
HABITRENDS

An Occasional Newsletter of Project WILD in North America
Vol. 8, Spring 1991



About This Newsletter

This newsletter is especially designed for Project WILD coordinators. We encourage you to use the contents of this newsletter to best fit your needs and wants. For example, some of the articles are useful primarily for your own background. Others might be adapted, excerpted, or used as is for your own state or organization's newsletter. Others could be reproduced as handouts for WILD workshops. Use your good judgement. The entire newsletter is available for your use. There's no need to credit the source unless it seems particularly appropriate.

Although this newsletter has been designed especially for Project WILD coordinators, other readers may also want to adapt or reprint portions. Please simply write to the Project WILD Director, P.O. Box 18060, Boulder, CO 80308-8060 to request permission.



*"Joys come from simple and natural things,
mists over meadows, sunlight on leaves,
the path of the moon over water.*

*Even rain and wind and stormy clouds bring joy,
just as knowing animals and flowers and where they live.*

*Such things are where you find them,
and belong to the aware and alive.*

*They require little scientific knowledge,
but bring in their train an ecological perspective,
and a way of looking at the world."*

Sigurd Olson, *Open Horizons*

A Small Editorial

After more than 15 years of struggling with the term, "environmental education," I have finally made a decision. I won't use it any more. It's okay with me if you do. I just want you to know that I won't.

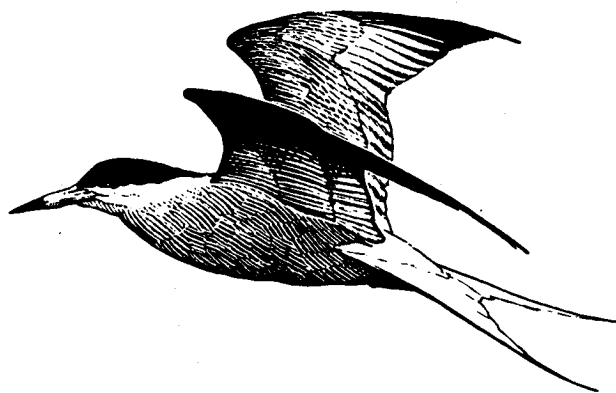
Actually, you have never heard me use it much. Instead, you've heard my cumbersome, "education about the environment," or other such awkward phrases.

The word "environmental" tends to polarize people--or at least, too often, gets a negative, kneejerk response that closes doors to communication. So, feeling embarrassed that it has taken so long to see something so simple, this is it: It's *environment education*.

Just as there is science education, math education, art and music education-- I am a proponent of environment education.

According to *Webster's New World Dictionary*, *environment* is "all the conditions, circumstances and influences surrounding and affecting the development of an organism or group of organisms." The word invites us to consider--from a variety of perspectives--all the characteristics of settings that support life. It is an inherently balanced word.

In contrast, *environmental* is a politicized word that is typically used in an activist orientation. Many people respond to the word by asking for alternatives to the environmentalists' perspective in order to achieve a balanced presentation concerning a topic of concern. The word "environmental" is fine for some purposes, but is limited in its usefulness as a way to describe a process of education.



Activism is a process of advocacy. It is directed to achieving an end consistent with a point of view about a particular cause. I applaud the valuable and courageous contributions of activists in many settings--but activism and education are not the same. Environmental and environment are not the same.

By definition, environment education is a process that is larger than one point of view. It is a process designed to enable learners to acquire awareness, knowledge, skills and commitment to result in informed decisions and responsible behavior affecting the quality of the environment. One important way that learners develop an informed perspective is by having access to a range of views, particularly on value-sensitive topics.

So next time you hear me say, "environment education," don't think it sounds strange or that I've left off part of the word. Recognize that I am making a conscious choice. I am supporting a process of education for whole learners on a whole planet--environment education.

Cheryl Charles
Director, Project WILD

WILD in Jamaica

A group of teachers from Jamaica participated in a Project WILD workshop while attending Northern Carolina University.

Here are some comments by one of the Jamaican teachers after completing the evaluation section of the Project WILD activity, **We're In This Together:**

"I have observed that the environmental problems as identified in my interview with persons in my country are similar to those in my imaginary interview with someone from the U.S.A. It serves to generalize, therefore, that many of the environmental problems being experienced in my country are a global situation."

