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# The Challenges for a Closed-to-the-Public Animal Sanctuary: Prioritizing animal welfare while engaging in educational community outreach

Lisa Tweed

[lisa.m.tweed@outlook.com](mailto:lisa.m.tweed@outlook.com)

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CHALLENGES FOR A CLOSED-TO- THE-PUBLIC ANIMAL SANCTUARY:  
PRIORITIZING ANIMAL WELFARE WHILE ENGAGING IN EDUCATIONAL  
COMMUNITY OUTREACH

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A Thesis

Presented to

The Graduate Faculty

Central Washington University

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

Primate Behavior and Ecology

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by

Lisa Michelle Tweed

April 26, 2019

CENTRAL WASHINGTON UNIVERSITY

Graduate Studies

We hereby approve the thesis of

Lisa Michelle Tweed

Candidate for the degree of Master of Science

APPROVED FOR THE GRADUATE FACULTY

_____	_____
	Dr. Jessica Hope Amason, Committee Chair
_____	_____
	Dr. Jessica A. Mayhew, Committee Member
_____	_____
	Dr. Jennifer Dechaine-Berkas, Committee Member
_____	_____
	Dean of Graduate Studies

## ABSTRACT

### CHALLENGES FOR A CLOSED-TO-THE-PUBLIC ANIMAL SANCTUARY: PRIORITIZING ANIMAL WELFARE WHILE ENGAGING IN EDUCATIONAL COMMUNITY OUTREACH

by:

Lisa Michelle Tweed

April 2019

Chimpanzee Sanctuary Northwest is a small primate sanctuary in Cle Elum, Washington, and is presently home to seven chimpanzees who were retired from biomedical research. I used this sanctuary as a case study to find out how a closed-to-the-public sanctuary can engage in educational outreach without compromising the welfare of the residents. I employed a combination of semi-structured interviews of sanctuary personnel, ethnographic participant-observation as a volunteer caregiver, and an online survey offered to the local community to help me understand the goals and limitations of sanctuaries. I also designed and conducted two educational programs for local area schools as beta tests for educational outreach program design. My research revealed that resource limitations like staffing and funding often prohibit sanctuaries from making educational outreach a priority. I also found that the demand for educational outreach from sanctuaries is low, and that this actually allows sanctuaries to have some flexibility in how they can provide outreach. My research confirmed that animal welfare is the main concern and priority for a sanctuary, and uncovered how distinctive and essential the level of caregiving in a sanctuary is compared to other captive animal facilities. The data I gathered through multiple modes of investigation

have shed light on why there is a paucity of literature on educational outreach from sanctuaries in North America. It has also enabled me to ascertain how a model may be developed to make facilitating educational outreach more feasible for sanctuaries.

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# CHAPTER I

## INTRODUCTION

Chimpanzee Sanctuary Northwest (CSNW) is a closed-to-the-public primate sanctuary located in Cle Elum, Washington. The sanctuary has been home to seven chimpanzees since 2008. Prior to their arrival at CSNW, these seven chimpanzees spent nearly three decades in biomedical research. They were owned by a biomedical research laboratory in Pennsylvania that leased the chimpanzees out to other research facilities. Most of these chimpanzees were used in hepatitis vaccine research, but the females were also used as breeders so the laboratories could have more chimpanzees to test upon. These chimpanzees were subjected to daily rounds of blood draws, injections, liver biopsies, and other procedures. Once released from research, they waited in the laboratory facility until they were moved to the sanctuary. The time they have been at CSNW has been healing for them. They have more space, more agency, and they have had time to overcome some of the trauma of their pasts. Sanctuary has allowed them to experience a life far better than life in the laboratory, but nowhere near the lives they might have had in the wild. However, this group of chimpanzees was not the only one in Kittitas County, Washington, at least for a time. The presence of, and now absence of another facility that housed chimpanzees creates a unique situation for CSNW. It was my intention to help CSNW develop a model for educational outreach programming that might enable them to take advantage of an enduring ardor for chimpanzees, and what I presumed was a desire for educational programming within the local community.

The Chimpanzee and Human Communication Institute (CHCI), which had been conducting research in American Sign Language communication between chimpanzees

and humans (and between chimpanzees) at Central Washington University (CWU), closed down in 2013 and the remaining chimpanzees who resided there were moved to the Fauna Foundation sanctuary in Canada. CHCI had provided Kittitas County with both on-site education programs and programs conducted in school locations. The community developed a connection to the chimpanzees at CHCI, and for many some confusion exists about what happened to CHCI and the chimpanzees that the citizens of the area had embraced as part of the community. This circumstance presents CSNW with a chance to give the community a new set of beings to connect with, and also a way to replace the loss of the educational opportunities that came with the closing of CHCI. However, the differences between these two facilities also present challenges for CSNW in making that connection. CHCI had an entirely different structure and pool of resources for community engagement. Although CHCI also worked to ensure optimal welfare and used a novel approach to animal husbandry for captive chimpanzees, for CSNW the care and well-being of the chimpanzees transcends the need to connect with the local community, even though the desire to provide educational outreach is present.

For CSNW, an endeavor to connect to the local community through educational outreach can be both fortuitous and formidable. This is due to broader circumstances that include the influence CHCI had upon the local community, but more importantly relate to the ways in which sanctuaries are different from other captive care facilities. Animal welfare drives and is directly linked to funding, donor relations, staffing and volunteers, and daily sanctuary operations. If there are no donors to fund the sanctuary, welfare may be compromised because needs cannot be met due to financial constraints. Similarly, if staff are pulled from animal care to tend to less important duties, welfare again may

suffer if the needs of the animals cannot be adequately met. Educational outreach is indirectly linked to animal welfare in that staff or volunteer resources are necessary to conduct educational outreach, however not conducting educational outreach does not directly impact welfare or other aspects of sanctuary operations.

All chimpanzees have been retired from biomedical research in the United States, yet many still reside in laboratories awaiting sanctuary homes. Other nonhuman primates are in the process of being retired from research and will also need sanctuary. CSNW is planning to expand to take in more of these primates, which will require funding, staffing, and a reliable pool of volunteers. All of these things can potentially come from the local community if CSNW can make a connection that fosters interest and support. The hurdles the sanctuary may face in doing this are many. Staff are needed to care for the animals, which may prohibit or constrain the ability for staff members to go off-site to present programs. Funding for the transportation costs, materials that may be used in the programs, and the equipment needed to provide video or live stream connection to the sanctuary from the program location may also be a limiting factor. Perhaps the biggest challenge is creating programs that are centered around primates or other animals without having the animals present so the students can learn about them as individuals, and connect the objectives in the program to the animals as they might in a zoo.

As the welfare of the chimpanzees also depends on support from outside the sanctuary in the form of donors, sponsors, and volunteers, being actively engaged in the local community is still an important concern, and educational outreach can be a meaningful and powerful way to engage. I endeavored to find out how a closed-to-the-public animal sanctuary could prioritize animal welfare while engaging in educational

community outreach by conducting interviews with sanctuary personnel from nine sanctuaries in the United States and Canada to gather information that would address this question. I also used participant observation as a volunteer caregiver at CSNW as a way to learn about how a sanctuary operates in comparison to other captive animal facilities like CHCI and zoos that did or do offer educational programming. By spending time working alongside caregiving staff, I was able to realize and now can describe how important the care aspect of sanctuary is and what that means for any outreach the sanctuary conducts. Participant observation also enabled me to recognize significant patterns among the sanctuaries in my study. The patterns I discovered are representative of challenges sanctuaries must contend with when considering any kind of educational outreach. These patterns include; 1) the exigency of making everything outside of animal welfare a secondary concern and priority, 2) staffing and funding limitations, 3) rural or remote locations, and 4) a low demand for educational outreach.

The combination of methods I used in this study helped me to develop a clear understanding of how sanctuaries are unique in the way they operate, and also how their ability to engage in undertakings outside of animal care is limited. The information I collected aided in the development of an outline for an educational model that can be used to create programs that may help strengthen a sanctuary's presence in the local community while allowing them to maintain an optimal level of care and welfare for the animals.

## CHAPTER II

### LITERATURE REVIEW

Understanding sanctuaries and why they even exist was important to my study. I have worked in a zoo and at a wildlife ranch as a zookeeper and a wildlife educator. When my project began, I had a good understanding of how zoos and wildlife ranches operated, but I had never volunteered for a sanctuary prior to this research nor had I explored what makes a sanctuary different. It is important to understand how a sanctuary operates as compared to a zoo or other animal facility, why sanctuaries are even necessary, and where the animals who end up in sanctuaries have come from. An understanding of captivity and how it differs from one setting to another, and how caregivers try to make captivity less harmful to animals who should be in the wild was also important to my study as it shed light on how much work goes into caring for animals in a sanctuary versus a different type of captive environment. Animal welfare and how humans perceive other animals are a big part of why animals end up in sanctuaries. In fact, this is what separates sanctuaries from other captive animal facilities more than any operational or fiscal factors. Animal welfare is the driving force behind sanctuaries whereas public entertainment and education are forces that drive the more familiar animal venues like zoos and aquariums.

All of this information helped me better understand what efforts a sanctuary could or could not make with respect to educational outreach. While educational outreach is common in places like museums, zoos, and nature centers, it is not as common in sanctuaries, and I endeavored to uncover why as there was such a paucity of research and literature regarding sanctuaries and educational outreach.

## *Sanctuary*

Sanctuary is a term that can be defined in multiple ways, but as it applies to my research, sanctuary can be defined as “a place of refuge and protection” (Sanctuary, 2018). Although not all animal sanctuaries adhere to the same ethical treatment standards and guidelines, most are operating to provide either rehabilitation to animals that can possibly be released back into their natural wild habitats, or a home for animals who have been released or retired from biomedical research, the entertainment industry, or from having been privately owned pets (Brent, 2007; Guy, Curnoe, & Banks, 2014; Hua & Ahuja, 2013). The goal for most sanctuaries is to provide a high standard of care that facilitates an enriched and fulfilling captive life for these animals that they may not have had in their former situations.

Nonhuman primates (hereafter referred to as simply “primates”) who are moved to sanctuary from one of the above-mentioned captive situations often face challenges when they enter sanctuary. In biomedical research, these primates are typically housed individually and have little opportunity for social interaction. When they are used in entertainment or kept as pets, they are often treated more like human children or domestic pets than wild animals and have no idea how to behave around others of their species. Once they are introduced to a new captive situation and conspecifics at a sanctuary, they frequently experience stress resulting from both the new environment and the new social situation (Reimers, Schwarzenberger, & Prueschoft, 2007). Reducing that stress and allowing the individuals to adjust to life in the sanctuary becomes important for the sanctuary staff and volunteers. Managing the quality of life for these animals is a monumental task.

Some might ask why so many of these animals are not returned to the wild when they are retired from research or entertainment. For animals who have spent most of their lives in captivity in the United States (or other non-native country), and even for those who were born in the wild, a return to Africa, Asia, or Central or South America would not only be costly, but risky. Animals in sanctuaries or rehabilitation facilities in their native countries or areas still require intensive care and monitoring before, during, and after release to ensure they are not carrying and spreading diseases they may have acquired in captivity, or because they are more susceptible to disease as a result of the captive experience. Candidates deemed fit for release are tracked after release to monitor health and success or failure of integration with the local wild population, which is time and labor intensive for sanctuary personnel (Humble, Colin, Laurans, & Raballand, 2011; Kenyon, Cronin, Pei, & Thanh, 2012). In-country sanctuaries also often have to deal with overcrowding issues as many of the indigenous people in these areas hunt the animals in question for food, leaving behind orphaned young who cannot be returned to the wild because they lack survival skills (Schoene & Brend, 2002). Thus, most of the animals in captive situations in the United States will be retired to sanctuaries within the United States rather than sent back to their native locations.

Sanctuaries in the United States that are able to take in and care for primates come in many variations. Many begin with primates who are, or had once been exotic pets. Others are founded specifically to take in and care for primates who had previously been used in entertainment or research. Not all sanctuaries operate with the same principles and not all are accredited facilities (Brent, 2007). It is often difficult to discern whether a sanctuary is operating in the best interest of the animal residents or whether it is operating

as a sanctuary to justify and even maintain a private collection of exotic animals. A sanctuary that puts the welfare of the animals before all else is one that does not breed the animals, exhibit the animals, or sell or trade the animals (Brent, 2007). These distinctions also differentiate sanctuaries from zoos and other captive animal facilities.

### *Primates in Captivity*

Research done prior to 2013 demonstrated that many captive habitats did little if anything to help reduce the stress animals in captivity experience from artificial aspects of their environments like sounds, lighting, and materials used in constructing habitats (Hosey, 2005; Morgan & Tromborg, 2007). More recently, many zoos and aquariums have changed how they display and showcase animals by eliminating “shows,” working to create more spacious and naturalistic habitats, providing environmental enrichment for the animal residents, and incorporating social housing where appropriate (Lukas & Ross, 2005; Zeller, 2014). Zoos and aquariums have also stepped up their educational endeavors to promote biodiversity and conservation learning for visitors that can lead to a change in behavior and perception (Carr & Cohen, 2011; Gross, 2015). All of these changes and improvements can allow for better captive animal welfare, but the fact remains, they are still in captivity.

For primates, captivity can be especially challenging. Few primates (save for orangutans, and some nocturnal species like aye-ayes and lorises) live solitary or semi-solitary lives. Most prosimians, monkeys, and apes live in social groups of varying size and exhibit a high degree of social behavior (Staff, 1998). In captivity, it is important that these primate species are housed with conspecifics, and that the group size is representative of what it might be in the wild. This is not often the case as captive



housing is spatially restricted, and acquiring and maintaining a group of a single species can be costly (Hosey, 2005; Morgan & Tromborg, 2007). However, when primates are housed singly or in small groups, when as a species they would live in large groups, individuals are often found to exhibit stereotypies, self-injurious behaviors, and even signs of depression (Llorente, Riba, Ballesta, Feliu, & Rostán, 2015; Novak & Suomi, 1988).

Primates are intelligent, sentient beings who require a specialized and high level of care in captivity to meet their dietary, physical, mental, and environmental needs (Brent, 2007; Clark, 2011; Staff, 1998). In the wild, these animals (and many other animal species) would spend a large portion of their day traveling and foraging for food, and navigating a wide variety of social interactions. In captivity, their food is provided to them and often not in a manner that requires any physical or mental activity from the animal. Many captive animals also do not experience an array of social interactions as they would in the wild. Creating environmental enrichment is a practice that captive caretakers may employ to simulate at least some natural behaviors. Research on the use of feeding enrichment has shown a reduction in abnormal and aggressive behaviors in captive chimpanzees (Bloomsmith, Alford, & Maple, 1988). Similarly, enrichment that provides animals with cognitive problem-solving challenges that require planning, decision making, and even the use of tools can benefit the animal both physically and psychologically (Clark, 2011; Morimura, 2003). Enrichment can also include interactions with caregivers. Allowing captive animals the opportunity to interact with the humans who care for them can provide excitement and stimulation as long as the engagement is voluntary and is not stressful. Even observational research can be a form

of enrichment when the protocol is designed to allow the animal to choose to interact with the researcher (Hopper, Shender, & Ross, 2016; Ross, 2010). Enrichment can be an important enhancement to the captive setting as it may encourage both physical and mental activity and thus, increase an individual's overall positive welfare.

Perhaps the largest concern for captive primates is agency. In captivity, an individual's ability to make choices is limited by the constraints of the captive environment. This means that when a fight breaks out, or when a frightening noise or situation presents itself, there may be limited options for escape or places to hide. This lack of choices can cause the animals stress and lead to injury or aggression between group members (Morgan & Tromborg, 2007). The challenge for captive caregivers and those who design and build captive housing, is to facilitate at least some options that allow the animals to choose where to be during periods of rest, activity, and when things become tense. Agency is not only important when related to choices concerning space. Having the freedom to choose whether or not to engage with humans, to choose what and when to eat, and to choose to interact with enrichment are all important aspects of the concept of agency, and all can contribute to the welfare of each individual (Clark, 2011).

#### *What is Freedom?*

The Oxford Dictionary defines freedom in multiple parts, and for my thesis, the first two could easily be applied to nonhuman animals: the power or right to act, speak, or think as one wants, and the state of not being imprisoned or enslaved (Definition, 2018). Agency is a concern and a goal for sanctuary care, but are agency and freedom the same thing?

The problem with defining freedom is that, even when it is concerning human animals, each individual may have a different idea of what freedom is depending on his or her perspective of a situation at the given moment, a period in time, or even an entire lifetime. Thus, freedom is subjective, and its definition depends entirely on the individual in question whether human or nonhuman. Freedom comes in many forms and varies with the context of the temporal and spatial circumstances any one being experiences (Malisoff, 1940). A person may not believe she is free when required to sit inside an office conference room for a mandatory meeting, but may believe she is free if participating in the same meeting is an option. This concept can be tied to free-choice learning and how children often perform better when they have some agency and control over how they learn (Falk, 2005). It makes sense when we look at it this way that it is possible nonhumans function in a similar manner. We cannot know for certain if or how nonhuman animals experience freedom as humans do because they cannot communicate this to us in a way that we can understand (McKenna, 2001).

In recent years, there has been a shift toward improvement in captive environments like zoos and theme parks, perhaps partially due to the film *Blackfish*. People who were affected by the documentary began to take a more critical look at all animals in captivity, not just whales and dolphins. They also took to social media in an activist movement that impacted Sea World and other animal theme parks (Stokes & Atkins-Sayre, 2018). With the backlash from the film, a call to end captivity for some (or all) animals might seem justifiable when one imagines the life of a solitary whale in a relatively small tank who is deprived of social activity, natural hunting behaviors, and freedom of movement. However, how can we be sure that if that whale was to be

released into the open ocean that he or she would feel freedom for even a moment?

Might it not instead be terror of the unfamiliar environment, or fear of the wild pod of the same species that attempts to kill the whale in a naturally competitive behavior that is unfamiliar to a captive whale? Humans often impose beliefs about emotional states onto nonhumans out of what might be an innate sense of connection or disconnection with other species (DeWaal, 2017). Knowing whether or not an animal understands the concept of freedom is difficult enough, knowing whether or not an animal believes it is actually free is even more so.

There is much debate over whether nonhuman animals have the ability to understand and experience freedom. The debate is further complicated when we try to argue this by species rather than apply it to all nonhuman animals. Many posit that freedom for nonhuman animals is that which allows them to pursue natural behaviors and functions. Others argue that any situation outside of wildness is not free (Hadley, 2013). In between are those who believe that captivity is neither good nor bad for nonhuman animals if the social, behavioral, and physical needs are being met. Some zoos and other captive facilities have even adopted a system of “five freedoms” to attempt to ensure that nonhuman animals have what humans define for them as freedom: freedom from pain, injury, and disease, freedom from hunger and thirst, freedom from discomfort, freedom from distress, and freedom to behave naturally (Demartoto, Soemanto, & Zunariyah, 2017). However, these so-called freedoms are not always met in captive settings despite the efforts of caregivers to apply them.

Primates have been the subject of this type of argument for a very long time. We know they are intelligent, and we know they are capable of learning, mimicking, and

even communicating to a certain degree. Their close relation to humans was what originally made them seem excellent candidates for research that might benefit humans. It was not until animal welfare advocates and activists began making noise that the welfare of primates in biomedical and other invasive research became an issue (McKenna, 2001). Dr. Jane Goodall's research on chimpanzees in the wild had informed the scientific world about their complexity and intelligence, yet chimpanzees were used in research as if their lives meant little other than to benefit human medicine and entertainment. It was not until Goodall herself began visiting laboratories that light was shed on the plight of research animals, and the fight began to end research that used chimpanzees and other nonhuman animal models (McKenna, 2001). Strides have since been made, and chimpanzees are now free from being used in research, but a number of chimpanzees are still in laboratory captivity. Their alleged freedom was taken from them if they were captured from the wild, and they may never have experienced freedom if they were born in captivity. Finding ways to give captive animals the autonomy, agency, and freedom they deserve to have is a challenge.

There is a conundrum as to where to draw the line between allowing captive animals autonomy and ensuring optimal welfare. If a captive animal (human or nonhuman) is allowed agency, that individual can choose not to eat or not to exercise, which can have a direct and possibly negative impact on the individual's welfare. Placing restrictions on the individual by force feeding or forcing the individual to run can be construed as taking away that freedom or agency. Freedom (or agency) is a critical part of animal welfare, and although it is difficult to provide and to measure, it must be considered when caring for captive animals.

## *Welfare*

Animal welfare has been a concern for a very long time. In 1866, the American Society for the Prevention of Cruelty to Animals (ASPCA) was founded by Frank Leslie, who could not bear to see horses and other farm animals abused or neglected as they performed much of the work their human owners could not (History, 2019). This organization evolved to protect more than just farm and industry animals, but eventually sought to protect the rights of pets like cats and dogs, and animals that are used in entertainment and illegal fighting operations as well. However, laboratory animals used in research have remained outside the umbrella of protection the ASPCA has afforded abused, abandoned, or exploited animals.

Many species have been used in research and especially biomedical research. Primates became the subjects of choice in the 1950s when it became urgent for research to develop a vaccine for polio, and primates were deemed the most ideal test subjects because of their similarity to humans. Once the polio vaccine was created, distributed, and proven successful for curbing the spread of the disease, these animals, who had been captured from their wild habitats, were not released. Instead, they were sold to other laboratories for use in other biomedical research trials like those to determine the effects of space travel on the human body, and once AIDS became a crisis, for testing of drugs and therapies to combat the virus (Hua & Ahuja, 2013). Although this kind of testing on chimpanzees ceased in the United States as of 2015, many other primate species are still being tested upon. Chimpanzees have finally won freedom from use in biomedical research, but many still remain imprisoned in laboratories while sanctuaries argue for and prepare for their release.

Welfare, as it applies to nonhuman animals, can include not only physical well-being, but also psychological well-being. The gestalt of the individual must be considered in order for a determination to be made about that individual's welfare. Thus, a true assessment of welfare will include a measure of how the animal *feels*. The assessment should include not only weight, and physical appearance, but also behaviors and activity levels (Hewson, 2003; Hintze, Smith, Patt, Bachmann, & Würbel 2016). Animals in laboratories (or circuses, or roadside zoos, or the private homes of exotic pet collectors) often do not have the best welfare. Their enclosures are frequently too small, they may not be housed socially with others of their species, they may not even have access to fresh air let alone outdoor space, and their diets may be inappropriate. This can lead to abnormal behaviors and stereotypies like self-mutilation, rocking or pacing, coprophagy, and aggression. It can also lead to PTSD, causing the individual anxiety, fear, and depression (Brent, 2007; Clark, 2011; Maple, 2007; Novak & Suomi, 1988). So how is welfare addressed when these beings are finally retired or released from these situations?

