Occasionally, when different families are first placed together in the same basket, there can be one very dominant bird that aggressively attacks a member of another family, making it necessary to separate the chicks. Check the attacked chick for injuries.

Release

When juveniles are fully acclimated and they have been in an outdoor flight cage for seven days, they can be hard released in their habitat. All birds are weighed and given a full physical examination before release. Their weights should be at or above field weights. If a bird has lost one or more grams, it should not be released until it has regained the weight or the weight has stabilized. However, sometimes juvenile birds stabilize at a particular weight, are well fleshed, in good health, and have well-developed survival skills, but their weight is below average. Apparently they have reached their maximum weight for the food eaten, the amount of exercise, and time spent in the outdoor flight cage. These birds are released.

The San Francisco Bay area has many oak trees, chaparral, conifers (including pines) all bushtit habitat. By using several sites for release on a rotation basis, and only releasing 5 to 10 birds per site, the author avoids overloading any one area with too many birds. One of her release areas is her own neighborhood, where she frequently observes the local wild flocks of bushtits visiting and vocalizing with the young bushtits in her flight cage. Thus, by the time they are released, the captive-reared bushtits have already had contact with a wild flock. Once released, the young bushtits seem to either form their own flocks or join already established ones.

The author repeatedly tried to soft release young bushtits she raised, but they never returned to a hack cage for feeding or night roosting. She has discussed bushtit rehabilitation with several west coast rehabilitators and they agree that the survival rate of hand-reared bushtits appears to improve when the

birds are rehabilitated by individuals rather than in a central facility with personnel working in shifts.

The rehabilitation techniques described in this article have been successfully used with a wide variety of passerine birds. The author will gladly assist anyone between 10 a.m.-7 p.m., (PST) who has questions and will return calls, collect.

Peanut Butter Mix

2 cups "old fashioned style" peanut butter (just peanuts with or without salt)
1 cup wheat germ (optional)
1 tablespoon high quality avian vitamin and mineral supplement

Add enough powdered *Crumbles* to the above ingredients (2-4 cups) to make a mixture that is coarse and crumbly, not oily or sticky.

Sources and Products

Crumbles. Roudybush, Inc., 2919 Union Rd., Unit 3, Paso Robles, CA 93446.
Mealworm analysis. Grubco, Inc., P.O. Box 15001, Hamilton, OH 45015.
Passerine Diet #1. Wild Wings Enterprises, 1515 El Verano Way, Belmont, CA 94002.

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Tips and Shortcuts

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To Help Fill the Gape...

A pseudo-parent beak, the "feeding stick" — made of yellow plastic, it is the closest thing I have found that resembles a passerine beak. This handy plastic implement is available from Sunkist® which they call the "Orange Peeler & Lemon Twister." What else?

But whatever you call it, it is perfect implement for introducing self-feeding foodstuff (soaked kibble, etc.) and encouraging fledglings to become self-feeding more quickly. It is dishwasherable and economical too (25ç ea.). Order from: Sunkist Growers, Inc., P.O. Box 4587, Overland Park, KS 66204

Log Role ...

Keep a steno pad next to the scale and use it to record weights and medications. Use address labels to make tabs for different sections —eg. mockingbirds, finches, jays, crows, etc. — that way you will have like-species weight records together for comparison.

Off the cuff ...

Cut off the cuff of a sock and use it to confine feathered patients for weighing, administering meds, etc. — roll it on, roll it off, without ruffling their feathers.

Color Bands ...

Use different colored rubber bands to mark feeding syringes for certain birds — especially if you are dealing with avian pox, etc. Use colored plastic leg bands (available at feed stores) to identify birds for weight tracking, etc. Remove leg bands before release.

Worm wrangler ...

Trapper Mat ™ helps to keep mealworms from escaping fledgling *worm wranglers* and eventually reappearing on your carpet as black beetles, usually when you have guests who can't even stand to watch insects on the Nature channel.

Trapper Mat™ provides a non-slip, firm footing, and also minimizes fecal contact with feet and tail feathers. It cleans easily with a garden hose and can be disinfected. Suggestion: cut pieces to fit half of the cage, it makes it easier to remove and replace without upsetting the residents. (Mfr.– Tenex Corp., Elk Grove, IL (800)323-6699.

Ornalyte ® ...

is not a diet drink for overweight birds. It is a powdered (in a resealable pouch) electrolyte replacement formula (trace mineral formulation, with high potency vitamin complex) by Mardel Laboratories, Inc., available in pet stores. Good to have on hand for emergency oral rehydration.

Three Approaches to Nestling Avian Rehabilitation in a Home Setting

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Introduction

Rehabilitators may treat songbirds, a wide range of small and delicate species that often include Columbiforms, Corvids and Insectivores. Rehabilitators may also have a policy of admitting only grown birds, creating a critical distinction. What happens to distressed nestling birds of the same species? Increasingly, people, who come across nestlings in peril, are told to let nature take its course. The argument exists among avian rehabilitators that nestlings are as affected by unnatural circumstances and are as deserving of care as grown birds. Great strides have been made in the study of songbird growth and behavioral development. Through applied research, birds can be raised in a healthy fashion for release. Are many rehabilitators shying away from raising songbirds, because it is incredibly exacting and time consuming work? The consensus is yes. Yet, those doing it believe in the contribution the work makes to the science of rehabilitation, especially for today's declining species that could benefit greatly in the not-so-distant future.