Geoffrey Sharpe

A Jamaican student wrote this as part of the Project WILD activity, **Water Wings:**

The world is infinite, filled with beauty. We may not think very often about it but when sitting with the cool gentle water beneath my feet I think about how just sitting here, I am interlinked with the rest of the world. This small lovely stream flows into the ocean, so vast where fishes of all kinds live.

It is almost as if I can feel each and every creature beneath my feet. The very large whale, the dolphins and so many more. It is so exciting to think that this small river has linked me with the rest of the world. It just takes some imagination and love for nature.

Sharlene Allen, grade 10

Here is another example of Jamaican student work, this time from the Project WILD activity, **Aqua Words:**

*I went to the meadows
To look at the cows.
And saw how they grazed about
And in their hearts they sang a song
Of water running slow and calm.*

*I went to the lake
To look at my fishes
And there I saw them
Swimming around
And then I wondered what it would be like
If there wasn't water to keep them alive.*

*I went to the house,
But what do I see?
My little sister, Jill,
Splashing in the tub.
But what could I do but join her then?
For water is what she likes
And even when she's sad and cross
Water is what makes her laugh.*

N.M.F. Mekenzie, grade 6



Letters . . .

Dear Project WILD:

Jared is a sixth grade student at Valley View Elementary in Pleasant Grove, Utah.

I thought you might enjoy what he wrote as part of our english assignment.

Thanks for all that you do in providing environmental and conservation education.

Boyd McAfee
6th Grade Teacher
Valley View School
Pleasant Grove, Utah

Cougar

*The speed of the cougar
Which dwells upon the rocks
That is faster than the rabbit
And smarter than the fox.*

*Its power helps it chase
The clever whitetail deer.
And when it goes to get its food
There isn't any fear.*

*It chases its prey
Until it's cornered by a bush
And then with its speed
It does its deed.*

*So that's how the cougar
Gets its prey
To keep it healthy
Every day.*

Jared Morton

Dear Project WILD:

This year my third grade class and a second grade class combined to do a unit on loons. We adapted the Oh Deer activity to be "Oh Loon." We had the rules pretty much the same except the loons swam to the two lines. To add interest and variety to the game, we added motor boats, water skiers, and in the fall, hunters. The students enjoyed the game and we felt it illustrated the point of taking care of loons well.

We enjoy using the Project WILD activities.

Sincerely,

Alison Bossie
3rd Grade Teacher
Pam Dahl
2nd Grade Teacher
Hodgdon, Maine



One Teacher's Philosophy

by Joan Heiden

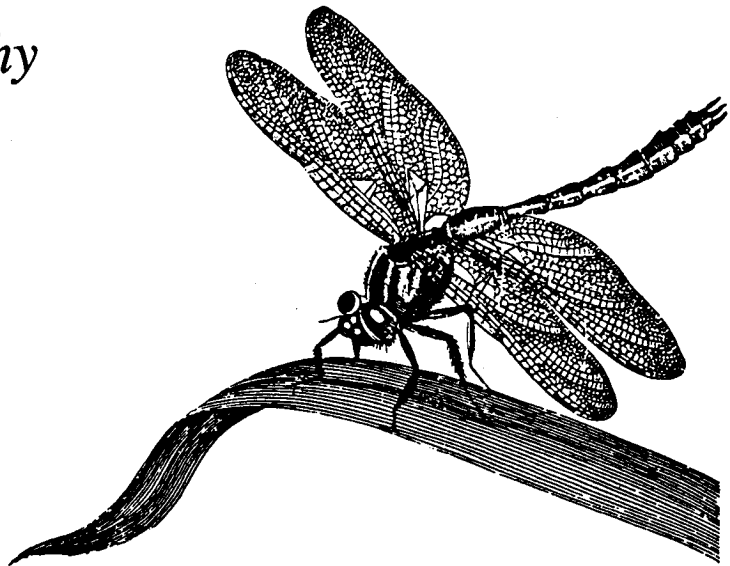
I am a lover of nature. The moments of peace and tranquility in my life right now are rare and precious. Most of these moments spring from nature. The birds at my feeding stations; squirrels frolicking playfully in my woods and across my porch railings; seasonal changes of the majestic maples and oaks; clusters of snow, perched and clinging fragilely to tiny pines--all these things bring joy to my existence.

As a teacher, I touch future generations with my every thought, move and feeling. What power.

Power to use wisely and well. Power to teach and pass to the next generation of leaders the knowledge and freedom to enjoy what remains of our beautiful world. How can I for one day postpone this mission?