Captive welfare management is extremely complex. Each individual must be observed and monitored in order to determine his or her specific welfare needs. The trauma they may have experienced as research subjects, performers in entertainment, or as pets is certainly important, but so are their rearing history, dominance and rank level, and overall personality. All of these factors can contribute to positive or negative welfare and should be evaluated on a continuing basis (Reimers et al., 2007; Robinson et al., 2017). Physical well-being is typically easier to assess than psychological well-being. The training of care staff and a protocol for behavioral observation is crucial to providing the best possible welfare to these captive individuals. Although the large-bodied apes in

particular are similar to humans in cognitive ability (as well as in many other ways), their responses to stress, how they demonstrate joy or sadness, and how they cope with unfamiliar situations may be quite different, making it important for caregivers not to impose human-oriented beliefs about state of mind upon the beings they care for when assessing welfare (DeWaal, 2017; Hua & Ahuja, 2013; Novak & Suomi, 1988; Reimers et al., 2007; Robinson et al., 2017). For primates in sanctuaries, evaluating and managing welfare is a process that begins when they arrive and continues for the duration of their lives.

### *Human Perception of Other Animals*

The need for sanctuaries that care for animals who have been used in biomedical research, entertainment of various forms, or kept as pets is correlated with how most humans perceive nonhuman animals. While many of the people who visit zoos, aquariums, and other animal facilities tend to possess naturalistic and pro-animal welfare attitudes (Lukas & Ross, 2005), not all do. Many people view nonhuman animals as an “other”, allowing them to maintain a belief that humans are superior to all other species. Similar to ways in which humans often categorize other humans into groups that signify otherness such as race, religion, or sexual orientation, so are nonhuman animals categorized. This system in some ways devalues the lives of animals and thus, enables humans to justify the use of nonhuman animals as research subjects and sources of entertainment. It also permits them to view ethical treatment of nonhuman animals as less important than ethical treatment of other humans (Amiot & Bastian, 2017; Klaver, 1995). In some cases, this means a species like wolves or baboons may be seen as a menace or nuisance species not worthy of human concern because they encroach on human habitat



space often in search of food, and they may harm or destroy human-owned animals or even property (Klaver, 1995).

In 2009, Norway enacted legislation that paints animal welfare in a new light by attempting to engender a perception of nonhuman animals as more than pets or even just as sentient beings capable of suffering. This act was written to consider nonhuman animals as having valuable lives and although contentious, to allow them personhood (Hadley, 2013). This is one of the major themes in animal welfare today. The idea that we should consider each individual animal, regardless of species, as capable of emotion and critical and complex thought is not easy to accept although we know many species are capable of this and more. Even harder to accept is the idea of each of them being a person—equal to and the same as human persons (Hadley, 2013, McKenna, 2001). Some sanctuaries view and treat their animal residents as persons—individuals who have the same status as human persons. This is yet another way in which sanctuaries differ from the other types of captive animal facilities.

Perception of other animals can be influenced by a number of means including traditional and social media, cultural and religious systems, education, and positive or negative experience (or lack of experience) with animals (Amiot & Bastion, 2017; Lukas & Ross, 2005; Nekaris, Campbell, Coggins, Rode, & Nijman, 2013; Rakotomamonjy, S.N., Jones, J.P.G., Razafimanahaka, J.H., Ramamonjisoa, B., & Williams, S.J., 2015; Ross, Vreeman & Lonsdorf, 2011). Despite efforts to deter people from viewing exotic animals as acceptable pets, sometimes educational films and presentations of information have a curious opposite effect. While they may attempt to drive home the message that having a lion as a pet is not only dangerous to humans, but harmful to the lion, some

viewers will inevitably see the animal as “cute”, “cuddly”, or “adorable” and therefore will walk away with the perception that a lion would be a wonderful pet despite the risks and potential harm (Nekaris et al., 2013). It has also been found that when people see animals like chimpanzees on television, in movies, or in advertisements, the perception is that they must not be an endangered species and often that they might make good pets because they can be easily trained (Ross, et al. 2011).

Educational endeavors are not always unsuccessful and can help increase awareness for endangered species as well as the illegal pet trade. When children are presented with information that helps them better understand a species and includes activities that encourage continued learning and retention of information, they can often pass on knowledge to the adults they interact with resulting in a change in perception that leads to conservation efforts or at least less misinformation about the species, and a reduction in activities like poaching (Nekaris et al., 2013; Rakotomamonjy et al., 2015). This is why educational outreach is so important for any facility that houses and cares for nonhuman animals. Education can help increase empathy and change perception, which often leads to an increase in volunteerism and charitable giving.

Empathy has been studied by many disciplines including philosophy, biology, and anthropology mainly in an attempt to discover the origins of human empathy and morality (DeWaal, 2017; Pierce & Bekoff, 2012). However, in recent years, this focus has shifted more toward understanding animal empathy apart from human empathy, thereby encouraging a connection to animals as sentient beings similar to humans in some ways, yet still different (Pierce & Bekoff, 2012; Amiot & Bastian, 2017). If this trend continues, the result might be less speciesism and tendency to view nonhuman

animals as “other” which could in turn lead to a reduction in poaching, illegal pet trade, animal abuse, and the use of nonhuman animals in invasive research (Amiot & Bastian, 2017). Garnering empathy for animals through educational outreach and programming is not always easy, but it is important for changing the perception of humans toward nonhuman animals.

There is polarity in how humans typically view primates. Many people feel an immediate connection to them as our closest living relatives. This is simple to understand as they are very similar to us in ways that are easy to identify with. However, others view them as too similar to humans and find them frightening or repulsive (DeWaal, 2017). Changing this perception can be very difficult, but education may be the best way to help get humans to think differently about animals they fear or dislike. How information is presented is crucial, especially if the animals are not being viewed in person. It is important that when we discuss or observe the behavior of other animals that we do not project our human behaviors on them, yet it is nearly impossible not to because their behaviors are similar to ours and because we do not know how else to describe and label them (Amiot & Bastian, 2017; DeWaal, 2017; Watanabe, 2007). By seeing ourselves in other animals, we often become more connected to them and empathetic to their situations. Empathy and connection are important in understanding the dynamics of sanctuaries and how they are able to garner support for the species they care for.

#### *Animal Sanctuaries and Educational Outreach*

As more primates are retired from biomedical research, sanctuaries in the United States may need to expand in order to provide lifetime care to these beings. The cost of

caring for primates is great; not only financially, but also ethically. According to the National Institutes of Health, the average cost of care for one chimpanzee in a sanctuary is around \$18,600 per year (Costs, 2017). This figure may not include all costs associated with care if one considers all possible factors involved in care beyond feeding, housing, and enrichment. Other costs may include, but are not limited to; staff wages, veterinary care, marketing and fundraising costs, utilities, taxes, and other indirect costs related to sanctuary operation and animal care. Most sanctuaries rely on donations to ensure their ability to provide optimal welfare to their residents, and much of the monetary support they receive comes from fundraising efforts. These efforts may be in the form of ongoing campaigns, or special fundraising events, but for many sanctuaries, allowing public visits and organized group tours provides a source of revenue that might not otherwise be attainable (Brent, 2007; Robinson et al., 2017; Schoene & Brend, 2002). This can be an ethical quandary: while the money that comes in as a result of allowing people to see the animals in the sanctuary setting helps feed and care for them, the exposure to so many humans can cause them distress. Research in zoos has shown that primates are often stressed by human presence, especially when groups of visitors are large and noisy (Bonnie, K.E., Ang, M.Y., & Ross, S.R., 2016; Davey, 2006; Fernandez, E.J., Tamborski, M.A., Pickens, S.R., & Timberlake, W., 2009; Hosey, 2005; Sherwen, S.L., Harvey, T.J., Magrath, M.J., Butler, K.L., Fanson, K.V., & Hemsworth, P.H., 2015). Stress reduction is usually a goal of caretakers in sanctuaries and particularly for primates who have been subjected to stress for most of their lives (Brent, 2007; Chelluri, Ross, & Wagner, 2013; Guy et al., 2014; Schoene & Brend, 2002;). It is a huge challenge then, to

find ways to bring money into the sanctuary to support the needs of these primates without causing them harm in some way.

While zoos typically do not have as many financial constraints as sanctuaries, zoos have to deal with ethical treatment issues in ways that sanctuaries often do not, as sanctuaries tend not to be open-to-the-public and therefore are not as often subjected to the scrutiny of the general public. However, zoos can provide useful examples for sanctuaries with respect to habitat design, enrichment activities, and methods for monitoring human-presence-related stress. Zoos have long been the target of animal rights and animal welfare groups who are concerned for the well-being of animals on exhibit. In response, many have re-designed habitats, revised care standards and protocols, and engaged behaviorists or student researchers to help monitor stress levels and stress-related behaviors (Maple, 2007). Zoos are also striving to provide more educational opportunities than the traditional self-guided signage and information kiosks. Some of this education is done via docents who offer visitors real-time, factual information about behavior, natural history, and conservation status (Fernandez et al., 2009), but some is offered in the form of structured education programs.

Educational programs offered by zoos and sanctuaries are frequently conducted off-site rather than only inside the zoo or sanctuary. Studies have shown that informal, interactive, and interpretive science learning can lead to greater interest in the natural sciences and participation in conservation efforts (Ballantyne, Packer, & Sutherland, 2011; Falk, 2005; Grajal et al., 2017; Jensen, 2013; Kimble, 2014; Lieflander, Frölich, Bogner, & Schultz, 2013; Lim, Manohar, Aziz, & Zakaria, 2016; Randler, Ilg, & Kern, 2005). Through the use of video storytelling, factual presentations, and activities like

crafts, nature clubs, and citizen science projects, science education can be enhanced in ways that classroom learning alone cannot always achieve (Bonney, R., Cooper, C.B., Dickinson, J., Kelling, S., Phillips, T., Rosenberg, K.V., & Shirk, J., 2009; Breuer & Mavinga, 2010; Leeds et al., 2017; Pearson, Dorrian, & Litchfield, 2011). Programs conducted by zoos and sanctuaries in locations other than the zoo or sanctuary may also offer more learning opportunities for children in communities where costly field trips or programs are not feasible, or when geographic location limits such activities.

Science education is an important part of the foundation children acquire as they move through their formative school years. Teacher resources, time spent on science-related material, and student interest (or lack of) all can affect how science is taught and how it is learned. Much research has been conducted on learning as it relates to science and a good bit of it is focused on non-traditional, or outside-of-the-classroom learning, where often it has been shown that students learn more and retain more than in the traditional classroom setting (Falk, 2005; Kimble, 2014; Lieflander et al., 2013; Rakotomamonjy et al., 2015; Seybold, Braunbeck, & Randler, 2014). The theory behind this points to a number of potential explanations. Some research has shown that having choices about what one learns makes the learning more interesting and valuable to the learner because it promotes autonomy (Falk, 2005). Other research has shown that field trips to museums or zoos and other educational activities (programs, presentations) that take place even just a single time, outside the classroom, have a tremendous impact on learning and increasing interest in science (Falk, Moussouri & Coulson, 1998; Kimble, 2014; Kraybill, 2014; Lim et al., 2016; Pearson et al., 2011; Randler et al., 2005; Weinstein, Whitesell, & Schwartz, 2014). More recent research, especially in locations

where people live closer to animals and their natural habitats, and where conservation is a huge concern, has been centered on getting children (and their families) involved in conservation efforts through citizen science projects and nature clubs that incorporate learning into the activities that aid conservation (Bonney, et al. 2009; Breuer & Mavinga, 2010; Leeds et al., 2017; Lim et al., 2016).

Another important part of educational outreach is the impact it can have on the community. While the target population of most educational programs is school-aged children, when they are engaged and excited about something they learn, they tend to share information with family and friends. There has been some research devoted to measuring positive outcomes with regard to environmental education and conservation learning that results in action. This research has found that although it is hard to measure with certainty whether or not a child has shared information, it can be inferred from a change in behaviors that extend to family or other community members via efforts to conserve a species or a habitat (Rakotomamonjy et al., 2015). Education programs do not need to be limited to education for children. Since adults are often potential donors or supporters, education can and should be directed toward adult audiences as well. When sanctuaries engage in local conservation education programs, there is also often some direct benefit to the local community, including, but not limited to; employment of local people as conservation agents or advocates, the sanctuary purchasing locally grown produce or other foodstuffs so money stays within the community, helping reduce poverty by providing trees and seeds that can be planted to produce food, and by training local people to aid law enforcement in anti-poaching efforts (Ferrie, G.M., Farmer, K.H., Kuhar, C.W., Grand, A.P., Sherman, J., & Bettinger, T.L., 2014; Weinstein et al., 2014).

A sanctuary can be more than just a refuge for animals. It can be a place that helps bring people together to work toward a common goal through outreach.

The development of educational outreach programs can be a challenging process, especially when state or national education standards need to be met if the programs will be useful and desirable to teachers and school administrators. The nature and culture of the community or communities to be offered education programs also needs to be considered, as it can have influence on the interest in and participation of education professionals and students. If the area has a population of people whose culture or religion holds beliefs about certain animals, is predominantly agricultural, or has a large population who do not understand or speak English (or the most common language in that country), programs might need to be tailored to accommodate non-native speakers or to include culturally relevant material that aligns with the beliefs and practices of more than just the general population (Blanchet-Cohen & Reilly, 2013; Kling & Hopkins, 2015). The learners themselves need to be considered when creating education programs as well. Age, literacy, cultural background, socioeconomic status, and religious affiliations and beliefs are all factors that can influence a student's interests and abilities to learn. Not everyone learns new concepts in the same way or at the same speed, and so varying methods of delivery including factual presentation, storytelling, hands-on activities and discussion are all possible elements that can be included in a given program (Rickinson, 2001). For a sanctuary, this requires time and effort that staff and even volunteers may not be able to spare without compromising the welfare of the sanctuary residents.



### *Why This Literature is Important for My Study*

Animal sanctuaries, including primate sanctuaries, have become necessary because of the sheer number of animals in need of homes and lifetime care. Most of these animals have been used in the entertainment industry, the biomedical and other research industries, or have been obtained and kept as pets. While there have long been sanctuaries in countries within Africa, Asia, and Central and South America, where many of these animals would be found in the wild, there were not so many animal sanctuaries in the United States until more recently, when chimpanzees were released from biomedical research and circuses agreed to stop using animals in entertainment. Up to this point, most animals that have been involved in these industries have been seen as far and separate from human animals—their lives of little or no value to those exploiting them. Were this not the case, sanctuaries might not need to exist, and if they did, they would certainly not be as full as they are today. The multiple methods I employed to collect data to support my hypothesis that sanctuaries need to have different priorities than other captive animal facilities allowed me to explore and now to compare sanctuary operations, caregiving, and means of conducting educational outreach.

A survey I conducted in the local community enabled me to explain how the absence of a different kind of captive chimpanzee facility in the same area as CSNW has created an opportunity for the sanctuary to provide educational outreach, while at the same time presenting it with a difficult example to try and supplant. Comparing and contrasting the two entities allows me to demonstrate the ways that CSNW is different, and what that means in terms of the ability to offer educational outreach. This also aided

my research into how a sanctuary is truly unique as a captive animal facility and what sets sanctuaries apart from zoos particularly.

Sanctuaries are very different from zoos, aquariums, rescues, and shelters. The primary focus for a sanctuary is the welfare of the animals, and everything that happens in and around a sanctuary is influenced by this dedication to the well-being of the animals. Everything from funding and staffing to engagement with the community, both local and global, is directly tied to the welfare of the animal residents. This impacts the ability of a sanctuary to conduct any kind of outreach, but particularly educational outreach. A sanctuary is often limited by location, staff size, funding, and time. A zoo has many resources and often a staff dedicated solely to outreach.

My own caregiving experience, both past and present, has also contributed to my research. As a volunteer for CSNW, I have gained in-depth knowledge as to what it means to be a caregiver. My experience in zoo environments provided me with a background for this experience, and also something for me to compare it to. Caring for the chimpanzees in this sanctuary also afforded me the opportunity to develop relationships with them and to get to know them as individuals and not just a group of animals. This allowed me to understand not only the difference between being a zookeeper and a sanctuary caregiver, but also how intense and involved sanctuary caregiving is. Again, this attests to the argument that welfare is the most important aspect of sanctuary care.

Education has become more important as the planet faces climate change, a higher rate of extinction than the average background rate, and a human population that requires more resources than any other life on the planet. Zoos, aquariums, museums,

and nature centers are all working hard to offer educational opportunities to children and adults to provide ways to mitigate some of these important concerns. These institutions have allocated resources they may not have in the past in order to enhance their value within their communities while they contribute to the efforts of conservation. For sanctuaries, the ability to conduct this type of outreach is more challenging. Small staff size, fewer resources, remote locations, and the chance that taking staff time and care away from the animals can impact their welfare negatively, all make conducting outreach difficult if not impossible. As a result, educational outreach is not usually a high priority for sanctuaries even though they might wish to be able to make it so. Finding a way to engage in outreach without taking away from animal welfare takes time and effort that the sanctuary may not be able to allocate.

The interview data I collected combined with my experience as a volunteer caregiver at CSNW informed and influenced my research. My interviews helped me to understand how the work of caregivers and outreach coordinators in sanctuaries differs from that of the same personnel in zoos and other captive facilities. This information supports my argument that welfare is and should be the first priority for a sanctuary, and how the role of a caregiver figures into captive welfare. As I synthesized the information my interviews yielded, I compared my own experience (previous plus present) to what I had found. The more I learned about the inner workings of a sanctuary, the more I understood the goals and limitations of a sanctuary.

I also designed and conducted educational outreach programs to help me determine whether topics a sanctuary considered to be important were similar to or different from those an educator might find important and to see if they would be

valuable to both sanctuaries and educators. Using these programs as beta tests, I was able to get a feel for what kind of educational model might work for this sanctuary as well as other sanctuaries that would like to offer or expand educational outreach. This part of my research may also enable me to make recommendations for sanctuaries as to how to develop a program for outreach of this kind.

## CHAPTER III

### METHODS

For my research, I used CSNW as a case study to evaluate the abilities and limitations for conducting educational outreach as a closed-to-the-public animal sanctuary. I interviewed the co-directors from CSNW before I visited or interviewed any other sanctuaries and their personnel. I am also a current volunteer caregiver for CSNW, where I began as an intern in September of 2017. This experience has enabled me to observe and participate in sanctuary operations, and to help me better understand how a sanctuary is different from a zoo or any other type of potentially educational captive animal facility.

I selected eight other sanctuaries across the United States and Canada for interviews for this research. I chose three sanctuaries that are located in the Pacific Northwest, because of their proximity to CSNW. My sample (including CSNW) represents twenty percent of animal sanctuaries situated in the Pacific Northwest. One of these was a sanctuary for canids, and one for monkeys, while the other had only chimpanzees. I chose the other five sanctuaries not based on location, but because they housed primates. Three of them had chimpanzees, but one also had orangutans, another had only lemurs, and one had mainly neotropical monkeys. One of these five sanctuaries was in Canada, three were in the Southern United States, and one was in the Western region of United States. The sanctuaries in this study vary in number of animals housed. While CSNW has a relatively small number of chimpanzees at this time, they are planning to take in more. I chose four sanctuaries that had a larger number of animals so

that I might gain the perspective of sanctuaries caring for a greater number of individuals. These might also have larger staff and/or facilities, but not all actually do.

I conducted semi-structured interviews with my subjects using constructivist grounded theory to collect ethnographic data (Bernard, 2018, pp. 459-466) from twelve personnel at nine different animal sanctuaries in the United States and Canada to learn about if and how they conduct educational outreach (see Appendix A for the list of questions). The questions I proposed were meant to enable me to gather information pertaining to educational outreach. I asked about the types of educational programs a sanctuary offered, the frequency of conducting educational outreach, and what limitations they had for being able to offer and conduct this type of outreach. The questions I began with were intended to lead to other questions and a deeper exploration of issues pertaining to the ability of the particular sanctuary to conduct outreach.

My interviews were conducted either in person or via Skype, and were recorded with a digital voice recorder with the exception of two participants who were not able to devote any time to a personal interview. Those two participants answered questions I sent them electronically via a questionnaire. I transcribed my interviews myself and used a coded master list of participants in order to protect their privacy.

I transcribed my recorded interviews then printed and reviewed each one carefully, using an open coding method (Bernard, 2018) to locate common themes and repeated phrases. I also paid attention to any changes in my subjects' voices, noting when they became louder or softer, or in some way placed emphasis on something that was said. I highlighted these themes, phrases, and other indicators in yellow highlighter so I could easily refer back to them. I then read through all of the transcripts a second

time to ensure I had marked anything that I felt was useful or interesting. I underlined common themes and other indicators that occurred in more than one interview and developed a list with those themes most frequently occurring.

### *Subjects Involved in My Study*

In order to protect the identities of the sanctuaries (the exception being CSNW as my case study) and their personnel, and in accordance with my Internal Review Board (IRB) approved research protocol, I am using a coded master list to denote the other sanctuaries, and I am not using the names of any individual participants. Here, I will provide some background information about the sanctuary participants aside from CSNW, using factual information pertaining to each sanctuary but without disclosing exact information about location. My interview transcriptions are attached as Appendix B.

S013 is the only sanctuary in my study that does not house primates. This sanctuary is for wolves and coyotes and is also the one that has been operating for the longest period of time at over 35 years. I interviewed three personnel at this sanctuary, all of whom are dedicated staff for educational outreach. The sanctuary is situated an hour from a major city and half an hour from a major suburb of that city. This sanctuary has been conducting outreach for most of its history, and was an excellent resource for this study as their programs have changed dramatically over time as the sanctuary itself changed. The subjects I interviewed from this sanctuary are not involved in animal care at all, although they do help with administrative duties and special events when needed. They conduct educational programming on-site, off-site, and via Skype, and they market their ability to provide educational outreach, which most of the others do not.