The Public Clinic Setting Approach

The author is exploring the advantages and pitfalls of creating a nonprofit status, fully-equipped, public clinic at your home which especially caters to young birds. This situation is rare in the United States.

With a nonprofit business based at your home comes a major set of responsibilities and skills that are positively daunting. You must set up a board of directors, find the financing to create a clinic on your property, maintain a paid staff, obtain supplies and provide a state-of-the-art physical plant.

A nonprofit organization needs a mission statement and strict protocol, in order to relate to the community and remain professional. For instance, your mission statement may say you will admit all species of indigenous birds year round. You must adhere to that policy or take a vote to change it.

The pursuit of publicity, donations and grant money is endless, unless you are fully endowed at the get-go. You need to address, through written policies, every aspect of your operation, including hospital procedures, public education, membership and volunteers. You are much more of an administrator, educator and publicist than hands-on rehabilitator.

There are liability and management factors concerning the safety of paid staff and volunteers that will necessitate special safety procedures and insurance coverage. You must also be prepared for an influx in caseload during the breeding seasons of over 100 nestlings and young fledges, as well as a number of older fledges and adults, in and around the clinic on any given day. Experience has proven that this kind of caseload requires the clinic to be open for 16-hour days broken up into 4-hour shifts, which are run by at least one professional rehabilitator, two well-trained student interns and two volunteers. You can get by without a veterinarian on staff, as long as you have veterinarians either on the board or as volunteers, who will routinely supervise clinic procedures, do rounds and be on call for questions and emergencies.

The exclusion of volunteers would create a prohibitive payroll for most non-profit organizations. Volunteer help, in many forms, is necessary. To provide the intensive care required by so many birds needing frequent feeding, cleaning and treatment, can take up to eight volunteer slots each and every day of the week. You must expend great amounts of energy recruiting student interns and/or volunteers. And, almost half of your staff's time will be spent grooming and supervising them.

Here's the rub. It is hard to become adept at screening, placing and training volunteers. For example, inexperienced volunteers and student interns must never be placed in a job position without prior instruction and time spent being overseen by staff members. Anticipate mistakes. But, given the instruction and encouragement deserved, volunteers' mistakes are usually easily corrected. Once volunteers learn the ropes, they can be given as much responsibility,within their job description, as they want. In the 12 years of the author's experience with huge programs, she found the majority of serious mishaps involving volunteers could be traced back to staff neglect.

In a clinic setting, the weight of responsibility for people and animals is enormous. It is also emotionally exhausting to remain professional and friendly at all times. If you truly enjoy the company of people and love the idea of running a nonprofit business that can provide care for several hundred birds a year, you might want to consider this option. If you are not socially-inclined, then the private-home setting might suit you.

Private Home Setting Approach

Avian rehabilitator Kathleen Frisbie's private operation out of her home in Southeastern Massachusetts is considered by her peers to be one of the finest of its kind. This Spring, Kathleen launched her fifth season raising a mixture of inland songbirds, from Eastern bluebirds to Common crows.

Last year, between April and September, she admitted about 200 birds. At the peak of her season, on any given day, she had just under 60 patients and expects the caseload to double this year. Up to 80 percent admitted are severe cat attacks of which at

least 40 percent she manages to heal and release.

Kathleen works between 16 and 18 hours, seven days a week, at least six months out of the year. Her day starts with the first feeding of 30 or so nestling birds in a guest bedroom converted to a neonatal ward. She then feeds the 20 or more fledgling birds outside in a well-designed, double-chambered aviary. Following that, she then checks on adult and any quarantined patients. The morning proceeds with continual cleaning, treatment and feeding rounds only interrupted by phone inquiries, admissions and intake examinations. Her day winds down after dark. She prepares diets and closes up shop around 11 p.m.

Exams and extensive treatments are done in her fully-equipped upstairs bathroom. Everything is cleverly stored, such as an exam light that folds out and clips to a window and a roll-out, adjustable exam table.

Her main concerns with running a rehabilitation operation out of her small home is with keeping up very high standards for over-all hygiene, patient care and documentation. She says she must fight the temptation of admitting more birds than space and time allows. She has been successful so far with "fitting everybody in" and feels confident that two new aviaries will fill her needs. But, if her caseload doubles as projected, Kathleen may face having to recruit at least a couple of volunteers.

She says she is a reclusive perfectionist and enjoys a one-person operation, where care and handling are consistent, the focus is entirely on animals and there is much less worry about public opinion or insurance liability. She adds that without the full emotional and financial support she receives, she would be out of business.

Kathleen's advice to those who are considering setting up a similar operation is: Cultivate relationships with veterinarians willing to provide services, such as X-ray, surgery and pathology; have a humane method of euthanasia readily available; do meticulous record-keeping; network with those willing to be mentors; research all aspects of care; be resourceful in obtaining donations; learn the best applications for a variety of disinfectants.

Kathleen doesn't provide educational programs or materials, but does plenty of impromptu education over the phone and at the door. She asks people bringing her birds for a nominal donation and tells them to call back in two days for a status report. She uses a detailed admission form that allows for entries pertaining to where birds are found, by whom and in what condition, followed by an initial exam. All observations and treatments are religiously recorded, until birds are either released, transferred or posted. Kathleen considers detailed records a vital reference tool.