I am one person touching the lives of many. I can help in a manner much greater than a single individual. I can empower my students with enthusiasm and knowledge to help protect the beauty of Earth.

My coursework in Environmental Education for the Elementary Classroom has spurred me into action. As a content area teacher of literature, I never gave environment education much thought until now. I have had my eyes opened to many frightening realities I merely chose



to ignore in the past. This class has changed me and given me the inspiration to change others. The preservation of wildlife and natural resources is a huge responsibility. Education must address this issue as it has other social concerns such as AIDS education, drug education, and technology education. What value will any of those bits of knowledge hold if the Earth is no more?

I hope to guide my students toward recycling measures they can take at home. I have a plan to pass on conservation tips daily throughout the school year. I intend to complete environmental projects at our school camp which will foster a love and reverence for nature. I have been made aware. I have been challenged into action. I will share my passion to preserve the beauty of nature. I will teach.

Joan Heiden teaches seventh and eighth grade in Hartford, Wisconsin.

United Nations Survey

A survey of 14 nations was conducted in 1988 by Louis Harris & Associates for the United Nations Environment Programme, with a shorter version of the survey conducted in 1989 in the United States. Between 400 and 1,253 people were interviewed in each of the nations surveyed: Argentina, China, Hungary, India, Jamaica, Japan, Kenya, Mexico, Nigeria, Norway, Saudi Arabia, Senegal, West Germany, and Zimbabwe.

The greatest concerns of the public in both the European community and the United States were pollution--of drinking water, oceans, and beaches.

In every country, large majorities of the people surveyed felt that environmental protection should be a major priority of the governments of their countries. Both the general public and leaders of every country surveyed expressed the belief that the world could become a cleaner and healthier place if such national and international priorities were enacted.

In 13 of the 14 countries surveyed, large majorities--from 62 to 100 percent--said they would be willing to work toward improving the environment in their communities, either by working two hours a week on environmental projects, or by giving money. In the remaining country, Japan, 44 percent of the public and 77 percent of the leaders said they would be willing to contribute in these ways.

In general, younger people were more willing than people in older age groups to contribute time, money, or higher taxes for environmental protection. Older age groups, on the other hand, were more aware of environmental problems, but tended to hold governments, industry, and farmers responsible for environmental protection.



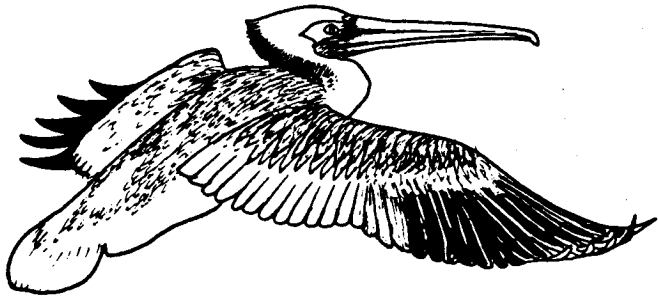
HP

An Historical Perspective for the Project WILD Activity Seed Need and Others

From *Origin of Species* by Charles Darwin:

"I do not believe that botanists are aware how charged the mud of ponds is with seeds; I have tried several little experiments, but will here give only the most striking cases. I took in February three tablespoonfuls of mud from three different points beneath the water on the edge of a little pond. This mud when dried weighed only 6 3/4 ounces; I kept it covered up in my study for six months, pulling up and counting each plant as it grew; the plants were of many kinds, and were altogether 537 in number: and yet the viscid mud was all contained in a breakfast cup!"

Arm & Hammer Corporation Survey



Science and Children Survey

Science and Children, a journal for preschool through middle school science teaching published by the National Science Teachers Association, recently completed a survey to profile their readership.

As part of the survey, kindergarten through sixth-grade teachers were asked to describe the nature of their science programs. Less than 5 percent reported using only a textbook--most use various combinations of textbooks, curriculum projects, supplemental resources, and locally developed and collected materials. Project WILD was cited as a resource used by 41 percent of these elementary teachers. Other resources listed were Naturescope (also 41 percent), AIMS (38 percent), National Geographic materials (36 percent), and Project Learning Tree (24 percent). Slightly more than half of the respondents use two or more of these resources.

For a complete report of the readership survey, see *Science and Children*, February 1991, pages 10-14.