S014 is a primate sanctuary located in a remote coastal area and has been operating for about 20 years. This sanctuary is run by the two people who started it and houses several species of monkeys that have been surrendered as former pets or retired from biomedical research. The extremely limited staff resources of this sanctuary prevented me from being able to have a live conversation with either of its personnel. However, I was able to send a brief questionnaire to them, which they completed, and which is attached as part of Appendix B. This sanctuary does offer educational programming on-demand, but is not open-to-the-public.

S015 is a multi-species sanctuary situated in a remote area half an hour from a medium-sized city and four hours from the nearest major city. This sanctuary has apes and one or two large feline species. There is a staff of five, all of whom may participate in educational outreach although the one person I spoke with was most likely to coordinate and present educational programs. This sanctuary has been operating for over 20 years and was established by a single individual for the purpose of providing sanctuary to primates that had been used in entertainment. The sanctuary offers educational programs on demand to both children and adults and conducts programs both on and off-site. They use mediums like Skype to offer programming to locations outside the local area.

S016 is a lemur sanctuary that is located two hours from a major metropolitan area and has been operating less than five years. This sanctuary is run by a staff of one, and educational outreach is again conducted on an on-demand basis. There were 65 lemurs residing at this sanctuary when I interviewed the director, which greatly limits the ability to conduct outreach. A volunteer was usually able to aid in any outreach efforts,



but did not help with much animal care. The lemurs in this sanctuary are almost all surrendered pets. My informant stated that the ease of obtaining a pet lemur versus a pet monkey is a huge problem and that every year, the sanctuary is called upon to take in more. Any educational outreach is conducted off-site, and is usually in partnership with local wildlife entities like local animal control, and is presented in schools. This participant was a testament to the need for sanctuaries as well as for the need to educate the public about the exotic pet trade and animal welfare.

S017 is a large primate sanctuary that has only been in operation for five years. All of the primates at this sanctuary have been retired from biomedical research and it is rapidly expanding as more of these individuals are released. They have a relatively large staff, but no dedicated outreach personnel. All of their outreach is conducted by volunteers. At present, they can provide some on-site visits, which they limit in number of guests due to facility limitations. They do conduct some off-site outreach, but only on-demand and when volunteers are able to handle it. This sanctuary hopes to build an education center at some point in the future, but still does not plan on actively marketing the ability to conduct outreach. This decision is based on staffing limitations, volunteer limitations, and the sanctuary's very remote location. More than two hours from a major city, the time that would be required for outreach events coupled with travel expenses might make it all but impossible. This sanctuary is young and expanding quickly, but already has a vision of the future that aligns with many of the other sanctuaries in this study.

S018 is a large primate sanctuary that houses multiple species. It is also located in a remote area about 90 minutes from the nearest major city, and has been operating for

25 years. The primates in this sanctuary come from the entertainment industry, biomedical research, and from having been pets. My informant for this sanctuary did not have any animal care experience or responsibilities in contrast with most of the other sanctuary personnel I interviewed. This person designs, coordinates, and presents educational programming on an on-demand basis, but is also responsible for donor relations, fundraising, the gift shop, and other programs the sanctuary offers. This sanctuary, because of its location, does not see a great demand for educational outreach. The outreach it does conduct is often attended by adults rather than children as there is a large retirement community nearby. They do offer programs geared toward younger learners, but much of the area surrounding the sanctuary is low-income, and the ability for families to afford the cost of a program is limited. Most of their programming is conducted on-site although they are not open-to-the-public. They do have plans for an education center in the future, but anticipate that much of their future programming will be conducted on-site for adults, and for school children remotely by using Skype or Google Hangout.

S019 is a small primate sanctuary located about 45 minutes from a major metropolitan area. This sanctuary was established to take in primates that had been pets or had been used in biomedical research or entertainment and it has been operating for over 20 years. The small staff handle everything from animal care to outreach, and so like most of the other sanctuaries in the study, the ability to conduct outreach is limited. They do not have great demand for educational outreach and thus, handle it on a case-by-case basis, and it is almost always conducted on-site. While this sanctuary does have some programs in place, they would like to have something focused on welfare or the pet

trade, however they understand these subjects are difficult to approach and that the demand may be low.

Sanctuary 020 is a primate sanctuary that houses small monkey species, most of whom are surrendered pets, but some come from biomedical research backgrounds. This sanctuary has been operating for over 30 years and is closed-to-the-public. They have a small staff (two persons) and depend heavily on volunteers and interns to help care for the animals. Like one of the other sanctuaries, the one staff who handles educational programming was not able to speak with me in person, but did complete the questionnaire I sent (see Appendix B). They would like to provide more educational outreach, especially to discourage people from having pet monkeys and from supporting the use of primates in biomedical research. Since they do not have the staff or facilities to conduct educational programming often, an online format would be ideal for them.

#### *Educational Outreach Research*

I was fortunate early in the research process to have the opportunity to conduct two educational programs as beta tests for educational programming design for a sanctuary. Both were conducted with primate-related topics, and both were requested by the respective teachers. I created a program for a fourth-grade class that was reading the book *The One and Only Ivan*, and this program was conducted on behalf of CSNW (the teacher had contacted them and CSNW asked me if I could do something) and focused on animals in captivity to coordinate with the main themes in the book. The other program was requested from the Primate Behavior and Ecology Department at CWU by a Montessori teacher for her fourth through sixth grade students and covered some general

primate topics. I received feedback from both teachers that has helped with my program model design.

For the two educational programs I conducted, I created and administered assessments for the students to complete. For the program I presented on behalf of CSNW, I asked students to list or draw in a single-color, aspects of a chimpanzee habitat they thought were necessary for captive animals prior to the presentation, and then asked them to add to it in a different color at the end of the presentation (See Appendix C). I then compared the before and after to see if there were any changes that indicated students had learned something new. For the Montessori school students, I administered a brief quiz to assess whether they knew the difference between prosimians, monkeys, and apes. I had planned to have them take the quiz again after the presentation, but we ran out of time, so I sent them with the teacher and asked her if they could take them the next day and she could send them back to me. Unfortunately, this Montessori school does not administer any quizzes or tests to the students, which the teacher told me as the students were in the process of taking my quiz before the presentation. Some of them had difficulty and seemed distressed by the prospect of an “exam” even though I assured them there was no negative outcome or grade to be given. I never received the post-presentation quizzes and did not press for them as it was not something they would have done normally.

### *A Change in Focus*

During the early part of the research process, it became evident that for most of these sanctuaries, conducting educational outreach is not a priority. My focus shifted to what I found to be the larger problem of understanding of what causes this to be the case.

As I spoke with more sanctuary personnel, I realized how important the caregiving aspect of sanctuary operations is and how it differs from caregiving in a zoo or other animal care setting. As I moved through the process of training to become a more advanced chimpanzee caregiver at CSNW, I was able to better discern these differences. I also began to see how the chimpanzees themselves commanded a different level and quality of care than I had ever provided before. I allowed my research to be guided by what I was experiencing and learning from those I interviewed and those I worked with at CSNW. In this way, I was not boxed in by my own research questions, and therefore, I was able to uncover the underlying reasons a sanctuary like CSNW does not or cannot prioritize educational outreach.

As a result of this shift in my research focus, I became aware that there was some confusion in the local area about who the chimps at CSNW are. I submitted a change to my HSRC protocol to conduct an online survey to further explore this issue. Once approved, I offered an anonymous online survey in Kittitas County, Washington, to assess the community's understanding of the difference between the chimpanzees who resided at the CHCI and the chimpanzees who presently reside at CSNW. This survey was offered from September 29, 2018 through October 30, 2018, and was open to any Kittitas County residents over the age of 18. I used Qualtrics to create, distribute, and collect data for the survey in compliance with the HSRC guidelines for CWU.

My online survey was administered by Qualtrics and I was able to generate reports directly from the site using the data collected from my survey. I used R Studio software to generate a bar graph for question 3 (See Figure 1 and appendix D), and created a cross comparison table using Microsoft Excel for the data from question 4

which had two parts. Part one required only a “yes” or “no” response, and part two allowed the respondent to fill in a response of their choice. I did not provide response choices for part two so that the question would not be leading in any way by offering potential answers. The cross table illustrates the responses to both parts of the question (See Table 1 and Appendix D) and separates the “yes” responses by the answer each respondent provided to compile like responses. The rest of the questions I asked in the survey were related to the possible confusion about the two groups of chimpanzees, but were not important to my results.

I felt it was important to know whether there was confusion or misinformation in the community that might affect how CSNW engages with citizens in the area. Many people had come to know the chimpanzees who lived at CHCI, and had experienced educational programs CHCI offered. Very few local citizens have been able to actually visit the chimpanzees at CSNW, and some do not even know there is a sanctuary a mere 20 miles from where CHCI was once located. However, some believe the chimpanzees from CHCI moved to CSNW, and may perceive this as somewhat unfair since many citizens of Kittitas County had accepted the CHCI chimpanzees as part of their community. Understanding the perception of people in the area and how it might affect future educational outreach CSNW conducts is important as it may shape and influence any outreach the sanctuary provides.

Figure 1

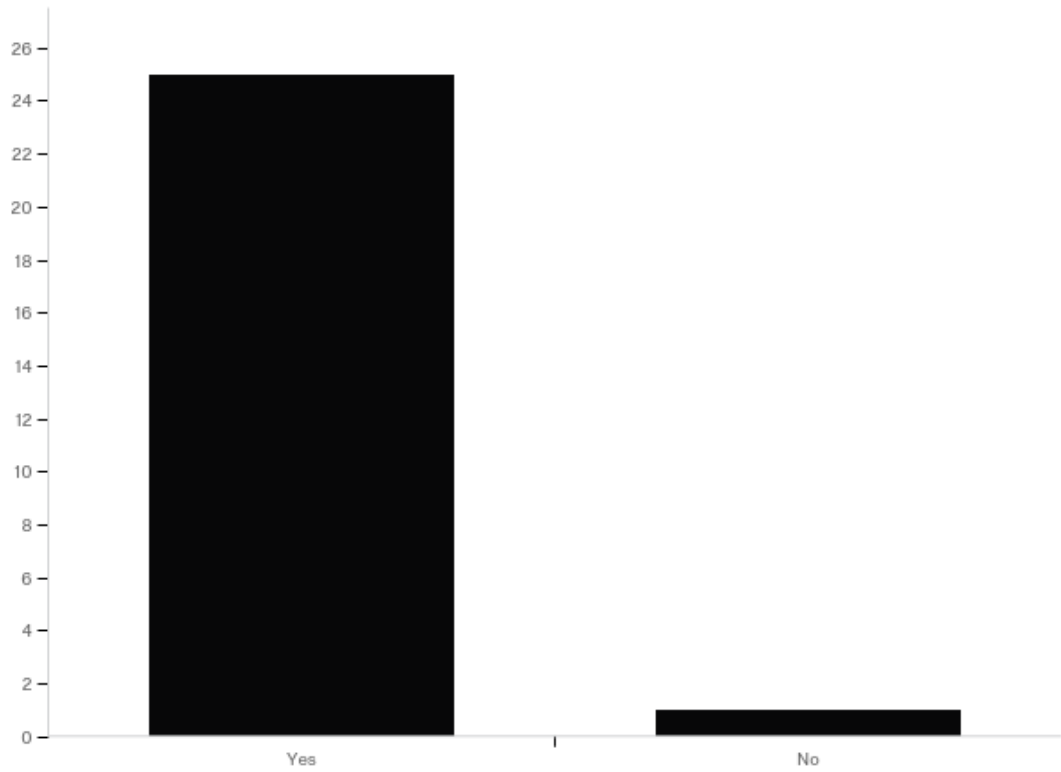


Figure 1 summarizes the responses of participants to the question: "Did you or your family feel the CHCI chimpanzees were part of the community?". The total number of observations was  $N = 26$ . 96% of participants answered "Yes" and 4% of participants answered "No".

Table 1: Where did the CHCI chimps go after CHCI closed?

<b>Do you know where the chimpanzees went after CHCI closed?</b>	<b>None (I do not know where they went)</b>	<b>A sanctuary (unspecified location)</b>	<b>Canada (or Quebec)</b>	<b>Cle Elum (or a sanctuary off Hwy 10)</b>	<b>I cannot remember or did not know CHCI had closed</b>	<b>No response even with yes answer</b>	<b>Totals</b>
<b>No, I do not know where they went</b>	11	n/a	n/a	n/a	n/a	n/a	11
<b>Yes, they went to...</b>		2	6	3	2	2	15
<b>Totals</b>	11	2	6	3	2	2	26

Table 1 summarizes the responses of the same participants as in Figure 1 to the question: “Do you know where the CHCI chimpanzees went when CHCI closed in 2013?” The total number of observations was N = 26. Those who responded “No” (N = 11) are represented in Figure 2 as “none”. Of those who answered “Yes”, (N = 15) 40% responded the chimpanzees went to Canada, 20% responded the chimpanzees went to Cle Elum, 13.3% responded the chimpanzees went to a sanctuary (no location given), 13.3% responded they could not remember, and 13.3% gave no response although they had indicated that they knew where the chimpanzees went.



## CHAPTER IV

### THE CSNW/CHCI CONUNDRUM

As odd as it might seem, a county in the central part of Washington State was at one time home to two different facilities that housed captive chimpanzees, and neither was a zoo. If chimpanzees were native to North America or even found in climates similar to that of the Pacific Northwest, this might not seem unusual. Therefore, it is important to understand the roles these two different organizations have played in this part of Washington State and how their separate existences have impacted a community. It is also important to understand the subtle but complex differences between these variations in captive animal housing, and how those differences unite sanctuaries.

Part of the difficulty CSNW may be facing with regard to making connections in the local community is the fact that from 1980 to 2013, there was a different group of chimpanzees living in the CHCI research facility on the campus of CWU in Ellensburg, Washington, a mere 20 miles from the current CSNW sanctuary location. CHCI had been established for the purpose of conducting research in American Sign Language communication between chimpanzees and humans (and between chimpanzees). CHCI was, at the time, the only facility of its kind in the world. Dr. Mary Lee Jensvold told me (personal communication, December 6, 2018): “What was unique about CHCI is the blend with husbandry, science, and a humane approach. It was staffed by scientists.” CHCI pioneered a system designed to facilitate captive care and research with chimpanzees in a non-invasive, caring, and humane manner that has been adapted by other facilities and particularly by primate sanctuaries.

Dr. Roger Fouts was the head of CHCI, and had been studying and researching chimpanzee communication for many years before CHCI was founded. The chimpanzees he worked with and brought to CHCI had been cross-fostered by humans including Dr. Fouts and his wife Debbie. Some of the chimpanzees Dr. Fouts worked with had spent time in biomedical research, and it became important to him to try and prevent the chimpanzees from having to go back into that kind of research. He did not want to conduct research that caused them distress if it could be avoided, and he and Debbie also wanted to educate the public so they would better understand our closest living relatives, some of whom happened to be living in very close proximity to residents of Ellensburg, a small town in Kittitas County, Washington (Fouts, 1990). The team at CHCI included a staff of five full-time employees and usually about 15 interns. There were also volunteers including students and everyday citizens from the local community. Some of these people were caregivers for the chimpanzees who were conducting their own research as part of their graduate or undergraduate work at CWU under the direction of Dr. Fouts. Others were interested in gaining experience for a veterinary or zoo career, while some served as docents who provided educational information and presentations to visitors. CHCI had a comprehensive collection of educational programs that could be delivered to both children and adults depending on the type of visit, as well as learning internships for college students and other interested adults. A first-grade class would have an age-appropriate, but very different experience than a high school sign language class would have, but accommodating different needs was not a problem. The programs CHCI conducted were well-structured and included detailed presentation instructions for the docent presenter so that he or she would be able to answer any questions with

confidence. Most of these programs took place on-site so that visitors might be able to see the chimpanzees (although this was not guaranteed), but some programs were conducted off-site in schools or other venues like libraries. CHCI care staff would only be taken away from care duties if they were needed to answer a question or were asked to present part of the program from a caregiver perspective (M. L. Jensvold, personal communication, December 6, 2018). In this sense, the welfare of the chimpanzees was never compromised as the care staff were normally a different set of individuals from the education staff, in addition to the fact that the number of care staff and volunteers was adequate for the five chimpanzees.

One of the most popular programs CHCI offered was the “Chimposium.” This program was offered to the general public on a regular schedule. Other programs CHCI offered were focused on sign language communication, or chimpanzee natural history, and some covered more specific topics like chimpanzee behaviors or development. CHCI typically had anywhere from 3000 to 6000 visitors annually as well as a number of interns who did not have to be students at CWU (M. L. Jensvold, personal communication, December 6, 2018). Over time, many people in the Ellensburg and other Kittitas County areas were able to experience one of these programs, and the community developed a bond with these five chimpanzees and considered them a point of pride and part of the community. I have spoken with local citizens who recall walking over to CHCI on their lunch breaks, just to sit and watch the chimpanzees. One person told me she remembered being at a Chimposium at CHCI when a family member was engaged by one of the chimpanzees who adored footwear. There is even a memorial statue in

downtown Ellensburg—a likeness of Washoe, the first chimpanzee ever to learn and later transmit American Sign Language.

While everyone was focused on the five chimpanzees at CHCI, not far away in Cle Elum, Washington, a sanctuary was being constructed with the hope of taking in chimpanzees who were being held in a facility that leased animals to biomedical research laboratories. In 2008, seven chimpanzees were moved carefully from the Buckshire Corporation in Pennsylvania, where they were being held in the basement of a building, to their new home in central Washington State. The co-directors of CSNW had both been through the Primate Behavior and Ecology graduate program at CWU and had worked at CHCI several years before this endeavor. Their mission was to create a place where these chimpanzees could find solace after so many years of invasive testing and housing that was less than appropriate for primates. There was no connection to CHCI other than the fact that the co-directors had both spent time working and studying there. There was also no reason to draw too much attention to these chimpanzees since the sanctuary would not be open-to-the-public. The staff could focus on helping the chimpanzees acclimate to their new environment, and on enhancing and expanding the sanctuary to meet the chimpanzees' needs without worrying about who was coming up the driveway to get a glimpse of the chimpanzees.

CHCI continued research and education with their group of five chimpanzees, but as these chimpanzees aged and funding for the research dwindled, things began to change. Moja passed away in 2002, Washoe passed away in 2007, and Dar passed away in 2012, leaving Tatu and Loulis alone in the large CHCI facility (Meet, 2019). In 2013, the decision was made shortly after Dar's passing, to move the two remaining

chimpanzees to the Fauna Foundation in Quebec, Canada. This was done so that these chimpanzees would have other chimpanzees to socialize with, as this is important to chimpanzee well-being. Fauna Foundation was an established sanctuary that already housed a number of chimpanzees who had been retired from research or entertainment and they were ready and equipped to add to their population. Some of the staff at Fauna had been trained at CHCI under the guidance of Dr. Fouts, so there was confidence in the ability of the staff at Fauna to make sure Tatu and Loulis continued to thrive. They had an introduction area ready for Tatu and Loulis, so their new chimpanzee companions could become acquainted with them in a safe and positive manner (M. L. Jensvold, personal communication, December 6, 2018). CHCI closed its doors shortly thereafter, leaving a void in the community and on the campus of CWU.

CHCI had provided Kittitas County with valuable on-site education programs and programs conducted in school locations. The community had developed a connection to the chimpanzees at CHCI, and for some, there is confusion about what happened to CHCI and the chimpanzees that the citizens of the area had embraced as part of the community even though there was a press release announcing the closure of the CHCI research facility. As part of my research, I conducted a brief survey to find out how the community felt about the CHCI chimpanzees and whether or not they knew where those two remaining chimpanzees went (see Figure 1 and Table 1 and Appendix D).

The absence of CHCI and the chimpanzees who had resided there presented CSNW with a chance to give the community a new set of beings to connect with, and also a way to replace the loss of the educational opportunities that came with the closing of CHCI. Kittitas County is situated in the center of Washington State, which can make

it difficult for schools to fund and conduct field trips to venues like zoos, that may be hours away in Seattle or Spokane and not logistically feasible in the course of a normal school day. CSNW could take advantage of this situation by offering educational programs that expose learners to our closest living primate relatives, while teaching science-related concepts such as conservation, humane and ethical treatment, biology, anatomy, and evolution.

However, CSNW does not have the resources that CHCI had, particularly when it comes to funding, staff, and volunteers, which limits their ability to conduct educational outreach, especially off-site. One of the co-directors from CSNW said: "... you know part of the reason we don't do a lot of in-school outreach is because we have competing you know, ways of spending the money which is taking care of the chimps." Although CHCI worked to ensure the best welfare for their chimpanzees, they were also conducting research that was partially funded by the National Institutes of Health (NIH.) Other funding came from CWU as well as from Friends of Washoe (FOW) —a 501c.3 nonprofit that was founded to raise funds to support the chimpanzees at CHCI. CWU funded building maintenance and a portion of staff salaries plus two graduate assistantships. The money to actually care for the five chimpanzees mainly came from FOW. CSNW on the other hand, was founded by a man who had worked in the tech industry, and who had the time and the money to build a sanctuary facility for primates, but the sanctuary is now funded only by donors and supporters. CHCI was built expressly with the intention of hosting educational programs in addition to conducting important research. CSNW is not set up for nor equipped to handle a large number of visitors nor do they want to try and accommodate large and possibly noisy and disruptive groups of

students or adults. Doing so might not only cause the chimpanzees distress, but it would certainly take away from their care if staff were required to assist with tours or educational programs. This does not mean that CSNW does not have the desire to engage with the local community or to provide educational programming to the community. It means that finding a way to accomplish this takes time and effort they simply cannot afford to devote to such endeavors with the limited resources they do have.

CSNW was not set up for research, but the sanctuary has partnered with the Primate Behavior and Ecology programs at CWU to allow some students to conduct observational research. These limited research projects typically have the potential to benefit the sanctuary in some way, and are non-invasive. One example is a study that was done by a graduate student to assess the effects of groups of visitors on the individual chimpanzees. The study was strictly observational and was dependent upon the researcher's ability to see an individual chimpanzee from a safe human area within or outside the sanctuary when visitors were present (Farley, 2016). CSNW also partners with these CWU programs to allow students the opportunity to experience an internship as part of their degree or certificate program. These are educational outreach endeavors even though they are limited to certain students.