Kathleen concludes that being in the company of birds is a prerequisite, in order to find a private operation satisfying.

The Nomadic Setting Approach

Temporarily-retired, veteran avian rehabilitator Renee Roberts of Marshfield, MA carted nestling birds to and from work, as a last resort. She was dedicated to raising the most delicate species of songbirds, but needed an outside income. Her profession as a surgery nurse at a local domestic animal hospital lent itself well to wildlife rehabilitation, and her employer was accommodating. Renee says providing anything less than a secure situation could stress and potentially harm the birds.

The most she says she carted at one time is 25 Chimney Swifts. She has found carting ten nestlings at a time is best, especially if work and family obligations are demanding. You also must calculate feeding schedules into your commute. For instance, some nestlings must eat every 15 minutes. The problem is how many times can you safely stop your car to feed birds and still get to work on time?

In general, Renee admitted about 150 birds a year, between April and September, of which usually 90 percent were released. She attributes her great success to the extraordinary advantage of being a highly skilled veterinary technician admitting wild birds into a hospital where she had immediate access to the best veterinarians, diagnostic aides and treatment tools.

One of the major drawbacks to carting birds to work is the lack of time. Every aspect of care is kept to the bare essentials. Renee maintained a routine of admitting nestlings only when space allowed, which was about every three weeks. As soon as fledgling birds started eating independently, they were moved to outside aviaries. They were hand-fed before and after work and left ample food for the day. She had to watch carefully for indications of weight loss, injury or illness. Only healthy, plump birds could adapt to the rigors of being put out as very young fledges, she says.

Her best advice is to be honest about your resources and skill level. If you are not equipped to handle certain species or situations, it is irresponsible, unprofessional and unethical to experiment. Instead, she strongly suggests you create a network of veterinarians and other rehabilitators that can back you up.

Summary

The author has attempted to illustrate three options for providing care to large numbers of nestling songbirds, by outlining her experiences and those of two very talented peers. She hopes her article will stimulate interest and input.

She also hopes those currently raising songbirds will increase their efforts to consolidate forces and establish resources, so more avian rehabilitators will be inspired to join us.

Acknowledgments

Interview with licensed avian rehabilitator Kathleen Frisbie of Berkley, MA, operator of a private, home-based operation for five years and contributing member of the Wildlife Rehabilitators Association of Massachusetts.

Interview with licensed avian rehabilitator Reneé Roberts of Marshfield, MA, Vice President of the Wildlife Rehabilitators Association of Massachusetts, who has 18 years of experience in both the clinic and nomadic approaches to rearing nestling songbirds, as well as great expertise in many other aspects of wildlife rehabilitation.

Author Profile

Elisabeth MacDonald of Hingham, MA is a licensed avian rehabilitator with 12 years of experience as volunteer coordinator and staff member at two major, general wildlife clinics. Her expertise is in running programs for the rearing and release of large numbers of songbirds and waterfowl. She is currently a natural science instructor.

Young Swallows Rehabilitation: A Santa Barbara Experience

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The article describes the methods used to re-introduce young swallows into occupied nests where adult swallows adopt and raise them. This effort has been used and monitored extensively for the last three years in Santa Barbara County, California by the Santa Barbara Wildlife Care Network. On the average, over 100 young swallows were placed during the last three years in a culvert where nests are abundant and accessible.

When my wife and I joined as volunteers for the Santa Barbara Wildlife Care Network (SBWCN), we were introduced to a unique experience in bird rehabilitation. We went to a runoff culvert in the center of Goleta—a city 13 miles north of downtown Santa Barbara—where hundreds of cliff swallows had built their nests. The young swallows, rescued throughout the county, were placed in nests where adult birds would raise them as their own. We gladly accepted the invitation to take over the young swallow rehabilitation.

Michi White passed on the concept that swallows will adopt and raise orphan swallows. Michi was the founder of a group that preceded SBWCN. She had rehabilitated swallows in this fashion for many years, and has over twenty years wildlife rehabilitation experience.

The process involves finding nests that are accessible with a six-foot ladder. Then the nest's cavity is inspected to learn the age of the young inside. A dentist type tool is used. This tool consists of a one inch diameter mirror held by a four inch flexible arm attached to a pen flashlight. The mirror, carefully inserted into the nest, gives a clear view of the young birds inside. The purpose of this operation is to place the orphan with siblings that are of the same age to avoid unfair competition.

The culvert in Goleta meets the six-foot ladder requirement. The bottom of the culvert is eight feet below street level, and is reached by scaling down a 45' embankment. There is always runoff water so rubber boots are helpful. Where the street goes over the culvert is where an eight-foot wall is available for the swallows to build their nests. The birds attach their nests to the corner where the wall and the ceiling meet. Conditions are right for the successful development of swallows. It is difficult for human access and vandalism. Predators have to deal with the runoff water and the steep walls. A large lake is near the site with ample food supply.