The Arm & Hammer Corporation conducted a nationwide survey of fifth and sixth graders asking them to identify some of the Earth's environmental problems. In order of importance, the students responded: the ozone hole, too much garbage, oil spills, air pollution, global warming, water pollution, and acid rain. Most said that protecting the environment was very important, and some said that they do things to help the environment, such as reusing lunch sacks, turning off lights when leaving a room, and not leaving the water running in the bathroom. When asked how they learned about the environment the major sources they identified, in order, were: the media, school, family and friends, and environmental groups.

What about loss of suitable habitat and biological diversity? Hmmmmm. It appears that we've still a lot of WILD work left to do!



The Road to Project WILD

by Bob Hernbrode



As a wildlife manager for the Arizona Game & Fish Department, I was something of an odd-ball. I had discovered education. I had discovered that I could teach a Boy Scout to understand and love a trout stream, a pine tree, or a skunk. That's a heady thing.

All of this got me in trouble with the boss who told me to stay away from Scout camps. But I was hooked--I took days off and went to Boy Scout and Girl Scout camps.

About then the Game & Fish Department created a new position and suggested that I take the job. The job title was Conservation Education Coordinator. Big title--same paycheck.

When I asked what they wanted me to do, the answer was . . . "We don't know. Get out there and find out, and then go do it."

I took the job.

This led, over long and rocky trails, to something called WREEC--the Western Regional Environmental Education Council. (Can you imagine writing Conservation Education Coordinator and Western Regional Environmental Education Council all the time? I've still got scars.)

But all of this led to Project WILD--the grandest experience of my life. Let me share some of the memories.

Let's touch on WREEC, because WREEC and the Western Association of Fish and Wildlife Agencies (WAFWA) were responsible for Project WILD.

WREEC had developed Project Learning Tree and made it a tremendous success. WREEC, feeling pretty good about itself, and rightly so, was looking for another project.

Even before Project Learning Tree, I had worked on a Conservation Education Teacher's Guide for the Arizona Department of Education. I had developed the chapter on wildlife.

I presented the idea of an education project emphasizing wildlife and habitat at the next WREEC meeting. That was the beginning of Project WILD.

We thought we had a winner: the out-of-doors and its inhabitants could enrich any curriculum. From experience with Project Learning Tree, we knew that nature was the first and greatest of teachers. It could be used in a math class, in the social studies or art classes--and certainly not just in science.

Thornton W. Burgess had told us, "I question if there is another subject which can approach animal life in universal appeal to young and old."

We were off and running.

The meetings were wonderful--intense, even shouting. We spent long hours carefully "making it right."

The wildlife folks questioned educational process and the educators couldn't quite swallow the concept of carrying capacity. We learned from each other. Every word was important and sometimes it took hours to reach agreement.

The conceptual framework was the heavy duty challenge: a single word might twist a concept. We believed that this framework was the heartbeat of the whole project, and believed that Project WILD was, and still is, alive and changing. That was what we wanted to teach.

We believed so strongly in striving for quality that the development of the conceptual framework for the project took over two years to complete--and this with input from more than 500 people.

All through the months and years this intensity was retained, and this commitment to quality.

One of our great moments was when the President of the International Association of Fish and Wildlife Agencies, in a speech before that group, said, "We may have done the best thing we've ever done for wildlife by creating Project WILD."

Through the years, each of us grew enormously. We wildlifers learned a diploma-amount about what it is to be a teacher, and the educators became semi-biologists. Both could speak the other's language.

At the first of every meeting it was not "Hi!"--it was a hug. Everyone got as many hugs as there were people there. And sometimes more.

There were tough times. We were shocked when animal rights groups charged Project WILD with being pro-hunting. We had considered that issue very carefully. We tried not to be pro anything--except education and wildlife. Our philosophy was to be neutral in such areas. That means that you present both sides. It wasn't long before some members of the National Rifle Association accused Project WILD of being anti-hunting.

We were right in the middle, where we should have been.

My sense of Project WILD is that it is, was, and always will be--PEOPLE. The most wonderful people I have ever known, ever worked with, shouted at, cried with, fought with, and hugged--and finally, after three incredible early years when we developed the first materials, reveled with.

Look in the back pages of your guide for acknowledgements; see how many wonderful people it took. And one wonderful lady led all the rest. Project WILD's Director, Dr. Cheryl Charles.

Thank you PEOPLE, and thank you, Project WILD, for my grandest adventure.

Bob Hernbrode is Member Emeritus of the Project WILD Management Committee.