It may be possible for CSNW to provide more educational outreach to the local community outside of CWU as well as to other communities and areas far beyond Cle Elum without compromising the welfare of the chimpanzees. With the use of digital media, a well-designed program could be made available online to educators for use in traditional and non-traditional classrooms, homeschool settings, for scout or nature club groups, and many other educational settings including other sanctuaries and even zoos.

CSNW is a true sanctuary, and sanctuaries are different from zoos and other animal facilities in many ways. Understanding the difference between CHCI and CSNW was important for demonstrating the ways sanctuaries are exceptional. While these two facilities housed small groups of the same species and worked to ensure a high standard of care, their operating procedures, funding resources, and labor pools were different. When compared to zoos or rehabilitation centers, or animal shelters, sanctuaries are even more distinct.



## CHAPTER V

### SANCTUARY: A DIFFERENT ANIMAL

Animal sanctuaries are similar to zoos, aquariums, shelters, and wildlife rehabilitation centers in some ways, yet different in many other ways. All these facilities house animals of various species, and while some may specialize in a single species like chimpanzees, some may house a multitude of species like zoos and aquariums do. All of these types of facilities require staff and volunteers to help care for the many animals. Many of these facilities provide education for visitors or conduct educational programs in schools and other off-site venues. What makes a sanctuary different is part of what makes conducting outreach so difficult for them.

What separates animal sanctuaries from other animal facilities and venues is a complex and intertwined set of circumstances that are unique to them. Animal welfare is at the center of the sanctuary operations and influences all of the other aspects of the sanctuary. Funding is very important for a sanctuary, and is heavily dependent on donors where many other animal facilities like zoos may rely less on donors than on other forms of funding. A sanctuary can be well-funded, but how they raise money and where the money is spent is not the same as it is for most other types of animal facilities (Brent, 2007; Guy et al., 2014). Donors are an important component as they provide most of the funding for a sanctuary. Establishing and maintaining a donor base is vital, but continuing to attract new donors is also important and requires time and energy from sanctuary staff (Amos, Holmes, & Allred, 2015). Staffing in a sanctuary is often limited by funding, but is necessary for animal welfare. Staff focus on animal care, but must also devote some time to donor recruitment and retention, fundraising efforts, volunteer

training and coordination, and outreach. This means there is a need for a pool of highly skilled and dedicated volunteers and interns for a sanctuary who can take on tasks that allow the staff to focus their efforts on other salient sanctuary needs.

Funding is a major concern for any facility that houses and cares for animals. Zoos and aquariums are often funded by the cities or states they are located in and of course, most charge admission for visitors and contain gift shops that visitors often must at least pass through in order to exit. These sources of revenue help cover the costs of care for the animals and also may fund the acquisition of new animals. Shelters and wildlife rehabilitation centers may have funding from local governments if they are operating to serve animals within a municipality. Some shelters also derive additional funding from adoption of animals like dogs and cats to help cover their costs (ASPCA, 2018). Sanctuaries rely almost exclusively on donations and grants although some may receive funding from government agencies if they are taking in animals that have been used in government sanctioned and funded research (Brent, 2007).

Establishing and maintaining a donor base is important for a sanctuary. This is especially challenging geographically as many sanctuaries are located in rural areas whereas most zoos are situated in urban or suburban areas. Rural locations are preferable for a sanctuary for several reasons, but the most important are the requirement for land and habitat space, and the need for privacy. In order to provide adequate space for the animal residents, a sanctuary may need a rather large parcel of land that allows for a spacious indoor enclosure plus outdoor habitat space. The needs of the species being cared for can make this variable the most important. For example, if the species is elephants who are not only large bodied, but need a great amount of both indoor and

outdoor space, a large parcel of land would be a necessity (Veasey, 2006). Privacy is also important, not just for keeping curious humans from wandering onto the property, but for minimizing the exposure the animals have to human activity that is not related to the sanctuary. The rural setting is a crucial part of animal welfare in this sense, but may cause difficulty in cultivating a donor base unless the proximity to a major urban area is favorable.

Donors come in many forms. Some donors will only make a one-time contribution even if it is only a small one. Others are devoted to the cause and will support the entity they are donating to for years. Donors may drift to other causes after a time, especially if they do not feel their money is being used appropriately or if they are not being updated regularly. Developing a donor base that will support year after year is vital for a sanctuary since donations are most often the major funding source. People who enjoy or are passionate about animal causes also tend to be more empathetic and altruistic, making them ideal donors for an animal sanctuary (Amos et al., 2015). Studies that have focused on what motivates people to donate and support animal causes have found that impact philanthropy is the primary reason people donate to animal sanctuaries. Impact philanthropy donors truly want to make a difference and will often donate large sums of money every year. However, they tend to like to be able to discern the influence or outcome that their contribution has made (Amos et al., 2015). Although this type of donor may not ask for anything in return for their generosity, it is important that donors receive something that keeps them informed, engaged, and inclined to continue their support. This can be accomplished by providing newsletters with updates about improvements or projects that benefit the animals, well-structured and regularly updated

social media, or by annual fundraising events where donors can be actively solicited and acknowledged in addition to being updated. However, another important measure for keeping donors (particularly those who give generously) is allowing them to see the sanctuary in person (Amos et al., 2015). Again, this presents challenges as the donors must be willing to travel to the sanctuary location, and the sanctuary must then have staff or volunteers take time away from animal care to give a tour. Visitors can have both positive and negative effects on the sanctuary residents. Some may find visitors exciting and enriching, while others find them intrusive and upsetting (Brando & Buchanan-Smith, 2018; Farley, 2016). Monitoring the animals' behavior and ensuring they have the option to be present or absent when visitors are at the sanctuary can help ensure their welfare is not compromised (Brando & Buchanan-Smith, 2018). Allowing donors to visit the sanctuary affords them the opportunity to connect with the animals, which in turn often compels the donor to continue to support the sanctuary (Amos et al., 2015).

Day-to-day operations in a sanctuary differ greatly from those of zoos and other animal facilities and venues. Because funding is quite limited in a sanctuary, most of the staff perform animal care duties like feeding and cleaning, but also devote some time to other important aspects of the sanctuary like volunteer training and scheduling, donor relations and fundraising, and educational outreach. Zoos typically have a large staff that includes zookeepers who do the daily feeding, cleaning, and care of the animals, maintenance staff who care for the grounds, educational staff who guide field trips and conduct programs, and office and general staff who handle admissions, the gift shop, and other general zoo business. If one staff member at a zoo is missing on a given day, things may be minimally disrupted. If a sanctuary staff member is missing for a day, everything

can be disrupted. Another staff member will likely have to take on the absent person's duties for animal care and shift anything else he or she is responsible for to another time or day.

Staffing limitations are one of the greatest challenges for a sanctuary. Since sanctuary staff are primarily animal caregivers, any additional duties are secondary. Even the secondary duties have priorities, and thus, donor relations and fundraising will take precedence over educational outreach the majority of the time. Educational outreach requires both time and personnel commitments for presentations or for having a table or booth at a local event. For a sanctuary with a small and care-intensive staff, this commitment may be all but impossible. My informant from sanctuary S015 told me they have a staff of five, but a requirement that at least two people are on property at all times. She explained how staffing limits outreach when she said: "So we have to limit our outreach to days where all of us are on, so that's usually Tuesday so that one of us can leave and still have the full crew, uh for instance today there's two of us on and we cannot go anywhere." My informant from S016, who is the only staff at the sanctuary, said her location was a limiting factor for her: "Yeah but then the big thing depends on location and when they're wanting it because drive time has been the biggest issue."

Volunteers can play a role in making outreach more feasible especially if they are well-trained and self-starting. The cultivation and maintenance of a volunteer labor pool is crucial to the sanctuary's success. Volunteers for most animal related entities need to have a specific set of skills since caring for animals can pose physical and mental challenges that some individuals may not be able to handle. Experience may not be absolutely necessary, but the ability to do strenuous work, the ability to react quickly in

certain situations (or not react at all in some instances), and the ability to understand and follow strict care and safety protocols are vital. Therefore, training volunteers and interns thoroughly and persuading them to commit to a regular schedule can enable the sanctuary to run more efficiently, while allowing funds to be directed toward animal welfare. Retaining volunteers is also important since less time spent training new volunteers affords more time for animal care and other sanctuary operations.

Some sanctuaries have cultivated a core of volunteers who have teaching experience, enabling the sanctuary to pass off the educational outreach responsibility to capable individuals who have the experience and time to conduct the programs or represent the sanctuary at events. My informant from S017 relies entirely on a few retired educators to conduct all their educational outreach. In fact, she said: “Yeah, and I just may not need to literally hire someone to do it if I have enough volunteers dedicated to running that part of the program.” However, even this can be limited if the volunteers have to commute long distances, or if materials and supplies for outreach can only be in one location at a time. If these endeavors require scheduling via the sanctuary, that task may fall on an already overwhelmed staff member who again may have to treat the scheduling as a low priority thereby limiting the number of outreach events possible at any given time. The inability of staff to return phone calls promptly, or respond to email requests quickly can also impact the sanctuary’s reputation and presence in the community, further complicating the outreach capabilities of the sanctuary.

There is a delicate balance that must be maintained when dealing with the community. If a sanctuary advertises their ability to conduct educational programming and then cannot allocate the resources to make it happen, their reputation may be in

jeopardy. Many sanctuaries, because of their rural locations, have reported that the demand for educational outreach in their area is relatively low. However, if they were to market educational programs and become overwhelmed with requests by area schools and educators that they could not fulfill, it might paint the sanctuary in a negative light, which could then affect the ability to cultivate a donor base or volunteer base within the community. My informant from S017 explained it from her perspective:

Um, limitations are really, you know, to do outreach you know, off-site outreach, isn't just the scheduling factor. It's finding the time again. If we advertised it, we know we would be bombarded with requests, which is why there is no advertising right now, at least we're not set up office-wise you know. Because then you get a bad reputation because you're not returning phone calls or because you take weeks to get back to somebody, or you've got a double booking.

This is the main reason that many sanctuaries cannot promote educational outreach and instead choose to handle it on a case-by-case, as-requested basis.

Perhaps the greatest difference between sanctuaries and other animal facilities is that the welfare of the animals is the priority in a sanctuary. Zoos and aquariums have historically been considered public engagement or entertainment venues. Most open on certain days and times and charge admission. While they provide some educational activities and benefits, they are operating more in an effort to meet human demands than they are animal needs. Sanctuaries are not operating to cater to human curiosity or need for entertainment and most are considered closed-to-the-public even though they may conduct some private tours (Marino, Bradshaw, & Malamud, 2009). Most zoos do not have staff living on the property who are there to address animal needs twenty-four hours a day while most sanctuaries do, which means someone is there at all times in the event an animal needs medical attention or some other type of support. A sanctuary strives to allow the animals some autonomy and agency. The animals may choose where to be at

any time of day and whether or not to engage in activities or with humans. In a zoo, the animals must shift on and off exhibit at certain times and they may not have a choice about whether or not to be present when visitors or staff are near their habitats. Animal welfare is the utmost concern and priority for a sanctuary, and while zoos and other facilities may strive toward positive welfare for their residents, it can never be the top priority because the operation depends on the satisfaction of the human patrons they cater to (Marino et al., 2009).

Sanctuaries exist because of poor animal welfare. If no animal was ever forced to perform in a circus, submit to laboratory testing, or to be kept in someone's backyard as a pet, there might be no need for animal sanctuaries. They are different because they are there to heal and to offer freedom from a life of harsh treatment or inadequate welfare. While many sanctuaries would be thrilled to offer educational programming that would address the issues of illegal pet ownership, illegal poaching and hunting, and the use of animals in entertainment and biomedical research, most simply cannot because their resources are limited, and their primary responsibility is to ensure the best possible welfare for the animals they provide a home to.

There is a distinction between caretaking and caregiving. It is not only in the meaning of each of the two terms, but in the context of the act of either caretaking or caregiving. The word "care" comes from old Germanic language and represented a way of expressing lament or grief before it transitioned to a way to describe caring for one suffering (Online Dictionary, 2019). The word "take" means to capture or to seize (Online Dictionary, 2019), which in the context of this research is suggestive of the origin of zoos in the sense that animals were originally captured from the wild and forced into



housing that showcased them more as objects than as living beings. Conversely, the word “give” is defined as yielding to or allowing another to have or receive (Online Dictionary, 2019). In the sanctuary setting, the act of giving care is the central enterprise, and it requires more than just feeding, cleaning, and providing shelter for the residents. In a zoo, although care is given to the resident animals, the focus is on providing an experience for the human visitors. The contrast between these types of care is another subtle way in which sanctuaries differ from other types of captive settings.

The level of care, structure of activities that comprise the care, and the kind of person who gives this care are also different in a sanctuary. As a zookeeper, I provided quality care to animals I worked with, but the structure of a day was very different from what I now do for the sanctuary. In a zoo, visitors can begin arriving as soon as the gates open, and this means the animals should be on their exhibits and not in holding or safe areas. The visible habitats must be clean and presentable to the public, and staff should be ready and available to engage with visitors. Once visitors are enjoying the zoo, the keepers are cleaning off-exhibit areas, preparing meals for later in the day, and updating care records with any unusual animal behaviors, injuries, or other important observations. A zookeeper has a very structured set of duties with safety and welfare protocols that are only deviated from when absolutely necessary. Most zoos do not have 24-hour care staff. Once the zoo closes, all the animals are moved into their holding or overnight areas, and if anything happens to an animal it will likely not be discovered until the next morning. An exception might be if there is already concern for an ailing or aging animal, or if extreme weather conditions warrant a staff member staying on-site.

In a sanctuary, while staff and volunteers may arrive at a set hour, the day is often loosely structured. A closed-to-the-public sanctuary does not have to be concerned with the arrival of visitors, and thus, the schedule for cleaning habitats and other maintenance is flexible. At CSNW, breakfast is served half an hour after staff arrive and after that, cleaning commences. If a chimpanzee chooses to remain in an area that needs cleaning, the staff and volunteers wait until that chimpanzee is willing to move. The main reason for this is welfare. Allowing the individuals to have choices is more important than getting an enclosure cleaned by a certain time. The chimpanzees know and understand the typical schedule and usually cooperate by moving into another area when they realize the humans are trying to close one area off. However, there may be a reason a chimpanzee chooses not to move. It may be that a fight or display has just taken place and has made the chimpanzee uncertain about whether he or she might be harmed if another group member is still aroused. It can also be that they are just comfortable where they are, and would like to stay under a blanket or in a nest for a bit longer. The caregivers at the sanctuary respect these choices and allow the chimpanzees agency in these decisions.

Captivity is of course, not the ideal situation for any wild animal, even one that was born in captivity. Caregivers in sanctuaries are challenged with trying to make captivity better for the residents than it may have been for them in the laboratory or other captive setting. One of my informants from CSNW stated: “Yeah, we never shy away about talking about how even in the best captive situation you can never give them everything they would experience in the wild and it's unfortunate you know.” This is

why caregiving is different in a sanctuary and why it must be the priority for a sanctuary to focus on welfare.

I had never volunteered or worked for a sanctuary prior to my experience with CSNW. The wildlife ranch I worked for mainly had animals who had been surrendered pets, but also fostered and reared young animals who were being moved between zoos. It felt more like a zoo than a sanctuary and thus, was called a wildlife ranch. I did not expect sanctuary care to be very different from wildlife ranch or zoo care. As I transitioned from student intern to volunteer at CSNW, my experience within the sanctuary began to intensify. My initial responsibilities were those of a captive caregiver, and the training I received was provided to ensure I would leave the program with the skills to properly care for captive primates. Once I fulfilled that requirement, I was offered the opportunity to continue as a volunteer and to enter into a training protocol that would immerse me in the captive caregiving for the chimpanzees at CSNW in a way that was transformational. Although I had made connections with many of the animals I had worked with in the past, for the most part, my job required that care tasks were completed in a certain amount of time and usually by a certain time of day. This limited the time I could spend getting to know individual animals, which unbeknownst to me, would hamper my ability to understand what was normal versus abnormal behavior for them. What I would learn as a caregiver at CSNW allowed me not only to develop relationships with the individual chimpanzees, but to understand why sanctuary care is so very important to animal welfare. As I yielded to these seven chimpanzees, and allowed them to reciprocate if they chose to yield to me, I found myself forming relationships that would change the way I viewed and provided care.

## CHAPTER VI

### BETWEEN BEINGS: THE RITE OF PASSAGE FOR A CHIMPANZEE CAREGIVER

In order to better understand what limits a sanctuary has as it pertains to conducting educational outreach, it is necessary to understand the role of caregivers in a sanctuary and how they differ from those who work in zoos or other facilities. I was able to accomplish this by using ethnographic research methods as a participant observer. While I did interview personnel from CSNW as part of my research, my intern and volunteer work at the sanctuary has allowed me to gain insight into both sanctuary operations and sanctuary life. I observed both the humans and the chimpanzees in the sanctuary and paid attention to their relationships, but I also participated in the care of the chimpanzees, and worked closely with staff and other volunteers at the sanctuary. This participant observation approach enabled me to discover information that might otherwise remain obscured behind the walls of this closed-to-the-public sanctuary. It also helped me better understand how other sanctuaries I interviewed regarded caregiving and how it affected their outreach capabilities.

Captive animal caregivers can be specially trained individuals who have experience working with animals (or people), but they can also be those with no prior experience who feel a strong desire to help care for animals in a sanctuary. Becoming an animal caregiver is a process that requires time, physical stamina and strength, patience, and empathy. It is not so different from being a human caregiver, especially when one compares a sanctuary caregiver to one who works or volunteers for a nursing home or hospice facility. The work can be demanding emotionally and physically, but it can also be very rewarding. Those who choose to be caregivers in a sanctuary are willing to work

through any difficulty they encounter in order to make a difference for those they care for. Becoming an animal caregiver can be compared to a rite of passage in that it requires the caregiver to be open to a change in his or her identity, which occurs as relationships are formed between the caregiver and the care receivers. The process of transforming from a caretaker to a caregiver requires the trainee to be vulnerable, receptive, and present in the moment during all engagements. This is what allows relationships to form and grow.

A caretaker provides excellent care, but has likely been trained to work on a regimented schedule. A caretaker may even seem somewhat distant from his or her charges, which may be intentional so as not to form bonds or attachments to them. A caregiver is one who has submitted to being re-shaped by the individuals he or she cares for. An excellent level of care is employed by both, but the adherence to a strict schedule, and the emotional separation from those cared for are shed and even encouraged in caregiving. The caregiver is trained not only by other caregivers, but also by those he or she cares for. Their direction and engagement compels the trainee to think differently about how care is delivered to each unique individual as relationships develop between them. A process such as this often takes one out of his or her comfort zone and presents challenges and opportunities that can allow one to explore and perhaps even enter an extraordinary social realm.

Zookeepers, veterinarians and veterinary technicians, and other animal care providers tend to have atypical experiences with the animals they work with. While many may go about daily duties without much interaction with the animals they care for, others are keenly aware of the beings they care for and may develop bonds or

relationships with them. Interactions with the animals in question are often unavoidable. As a caregiver spends time in the presence of the animals cared for, it is likely that they will be engaged in some way by the animals out of need, curiosity, or out of desire for social interaction (Manciocco, Chiarotti, & Vitale, 2009). I have worked as a zookeeper and a caretaker/caregiver for many species, and when I reflect on the individuals I have had experiences with, none compare with my relationships with chimpanzees. The experiences I have had over the course of my thesis research have caused a change in my relations with those I care for, and have transformed me from caretaker to caregiver.

My own experience as a nonhuman animal caretaker began when I was a young girl. My family always had pet dogs and cats, and then when I was nine, my mom bought a horse and a few years later, bought me one as well. I learned quickly how to care for horses, and as I spent more time with my own horse, became more interested in animal care in general. I moved to Texas when I was 22, and had to leave my horse back home as I could not afford to move and board him. However, I found a volunteer opportunity with a therapy horse riding facility and later took a job at another.

Working with animals taught me that it is important to pay attention to any clues they may give about their state of being. Unlike humans, their vocal communication is non-verbal, in the human sense anyway. With horses, the position of the ears, the direction of gaze, the pitch of a whinny, and the physical response to some sound or sight can give clues to what it is the animal has seen, heard, or what is causing distress. Observing these behaviors mindfully allows a caregiver to respond to the animal in a way that best meets their needs (Hintze et al., 2016; Hötzel, Vieira, & Leme, 2019). Being

able to recognize the cues of different species is challenging and requires not only experience, but also time spent researching and learning about the species.

When I worked for a horse boarding, riding, and training ranch in Texas, in 2006, one of the horses, Duke, had been injured when he was spooked by something and caught his cheek on a rusty gate latch. He had literally torn the flesh from his cheek so that it was hanging off, and it required five hours of stitching by the veterinarian to repair the damage. He spent a month at the vet clinic and then came back to the ranch where he had to remain in a stall in the barn so ointment could be applied to his wound daily until it was completely healed. He was in a stall that had an outdoor area we called a patio. However, the door to the patio was broken and would not open. Since he still had stitches in his face, and tender, healing skin, it was important to keep him from being exposed to sunlight for long periods of time. The barn manager had chosen the stall for him believing no sun exposure would be best.

Duke was what a person with equine experience might call high-strung. He was about seven at the time I began working at the ranch, so he was not young, but by no means was he old. He typically paced a good bit in his stall, and he was easily startled, which was why he had injured himself. One day, I was cleaning and refilling water buckets when I noticed Duke was standing against the door to the patio of his stall. He was pressing against it as if to push it. I spoke to him softly as I filled his water, unsure of what it was he was doing or what he might have wanted. He would look at me, then look at the door. He did this repeatedly, and it occurred to me that perhaps he wanted to go outside, to breathe some fresh air and to feel the breeze on his body. I asked the barn manager if we could let him out for an hour or move him to a stall that had a working

door to the patio. She said no because he had injured himself on one of those doors, and the veterinarian had said he could not be in the sun. The next day, I came in and that door was hanging by one hinge. Duke had worked at it until it had nearly fallen off and I was afraid he would injure himself further if he stayed there in that stall with the broken door. I did not ask permission to move him. I moved him to a stall with a working door so that we could let him out for short periods of time, but also so he could at least feel the fresh air as this stall had a Dutch door where the top part could be opened to allow the horse to put his head out. I called the veterinarian and asked him about the sun exposure. He said that if we put sunscreen on Duke's face, he could go out for a couple hours every day. I went home on my lunch break and got some sunscreen, and that afternoon, applied it to Duke's face and let him out. When I brought him back in, he wrapped his head around my neck as if to thank me.