Our priority is to try to get in and out of the culvert as fast as possible to minimize disturbing the colony. Also, because I do not like the adult birds swooping right above my head. When the network receives the first orphans-about the end of May-we chart the active nests. We try to arrive at the culvert early in the morning or late in the afternoon when the adult birds are gathering food and are outside their nests. We make a chart describing the position of the nest relative to the entrance of the channel. The nests are then inspected. We catalog the young by age as eggs, nude babies, pin feathers, fully feathered and white nose teenager. We know then when we come back in a week with some more orphans that the eggs will be nude babies, the nude babies will be pin feathers and so on. With the orphan in hand we can look into the nest where we believe the right age birds are, confirm that everything is going well inside the nest, and let the orphan walk from the orifice to the bottom of the nest. We use surgical gloves to handle the orphans. One reason is so as not to contaminate their feathers. Another reason is that they invariably will defecate just before disappearing into their new home. Their behind is being held as they go in so the problem is obvious.

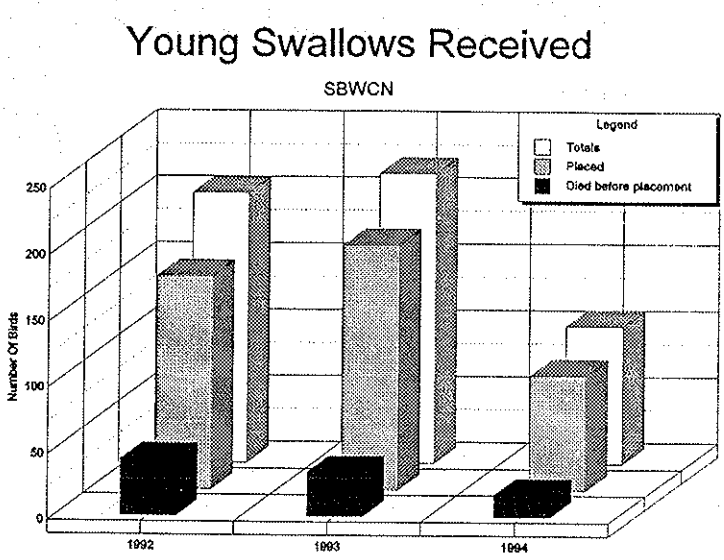
By having the nests charted, we can come in with as many as 15 young orphans, and can get in and out of the culvert in less than 15 minutes.

These swallows, like others, will have one, two or three separate clutches during their summer stay. Young birds placed in May should be flying about and outside the nest in a few weeks. The adult birds start a new family in the same nest. This occurrence has reassured us, although not through a scientific study, that these swallows we are placing are leaving the nest

fully developed. We may place several orphans in one nest throughout the summer. We come back and check and find that a nest where one was placed several weeks before is now cleared and new eggs are being hatched. Sometimes we come back every other day and we have not have found evidence of dead young birds on the bottom of the culvert. We also have checked how some birds are developing in nests where they have been placed and have found them all doing well.

The abundance of active nests varies from year to year. On the average there are over 200 nests in this culvert available to needy orphans found in Santa Barbara. The following chart shows the number of young swallows received and placed in the years that we have been actively involved with SBWCN.

The swallows keep coming back in great numbers to this Goleta culvert and help save displaced orphans. Some of them may recognize us by now, although they do not act like it. Maybe some orphans we placed in 1992 are now the adults rehabilitating other orphans.



Author Profile

Eileen has been rehabilitating birds-mostly song birds-for SBWCN the last four years. Juan and Eileen work as a team in the process of placing young swallows in foster adult bird's nests.

News from IWRC

Special Topics Issue on Raptors Scheduled

The 1996 fall issue of the *Journal of Wildlife Rehabilitation* will be a special topics issue on raptors. Articles on raptor rehabilitation including any post-release case reports, veterinary care or case reports, applied biology, physiology, natural history or toxicology are encouraged for submission. Marge Gibson will be the Guest Editor for this issue.

Articles are due to the Editor by June 1st, 1996. All articles for the journal undergo peer review. For additional information, potential authors may contact Marge Gibson at (715) 623-4015 or Jan White (707) 422-1035.

Changing of the Guard

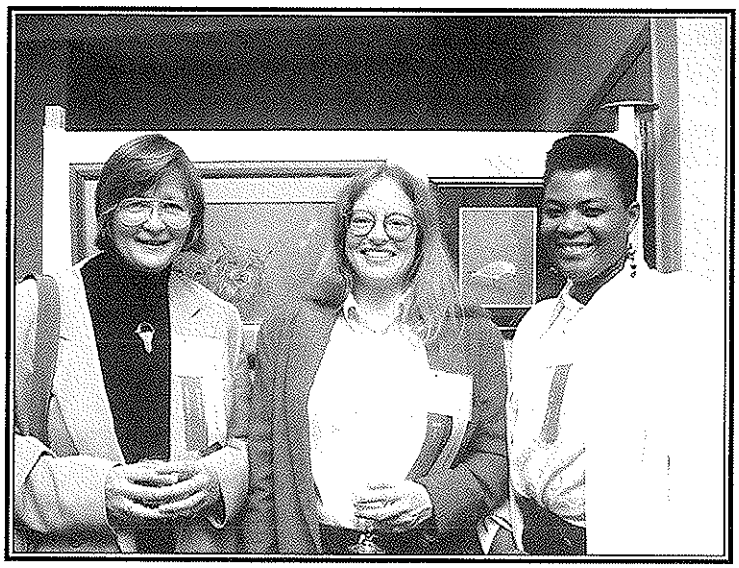
At the recent IWRC conference in Virginia Beach, VA, the membership was introduced to the new Executive Director, Veneita Porter (far right in photo).