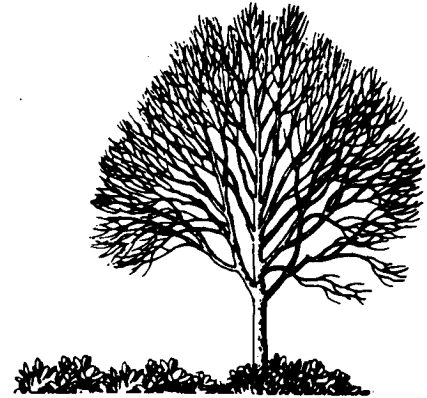
If we were to pick one person most singly responsible for the educational integrity and commitment to wildlife at the heart of Project WILD, Bob Hernbrode would be our first choice.

The Editors



COOPERATION: NATURAL AND CULTURAL

by Cheryl Charles, Director, Project WILD



Cooperation.

Historically, biologists and others have identified what they describe as competition in nature. Increasingly, contemporary biologists are talking about cooperation as well. Some scholars are suggesting that cooperation may play a larger role than competition in the continuation of species. Understanding cooperation in natural systems may be relevant to sustainable management of ecosystems.

In any case, if competition exists, cooperation probably does as well. There is something going on in the natural world that can be studied as an illustration of interrelatedness. We don't have to ascribe motives to see results.

With Project WILD, we have always looked to natural systems for some guidance in working with people and human ecologies. This affects every aspect of the Project--including the design of Project WILD instructional materials and workshops. It clearly affects our approach to development of processes for teaching and learning.

It has occurred to me for many years that there are more and more signs of a cooperative ethic showing up in contemporary human society. The adage, "None of us is as smart as all of us," is a symptom. Another, "The whole is greater than the sum of the parts," addresses the notion of synergy--individuals coming

together and out of combined efforts achieving more than they could by each individual working alone. All around me I see a value placed on collaboration, with people transcending differences in support of shared goals.

This emphasis on cooperation is showing up in classrooms today. "Cooperative learning" is popular in school districts throughout the United States. Many successful teachers have been using cooperative learning techniques for years. Increasingly, the methodologies of cooperative learning have been catching the attention and imagination of school boards and administrators.

Cooperative learning is an approach based on creating opportunities for students to work together to accomplish instructional goals. They may work in small groups or teams. Typically, students benefit from the peer teaching that takes place naturally in such groups. The approach tends to work well for students--and some students literally flourish.

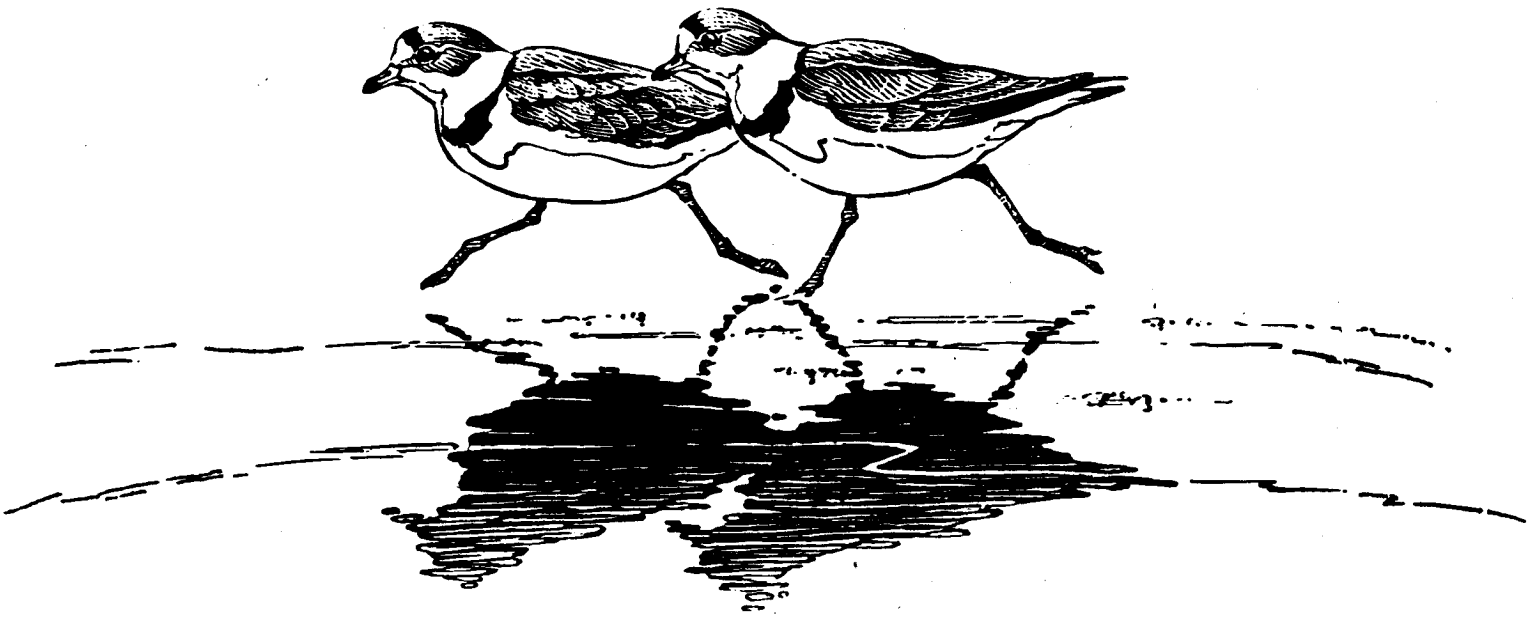
There is some debate within the educational community about the role of rewards and recognition for excellence in work. Proponents of cooperative learning cite evidence that students tend to achieve more when they work in groups, and the group receives recognition, than when they work alone and receive individual recognition.