It was this incident that made me realize that maybe I had understood what Duke was trying to communicate and if I paid attention to what any horse's body language was indicating, I might be able to care for them better (Hötzel et al., 2019). My co-workers thought I was crazy, and that I was imposing my own thoughts on the animals. As human animals, we tend to anthropomorphize the behaviors we observe in nonhuman animals. It is hard not to since we cannot communicate with them as we do with other humans. We tend to make assumptions based on expressions, movements, body language, or sounds that animals make and equate them to human expressions, gestures, or utterances (DeWaal, 2017; Hötzel et al., 2019; Pierce & Bekoff, 2012; Watanabe, 2007). I had to consider this and always keep it at the back of my mind, but I still



believed I had known what Duke wanted, and that he knew I had understood his desire and granted him what he asked for.

I carried this awareness with me as I began working at a wildlife ranch where I would learn to care for many other species. I was hired because of my experience with horses, which I used when I was asked to work with zebras. Zebras are known for their extreme fight-or-flight response, which makes them challenging to desensitize and train, but with patience and attentiveness, I was able to succeed at this. We had a female foal who was set to go to a wildlife park in Arkansas, and it was important that she was able to be led with a halter and lead rope, that she would walk into a horse trailer willingly, and that she was calm enough to be shifted from one area to another. I spent hours just getting her to accept me by allowing her to choose to follow me around an area or to approach me and investigate me at her will. It did not take long for her to trust me, and within months, she would accept wearing a halter and being led short distances with a rope. The only thing she was terribly fearful of was the truck that came to clean out the portable toilets we had on property. It made loud hissing and thumping noises, and when it was in the area, she would call until I came and stood with her for the duration of the cleaning service. My co-workers were impressed, and would soon allow me to work with some of the other animal species we had at the ranch.

I was subsequently trained to work with capuchin monkeys, cotton top tamarins, lemurs, and a gibbon, as well as kangaroos, sloths, and porcupines. Working with small primates was especially challenging compared to working with large equines. They moved so fast, and possessed such a variety of expressions and vocalizations, it was hard to tell what, if anything they wanted to communicate. It took time and research on my

part to begin to understand the difference between a contact call and alarm call, and how they differed among species. Once I knew that the soft cooing sounds a ring-tailed lemur made was a contact call to let others know where he or she was, and the loud, almost barking sound was an alarm call given as a warning to others of potential danger, I felt I was becoming better able to assess their needs. If a snake entered the lemur enclosure, they might be trying to warn not just the other lemurs, but the human caretakers as well. I realized that paying attention to the animals and their behavior was not only important for their welfare, but also for that of the caretakers.

I worked with these primates for almost five years and as with the horses, I developed relationships with a few of them. The wildlife ranch was an educational facility, and so I spent a good deal of my time there teaching school-aged children about these animals with an emphasis on why they do not make good pets and why many of them are endangered species. It is incredibly easy to anthropomorphize primate behavior because even prosimians like lemurs, the most ancient of the extant primates, have human-like features and gestures (DeWaal, 2017). More intriguing and complicated are their personalities. I observed differences in behavior in one lemur as he interacted with different caretakers. This lemur was cooperative with me all the time, but my co-workers had a hard time getting him to cooperate if I was in the vicinity. If I was not there, he was usually cooperative with them. It would be easy to say that he exhibited a preference for me as a caretaker over the others, but how could we know that was the case? We could not with any certainty. It made me aware of the fact that just as we as humans often sense things about others, animals likely do too. We may prefer to work with one person over another because we feel more comfortable with that one person, and perhaps

we are able to suppress any indications of that preference so we do not demonstrate favoritism. Maybe animals cannot suppress this preference, or simply do not feel the need to, and thus, express preference via cooperative or un-cooperative behavior without restraint.

This fascination with primates and their behavior led me to pursue an advanced degree, and so I moved to Ellensburg, Washington, to study Primate Behavior and Ecology at CWU. I was able to secure an internship with CSNW and experience working with chimpanzees as part of my degree. I had never worked with large-bodied apes, nor had I ever worked in a sanctuary setting, and so although I had plenty of experience with primates of various species, this was an almost entirely novel opportunity.

At CSNW, there are three levels of volunteers and interns. Level I interns or volunteers are those who have no access to the chimpanzee-occupied areas and who perform duties like preparing enrichment or meals, and doing laundry. Level II, which is where my journey began as a student intern, are those who do have access to chimpanzee-occupied areas for the purpose of cleaning and maintaining the habitat in addition to preparing meals and enrichment. Level II personnel have no contact with the chimpanzees beyond the occasional polite head nod—a greeting or acknowledgement that is appropriate between this level of caregiver and a chimpanzee. Level III volunteers assist in cleaning and other care activities but are also trained to hand feed the chimpanzees, and to have limited, close-up interactions with them. It is as a Level III caregiver that one begins to interact with the chimpanzees on a personal level: speaking to them as we do to our fellow humans, engaging in safe and limited play, and allowing

them the opportunity to investigate us through grooming with a tool or by watching us dance.

I never thought I would serve chimpanzees breakfast or play tug-o-war with them. I had imagined myself as a would-be Jane Goodall, studying chimpanzee behavior either in a wild or in a captive setting, but at a distance. When I began my internship at CSNW, I knew that I might never advance beyond Level II. This meant my interactions with the chimpanzees would be limited to those friendly head nods despite their efforts to engage me. Human interactions with captive animals of various species have been studied to determine whether the interactions impact animal welfare in a positive or negative manner. Some studies have found captive animals seem to anticipate and even look forward to interacting with human caregivers who are well-known to them (Clegg, Rödel, Boivin, & Delfour, 2018). I knew as I embarked upon my internship that the staff at CSNW did interact with the chimpanzees using positive reinforcement training and also in limited play, grooming, and feeding activities. I observed a few of the chimpanzees attempting to interact with caregivers on my first visit and also during my orientation. It was difficult for me not to react or respond when Foxie sprayed me with mouthfuls of water on my very first day as an intern. She was obviously trying to get a reaction from me, but I had been instructed to ignore these attempts to engage me.

As a level II intern, I was supposed to act like I was invisible to the chimpanzees, and they were to reciprocate by acting as if I was invisible to them. They had their own social structure within their chimpanzee group, which I was not a part of, but they were also part of another social structure within the sanctuary. The humans who were Level III or staff had a different set of social groups, one of which included the chimpanzees,

because they interacted with them on a regular basis. I was a mere head nod to the chimpanzees at this juncture—someone who was there working and whom they might be curious about, but could not fully engage with beyond that one simple gesture.

The next several months, I continued to perform my duties as usual, but as I evolved from a cautious new intern to an experienced and more confident intern, I found myself able to pay more attention to the individual chimpanzees. As part of my duties, I was required to be able to identify the individual chimpanzees and pass visual identification tests. This is done so that an intern can begin to perform safety checks to help ensure the chimpanzees have all moved from an area that needs to be cleaned and the humans need safe access to. These checks are done before humans enter any area that belongs to the chimpanzees, and it took practice and study to learn to identify the chimpanzees, and also to know which doors needed to be checked to ensure they were completely closed. This requirement also allowed me to spend more time studying each of them so I could recognize the subtle differences in their faces, bodies, and mannerisms, while I learned a little about their individual personalities. At this point, I had not yet entered the chimpanzees' realm other than as an observer although they seemed to be fully aware that my responsibilities had increased as I passed tests and started performing identifications and safety checks on my own. Some of the chimps began to spend more time watching or attempting to engage me.

My rite of passage as a caregiver for these seven chimpanzees—Annie, Burrito, Foxie, Jamie, Jody, Missy, and Negra, has been an education, and has also influenced my perspective on sentience, captivity, and welfare. My first several shifts as a Level II intern were slightly stressful as there were a lot of safety protocols to remember and

procedures to follow. Each shift differed from the previous one and promised to be different again from the next one simply because the environment in the chimpanzees' world differed from day to day. After the initial hosing received from Foxie, I had several experiences with Jamie, who although female, is usually the most dominant of the seven chimpanzees. Once, I was up on a ladder scrubbing a sleeping platform in one of the chimpanzee smaller rooms. Jamie was pounding rhythmically on a plastic barrel in the large playroom just outside of the room I was in. She pushed the barrel as she pounded on it and displayed; her hair piloerect, her head cast slightly down, and her expression intent. She charged at the door to the room I was in, and I carefully climbed down the ladder and backed out of the room, making myself small by crouching slightly as I moved. I had only heard of Jamie's fierceness up to that point. I remained calm, but was hesitant to return to my cleaning duty. When I did go back in, I went back up the ladder to finish cleaning the shelf, and when I came down, there sat Jamie at the same door she had charged only moments earlier, gazing at me with interest. The first few times I found myself under Jamie's watchful eyes it was unsettling, but soon it became almost desirable, for I felt that if she was watching me and I was not making her upset in any way, it was nice to have her there. I felt like it meant she approved and I so wanted to win her favor.

One Saturday, when I was picking up toys and blankets from the upper level of the playroom area, Jamie was sitting in the upper window of the greenhouse, which is an indoor/outdoor space the chimpanzees enjoy because it offers warmth and shelter, but in the nice weather months also fresh air and sunshine. The window she sat in looked into the playroom where I was working. As I bent to pick something up, our eyes met, and

for a few moments we just looked at one another. Some primates, especially monkeys like capuchins, consider direct eye contact to be a threat. I knew from the captive care class I had taken, and from the chimpanzee behavior literature I had read, that this was not the case with chimpanzees and therefore it was alright for me to meet her gaze. What I was not prepared for was the feeling this few moments left me with. It was transformational for me as I made a connection with a being I truly respected, but also feared I would never share a bond with. Up to that point, I had not received a head nod from her, but after that day, it would happen almost every shift I worked. Something changed between us in that moment and to this day, I cannot say exactly what it was, but I know it was meaningful. I was acutely aware of Jamie's mood the rest of that day. She was very pensive, and spent a good deal of her time alone intently looking at a book or laying in a nest of blankets watching us work. I went home exhausted but joyful. I had made a connection with a chimpanzee, something I had not expected given the nature of my internship and the limited time I would have at the sanctuary.

As discussed in my literature review, there is debate surrounding the personhood of nonhuman animals. I have long believed animals should have personhood, but working with chimpanzees has made the case even stronger for me. Each of these beings is as unique, intelligent, and interesting as any human I have ever known. Typically, with humans, the more time you spend with someone, the more of their personality you are able to see. This was true for me with the chimpanzees. I was cleaning enrichment at the large sink just outside the chimp playroom when the usually quiet and somewhat reclusive Negra came to the playroom door and made a food grunt at me. When I told the lead caregiver, he said Negra seemed to understand the concept of a schedule and she

knew once we finished cleaning the large areas that it was nearly lunchtime, and she was reminding me. It was my first experience with her, but after that, almost every time she saw me, she would make kissy lips at me. This is her way of trying to win you over and get you to capitulate to her will. It worked. I could not give her food as a Level II intern, but if I could have, I would have. Negra had begun to show me a little of her personality, and soon, most of the other chimpanzees would as well.

At CSNW, the opportunity to advance to a Level III caregiver is a carefully considered one. All of the six staff must agree that a candidate is worthy of this endeavor as it requires intensive training, which also requires staff time and effort. It is a commitment for the trainee in both time and energy, as it takes several months or longer to move through all of the phases of training, and it presents new opportunities as well as some dangers. Safety for both the humans and the chimpanzees is paramount, but the trainee must be willing to submit to interactions that require close proximity to the chimpanzees in order to succeed. Level III involves direct hand feeding (through caging at all times), and other limited interactions such as giving a chimpanzee a drink of water from the hose, or grooming a chimpanzee's back with an item like a toothbrush.

It was not long after I passed my identification and safety tests and began to recognize the individual chimpanzee personalities that I was asked if I wanted to train for Level III. I was thrilled and honored as I knew this was not something every intern would be offered. I also wondered if the chimpanzees had a say in who was asked to advance. Their acceptance, interest, and engagement was surely observed by the staff. I have never been told the decision is made by anyone other than staff, but at CSNW the chimpanzees are considered part of the staff. It is for their well-being that all of the staff,



interns, and volunteers work. We do not just clean their habitat and prepare their meals. We endeavor to make each day interesting and fun for them by creating new enrichment, or adjusting regular enrichment to add a level of complexity or novelty. We take walks with them when they want us to go, and we do not intrude on their social activities with one another. It is a dance of sorts—a balance between our human world and their chimpanzee world, and at the sanctuary, we are all part of both. As I embarked on my training for Level III, I realized just how much our worlds would overlap, and I wondered how the chimps would treat me as I inched further into their world.

When my training began, I had to do some reading, watch chimpanzee-related documentaries, and read a review of the processes and protocols my training would follow. Before I began the live training process, all of this was reviewed with me by staff to ensure I understood what would happen. I was reminded that it was important to try and engage with all of the chimpanzees even if one or two tried to monopolize my attention. No favoritism should be shown, and if a chimpanzee was upset I was engaging with another individual, my interaction might need to end for safety, and also in order to allow the chimpanzees to interact with one another. This made sense to me as I understood how important their social bonds with one another were. However, I knew it might be a challenge, especially if Jamie wanted my attention.

Chimpanzee social relationships are just as complex as human social relationships. There are politics, emotions, and hierarchies involved, and these aspects of sociality are fluid—changing all the time depending on one individual's mood or objectives, or on the climate of the group itself on a given day (Fouts, 1997, Staff, 1998). I had to be aware of each chimpanzee as I performed my new duties and engaged in

interactions so that I did not upset the balance between them if at all possible. One afternoon, Foxie wanted to play a game of chase. She passed a doll through the caging and I was instructed to take the doll and then follow Foxie as she moved from one room to another. After a minute or two of that, she sat down and we began a different game of laughter (yes, chimpanzees laugh although it is more like panting as there is no sound other than the breath) and slapping the ground and spinning around. Jamie was watching and came over with a mouthful of water, which she promptly doused me with. The lead caretaker reminded her that I was allowed to play with others, and she retreated to another room where she could watch, but she did not disrupt us further. After that incident, it became the norm for Jamie to come and seek me out to go for a walk shortly after I interacted with another individual. It seemed she was willing to allow my time and attention to be devoted to others as long as she was able to have what she considered enough for herself. Learning the rules of engagement was possibly the most challenging aspect of this training as they were not rigid or concrete rules, and I had to pay attention to the subtle clues the chimpanzees might give me as to what I should or should not do on any given day. I was a novice despite my zookeeping and domestic animal care experience, and the chimpanzees were guiding and shaping my behavior as their caregiver.

Other Level III caregivers gave me advice about how to endure the trials the chimpanzees would impart upon me, and how to avoid making any of them mad or upset. I was told to always offer Jamie food first, to watch out for Jody's poking fingers, and not to let Foxie trick me into playing with her when a supervisor was not in the area, for she was famous for begging a trainee to play and then screaming to "tell on you." The first

time I actually served breakfast, I was apprehensive. I had to give each of them not only several pieces of different fruits, but also vitamins—some the size of an antacid tablet, but some the size of a small gumdrop. They went easy on me that first time. Jody did poke at me, but just barely. Negra rapped her knuckles on the caging to scold me when I dropped one of her vitamins, and Burrito made a sudden lunge move at me, but only after he had collected all his food from me. Jamie was nothing short of polite, gently taking the food items I proffered with her hand or her prehensile lips. The best part of that day though, was after lunch when the elusive Missy presented herself at the playroom door and allowed me to groom her back with a doll. Missy prefers chimpanzee companionship to human companionship and is possibly the least likely to engage with any of the human caregivers. She handed the lead caregiver the doll, and I expected her to retreat once she realized it was me grooming her and not the more familiar person. However, she stayed, and I was able to spend several minutes grooming her while curious Foxie came over and observed the interaction. I left feeling less intimidated by this huge undertaking, and confident I could endure the initiations of the seven chimpanzees.

It is important to know a bit about each of these incredible individuals in order to understand what caring for them is like. When I worked in other animal care endeavors, there were some beings that I was more engaged with than others, but my time was also limited by opening or closing schedules and so my experience with each individual was limited. At CSNW, perhaps because there are only seven individuals, it is very different. But another part of the difference is that even though we have a schedule, the chimpanzees can cause that schedule to change at any time. It may be that one does not want to leave an area we want to get into, or that the weather is awful and keeps us from

closing an area off. Regardless, working to allow the chimpanzees to be content also allows the caregivers to observe and learn about them as the unique individuals they are, and this is a priceless aspect of caregiving.

Annie is a peaceful soul with a face that melts your heart every time you look at her. I have seen her be as calm and joyful as anyone can be, laying on her back and playing with her toes while making little noises that remind me of tweeting birds. I have also seen her anxious, pacing and rocking when something has her aroused, like the new construction on the other side of the playroom wall that she could not see. Annie may have been captured from the wild before her time in the laboratory although she would likely have been an infant and may have no memory of her wild life. She does not engage much with humans, but as I began serving meals, she seemed to pay more attention to me in a curious manner. She would come and sit near where I was working and nod at me, and then just watch me for a time. Up to that point, I had no interaction with her, and her curiosity about me gave me hope that she was beginning to trust me even just a little.

Burrito is a character. He is the only male in this group, but because he has not been exposed to other male chimpanzees, he is not quite sure how to behave like one. Burrito was born in a laboratory, but taken home as a pet by someone from the laboratory for a time. It is likely that once he matured and became harder to handle, his life in a private home became difficult, and so he was returned to the laboratory. Burrito's way of testing me was like that of a teenage boy. His little lunges at me after I had given him his food were a little scary, but once I began to anticipate them, they were less frightening. When I interacted with him outside of meals, he was goofy as he seems to be with all the

caregivers. He seemed a little uncertain as to whether it was alright for him to play with me, but then once we began he was a ham—running along the greenhouse wall and slapping it from time to time as I chased him and slapped on the wall in response to his slaps. Burrito has been diagnosed with congestive heart failure and requires monitoring and medication. The staff at CSNW have worked consistently with him using positive reinforcement techniques so Burrito will allow his heart to be listened to, his weight to be measured, and so he is easy to ask to present a certain body part. This comes in handy when offering him food or playing with him as he seems to enjoy practicing what he has learned.

Foxie is a charismatic, playful, and energetic chimp. Her story is perhaps the most heart-wrenching of this group of chimpanzees. Foxie was what the laboratories refer to as a breeder. She was impregnated and forced to bear infant after infant only to have them taken from her almost immediately after birth. Chimpanzees in the wild typically have children five years or so apart, but Foxie was not given this respite from carrying and birthing babies she would never raise. When she entered sanctuary, she was tentative and untrusting. It was only when she was given the gift of a troll doll that she began to come out of her shell. She carries dolls much of the time and plays with them, grooms them, and even appears to reprimand them from time to time. She soon developed a collection of all kinds of dolls, mostly donated by people moved by her story. Foxie will throw a doll at me (something she has done to me from early in my internship before I was permitted to engage with her) and then clap or make a raspberry sound with her lips to get my attention in an effort to engage in a game of doll toss. She often greets me with a flip of her upper lip and enthusiastic bobbing of her head, which

the staff have told me is a rare thing as Foxie is usually hard to win over. Although Foxie was truly the first chimp to try to engage me with her mouthfuls of water on my very first day, she is also the one who has been the easiest on me as I make my way through my training.

Jamie, as I mentioned earlier is an intense individual with a complex personality and a larger-than-life presence at times. Perhaps because she was also raised for a time by humans, she is interested in her caregivers more than any of the others. Jamie was trained to perform to an extent before she was sold to a laboratory, and possibly obtained an interesting cultural background from her trainer. Jamie is obsessed with boots, and like Foxie, her story has motivated people to donate boots of every size and variety for her enjoyment. She carries them and often sleeps with them, but her favorite thing to do with them is make her caregivers wear them. The first time Jamie wanted me to put on a boot to go for a walk I was honored. I had watched many times as she pointed and gestured for a staff or Level III volunteer to put on a boot and go for a walk with her. Just like humans who enjoy fashion, Jamie's favorite boots change from time to time, and so what she wants a caregiver to wear can go from serious cowboy boot to dress boot on any given day. She likes to groom the boots while you are wearing them as well, and I have now had the chance to experience this form of grooming multiple times as a trainee. Jamie likes to be in charge, which can be challenging for the staff and volunteers, but it makes her happy to be able to have this autonomy, and quite honestly, she keeps everyone on their toes, which is important for everyone's safety in the chimp house. Jamie knows if someone has come too close to the caging and will sometimes charge or threat bark as a reminder. She has an incredibly sweet side though, and I was fortunate to

experience her gentle side when I gave her a drink of water from the hose and unintentionally sprayed a little on her face. I was sure she would be angry about the overspray, but instead she wiped her face and let me give her a little more water. Afterward, the supervising staff caregiver told me to pass her some paper towel to wipe her face with and she took it gently, and then dried her face and rubbed her shoulders with it while she rolled onto her back like a puppy.

Jody is the mother hen of the chimpanzees. She is sweet and watchful, always aware of where her friends are, and often helpful to her caregivers as when she is asked to remove a blanket or toy in a doorway so the door can be closed. When I was told Jody would poke at me, I almost doubted it was even possible. She seemed almost timid to me, and I could not imagine her poking at anyone, but she did poke at me the very first time I served breakfast. It was not a harsh poke, but a gentle movement meant to let me know her fingers were free as I set a vitamin on her prehensile lip. Since that first experience though, she often greets me with that lip extended loosely in a relaxed and happy gesture. Jody enjoys her food and is always happy with whatever is served or set out for her to forage. For me, she is probably the easiest of the chimps to serve because she can extend her lip so far it is easy to place a food item in it.

Missy is the group athlete and politician. She is agile and quick in both body and mind. Missy is keenly aware of everyone's mood and knows precisely how to behave during conflicts. She is considered second in command to Jamie during altercations, and tends to back her up in tense situations where Jamie may be challenged. Missy is also very close with Annie and is often seen grooming with her or just hanging out somewhere with her. One caregiver told me that in six years, she has had three

interactions with Missy. She is the least trusting and least likely to engage with any human simply because she prefers the company of her own species. My single interaction with her was promising since I know it may be one of few I will ever have.