Veneita was selected in late October to direct the day-to-day activities of IWRC and was welcomed by acting Executive Director, Hope Douglas (far left in photo) and Board President, Marnie Allbritten.

IWRC Skills Seminar Instructors Recruited

IWRC is recruiting instructors for their Basic and Advanced Skills Seminar[SM] courses. Basic instructors are required to have a mimimum of three years recent hands-on experience in wildlife rehabilitation and some teaching experience. Advanced courses require training commensurate with the course topic. RVT (or veterinary technician) or DVM degrees are required for some advanced topics.

Ability to travel and an enjoyment of teaching and sharing of expertise. Honorarium of $150 per day for teaching, plus lodging, travel and per diem. Applicants are encouraged to send a letter of interest and current resume to: IWRC, 4437 Central Place, Suite B-4, Suisun, CA 94585. Phone (707) 864-1761 or (800) 419-4893 for more information. People of color and other diverse communities are encouraged to apply.



ers can perform efficiently; see that a logical network of planning exists and that the organizational structure gives a clear understanding of every person's role; secure the most qualified people for jobs; develop control techniques that show deviations from plans; and correct the deviations (Koontz, 1967).

The Executive Director is responsible for keeping the board informed about the operations and must do so openly and honestly. He/she must understand the difference between policies and procedures and work to keep the staff from usurping the board's authority to set policy (Hummel, 1980).

Staff and Volunteers

Staff and volunteers are the people who do the work of the organization. Staff are usually thought of as paid employees whereas volunteers are unpaid. In wildlife rehabilitation paid staff are rare. The distinction made in this paper is not one of income but rather one of responsibility. Staff are those individuals who have highly trained and responsible roles within the organization. The volunteer coordinator or raptor team manager would be considered staff even though they hold part time volunteer positions.

Although volunteers and staff seem as if they are at the bottom of the heap and without influence, they should hold major power within the non-profit organization. To keep them motivated and satisfied both the staff and volunteers should have considerable influence (O'Connell, 1981). This can happen if the decision-making is decentralized and delegated to groups or individuals who are the most involved in the decisions.

There may be two sets of volunteers. Those that work on the mission under the Executive Director and staff, doing animal care, bookkeeping, or mowing the lawn; and those that work for the Board of Directors doing fundraising or outreach. Although they are both volunteers for the same organization, and may sometimes be the same person, they should be selected, managed, and their performance evaluated separately by the Executive Director and the board President, respectively.

Board vs. Staff

There can be confusion between policies and procedures. Policies are broad guidelines and are made by the board. Procedures clarify what steps must be taken, what rules must be followed, and who must be included in the decision-making process. Procedures are formulated by the Executive Director and the staff (Hummel, 1980). For example, the board may clarify the mission, based in part on staff recommendations, by determining which species are to be admitted and cared for and which are to be refused or returned to the finders. It is then up to the staff to develop procedures for admitting and refusing animals.

A study of non-profit organizations, conducted between 1981 and 1983 provides a classic example of the value of maintaining board/staff separation. In 1981 two organizations in the study were in similar situations. The board members of both organizations were involved in the day-to-day affairs of the organizations. Their personal involvement with the staff caused tension and bickering.

When both organizations were observed again in 1983 one organization had restructured separating the board from the staff and was thriving. The other organization had folded. Closer examination showed that the board of the failed organization had not spent time discussing policy, fundraising, or program review but had devoted most of the meeting time to discussing day-to-day affairs. The government agency that had provided the funding said that money was still available for the program and that its loss left a serious hole in public services. The problems stemmed from the board members' belief that their involvement with the day-to-day affairs was the purpose of the board and that they were responsible for making the organization run smoothly. They did not understand that it is almost impossible for anyone to do an unbiased evaluation of a program that they create, administer and/or participate in (Herman 1985).

"This 'hands off' from board to management and back is one of the key points in determining the effectiveness of the company's response to corporate governance, and insuring that the board can play an effective role." (Demb, 1992) Other authors state the point even more succinctly. "Having granted him (the Executive Director) executive authority, the governing board, as a whole and as individuals, relinquishes the right to deal directly with any other person or department." (MacEachern, 1969)

The separation of staff and board duties will benefit both the staff and the board. The staff will be able to concentrate on the day-to-day organizational problems such as routine purchasing, how to fix the toilet, how to train new volunteers, and what to do with the individual animals. The board members can then concentrate on setting over-all goals such as funding new aviaries, determining the scope of the public education program, and determining which species should be cared for.

Leading and Following

The balance of power between the board and staff must be explicitly addressed (Demb, 1992). Mistrust develops when the board has vague definitions of its jurisdiction and responsibility. This leads to situations such as an Executive Director who usurps board prerogatives; a board that threatens and intimidates the executive director; or boards that do nothing while the staff is frustrated and overworked (Wilson, 1976).

Leadership

"Don't be afraid of strength in your organization. This is the besetting sin of people who run organizations. Of course able people are ambitious." (Drucker, 1990)

There are several ways boards can fail to provide good leadership. Replacing outgoing members with more of the same will create a friendly board but it fails to address the need for new ideas and new points of view. Refusing to make decisions and to review programs will drive board members to boredom and inaction. Interfering in staff management and heavy-handed decision-making will take over and stifle management (Demb, 1992).