I suggest that too much of any good thing--even cooperative learning strategies that *require* students to work together--can be dysfunctional, but I certainly welcome the addition of cooperative learning as a more popular and widely used instructional methodology than it has been in previous decades.

Cooperative learning is a basic within the Project WILD activity guides. It is one of the most frequently used instructional approaches in the guides--consciously interwoven amidst an intentionally diverse set of methodologies for nurturing and supporting students and teachers. In fact, even within cooperative learning approaches, we use a variety of instructional techniques and media--all in

the spirit of doing the best possible job to support students effectively in the process of learning. Cooperative learning strategies have an important place. Just as in natural systems, diversity is once again an indicator of healthy environments.

Cooperation is on the increase in classrooms and societies throughout the world. It is more than an instructional technique. It is actually a world view. Cooperation has always existed in the natural world. It may soon characterize all the environments of the living world from our individual homes, neighborhoods, and businesses to the ultimate home we know, the planet as a whole.



"With cooperative learning, people share resources and learn mutually the wisdom of the group."

Bob Samples

Cooperating With WILD Activities

Here are a few examples of Project WILD activities that use cooperative learning techniques. These are just examples--you can find more in each of the guides!

Project WILD Elementary Activity Guide

Microtrek Scavenger Hunt
Habitat Lap Sit
Habitat Rummy
Muskox Maneuvers
Owl Pellets
Rainfall and the Forest
No Water Off a Duck's Back
Shrinking Habitat
Playing Lightly on the Earth
Ethi-Reasoning

Project WILD Secondary Activity Guide

Does Wildlife Sell Cigarettes?
Wildlife Issues: Community Attitude Survey
Philosophical Differences
Tracks!
Habitrekking
Improving Wildlife Habitat
Pond Succession
Flip the Switch for Wildlife
Wild Bill's Fate
Deer Crossing

Project WILD Aquatic Education Activity Guide

Designing a Habitat
Whale of a Tail
Mermaids and Manatees
Wetland Metaphors
Fishy Who's Who
Watered Down History
Aquatic Times
Deadly Waters
Dragonfly Pond
Something's Fishy Here

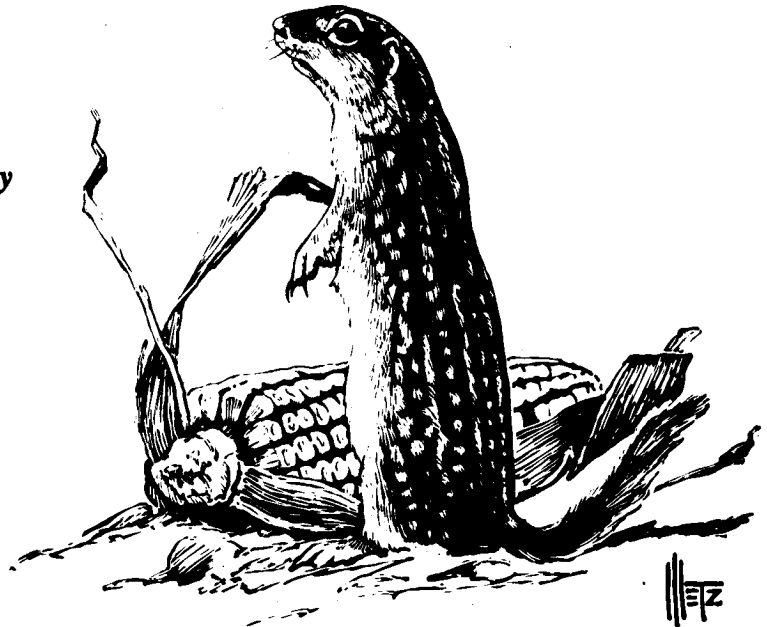
To learn more about cooperation in natural systems, see:

The New Biology by R. Augros and G. Stanciu. (Shambhala Press, Boston, 1987)

The Rebirth of Nature by Rupert Sheldrake. (Bantam Books, New York, 1991)

For more information about cooperative learning strategies in education, see:

Cooperative Learning by David Johnson and Roger Johnson. (Interaction Press, Edina, Minnesota, 1991)



Resources

Park Ranger Guide to Wildlife

by Arthur P. Miller

Park rangers across America share their personal secrets for discovering wildlife in this new book. Arthur Miller, a public affairs director in the National Park Service for 14 years, has interviewed over 100 rangers, biologists, guides, and naturalists. Here he presents their first-hand advice on observing animals in their natural habitats.

Book two in the series, **Park Ranger Guide to Rivers and Lakes** will be available this spring.

The guide is available for \$10.95 and may be ordered by writing Stackpole Books, P.O. Box 1831, Harrisburg, PA 17105, or calling 1-800-READ-NOW.

Owl Pellet Update!

There is a new address for ordering owl pellets from the Nature Store:

Rob Ashworth
Nature Store
455 Cedar Street
West Barnstable, MA 02668
1-800-553-0502 or
1-508-362-6429 (Mass. residents)

Classroom kits are \$26.50 plus \$2.90 shipping cost per kit. Additional pellets are \$1.25 each plus a shipping cost of .075% of total order.

Sharing the Joy of Nature Video

by Joseph Cornell

In our experience, Joseph Cornell is one of the most inspiring and effective teachers about the living world. Enjoy the opportunity to learn more about his work through this 40-minute video, especially designed for teachers, parents, and naturalists.

The video shows how to lead nature games in a variety of places like a city park, the wilderness, or indoors on a

rainy day; depicts, step-by-step, eight of Joseph Cornell's most popular nature awareness activities; introduces a new concept called "flow learning," which helps people to become receptive to a greater appreciation of nature; and includes exquisite footage of the High Sierras and Yosemite National park.

The video is available for \$22.95 plus \$3.00 shipping from Dawn Publications, Nevada City, CA 95959, (916) 292-3482. A 20% discount is available for orders from nature organizations.

This Summer . . .

A variety of field ecology courses are available this summer at Michigan State University's W.K. Kellogg Biological Station. Through the field trip format, students get a first-hand look at the ecological diversity in the Michigan Great Lakes Region: visits with instructors to streams, lakes, marshes, swamps, bogs, dunes, prairies, old-fields, oak-hickory, beech-maple-basswood, and boreal forests.

The 1991 courses include:

Field Plant Systematics
Comparative Limnology
Invertebrates
Ornithology
Topics in Conservation Biology
Scientific Illustration
Outdoor Environmental Studies
Animal Ecology
Aquatic & Wetland Plants
Plant Ecology
Ecology of Zooplankton
Plant Population Biology
Scientific Photography
Global Change Seminar

These courses run for five weeks, from June 19-July 23, or from July 25-August 28. For information, contact:

Jan Eberhardt
Room 3, Natural Science Building
Michigan State University
East Lansing, MI 48824
(517) 355-1284

It's Spring . . . And Summer's Near!!

Here is a sampling of Project WILD activities that will help cure spring fever in the classroom! They open the door to the first classroom: the out-of-doors!