Negra is the eldest, and the queen mum of the chimpanzees at CSNW. Although she is not as dominant as Jamie, all the chimpanzees seem to hold her in esteem, and treat her with respect and deference. She is a lover of napping, and spends much of her time covered in blankets regardless of the weather or time of day. She can be demanding. A few minutes before lunch, she will appear at the caging on the second floor that looks down into the kitchen, so she can remind us that she is hungry. When meals are being served, she will clap or rap her knuckles on the caging to hustle the service along, and she will demonstrate her displeasure with a food item or with the service. One day at lunch, I was serving small sweet peppers, and each of them received four. Annie stole one of Negra's peppers after she set it down in anticipation of her share of the next food item. A scuffle ensued after Negra alerted the others to the theft, and Annie (and poor Jody mistakenly included as a thief apparently) was chased off by the other chimps while Negra remained seated demanding the next course. After things settled a bit, I was instructed to continue, and so I went to give Negra the next portion, and she flung a handful of wood chips from the substrate at me. It was hard not to be offended even though I knew she was just taking out her frustration over the theft of the pepper on me as the server. Negra has been the hardest one for me to win over, which surprised me because she had been following me around making that kissy face at me for months and I was sure she had already deemed me worthy of her presence.



One of the first rites of passage a caregiver at CSNW might experience is having feces thrown at them. Nobody actually wants to experience this, but after a few months as an intern, you realize it is only a matter of time before it happens. Not all chimpanzees throw feces, but it is not unusual for captive chimpanzees. In this group, Jamie is almost always the one who does and it usually occurs after Burrito has displayed, which sends all the chimpanzees into a state of high arousal. It is a way for a chimpanzee to release some of the tension this state of arousal leads to, and is not necessarily related to anything a human caregiver has done or not done, although on occasion it may be (Manciocco et al., 2009). After hearing some of my fellow interns say they had suffered a “code brown”, I knew my number would be up sooner or later. It finally happened one morning after Burrito displayed. During a display, a chimpanzee will often have piloerect hair, may walk bipedally, and may bang on, shake, or throw things while demonstrating strength and power. The other chimpanzees may react by running or crouching, hooting (a vocalization that sounds like a hoot), or grimacing in fear. I was walking through the area we call the human hall to perform my safety checks just after a display. I saw Jamie look at me and then move quickly to get ahead of me as I walked back to the safety of the kitchen. She threw it as I passed by the last of the smaller chimpanzee rooms, and it hit me just on the side of my windbreaker. Somehow, although it was unpleasant, I felt I had passed an important initiation of sorts and so I did not take it personally. In fact, I did not react at all.

When I experienced one of the feces-throwing days that was not necessarily all Burrito-display related, it was very different from the times I was fairly certain the displaying was the root cause. On a day late in my Level III training, the early portion of

breakfast service went fairly well, although it was evident from feces in the hallway, that some had been thrown even though at that point no one had been hit. It was at the end of the main breakfast service that I dropped a vitamin, and Jamie made a gesture that the staff member I was with interpreted as a desire for the vitamin to be moved so Jamie could reach it. The staff caregiver told me I could push it gently toward Jamie with my foot, so I went to, and quickly realized Jamie was not happy as she flung a handful of feces, hitting us both. After we cleaned up from that event, we went back in to finish the meal service only to have poop thrown at us twice more. We all have bad days, and this was no different than a day when the boss is in a bad mood and takes it out on the staff. You cannot take it personally even if you are fairly sure you may have done something to set the boss off. Everyone has to vent or let loose some of the tension that builds up in the course of a day, and this is how it works for chimpanzees in captivity as they may find less risk in taking out frustrations on humans than on fellow chimpanzees (Manciocco et al., 2009). They have some options as far as leaving the area or the scene of the commotion, but they cannot entirely leave the premises and go someplace far away to decompress as most humans can. Their choices are limited, although as caregivers, we endeavor to allow them as much autonomy as possible. As awful as it is to have feces in your hair and on your clothing, if you try and put yourself in the chimpanzee's place, it is a bit easier to handle. This is what I did when these incidents occurred. The empathy that I felt for Jamie or any of the other chimps is what helped me get through these trials. It is also what motivated me to keep going. I knew that everything I did for these beautiful beings mattered, and their well-being depended on people like me who were not afraid of a little bit of poop or a handful of wood chips.

I was suspended in what might be called the liminal phase of this rite of passage (Turner, 1969) as I had one foot in the human world and one foot in the chimpanzee world. There was still structure in both worlds, but I was in the space between those worlds: having to maintain my relationships on the human side by following the rules within the sanctuary and accepting direction from the human staff while forging relationships with the chimpanzees. The chimpanzees were my primary instructors at this juncture as their rules and cues as to how I was to behave informed every move I made when I was interacting with them. I had to be submissive and show the chimpanzees that I respected not only their needs and wishes, but their knowledge about how I should behave toward them as individuals and as a group. It gave me a new respect for and perspective on what chimpanzee society in the wild might be like, and how it may have shaped our own human society. Fights and arguments are part of any society, and chimpanzee altercations can be intense. Burrito is the only male in this group and he is also the youngest of the seven. He wakes up in the morning full of testosterone, and he usually displays to release some of the pent-up tension this creates. Mornings can be loud and tumultuous as Burrito displays and chases the females around. Many chimpanzees (captive and wild) are missing parts of their ears or fingers and toes as often these fights end with some violence. However, another part of sociality is reconciliation, and chimpanzees are as good about consoling and reconciling with one another as they are about fighting.

Serving meals when the chimpanzees have just settled after an eruption of sorts is sometimes difficult. If they have not completely settled down, one or two of them might be reluctant to come and be near the individual who has been displaying or chasing them

only minutes earlier. There might also be a secondary event that will disrupt meal service and send the humans to the kitchen to refrain from influencing the sequence of events. At CSNW, the caregivers remain neutral even when a chimpanzee begs for reassurance or defense. Observing the melee to watch for any serious injuries or situations is common, but no caregiver “takes sides”. This represents an important part of allowing the chimpanzees to use the agency they have in this captive situation. They would have to work out their issues if they were in the wild and so we allow them to work out their issues on their own in captivity. Interference on the part of humans could disrupt the balance of their social structure, and potentially cause a chimpanzee or a human more harm than it would good. This is where the two worlds are divided and where respect on the part of the caregiver is most important. The delicate balance between the chimpanzee world and the human world may be most evident when this type of situation comes into play. I have had to learn to watch without participation of any sort, which means I cannot offer any reassurance whether by speaking or gesturing. In this critical phase of my journey, I found myself straddling the human realm and the chimpanzee realm.

Most rites of passage begin with a symbolic shedding of skin. The individual has to let go of beliefs or behaviors or maybe even objects before beginning the process (Turner, 1969). In this rite of passage as a chimpanzee caregiver, I had to let go of ideals and practices I was accustomed to, like being “in charge” of an animal as I had been in my previous work. In fact, to some degree, the chimpanzees were more in charge of me as I was their initiate. If I tried to give Annie her vitamins and she did not want them, I was not to force her. If I had been giving a horse a deworming treatment, he or she had no choice, and I was to force it into the mouth and massage the underside of the jaw to

ensure it had been swallowed. If I was playing tug-o-war with Burrito, and he pulled the scarf we were using with force, I was to let go. Working with horses, I had been trained never to let go of the rope that allowed me some control over them. This re-learning of care practices was mentally exhausting. Even realizing that I was now permitted to cross the yellow line that demarcated where human interns and volunteers were not to traverse, was challenging. To serve the chimpanzees food, I needed to be closer to them, but I had been trained to stay 18 inches from the caging at all times as an intern. The un-training and un-learning of my own behaviors was something I had not considered, and it was humbling to feel like a novice in a situation where I felt I had so much experience.

At the end of my training, I still felt I had some hurdles to overcome. I had successfully served many meals, and had interactions with the chimpanzees that made me feel like they were as curious about me as I was them. However, they actually seemed to be tougher on me toward the end of my training, as if they wanted to remind me that although I had mastered many of the tasks I was now responsible for, there would always be exceptional and challenging moments to contend with. As the shy individuals like Annie and Jody began to acknowledge me more and seemed happy to see me, I began to feel more welcome in their realm. They were a community, and when I was there interacting with them, I was part of their community if only for the duration of a volunteer shift.

Rites of passage tend to culminate with acceptance. For a youth who moves from childhood into adulthood, the adults must all agree the youth is now an adult. For an apprentice who becomes a master, the master must believe the apprentice has mastered the trade. For an outsider to become a member of a group or community, the community

must acquiesce to the fact that this person is indeed part of the community (Turner, 1969). As I approached the end of the training period, I found myself unsure of whether or not these chimpanzees would fully accept me as part of their community. I had entered the process believing I had a wealth of experience and confidence that would aid my progress. However, I quickly realized how different this setting and these beings were from any others I had worked with prior, and that it was their approval and acceptance that mattered more to me than that of the other caregivers or of my fellow graduate students. While my interactions with them are somewhat semiotic in nature, my relationships with them now go beyond the simple exchanges of gestures or objects that enable us to interact.

This experience has helped me to understand that being an animal caregiver in a sanctuary can be very different from being a caretaker at a zoo, veterinary clinic, or wildlife center. Any animal caregiver is responsible for the safety and welfare of living beings—it is a heavy responsibility, and thus, most caregivers who work at this level are highly skilled and trained, but also highly empathetic. For sanctuary caregivers, especially those working as staff, the commitment to the welfare of the animals is far more important than the commitment to anything else. The amount of time these caregivers spend working to ensure the best possible welfare for the animals greatly exceeds the amount of time they can spend on anything else. Volunteers like myself may help alleviate some of the animal care burden from the staff so they can attend to other duties, but this is still limited since the number of staff, interns, and volunteers working at any given time is usually relatively low. Sanctuary caregivers may be more similar to human caregivers, like nurses, than other animal care professionals are. The level of care

afforded the sanctuary residents is very high compared to that of animals in zoos. It requires dedication, compassion, patience, and empathy. My journey through the process of becoming a chimpanzee caregiver has been enlightening. I have learned not only how to care for a species I had not worked with before, but I have learned about who they are as individuals, which has given me a much better understanding of why sanctuary care differs so greatly from other forms of care.

This intensive caregiving is the main reason it is difficult for sanctuaries to engage in outreach. The care of the individuals living within the sanctuary takes precedence over anything else in daily sanctuary operations. This kind of care is not limited to certain hours of the day or certain days of the year. It is an all-day, every day commitment to providing care for those who cannot entirely care for themselves and who cannot be turned loose into the wild. My understanding of sanctuary caregiving has informed my study by allowing me to experience and reflect on what it means to care for the chimpanzees at CSNW. Without this experience, I would not be able to explain why educational outreach cannot be easily facilitated, and why it must remain a lower priority than other aspects of sanctuary operations.

As a volunteer, in addition to helping care for the chimps, I was willing and able to conduct some educational outreach on behalf of CSNW and also on behalf of the Primate Behavior and Ecology program at CWU. This was invaluable to my research as it allowed me to obtain some information from educators, but also to see how interested learners might be in primate-related topics. This enabled me to test programming on the local community without committing the sanctuary to anything more than the time I had to give as a volunteer. This was important since conducting this outreach may not have

been feasible if I had not been willing and able to do it. It is supportive of my theory that outreach is important for a sanctuary, but not easy to conduct without the necessary resources. It is also a testament to the common theme of a low demand for educational outreach, and for how sanctuaries find handling outreach on an on-demand basis easier than trying to promote outreach capability and then fulfill the demand that could become overwhelming.



## CHAPTER VII

### THE REACH OF OUTREACH

The educational outreach I conducted as part of my research was valuable in that it gave me some insight as to what kind of programming educators in this area might be interested in, and how it might enable CSNW to find a way to engage. I began the project knowing that there might be interest simply because many local educators had experienced the programs that CHCI had provided, but I also knew that CSNW could not commit to conducting educational outreach on a scale of that nature because of a lack of resources. I was aware that in addition to finding out what limitations the sanctuary had, understanding what expectations educators might have would help inform my project. I was able to conduct two beta test programs in the spring of 2018 that shed some light on this.

Nearly all of the sanctuary personnel I spoke with reported low demand for educational outreach. This is understandable for more than one reason. Most sanctuaries are situated in rural or remote areas because of the need for large parcels of land and seclusion that permits privacy for the sanctuary residents. A lack of awareness that the sanctuary is even there may be another reason demand for outreach is low. Sanctuaries try to discourage drop-in visitors by having no signage that distinguishes the location, gates or fencing that discourages or prohibits access to the property, and by reduced visibility from roads and highways. These strategies allow the sanctuary to be camouflaged in a way, which is important for welfare, but it often means local residents have no idea who resides at the location. Another factor may be species. When I talked with my informant from S018 about this she said: “Um, I would say, well like I said

prior, there's not a huge demand for an education curriculum, and learning about apes.” Since primates are not native to North America, there may be less demand in general as educators may prefer to find programs that relate to species found in their region. Low demand, however, for the sanctuaries in my study, is actually a good thing since most of them would not be able to provide educational outreach if the demand was great.

Addressing educational outreach on an on-demand basis allows sanctuaries to be flexible and practical. They can work to accommodate requests if they have enough notice, staff or volunteers who can present the program, and the tools to create or modify a program that meets the request. The programs I created and presented fit this scenario.

The first program I conducted was for a Montessori school that traveled from Wenatchee, Washington, early in May of 2018. The teacher for the 4<sup>th</sup> through 6<sup>th</sup> grade students had contacted the director of the Primate Behavior and Ecology program at CWU and asked if she and her students could come to learn more about the program and about primates. She knew about CSNW and was hoping that a visit there might be possible as well. Dr. Lori Sheeran asked me if I would be willing to put together a program and agenda for this group and I agreed to it.

The students arrived that morning and once they were situated in a classroom, myself and two fellow graduate students conducted a program that began with a discussion about primatology and what the programs at CWU were like. The class was studying zoology, so the teacher wanted them to have some information about degree programs and career options. We then moved into a general primate program that covered the differences between prosimians, monkeys, and apes. This comprehensive lesson included anatomy, behavior, taxonomy, evolution, and natural history of primates.

I used PowerPoint presentations that included pictures and video to help illustrate the species and behaviors. After a break for lunch, we had the students come back to the classroom for some activities. We had two interactive games, and a table with various skeletal specimens the children could handle to help reinforce what they learned in the classroom earlier.

I attempted to give these students a written assessment in the form of a brief quiz. This quiz was comprised of five questions. Four were multiple choice and one was fill-in-the-blank. After a brief introduction, I passed out the quiz and asked the students to complete it. What I did not know was that Montessori students do not take many (if any) quizzes or tests, and so some of the students seemed to find it novel and even asked for a grade, while others were obviously distressed and asked the teacher and assistant teacher for help. My intent was to administer the same quiz at the end of the program and then compare the responses. However, we ran out of time and so I asked the teacher if she could administer them the following day or early the following week and then return them to me. I followed up with her a week later, but she never had the students take the quiz again, and I did not press since it seemed like such a stressful event for them. One of the questions asked the students to circle apes and offered five choices, three of which were actually apes. Almost none of the students chose human as an ape and so it would have been interesting to see if the post-program quiz would have remedied that since it covered the classification of primates and what unites and separates them.

This program went very well and the students were very interested and engaged. However, if I were to conduct the same program again, I would have interspersed the activities with the lessons to break up the lecture portion a bit. These students were used

to being able to move around a lot more than the classroom we were in allowed. At the break for lunch, they visited the on-campus greenhouse for a brief tour, and ate lunch picnic-style outside. The teacher assistant told me these students usually spent about 45 minutes in a classroom lesson, and then had 20 minutes of recess or free-choice activity. Their lunch period was normally over an hour. While I believe they enjoyed and learned from the program, I think it would have been more beneficial if we had not done all of the lecture at one time and in one sitting. I asked the teacher to fill out an evaluation before they left that day. She indicated she was pleased with the program overall, but wished we had more time to spend on primate behavior. Given that these students have a lot of outdoor or free time during a normal day, we had already kept them in seats far longer than they were used to, and so the lunch break went longer than we planned. If we had known before the program that they needed to move around more, we might have structured the day differently and had more time for the behavior section of the program.

Many of the sanctuaries I spoke with indicated they would like to provide more education on subjects like captive welfare, humane treatment, the illegal exotic pet trade, and the use of primates in entertainment. Some subject matter is harder to cover because of underlying belief systems such as religion or cultural beliefs. Evolution is one that falls into this category and thus, might make it hard to incorporate any subject that relates to evolution or how similar humans are to nonhuman primates into a program. Studies have shown that some educators are reluctant to teach or refuse to teach evolution because they either do not feel they understand it well enough to convey it properly, they fear backlash from students or parents over conflicting beliefs (creationist), or it conflicts with their own beliefs (Sanders & Ngxola, 2009; Taber, 2017). However, when topics

that focus on or touch on evolutionary themes are presented in a manner that allows learners to consider the information on their own terms and within their own belief systems, it can often be less controversial than when it is taught in an authoritative fashion that makes it seem contradictory to their beliefs. For this to be feasible, educators must be confident in their ability to teach the subject, while presenting it in a way that is sensitive and guiding, yet still scientific in that it encourages further exploration and inquisition (Taber, 2017).

Subjects like biomedical research, illegal poaching and sale of exotic animals, and mistreatment of animals can be difficult to incorporate into educational programming because of the sometimes violent and unpleasant subject matter it includes. This is most concerning when the programs are directed toward younger children. High school students and adult students could be given a warning that the content is hard to view or read about, but younger children may not be able to handle looking at abused or neglected animals (or other humans) without being upset. However, there are ways to address some of these issues without presenting disturbing photographs or video clips. One of the programs I conducted in 2018 covered the issue of captive welfare and addressed it without using imagery that was too graphic for young students. As my informant from S019 said:

...um I think that's, that's great that you got into that concept about what is captivity and you know, what it takes. I always like people to, uh and I think its ok for 9 and 10-year-olds to uh walk away with the feeling that captivity is really uncomfortable and a question of whether its right.

If the demand is there, and the educator is open to what the program will cover, the knowledge a sanctuary strives to convey can potentially be imparted.

The second program I conducted was on behalf of CSNW at the school nearest the sanctuary. Again, the teacher had requested the program and I was asked if I could and would do it by the outreach coordinator at CSNW. This was a 4<sup>th</sup> grade class that was reading a book about a captive gorilla. The teacher wanted the kids to know more about the chimpanzees who practically live in their backyards, and how their situation compared to that of the gorilla in the book. This was an opportunity not only to do outreach for CSNW, but to do outreach that covered a subject the sanctuary feels is important.

I created a program based off the book the class was reading, but used that platform to draw in the chimpanzees at CSNW. In this way, their story could be told alongside the story the children were reading, and they could gain a better understanding of captivity as it applies to both wild and domesticated animals. I had 40 minutes total for this program, which meant I needed to convey the information succinctly while still allowing some time for questions and an activity. The activity I chose was also an assessment tool.

I gave each student a sheet with pictures of chimpanzees on it. They each received a single colored pencil with which to draw or list (allowing them some autonomy in the choice of how they completed the activity) features or items they believed captive chimpanzees would need in their habitat. We collected the pencils and began the program. We used painters' tape to construct a 5x5 square on the floor of the classroom. This was to simulate the size of a chimpanzee cage in laboratories before requirements for larger cages existed. My assistant demonstrated the lack of space, and we left the tape in place so the students could take turns standing, sitting, and moving

around in it later when they had time. I presented a slide show that included a video clip and pictures of the chimpanzees from CSNW, which their outreach coordinator provided. I covered the differences between wild and captive animals, wild and domestic animals, and what constitutes humane treatment. I discussed what captive animals need and should have when in captivity and how that differed for each species and for domesticated animals like pets and livestock. I related the humane treatment part to the word “human” so the children could understand that humane treatment could apply to any living being and not just animals.

After the presentation, we passed out different colored pencils to each student and asked them to add anything they wanted to their drawing. We collected them, and I later compared the before and after where I could (see Appendix C). The idea was the two different colors would demonstrate this as it would be easy to tell what they added. Some children actually noted what they added after the presentation. Others however, traded colors with friends so they could make the grass green, or the sky blue, and so what they added at the end was difficult if not impossible to determine. The ones where I could tell that items had been added did show that the students learned something. Many added “friends” after they learned it is important for chimpanzees and other primates to live in social groups. Several added blankets to their list or drawing as we had discussed and demonstrated nest building using blankets.

There were two important revelations that came from this event. The first occurred in the middle of the program when I asked the students if the gorilla in the book they were reading was living in captivity when he lived in his owner’s home. All but one student answered “no”. They did not believe that a wild animal living in a private home,

thousands of miles from his wild home, was captive. Of course, I explained that he was indeed in captivity and why it was not the same as his wild home. The second came from the teacher. When we were leaving the school, she walked out with us and she told us that her idea of captivity had changed and that it made her think about her own pets, farm animals, wild animals, and animals in zoos and sanctuaries. She was pleased with the lesson and how it enhanced the reading her class was doing. Most importantly though, it caused a change in her thinking, and I hoped that it did the same for the students as well.

What does this mean for CSNW? When the chimpanzees who were part of CHCI left this area, they left a void in the community. All that remains is a statue of Washoe the chimpanzee—honorary citizen of Ellensburg. The community lost the chimpanzees, but also the educational opportunities that CHCI provided. At the time, few people were aware there was another sanctuary nearby, let alone that it too was a home for a group of chimpanzees. While that might have made people feel better about the loss of the chimpanzees they knew, it might have also put undue pressure on CSNW to try to replace the loss of both the educational programming and the chimpanzees the community had connected with. The fact that CSNW is closed-to-the-public might also have caused some dismay as the citizens of the area would not be able to visit and get to know the chimpanzees in the way they had with those at CHCI.

The departure of the CHCI chimpanzees also left a void for students and faculty in the Primate Behavior and Ecology program at CWU. Without primates to study and to learn how to care for, students would have to find alternatives, and for some, the financial ramifications of this might make their education more difficult or even impossible. While many students choose to travel to study primates, there are many who cannot



obtain funding to conduct research out-of-state or overseas. Having access to primates on campus at CHCI allowed students to learn both care techniques and research skills without having to leave the area. It also provided the faculty with means to teach students about primates in a very unique way. Many universities have graduate programs where students have access to primates on or very near campus, but an undergraduate program with that kind of access is rare. The partnership with CSNW has enabled the program to continue to offer students the chance to work with primates while they study, and for the faculty to promote the programs at CWU with this enhancement to the degree plans.