Fear of strong management leadership can cause a board to choose a weak Executive Director. A strong leader will be an aggressive problem-solving innovator and as such may question ideas and challenge people to do their best. This type of person is clearly an asset, but may be seen as a threat by an insecure board. Board members that are threatened by a strong Executive Director may use their positions to attempt to intimidate the director or to usurp his powers. Roles and prerogatives must be clear, public, and upheld. A weak director doesn't benefit the corporation any more than a weak board (Zald, 1965).

The Executive Director benefits from being accountable to a viable board. Persuading the board to go along with management's plans forces the management to think the plans through and to do the necessary homework to justify them (Bacon, 1993). Executive Directors want guidance and wise decision-making but they do not want interference or obstruction (Koontz, 1967).

In a classic experiment, several groups of people were organized and given a problem to solve. Half of the groups contained one person with an aggressive problem-solving orientation. These groups made a deeper and richer analysis of the problem and created more elegant and successful solutions than the other groups. When each group was asked to throw out one member they threw out the problem-solver every time. It was easier, but not wiser, to work without the person who forced them to confront conflicting views and to integrate them (Cole, 1981). "The individual in our society who does have an aggressive problem-solving orientation is often considered ill-mannered. And as everyone knows, it is much easier to bear the stigma of immorality than of bad manners" (Boulding, 1961 from Cole, 1981). "Radical innovators, who are possessed of a transcendental concern for change and excellence (i.e., achievement needs), have always been bitterly attacked by their counterparts as a small minority of dissident disrupters ." (Winter, 1973 from Young, 1983)

Followership

The leaders of an organization should remember that there are some traits that almost all workers have. Workers want to contribute to a purpose larger than themselves. They are unique and that uniqueness needs to be respected. They have personal goals but are flexible enough to mesh personal goals with corporate goals. If they are given vague corporate goals, workers will self-actualize, that is work towards their personal goals with disregard for corporate goals (Cole, 1981). In other words they want to be good followers, and they will be, if they are given on opportunity to do so.

The challenge for the leaders is to provide a structure that gives the workers both opportunity and encouragement to join and then stay in the system, behave dependably, meet the requirements of the roles they are performing, and contribute in spontaneous and creative ways (Cole, 1981).

Conclusions

There are many reasons why problems develop in organizations. The simple explanation of personality conflicts may be self defeating. If a personality conflict cannot be easily overcome it is more likely to be a conflict of roles or a conflict with the expected role. Elton Mayo, co-founder of the Mayo Clinic, believed that cooperation is the healthy norm and that conflict is a disease caused by the job environment. He believed that the job should provide satisfaction for the worker and would do so if the workplace were organized to meet the needs of the workers as well as the corporate needs (Tannenbaum, 1966).

Between 1970 and 1975 a teaching hospital accrued an $8 million debt, suffered increased employee turnover, a serious reduction in the number of patients, and increasing patient dissatisfaction. In 1975 new management reorganized the hospital giving each department head full responsibility for the operation of their departments including staffing, patient care, and full budgetary control. Within three years the hospital had increased patient satisfaction, decreased employee turnover and had a $ 7 million surplus. The success was attributed to decentralizing the decision making and putting it at the technologically appropriate level (Ramanathan, 1982).

Hierarchy determines who interacts with whom. Power, authority and control are all a question of who gets to make decisions and who can intervene to stop the decision makers. But decisions do not make themselves, people do (Drucker, 1990). So, there is always a danger of assuming that people, rather than the roles they play, are the critical control points in the organizations (Weick, 1969). Only after the roles are clearly defined and the hierarchy is established and understood can the people, within the organization, interact without conflict. "There will always be the temptation to slip a touchy matter through to avoid hurt feelings or ill will, and there will be all sorts of opportunities for parliamentary sleight of hand. Don't tolerate any of it. Be absolutely sure that a proper process is available and that this process is objectively and fairly followed to the letter". (O'Connell, 1981)

The development of a formal structure in the growing non-profit can be a difficult time. At first the new non-profit will consist of a Board of Directors who will be doing much of the work and providing leadership in all areas. As the organization grows, staff (paid or volunteer) will be recruited. Eventually the organization must grow from Stage Two into Stage Three. It must separate the board from the staff. The staff may know this intuitively long before the board gets the message. The members of the board may not want to give up their control over staff operations. This is often complicated by a board consisting of mostly, or all, inside directors. If the organization is to thrive the board must work to obtain and stay in a position of governance and refrain from interfering in the daily duties of the staff (Flanagan, 1994).

Discussion

"There is a small group of people who make things happen. There is a somewhat larger group of people who watch things happen, and there is an overwhelming majority of people who don't have the slightest idea what is happening (Wilson, 1976)."

There is a pressing question that must be answered by every non-profit. Are you in business to serve your volunteers or to serve your mission? There is a theory that volunteer self-fulfillment is the only reason that non-profits exist and that the needs of the volunteers must be put above all else (Likert, 1961). If the needs of the volunteer's are put first, then release rates and post-release survival are less important than the volunteer's sense of satisfaction. So, what if that bird doesn't have a chance on its own, if the volunteer is happy letting it go, does it matter? If it does matter, then what?