Project WILD Elementary Guide

Ants On A Twig
Wildlife Is Everywhere!
Microtrek Scavenger Hunt
Tracks!
Let's Go Fly A Kite
Seed Need
Urban Nature Search
The Thicket Game
Quick Frozen Critters
Muskox Maneuvers
Oh Deer!
Learning To Look, Looking to See
Deadly Links

Project WILD Secondary Guide

Wild Words
Learning to Look, Looking To See
Tracks!
Ants On A Twig
Habitrekking
Drawing On Nature
Urban Nature Search
Succession Transect
Muskox Maneuvers
Oh Deer!
Photos Keep It Happening!
Bird Song Survey

Project WILD Aquatic Education Activity Guide

Puddle Wonders!
Whale Of A Tail
Water Canaries
Hooks And Ladders
Where Does Water Go After School?
Migration Headache
Turtle Hurdles
Watershed

"Children live in a world not only of their own, but peopled with all they imagine. Their lives are rich and colored because of it, just as those of adults are enriched by their knowledge of all that has gone before. But the young have a special faculty of listening and understanding and are conscious of the unseen. During my early years I instinctively sought out places where the feelings were strong. One place I came to know . . . was a great pine near the shore of a lake. I used to curl up there on a bed of pine needles between two roots; I was part of the pine and the pine of me, for I could feel it move in the wind.

"The Pipes no longer sound as often or as clearly as they once did, but I know they are there and that children still hear them. I can tell by the light in their eyes, the sudden catch in their voices, by the constant listening and awareness of things that may be lost to me."

Sigurd Olson, *Open Horizons*

Answers to "Animals and Their Young" Word Search puzzle:

bear	cub
bobcat	kitten
goat	kid
duck	duckling
goose	gosling
deer	fawn
parrot	chick
frog	tadpole
whale	calf
fox	kit
kangaroo	joey
bass	fry
owl	owlet
zebra	foal
otter	pup
turtle	hatchling
salmon	smolt
swan	cygnet
eagle	eaglet
turkey	poult
butterfly	larva
dragonfly	nymph



WILD WORD SEARCH: ANIMALS AND THEIR YOUNG

Match the animals listed in the two left hand columns with the names we call their young in the two right hand columns.

Then find all the animals in the word search puzzle. Animal names are listed horizontally and vertically.

bear	bass	fry	cygnet
bobcat	owl	larva	fawn
goat	zebra	duckling	kid
duck	otter	hatchling	poult
goose	turtle	eaglet	pup
deer	salmon	foal	owlet
parrot	swan	smolt	joey
frog	eagle	kit	gosling
whale	turkey	tadpole	cub
fox	butterfly	kitten	calf
kangaroo	dragonfly	nymph	chick

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FWPFFFPIVMTHFUNCLLFVO
NMZHPOULTJUNZBBHCSUKG
JRGYIXBCUBOXKAXIWWJBE
NVKRAZEBRAEOIBFCNEEKK
PNTWHXAOKSOTDUCKLINGV
DDPQFKRBESAHATCHLINGB
DRJSWANCYGNETFURTFLEJF
SNYMPHEAGLEJAEKITTENR
FVGOWLETAEIIDRAGONFLY
DCALFAFROGQFPFNJUWCTN
GOATARQHFWOOLGOSLING
PPSZGVNHTHWALYAECOMFY
EKATFAWNEAGLETRYQEHMS
TGMXEDDEERLSALMONVIPBK
WFLMTGOOSEPARROTIAHKS
IGXBHAWSTKUOHMKPGA KLC
TYTTHDLBHVP HDMXFKWRNZ
  
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project WILD

P.O. Box 18060, Boulder, Colorado 80308-8060
(303) 444-2390



HABITRENDS EDITORS/AUTHORS

Cheryl Charles, Judy Dawson

DESIGN AND PRODUCTION

Judy Dawson, Cheryl Charles

ART

Scratchboard art by Dan Metz, contributed by the Minnesota Department of Natural Resources; other sketches by Bob Samples or public domain art.

Project WILD was originally conceived and developed by the Western Regional Environmental Education Council (WREEC) and the Western Association of Fish and Wildlife Agencies (WAFWA). Its availability is now sponsored by all 50 of the United States, with associate sponsorship by seven national or international organizations, and additional support from a wide variety of individuals, groups, and organizations.

PROJECT WILD MANAGEMENT COMMITTEE

Tim Provan, Chair

Utah Division of Wildlife Resources

Kerry Baldwin

Arizona Game and Fish Department

William F. Hammond

Lee County Schools, Florida

Clifford E. Knapp

Northern Illinois University

Milton McClaren

Simon Fraser University

Shann Weston

Oregon Department of Fish & Wildlife

Dennis Yockers

Wisconsin Department of Natural Resources

PROJECT STAFF

Cheryl Charles, Director

Judy Dawson, Executive Assistant