It would be difficult for CSNW to try and replicate the level of educational programming that CHCI provided, and it is a choice not to expose the chimpanzees to frequent visits from the public in order to mitigate any welfare issues such visits might bring. However, there are ways that CSNW is connecting with the community now, and ways they can continue to connect and provide educational outreach. Kittitas County has public events like farmer's markets where CSNW frequently has a booth staffed by volunteers. Information about the sanctuary and residents is offered, questions are welcomed, and donations are solicited. They make similar appearances at festivals in the Seattle area, and the co-directors have given informative talks at local events as well. Adding some educational materials and activities to these events is a simple way to enhance the connection with the community and to promote topics the sanctuary values, like welfare and the exotic pet trade.

A program that the sanctuary could use both in-house and externally in other venues or on the internet would be ideal. Several of the sanctuary personnel I spoke with

have used online, digital formats and services like Skype and Google Hangout to facilitate long-distance or off-site learning. A program of this nature needs to be a complete package so it is presenter-friendly and does not require materials or equipment that are difficult or expensive to obtain. S013 creates their programs with this structure, and as one of the personnel from this sanctuary said: “So it's like a package. You just open it up, follow the instructions, you know, instead of you just trying to figure it out. Then I think again teachers are very appreciative of that because it's good to go.” This could be accomplished for CSNW by creating curriculum that includes presenter guidelines, so the person presenting can answer questions with confidence. It should also include at least one simple activity that an educator could easily assemble and distribute to students without incurring expenses beyond their means. If designed properly, a program like this could enable CSNW to use it to educate their own interns, volunteers, and even supporters as well as the general public. It might also be hosted by an organization like NAPSA (North American Primate Sanctuary Alliance), where it could easily be accessed by member sanctuaries and educators from anywhere with access to the internet.

The future for CSNW is bright. The expansion in progress will bring more chimpanzees to the sanctuary, which means fewer will be awaiting sanctuary in laboratory holding centers or laboratories themselves. Expansion may also mean more interns from the CWU programs can participate in learning to care for primates and to conduct research for their studies and for the good of the chimpanzees. While CSNW may never be able to offer educational programming of the scope that CHCI did, there

are alternatives to how they can expand their educational outreach without compromising the welfare of the chimpanzees.

## CHAPTER VIII

### RESULTS

The interviews I conducted revealed a number of common themes among sanctuaries. Of the nine sanctuaries I collected data from, only two had truly dedicated education departments or staff. Of those two, one was comprised of three individuals who all designed and conducted educational programming. All of them had been with the sanctuary for some time and two had worked either as animal caregivers or interns before they moved into the education department. The third had worked in administration as well as education and still had some administrative duties. All three of these people were occasionally required to work in other areas when the need arose. The other sanctuary had a single person responsible for educational outreach. She had no animal care duties, but was also responsible for donor relations, fundraising, and running a gift shop. The other seven sanctuaries had no staff dedicated to educational outreach as a primary responsibility as all of the staff were primarily caregivers. This data supported my hypothesis that a sanctuary's ability to conduct educational outreach would be limited by staffing resources.

Another theme that was common among sanctuaries was the lack of demand for educational outreach in the local community. Most of the sanctuaries in my study were situated in remote locations at least one hour from a major urban area. Only two were less than an hour drive from a major city. Of the nine sanctuaries, only one conducted educational outreach by actually marketing their programs and this was one that was closest to a major urban area. It is also the one that has been in operation the longest at 35 years. The other eight sanctuaries conducted educational outreach only on an on-

demand basis, and those only if they could fulfill the request without compromising animal welfare.

The use of digital media, online services like Skype and Google Hangout, and communication via email was also common among sanctuaries. Some conducted at least parts of educational programs using an online resource. Skype was commonly used to allow a presenter at a school or other remote location to enable learners to interact with an animal caregiver for a brief period of time arranged prior to the program. One used Google Hangout to conduct entire programs remotely because it allows the presenter to use a slide show or video while he or she is still visible and speaking in real-time to the audience via the live connection. CSNW stated they would like to have a program that could be made available on their website and this information was supportive of this statement and helpful in the design of a program model.

The sanctuaries in my study have not experienced a demand for programs that cover issues like conservation and welfare even though these topics are important to the sanctuaries. They tend to focus on natural history and behavior, but use the individual histories of the animals to create stories that subtly touch on welfare, humane treatment, and the need for habitat conservation. Since many of the animals at these sanctuaries had previously been used in entertainment, as pets, or in biomedical research, covering topics that address these issues to help learners understand why these situations are harmful to animals are important to all the sanctuaries I spoke with. However, all concur that they are not easily broached.

Storytelling was a theme that a few of the sanctuaries in my study had in common. S013 recently changed the format of their programs to include stories about

some of their sanctuary residents. These stories present a history of the animal's captive life including how and why he or she ended up in the sanctuary. The personnel from this sanctuary realized that stories were a powerful tool for conveying the message of why wild animals do not make good pets. Once they became aware that telling the personal story of one animal could cause a listener or learner to think differently about a species, they started adding stories to all their programs. One of my informants said:

And if you're telling them the story of an actual animal and not a made-up story, then you're sharing the facts of that animal and so nobody can dispute it, so even if they don't have the same um, principles and ethics and stuff that you have, they can't dispute that story and maybe they'll walk away with something different. And for us here, our, we consider it a success not if we change their mind, but if we get them thinking.

Several sanctuary personnel I interviewed stated they believed that the story kind of paints a relatable picture of the individual animal, which often is the catalyst for empathy. Some people hold firm to an opinion about animals or a species until they are moved by the story of one individual whose history resonates with them. CSNW already uses storytelling as a tool for motivating donors, and stories could easily be made part of educational outreach as well.

A surprising theme my research revealed was related to learning outcomes. Although a few of the sanctuaries would conduct question and answer sessions as part of their programs to determine if the students learned anything, most were more concerned with simply getting the participants to think about what they learned, and potentially change their own behavior or perspective if it was unfavorable or uncertain at the beginning of the program. They have found that simply asking learners to repeat back facts they may have just learned is not beneficial in the long run, nor as important as making them think critically. Because adults are usually the ones who own, train, or

conduct research on animals, providing programs that are geared toward adults and not only children, is also important. It is adults who often have a mindset that is more challenging to change, and reaching them and making them think is one way that sanctuaries can educate since adults can better handle the more graphic nature of inhumane treatment. Adults are also the most likely donors, so all of the sanctuaries involved in my research have been attempting to reach adults with educational outreach as much as children.

The sanctuaries who participated in my research all reported that volunteers are a necessary part of their operation and that without them, they would not be able to provide the level of care the animals require, nor could they conduct much outreach without volunteer assistance. Three of the sanctuaries reported having at least one retired school teacher as a volunteer whose aid in developing and conducting educational outreach was invaluable. One of these sanctuaries had a large retiree population in the local community and retired school teachers from this community conducted all of the outreach for the sanctuary. Another sanctuary utilized the expertise of a retired school teacher and administrator to help them adjust their programs to fit state standards. This information may be beneficial to CSNW if they are able to recruit some volunteers with teaching experience.

The online survey I conducted in Kittitas County, Washington, yielded data relevant to my study in that it demonstrated how a group of captive chimpanzees could impact a community. I had a total of 49 participants in the survey although only 26 of those had ever experienced an educational program at CHCI. Of those 26, only one person indicated they did not feel the chimpanzees were part of the local community.

The survey also provided information regarding the confusion there may be in the community about where the chimpanzees went when CHCI closed, and whether the group of chimpanzees at CSNW are some of the same chimpanzees (see Figure 1, Table 1 and Appendix D). It would have been beneficial to have location information from the six people whose answers did not indicate a geographic location as those who said “a sanctuary” may have added to either the Canada or Cle Elum numbers. This data may not accurately represent the issue of confusion over where the CHCI chimpanzees went, and perhaps if the second part of the question had asked for a specific location, it would have been more accurate.

The information gleaned from my ethnographic experience as a volunteer caregiver contributed to this research in that it enabled me to understand and argue for animal welfare as the priority for a sanctuary. This experience immersed me in the sanctuary setting, which allowed me to comprehend the complexity of sanctuary operations and to fully perceive sanctuary limitations with respect to outreach. Most importantly, it revealed the reasons sanctuary is necessary for some animals, which is important not only for sanctuary care, but also for the messages sanctuaries would like to convey through educational outreach.



## CHAPTER IX

### DISCUSSION

My research unveiled the inner workings of the chimpanzee sanctuary that I used as a case study. As I became aware of how much work caregiving entails, and how important welfare is to sanctuary caregivers, it became apparent to me that educational outreach cannot easily be made a high priority venture. There are a number of reasons that support a decision to prioritize welfare, fundraising, and other aspects of sanctuary operations that directly impact care over the pursuit of educational outreach, even that which is limited to just the local community.

#### *Sanctuary Priorities and Limitations*

Most sanctuaries have been established to provide the best captive care possible for nonhuman animals who have been released from use in entertainment, biomedical research, or the exotic pet trade (Brent, 2007). CSNW is one of these sanctuaries whose mission is to make the lives of the primate residents as fulfilling as possible. As one of my informants explained it:

...you know if we had all the resources in the world, we'd be doing all these things, but you know, caring for chimps and expanding is the number one priority and then finding donors is the one that supports that and so then education sort of falls below that, which it always sounds bad to say out loud— it's like, oh we care more about raising money than education, but that's how you run a sanctuary.

Welfare is and will continue to be the first priority, which limits the ability of the sanctuary to engage in pursuits that do not directly influence the enhancement and maintenance of welfare. What I discovered in the course of my research is that everything that happens on a daily basis within the sanctuary, is intentionally driven by the goal of optimal captive welfare.

Caregivers who work or volunteer for CSNW spend their time on tasks that are welfare-focused. Meal preparation and service, habitat and enrichment cleaning, and coordination and organization of activities and enrichment are the first priorities each day. All of the sanctuaries I consulted with have different methods for these tasks, but the end goal remains the same for all. At CSNW, the chimpanzees are fed by hand (through the caging) so that each individual can be observed for any injuries or signs of health issues. This also allows the caregivers to develop relationships with the chimpanzees, and to ensure that each individual receives an appropriate serving of food at each meal. This takes time, as the food must be prepared and then served at a pace that allows the chimpanzees to enjoy each item before moving on to the next. It also allows the caregiver time to assess each individual to ensure their well-being.

The relationships caregivers establish with the beings they care for are important to welfare. Without knowing an individual well, it is difficult to assess what is normal behavior or appearance and what may be abnormal (Hewson, 2003, Hintze et al., 2016). Understanding the group dynamic is also important. Chimpanzees are social, and fights, reconciliations, and play are all normal components of their societies (Fouts, 1997; Staff, 1998). For a caregiver, observing these interactions and understanding the context of each interaction is key. After a fight, if one individual seems to have been targeted, the caregiver will anticipate and look for possible injuries, but also potential continued aggressive behavior toward that individual. While the caregiver will not intervene in any way, he or she can avoid provoking further aggression by working to keep individuals apart while serving food, or by not attempting to engage the targeted individual, thereby drawing attention to him or her. It takes time, practice, and careful study of chimpanzee

behavior as well as the study of each individual within a group to be able to handle this responsibility competently.

These important caregiving activities make up most of the working day at the sanctuary. Other non-care activities are only tended to when these tasks are complete. While most days there are also interns and volunteers working on care duties throughout the day, the caregiving staff are still prone to being drawn away from secondary activities if the need for their assistance with care arises. Each staff member at CSNW has at least one secondary role. The two co-directors have many secondary responsibilities like fundraising and marketing, sanctuary maintenance and improvement, and coordination of staff, veterinary services, and other operational matters. One staff member is a volunteer coordinator who trains and schedules all of the interns and volunteers. Another is involved in general office management. There is one staff member whose secondary responsibility is outreach (and she also manages the merchandise for sale). She facilitates anything outreach-related including having booths at festivals or markets, making appearances at events, and providing programs or visits to schools or other interested groups. While CSNW does try to engage in outreach as much as possible, the capacity for engagement is still limited, and it falls behind fundraising and donor relations, and recruitment and maintenance of the volunteer and intern pool.

Although not all sanctuaries are funded solely by donors (those that have been established with money from government entities may have funding from the government or other institutions that previously funded research on animals), most of the sanctuaries involved in my research are. Therefore, fundraising and donor relations are the second priority for a sanctuary like CSNW. It is important to establish a donor base, but almost

equally important to retain it (Amos et al., 2015). Given that almost all sanctuaries are situated in rural and remote locations, cultivating a network of donors may require travel to the nearest metropolitan area or areas. This again takes time and other resources that a sanctuary has little of to spare. CSNW has a historically successful annual fundraiser it holds in Seattle every year. While they engage in other campaigns throughout the year, this event brings in the money that supports the sanctuary operations and sometimes expansion projects. CSNW has a very loyal and generous donor base, and the co-directors and staff work hard to maintain it. Donors may be invited to visit the sanctuary to see the chimpanzees in person, they may have a building or structure at the sanctuary named in their honor, or they may be lauded at an event or by mention in one of the many forms of media the sanctuary employs to reach its audiences. This engagement and propagation of donors and sponsors is paramount to the sanctuary's success. Without the support of donors and sponsors, the sanctuary itself might not be able to continue to provide the high level of care it does, and thus, establishing and continuing relationships with these generous people, and making them feel their contributions are valuable must be a priority.

Volunteers and interns make up an important part of the team that makes the high standard of care in a sanctuary feasible. One of my informants stated: "It's a lot of volunteers, a lot of volunteers, we survive with volunteers. We have 70-80 that are willing to help." For CSNW, a partnership with the **primate** programs at CWU has created a continuously successful and beneficial learning and caregiving venture for both the sanctuary and the university. The interns and volunteers gain knowledge, experience, and even credit hours for the work they do, and some, like myself, are able to conduct

non-invasive research as a result of this partnership. Many of the volunteers at CSNW come from other areas and backgrounds, and some make the commute from places like Seattle just to help care for these chimpanzees. Some of the volunteers work full-time and dedicate a few hours a week, or a day each month to helping care for the chimps. The staff would have far less time to spend on secondary responsibilities without the aid of volunteers and interns. Hence, recruitment, training, and scheduling of volunteers and interns is also a priority above outreach.

### *Educational Outreach*

Of the nine sanctuaries I interviewed, only one actively markets educational programming. The other eight sanctuaries all reported a low demand for educational programming although some do mention it on their websites. The one sanctuary that does promote their ability to provide educational programs is the sanctuary that has been established for the longest period of time, and it has a staff of three devoted primarily to educational outreach. The staff at this sanctuary can step in to help within other areas of the sanctuary, but their main responsibility is educational outreach. This particular sanctuary does not house primates, but wolves and coyotes, who are native to the area the sanctuary is situated in. It is possible that since the species are endemic to North America and the areas near this sanctuary, that the demand for educational programming is greater than it is for the primate sanctuaries in my study. This sanctuary is also remotely located, but is less than one hour from a major metropolitan area, so many of the surrounding communities are suburbs of a major city. More schools, and more funding resources for educational field trips and programs may also help make the demand for education greater for this particular sanctuary. The other eight sanctuaries

(all primate sanctuaries) only provide educational outreach upon request, and then only if they are certain they can fulfill the request without taking away from animal care. While all of them stated they would like to be able to do more educational outreach, most of them believed the demand was not great enough to warrant the allocation of resources solely to outreach.

One of the eight primate sanctuaries involved in my study employs a single staff member who does not have any animal care responsibilities and who is responsible for educational outreach. However, because this person is also in charge of fundraising and donor relations, special events, and the sanctuary gift shop, she is also limited in her capacity to market and conduct educational outreach. This sanctuary offers frequent programs on-site, but they limit this by age to adults and children over 10. This is a welfare-based decision as younger children tend to be louder and less able to control their actions and excitement, and their conduct may cause distress to the primates in the sanctuary. My informant for this sanctuary said most of the attendees at these programs are adults, even though some programs are intentionally geared toward children. This, she believes is partially due to a high number of retirees in the area, and also partially due to the number of low-income families in the area who may not be able to afford the cost of the visit. They have experimented with more true children's programs, but still do not have the demand for them that one might expect.

Most of the sanctuary personnel I spoke with expressed concern over making a commitment to provide educational outreach. When I reflected upon my work from 2007-2012 at a wildlife ranch in Texas, I was able to better understand this reluctance to commit. I helped to design, implement, and present educational programming for the

wildlife ranch. We went from having one or two field trips per week, to trying to accommodate one or two per day. Most of these were entire grade levels, and anywhere from 80 to 120 children per field trip was common, and not easy to coordinate and manage with our staff of four. We were overwhelmed with requests, and if we had to turn a school or teacher down, they were not pleased. My interviewees for this study were all very aware that this scenario was possible if they were to engage in educational programming that was favorably received by educators. Word of mouth, especially in small communities, can be both beneficial and detrimental. If educators raved about a program they experienced, the demand might become too great for the sanctuary to handle, and they would have to turn away groups they could not accommodate. While some might understand the limited capacity of a small sanctuary, others might be disappointed an exception could not be made, which could create some negative publicity for the sanctuary. In light of this potential for over-commitment, these sanctuaries have elected not to market their ability to offer educational outreach, and instead handle it on a case-by-case, on-demand basis, which allows them to provide educational programming only when it is possible to allocate the resources necessary to conduct outreach.

For CSNW, despite the fact that this kind of engagement with the local community might be easy to initiate because many educators in the area had experienced programs provided by CHCI, the resources to enable this simply are not available at this time. Expansion to allow the sanctuary to take in more primates is taking place at present, making expansion the priority that falls just below chimpanzee welfare. It is possible that once expansion is complete, and a new group of chimpanzees are settled in, that the topic of educational outreach could be revisited, but the co-directors believe this

is years in the future at best. For now, continuing to handle educational outreach as opportunities come up is the best way. The sanctuary does send volunteers to local events when possible, and this can be an opportunity to present some kind of educational information or links to it on a small, and easily manageable scale.

All of the sanctuaries I spoke with would like to achieve a change in thought or perception about the species, animal welfare, or humane treatment through educational outreach. Changing people's beliefs or ideas can be difficult, especially since the subjects of welfare and humane treatment are harder to broach. When I interviewed sanctuary personnel, and we discussed the types of programs they had in place or had offered in the past, I was surprised to find that conservation is not a topic that is frequently covered. More often, natural history of the species or behavior and ecology are covered, presumably to fit into the common core standards. Less frequent are programs that are focused on the pet trade (why these animals are not appropriate pets), and even more infrequent are programs that are welfare or humane treatment themed. One reason of course is demand. If school teachers have to justify the cost of a field trip or program, it needs to be deemed educational in nature and fit into the learning framework of the curriculum. Another reason is simply the nature of the subjects. Showing young children photographs or video clips of animals who have been mistreated or neglected is not always appropriate, and may upset or disturb them. While these modes of presentation can be very impactful, they are only appropriate for certain audiences.

The program I presented to the local school was a success in that it was able to convey a message about animals in captivity without overwhelming or frightening the



learners. This shows that programs can be designed to address these more sensitive topics if they are created thoughtfully, and use factual information as well as storytelling. More than one of the sanctuaries that participated in my study reported the use of individual animal histories as a way to get an important message across. The personal story of an animal can be an impactful tool for delivering a message about welfare, humane treatment of others, or the exotic pet trade, without seeming to be pushing an agenda. The goal of sparking a shift in perception is not an easy one to attain, but it is one that can be reached with a well-designed program.

Engaging with the local community is important for any sanctuary. Without some involvement in the community, a sanctuary might not be able to recruit the donors, volunteers, and other support necessary to sustain the level of care the sanctuary is committed to. However, resource limitations restrict the amount of engagement possible for the sanctuary, and the topics they believe are important to cover may not appeal to everyone. It is therefore important that the community events or offerings the sanctuary does take part in are those that allow them to connect with the community in a meaningful way that helps them get their own important messages across without over-extending the staff and volunteer resources they have.

Educational outreach for CSNW is possible if a program can be designed to allow the sanctuary to implement and use it with little effort. This means the model for the program should include presenter information that is laid out like curriculum so that any staff member, volunteer, or educator could easily present the program. Ideally, if it is easy to present, it could be offered online, and anyone could download and use it. The program should include visual media like photographs and video clips to engage learners

and break up any lecture portions. There should be at least one activity included to get learners thinking, moving, and applying the information they are learning so that retention is more likely. An ideal program should include both factual information (i.e. natural history of chimpanzees), and some storytelling that focuses on an individual or the group of chimpanzees. For it is the stories that garner empathy, and empathy often leads to some kind of action—whether it is donation of time or money, or advocacy for why these beings should not be used in biomedical research. This is what the sanctuary would most like to see result from any educational efforts they make.

## CHAPTER X

### CONCLUSION

The challenges a closed-to-the-public sanctuary must contend with when trying to connect with the local community are often more difficult to overcome than it would initially appear. Understanding how unique sanctuaries are compared to other captive animal facilities helps clarify the reasons why conducting community outreach and especially educational outreach can be so difficult for sanctuaries. Staffing limitations are the greatest impeding factor, but the allocation of other resources figure into this as well. Caregiving in a sanctuary is individualized and attentive, which means it requires time, energy, and a personal commitment to each individual residing within the sanctuary by every caregiver whether they are staff or volunteer. Caregiving is directly linked to welfare, and anything that takes away from caregiving then also takes away from welfare.

Funding for a sanctuary comes primarily from the donations of generous supporters, and the money they give goes toward animal welfare. This is the aim of the sanctuary, but also of the donors, as most of them are motivated to give by the empathy they feel for the sanctuary residents. These donors often wish to know or be able to see where their money goes, so they can be assured the animals are indeed benefitting. All of these aspects of day-to-day operation of and life in a sanctuary means outreach falls below animal welfare, donor relations and fundraising, and volunteer and intern programs.

While it is difficult for a sanctuary to prioritize conducting educational outreach over other sanctuary undertakings, there are ways a sanctuary can engage with the community without taking away from animal welfare or other important sanctuary work

such as expansion and maintenance. CSNW and many of the other sanctuaries that participated in my study make regular appearances at local events within their respective communities. This may be in the form of a booth or table at a local festival or market, a speaking engagement at a library, school, or other local venue, or a more formal offering of a program or tour of the sanctuary. Volunteers often play an important role in these events as they may be willing to donate their time and travel expenses to benefit the sanctuary. This allows the staff to remain hard at work taking care of the animals, while a connection with the community is made on their behalf by volunteers. Maximizing the use of this time by including some educational material or activities in addition to bringing awareness to the cause, and soliciting donations can make these appearances more valuable to both the sanctuary and the community.