When there is a shortage of volunteers it is tempting to try to accommodate as many people as possible, whether or not they fit well into the animal care program. Allowances and accommodations can be made. But changing the procedures to accommodate the needs of the volunteers starts the process of putting volunteer needs before the mission. If the corporation does not actively put the needs of the mission first, the needs of the most powerful volunteers will prevail. Often these will be the personal needs of the members of the Board of Directors.

All a volunteer gets from volunteering is self-fulfillment, so that must be provided by the program. However, a wildlife rehabilitation program designed to meet the volunteers' needs will not necessarily meet the animals' needs. If the program is designed to meet the animals' needs, then, to be fulfilled, the volunteers must fit the program.

Not all potential volunteers will fit into the program, in fact very few will. This is where job descriptions and corporate charts are important. They show the roles that are available. They define the jobs and thus the program. Without corporate charts and job descriptions the program will default to the volunteers' needs. Only when the roles are clearly and carefully defined can the volunteers fit into the program as it is, and can the mission be given first priority.

The volunteers' needs or the mission? Your organization must decide for itself.

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Author Profile

Donna Burt has both BA and MA degrees in Art from California State University, Northridge and a BS degree in Zoology from California State College, Stanislaus. She has done post-graduate projects with Wood Ducks and Tule Elk and made two films on these projects. She is the founder of the Stanislaus Wildlife Care Center and was the director from its inception in 1984 until 1994. She has published several articles in the Wildlife Journal on animal care. Currently she is the production editor for the California Council for Wildlife Rehabilitators.

Recently she has worked as a Site Manager for the Mountain Valley Chapter of the National Multiple Sclerosis Society and as a Park Ranger with the U. S. Army Corps of Engineers at Stanislaus River Parks. Currently she is working for the U. S. Fish and Wildlife Service on the Aleutian Goose Project.

Wildlife Rehabilitation: A Coloring and Activity Book

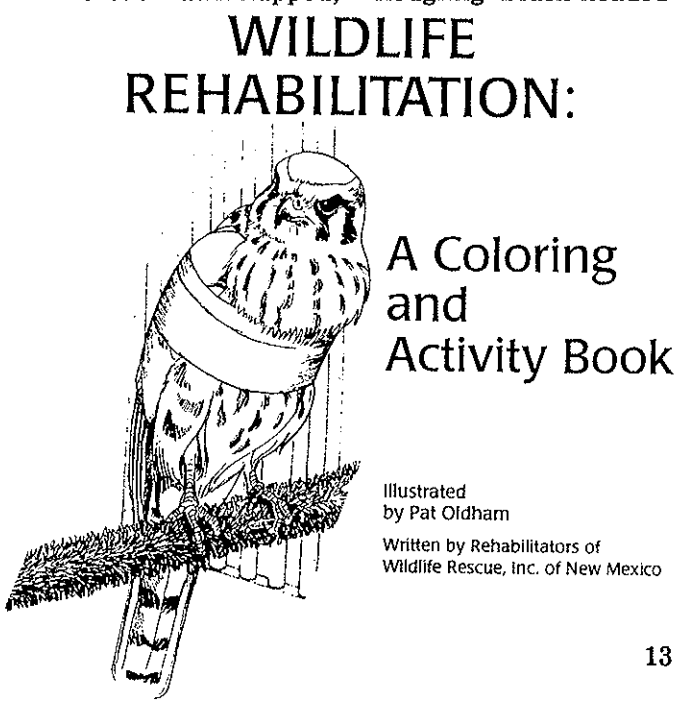
Rehabilitators of Wildlife Rescue, Inc. of New Mexico
Illustrated by Pat Oldhan
Horizon Communications
2710 San Diego SE
Albuquerque, New Mexico 87106-3027
1995
30 pages **$7.95 US**

It is unusual for the *Journal of Wildlife Rehabilitation* to review a coloring book for children, but this one is unlike any I have seen and will be of interest to our membership. Many of us had our first encounters with injured or orphaned wildlife when we were children. While often those first attempts to help wildlife met with mixed success (by any standard), it was these contacts that helped develop our interest in wildlife rehabilitation. As adults, we have often struggled to find a way to either prevent those same contacts for today's children or, at the very least, change the outcome of such encounters. This theme is the basis for many a school program developed by the wildlife rehabilitation community and often represents our answer to the dilemma of how to introduce children to wildlife without negatively impacting those animals. This coloring and activity book goes one step further, it develops themes with children that will encourage them to 'do the right thing' on a case-by-case basis.

The book opens with a page that reviews in easy to understand language the basic constraints we face when approaching injured or orphaned animals. While it explains that nearly all birds are protected by state and federal laws that make it against the law to keep them without a permit, it also gives the young reader many other good reasons why the animals should be turned over to wildlife rehabilitators (e.g., special dietary needs and resultant secondary problems that can occur, personal injury, need for veterinary care, etc.). It also makes the case here that the mother animal has the best chance of raising her young (even better than wildlife rehabilitators) and in most cases, the animals should be left alone! I like the way it gets right to the educational messages from page one.

The book next presents a vocabulary section that further explains major concepts (e.g., abandoned, developed, habitat, insecticides, recycle, the wild) and the roles of various players (e.g., veterinarians, wildlife rehabilitators). It then presents a marsh drawing with nine hidden animals from a dragonfly to an egret to warm up the children to the body of the coloring book. This exercise is two fun activities rolled into one page. First, we find the animals, then we color them to standout against the marsh drawing.

The coloring book takes the reader through a number of 'case histories' and presents some common scenarios in wildlife rehabilitation. For example, they show an American Kestrel with a drooping wing and explain that it has been injured by a BB gun. The next page shows the bird in rehabilitation (illustrating a proper cage environment) and explains the basic treatments and time frames involved. The sequence ends on the next page with a gloved hand releasing the healed bird. Other themes explored are that of cottontail-dog or cat encounters, Canada Geese and plastic 6-pack ring encounters, Mississippi Kites and insecticides (the text explains that they eat insects), turtles and shell injuries, Barn Owls and their many causes of mortality, fawns and being orphan versus 'fawn-napped,' fledgling Black-headed



Grosbeaks and normal fledging activity, Burrowing Owls and development, Ring-necked Doves and potential problems with exotic introductions, raccoons and rabies, etc. I would buy this book if it stopped there but it just keeps on delivering. The other single page drawings deliver messages on the role of valuable animals such as snakes, the mysterious decline of amphibians, the recycling role of Turkey Vultures, the natural history of some species such as Prairie Dogs, Poorwills, and Black-chinned Hummingbirds with emphasis on human encounters and questions that might arise.

The book then goes back to activities that require the child to do more than just read, learn, and color. What a concept! It takes the participant into the world of the Gambel's Quail with two drawings that at first look the same but have eleven differences waiting to be discovered. All the while the book continues to teach biological concepts such as natural history and terms (i.e., covey). The next game is truly a wildlife rehabilitator's nightmare! A robin and a red-tail have concurrent mazes in which the reader must make the correct choices to help them find their way home safely to their respective roosts. Wrong choices lead to commonly encountered reasons for entry into wildlife care centers such as hitting power lines, flying into windows, being chased by a 'house cat,' shot at by a boy with a BB gun or eating poisoned prairie dog. This game is called "Flying Home" and leaves the reader with an increased awareness of the challenges wildlife face in today's world.

The next activity takes the participant back to the American Kestrel case history and involves drawing a line through a maze that will lead to release. It is called "Help the Kestrel Be Released." It also reinforces the degree of difficulty in making all the right choices in wildlife rehabilitation. That concept is then taken to the child in the next activity, appropriately called "Choices." In this activity, five scenarios are depicted and the children check off a box attached to the word 'helps' or 'hurts.' Those scenes involved 'fawn-napping,' BB gun hunting, picking up or leaving plastic 6-pack ring litter, and carving your initials into trees. There is much room for good discussion in this coloring book. The next activity is one of the few that cannot be 'colored' by the child. It is a 'find the word' exercise with biological words the reader has learned throughout the book. The final activity page is a crossword puzzle that again reinforces the major ideas, both biological and rehabilitation-oriented for the reader.

Children who go through the entire book will take with them a much enriched view of their native wildlife and the challenges they face in our world today. This book is not 'preachy' but it does take on the key issues that we all face with wildlife. Parents or teachers may be attracted to this book because of its beautiful pen and ink drawings and colorful cover but what the children come away with is much, much more. I have to give this book, 'two thumbs up—way up,' as the movie reviewers Siskel and Ebert would say.

There is discount pricing available for multiple copy orders (1-4 copies $6.36, 5-24 copies $4.77, and 25-49 copies $4.37. I have been told that Wildlife Rescue, Inc. of New Mexico gets a slightly bigger portion of the proceeds when orders are sent to them instead of the publisher listed above. To do that, address your mail to: Sheila Hammack, c/o Wildlife Rescue, Inc. of New Mexico, P.O. Box 13222, Albuquerque, NM 87192-3222. Also on the horizon is a reproduction kit for teachers that will, for $20.00, give them the rights to reproduce the individual pages for classroom use. (If you are interested in that, you might want to ask about it when you write.)

-Jan White-

Continued from Page 4

ing of the abdominal incision and could not be revived. Although the ultimate outcome was negative, it was felt that this case provided a valuable lesson in possible ramifications of collisions, since the author would not normally have radiographed a bird with no palpable fractures. Radiographs might eventually have been taken, if the bird was not using its wings or if continued depression indicated possible internal injuries, though probably not before peritonitis would have severely compromised any chance of recovery.

References

WHITE, J. L., 1984. "Rehabilitation Notes: North American Barn Owl *(Tyro alba pratincola)," in Wildlife Journal: 7(4).*

Author Profiles

Louise Shimmel has been a state- and federally licensed wildlife rehabilitator for 10 years, currently specializing in raptors. She founded and has been director of Cascades Raptor Center for 5 years and has worked with over 1000 birds of prey. Louise has served as assistant editor of the Journal of Wildlife Rehabilitation for several years, and has been on the IWRC Board of Directors, including serving as president, vice-president and treasurer, for 7 years.

Dr. Kathy Snell received a DVM in 1990 at the University of Minnesota and worked extensively at the Raptor Center. During her undergraduate years, she volunteered at the UC Davis Raptor Center and the Northwoods Wildlife Center in Wisconsin. She continues to see a lot of wildlife, especially raptors, in her private practice.

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