After speaking with sanctuary personnel, and learning more about the daily activities and operational components of sanctuary life, I was able to envision what a model for educational programming for a sanctuary like CSNW might look like. Ideally, it would contain multiple features and topics so that it could be easily adjusted to suit either in-house training and education for sanctuary volunteers, interns, and supporters, or external education for educators and learners of all ages. Each section would have a slide show presentation that includes curriculum and presenter instructions so that the actual presenter can conduct the program confidently and with the ability to field and answer questions. The lecture portions should be brief so as not to lose the interest and attention of learners, and should be broken up by interactive units like games or activities that require the learner focus and think. There would also be activities that could be part of a given lesson an educator might use, but also that can easily be transported to local events.

These activities would need to be simple enough that they could be completed in a short period of time, but they should also succinctly convey a message that the sanctuary considers important while they provide a learning opportunity for the participants. Any activities designed need to be easily replicated outside the sanctuary at a low or at no cost to the user.

Storytelling is a feature of educational programming that several sanctuaries in my study reported as a valuable tool. By conveying an animal's personal history in the form of a story, a connection can be made by the audience that garners empathy. This can easily be made a part of any program with the use of photographs and videos of the animal whose story the sanctuary would like to put forth. The story is a factual presentation in itself that can often result in a shift in perception on the part of the audience. For example, if a person in the audience sees nothing wrong with chimpanzees being used in biomedical research, presenting the story of a chimpanzee who was not only subjected to biopsies constantly, but also forced to have babies who were taken away from her at birth, might make that person think critically about how beneficial the research on this chimpanzee really was, and what harm may have been done to her. This was what several sanctuary personnel said was most important to their educational outreach work—getting people to see the animals as individuals who are capable of feeling, thinking, suffering, and recovering. Sparking empathy and a potential shift in attitude toward a species or individual can often lead to an action like donation, or advocacy. This is what sanctuaries would like to promote more than simple knowledge of the natural behavior of a species.

Sanctuaries are aware that the messages they would most like to convey are not easy to create programs around. The demand for educational programming will drive this, and the ability to tailor programming to meet educator needs will be important. However, it can still be possible to include important messaging even in a program that is focused on animal behavior or natural history. Creating a model that contains mix-and-match components could enable sanctuaries to utilize what they need for a particular lesson or training event. Using an online format might even make this series of programs available to more than just one sanctuary. Many zoos offer educational material and even curriculum for teachers on their websites at no cost to the end user. One of my informants suggested I might collaborate with NAPSA in order to facilitate the availability of a program or programs to as many primate sanctuaries as possible. If NAPSA or a similar organization would be willing to host the program package on their website, it would enable any member sanctuary to access the materials. Then by adding a slide or two with their own sanctuary information, it could easily be personalized to an individual sanctuary for use in their local area. This could become a way to make outreach more easily facilitated for sanctuaries with limited resources, rural and remote locations, and those with some demand for outreach that does not include the need for a visit to the sanctuary. This is certainly something to consider going forward for any sanctuary that would like to offer more educational outreach without having to sacrifice animal welfare.

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## APPENDIX A

### **Interview Questions for Sanctuary Personnel:**

Are you presently engaged in educational outreach?

What resources can/do you allocate to educational outreach?

Do you have dedicated staff for educational outreach?

Are there goals you have in mind for how the outreach programs will be/are structured?

What limitations do you have for conducting outreach programs?

What concerns do you have for the animals' welfare as it relates to educational outreach?

What outcomes would you hope to achieve through educational outreach programs?

What programs do you currently have for educational outreach that take place outside your facility?

How much time does your education staff spend designing and delivering programming?

Can you describe for me what a successful program looks like?

Have any of your outreach programs not done well? If so, why do you think it was not a success?

How do you measure the effectiveness of your educational programs?

How often do you evaluate the content of programs and re-design them if needed?

Are your programs based on state or national standards and how do you ensure they are meeting those standards?



## APPENDIX B

Interview CSNW 3/31/2018

Did you read my proposal? (to S001, who nodded no). After I got feedback from Dr. Mayhew and Dr. Dechaine, I think we all kind of agreed that I should probably scale it down a bit from what we had going, plus it was kind of broad. Um Dr. Mayhew suggested that maybe I treat it more as a case study where you guys are just my I'm looking at what goes on here, what it takes to run the sanctuary, what your capabilities are or are not for outreach, and go with it from there. And then Dr. Dechaine suggested that instead of trying to go into schools with it, that I might be better off targeting like KEEN, the Kittitas Environmental Education organization um, the Roslyn has an outdoor school, some of the smaller things maybe - the scout troops where we could just do a one-time kind of a program see how it goes instead of. My fear is, if we did get into schools, let's say I go with board approval and conduct them for you in the Fall of this year, and then they love it and now they're telling all their teacher friends and then they want more (S002 laughs) and they want more and then I get a job somewhere else or you can't allocate the time for that, we could get ourselves into a situation where you don't want to upset somebody and say we can't do it (**S001**: right) (**S002**: right yeah). So, I think taking it down a little bit and you know trying to bring it to a more achievable level would be wise, but Lori and Hope and I also tossed around the prospect of kind of turning my thesis into an argument for a GA position dedicated to CSNW. (**S002**: Huh) So, if you're interested in that I am certainly happy to kind of try to push things that way - I don't know how successful we might be (S002 laughs) with that, but if that's something you would be interested in, I think the only catch 22 there would be if you would really as far as student who can fulfill that position they'd need to have at least some kind of education you know whether it's they worked in a zoo and they helped conduct education programs or whatever or maybe they worked a summer camp or something you know where they've had that delivering some sort of educational material experience plus obviously some animal (**S001** and **S002**: right) care experience. It might be kind of a but then again, although it'll put a little bit of pressure on Lori and Jessica and whoever to look for candidates that have those skills could be a win-win for the program and for you guys so...

**S002**: What are the hours for a GA or does it vary?

**R001**: I think it varies because for me since I'm considered out of state, I can technically only do one quarter of a GA ship (**S002**: huh) because Lori only gets so many slots if you will and I think she got two full-year which means 3 Ga's per quarter, well 6 right, because she's got, no she's got 6 total to give so 2 GA's per quarter over the 3 quarters next year for my cohort anyway (**S002**: hmm) out of those of us who are out of state. I think it's 20 hours, but (**S001**: that's typical from what I know yeah). And when you think about it, depending on how far out you might have to go, let's say you have to drive an hour, to you know one of the

more remote towns with a school or whatever that's going to be 2 hours' time plus an hour delivering a program so, but if they only had to do 1 or 2 a week that could be easily (**S002**: mmm hmm) (**S001**: right) you know plus, you know preparing and making sure everything's good and all of that. So, it's something to think about, we don't have to decide, but I can certainly like I said I'm absolutely willing to kind of put that argument in there if that's something you guys think that's something, you'd be interested in having.

**S001**: Yeah. So, I mean I think um, what's always sort of in the front of our minds is like um no matter how awesome this addition would be, how much is it going to commit us to (**R001**: right) in terms of managing it even if it's a GA position, um you know some of the things we talked about initially in the very first discussion were like would there be a way to do things remotely from the sanctuary which just sort of adds a layer to things that we're already doing, but going out into classrooms is sort of a big commitment (**S001**: that's a big commitment). Yeah, so for me, I don't know your thoughts (to S002), but just initially the idea of like having you do them as sort of a pilot (**R001**: right) would probably make me feel a little more comfortable just because and then it could be like, well this is successful, let's (**S002**: mm hmm, **R001**: right) you know see if this could become a GA led program or something like that (**R001**: ok, **S002**: yeah).

**R001**: Yeah, because I have 10 years of going out and doing education programs both in the zoo and outside in all kinds of setting, libraries, schools, um special events and so yeah. But I think it's harder to find, like most of the people I know now in my cohort have either never worked in any kind of a zoo setting at all or they have but they were strictly (**S002**: animals yeah) in the animal care, so it would be, you know, who knows. But yeah we can roll with it that way just see how it goes and maybe the next year some student will want to take on the, you know, if it gets to a point where you think ok we need somebody like this but we can't afford to put this on the payroll, you know (**S001**: mm hmm) especially if you're (S001) teaching more you know. (**S001**: yeah) Right? But, do you need to have another body to supervise each quarter, especially one that isn't kind of in that group with the other interns maybe or maybe has to be both things? (**S002**: mmm yeah) Yeah that could be so, we may need to talk to Lori and (**S001**: ok) and Mayhew about that if they think it would be worth pursuing (**S001**: mm hmm) because it'll add a little more work for them two having to (**S002**: yeah) look at that up front, do you have, if they've got a full set of candidates, then they need one or two that have those skills (**S001**: right). Ok, well that kind of puts us into that now I know where we really should head, so with that said so do you have any other plans for outreach for the near future? Educational outreach I should say.

**S002**: No.

**S001**: No, because we just kind of have our hands full (**R001**: ok)

**S002:** Yeah, I mean we do the occasional presentation but it's always, lately the last couple years it's to, like, rotary groups and adults (**R001:** yeah, yeah)

**R001:** But I think it's important to reach the adults too though because that's your donor base (**S002:** mm hmm) potentially a volunteer base, because if they don't (**S001:** right) know you're here and you don't find those people that can commit (**S001 & S002:** yeah, right) and work out, especially if it expands.

**S001:** Yeah so I'm way more comfortable sounding cynical these days, like I have, you know, if we had all the resources in the world, we'd be doing all these things, but you know caring for chimps and expanding is the number one priority and then finding donors is the one that supports that and (**R001:** right) so then education sort of falls below that. Which it always sounds bad to say out loud it's like oh we care more about raising money than education, but that's how you run a sanctuary.

**R001:** But see that's the difference between a sanctuary and a zoo or some other facility is your priority has to be the animals and in a zoo a lot of the time they're city run, they have money that comes from other places, it's a whole different situation (**S001:** yeah). So, that's totally understandable. Now in your video that you have on the website about the expansion plans, you do have an education center (**S002** laughs) in there can you tell me what that looks like in your mind, what your vision for that is, and what that would serve if it happens?

**S001:** Yeah, so it's sort of just trying to upgrade the program that we have now which is the sort of by reservation for our existing donors and right now, they come and they come into a little shed packed with stuff (**R001:** right) and then they sit in the barn with pigeons crapping on their heads and then all that is- some people like it, but the idea is to have sort of a dedicated welcome facility where those people would come in, there's educational material on the walls, there's a video looping while they wait and then we can do a presentation indoors there. Then come and do the second half out here (**R001:** ok). So, it wouldn't be really anything new. Although it might open up possibilities for us, but um that's the main purpose and then we have to be really careful because so many issues with (**R001:** yeah) if um if we made it anything more formal we'd actually have to get a conditional use permit for that parcel to be able to do it and we're trying to avoid that (**R001:** yeah).

**S002:** Yeah, so, we're probably not going to be publicly calling it an educational center um (**R001:** ok, yeah).

**S001:** Yeah, it would be our admin building. Meet us at the admin building that has this big foyer that has educational materials.

**R001:** So, it will be a nicer place for people to wait and see things (**S002:** yeah, **S001:** right).

**S002:** The other thing we had talked about with it is um a better way for student interns to maybe gather for (**R001:** training, the initial training, yeah then they're not in your house).

**S001:** There could be lectures if they're not part of the, you know, the CWU program if we have volunteers that want to learn more about chimps, you know, because we do you know our volunteers, the interns are at least getting the academic component though, the volunteers are just coming here and sort of learning by overhearing things at best so it's something we wanted to do at some point.

**R001:** That's a good idea, yeah and that makes sense to have it be one place too. I've seen a couple of tours and seen, you know, if the weather's bad, you're sitting out there on the bleachers. I mean I guess if you have a different habitat, if you get macaques or something like that, and you had something that was viewable from there, that could be, but I don't know if you're planning on putting animal habitats over there if that's going to be more of a farm rescue kind of thing.

**S001:** Yeah who knows, but at present the macaques would be up on the on the property above (**R001:** behind), but yeah and it's sort of a little far off to really be able to plan around, but we have talked about, you know, we went and watched the Japanese macaques at Lincoln Park Zoo and they didn't care that visitors were there at all (**R001:** yeah) although their chimps don't either, it really kind of freaks me out (**S002:** mm hmm yeah).

**R001:** A lot of what I read though, the chimps in zoos, it's that there's really no middle. So it's either that they enjoy it or they all go off and (**S001:** right, **S001:** yeah) at the Dallas Zoo I had to do an observation for a class there, but it's all the bullet proof glass in their outdoor habitat, and you know basically you can sit- there are benches right there, you can sit right there and they didn't seem bothered and a couple of the younger ones were coming up and were smacking the window at me and whatnot, but a little kid came in with a whistle and, you know, this is where you go what parent gives the kid a whistle in the zoo, but they all took off when that whistle started to blow (**S001:** Hmm) and didn't come back for quite a while even those people left so.

**S001:** Yeah, I imagine it's just mostly habituation if you have visitors for 8 hours a day, 7 days a week.

**S002:** Yeah, and at Lincoln Park they have a group that's off exhibit for whatever reason (**S001:** yeah). The visitors never see them, and I think it's a combination

of not wanting to put those particular individuals on display and maybe also how they react to visitors. (**S001**: yeah).

**R001**: Could be, yeah.

**S001**: If they eat a lot of feces or (S002 laughs) (**R001**: oh yeah right or yeah have been ok) yeah.

**R001**: So, right now I think our safest bet then would be for me to look into targeting some of the smaller organizations and maybe doing a one-time program for them um instead of trying to do a big, but if I can set up a model that could then be at some point in the future applied to (**S002**: mm hmm) any setting, any age level, or it could be tweaked to accommodate the age level um.

**S001**: If there's anything that could overlap between onsite and offsite programs or web based stuff (**R001**: ok) and offsite, that would be a huge benefit um for us and for our current programs. And then plus just to improve the chance that all the work that you put into it gets carried on (**S002 & R001**: yeah). Because we don't have the resources to maintain it (**R001**: right) I don't know what that would be, I'm thinking like let's say there was um like a 7 minute video for kids (**R001**: yeah) and that's how you start the presentation and then there's an interactive component so then that video could be on the website for kids or, you know, things like that, then we can use it.

**R001**: And that's kind of, I really think that one of the most important things would be to kind of tell their story and if we can come up with a short intro, you know, that could, you know, apply to anybody that wouldn't, you know, be too much for littler kids (**S002**: mm hmm) but wouldn't be too boring for adults, you know. Um that would be great and then, you know, there are plenty of other things we can tap into. We can do a little bit of anatomy and compare, you know, hands, feet, skulls, whatever and that can be done either with, you know, I can get models and whatnot that I could take and then leave (with CSNW) because if I get grant money and whatever I buy with it has to stay with the program so that would be available (**S001**: mm hmm). So, and I thought too it would probably be good to leave them with some ideas for, you know, projects they could do on their own that are conservation related or um endangered species related kind of things for teachers - definitely can point them to the Jane Goodall Roots and Shoots program, because I've been through that program and I love that whole idea, because it gives the kids ownership and pride in their, whatever their little project is whether it's picking up trash or trying to help clean up a river or planting flowers you know counting the birds in an area whatever, and there's so many outdoor areas and activities that go on in this general area I think that would be you know something we could or I could put together some little package we can use (**S002**: mm hmm) but with them as here's some ideas for things you can do with your group or your class. I know KEEN does a summer camp, but then I'm sure some of the other there's a Yakima River organization that's and educational

thing too um, so I'll check into those. I'm trying to get to a KEEN meeting so I can get a foot in the door there and meet these people that I think Hope knows some of them too. So, and Dr. Dechaine does too so.

**S001:** Who is Dr. Dechaine?

**R001:** She is a biology department professor but she works with the students that are going to go on to teach biology (**S002:** huh) so she has a lot of experience with (**S001:** oh ok), so she works with Martha Kurtz and um the STEP people and what was um the one that's now gone that Martha Kurtz ran that's more like STEM I can't remember what the name, Kaylen was working for that one (**S001:** ooh), you know what I'm talking about, I'm (**R001:** basically) yeah it's kind of a shame that that's over. But, um, so are there other um aside from like humane treatment um, you know just trying to kind of give these people an idea of what went on in these animals lives, why they're in sanctuary versus a zoo and a lot of people don't understand why you can't release animals that were born in captivity back into the wild (**S002:** uh huh) I think that's any important thing to cover. Anything else that you would like to see tackled in an education program?

**S002:** Hmmm.

**R001:** If you had a wish list (S002 laughs).

**S001:** Um let's see, yeah, I mean I think just for us we're always just trying to get, whether its kids or adults, just trying to get them to see chimps as other people you know? Like personalities, thoughts (**R001:** individuals), planning, you know (**R001:** yeah) and like good and bad, like their mischievous and all those things (**S002:** mm hmm). So then trick for us is that we are um we're probably the more radical than most schools would like - we don't go bust through the doors and say you know free the animals, but we also can't like compromise on that message, so we wouldn't want anything like with our name on it that would be too focused on just improving welfare for lab animals, so sometimes it's better to just ignore that altogether and just focus more on this is the way they're treated, this is what they're like, and then the people can sort of make up their own mind about (**R001:** right).

**S002:** I think though the way that you can get at that with chimps is just the position they're in now in captivity and how things have changed (**S001:** yeah) um for them and that you know it's not about us, it's just society has decided because of Jane Goodall and all this research that's gone on that it's not ok to use them (**R001:** right) in biomedical testing.

**R001:** Well, and if when I'm talking about them, I talk about them as individuals and as persons, I (**S001/S002:** mm hmm) think, you know, unless somebody specifically questioned me, that it could just be my way of talking about them.

**S001:** Yeah and these guys in particular make it really easy, because, you know, you start talking about Foxie's trolls and Jamie's boots (S002: laughs) and it's like, you know, on the one hand it's like you don't want to um humanize them in a way that's not accurate (**R001:** right), but on the other hand like it's just easy for people to be like oh chimps, for chimps and they're out there and then it's like oh my god this one is obsessed with dolls and (**R001:** right) and it just draws them in.

**R001:** Well and that's where I think the video part, you know, is important because you want that empathy (**S002:** yeah), you want to get that, you know, at the outset (**S001:** right) and then that kind of opens up. You'll see, I think, you can kind of tell a lot of the time who are the people that are like oh, you know, no they're over here and we're over here and then the ones that are like ahhh, oh my gosh you know that's heartbreaking that Foxie carries dolls because (**S002:** mm hmm) she had babies taken away (**S001/S002:** right).

**S002:** I guess the other piece of it um is the entertainment and pet industries, which we'd want to have in there (**R001:** right).

**R001:** Yeah and I agree that that's, having worked in a facility where most of the animals that we had come from having been privately owned pets and they were lemurs and capuchin monkeys and cotton top tamarins- which I don't know how anybody got because they are so critically endangered I have no idea where this woman got them, but she had two a pair and even when you, you know, we'd have kids come to summer camp and kind of enforce this whole thing of why you want to stick with dogs and cats and goldfish (S002: laughs) as pets and then the mom would come in and say I want a monkey! And we're like no, you don't want a monkey and there are 50 reasons why that I can give you right now (S001/S002 laugh). Spend an hour here and you'll walk out with a different, but it's- there is that. And I hate that tv and the movies kind of glorify having animals you know they have the monkey sitting on someone's shoulder or even the bird sitting on (**S002:** yeah, **S001:** mm hmm) I just wish they would all, I know that having, you know, some animals in movies is kind of a necessary thing for movies to be successful and whatnot and we all love watching cute animal stuff, but when you think about what goes into, what their lives are like (**S001:** mm hmm) outside of being in a movie, I, you know (**S002:** yeah).

**S002:** Yeah, I think just getting at that question. Because even I was always obsessed with apes and even in college, I had pictures of chimps and on a tightrope and in a tutu because (**R001:** yeah) I just didn't really think about it. (**R001:** it's cute!) Yeah, it's like I love this image! So awesome and I never thought about, like, what is that individual's life like, you know? (**R001:** right).

**R001:** Until you find out and then now when people tag me in one of these videos you know (**S001:** yeah) or whatever, Chad and I had this whole conversation about how we wish people would stop. Just because we work around or and

study and are (**S002**: yep, laughs) interested in animals, doesn't mean that we want to see the chimp in a tutu on the tightrope riding a tricycle or the bear dancing you know.

**S002**: Yeah, and it's like an opportunity when you're tagged in those things for education, but sometimes you're like eh (chuckles).

**R001**: Well and sometimes people get so mad, you know (**S001/S002**: yeah).

**S001**: It's awkward, it's confrontational (**R001**: yeah). They're trying to be funny or nice and you're like nah.

**R001**: Yes, but I think if we start with, you know, educating especially the people who are outdoors, you know almost everybody around here has dogs for sure you know so it's (**S002**: well and they see wildlife, it's not like it's such a rare event). Yes, they don't live in a big city where, you know, it would be very unusual to see an elk walking around (**S001/S002**: yeah) or something like that, so I do think that part of it will be easier to, because I'm sure a lot of them have to deal with kind of ignoring some of the stuff that comes onto their property, but they probably don't think about well what if we were going to take that coyote and use it as an animal in a movie (**S002/S001**: mm hmm), something like that ok.

**S002**: We get cards all the time too (**S001**: yeah). That's still one of the biggest things, although they're making progress on it. With like big chimp grins.

**R001**: Yeah, which yeah again people think you go in the grocery store they're all over the place. Yep.

**S001**: So, we don't- we don't actually address conservation all that much, because our immediate concern is (**R001**: right, it's not part of that) primates that are in labs, but.

**S002**: Yeah, we do have a little bit of that information on our website now (**S001**: yeah).

**S001**: But I think (**R001**: chimps in general) yeah, I think in terms of a curriculum-combining that with the stuff we already do talk about. One thing that just kind of subjectively seems to work, and maybe it's just because I think it's so interesting, is just this whole idea that, like, so- you know you talk about Foxy and trolls and Jamie and boots and what's being done, but meanwhile there are these cultures of chimps that existed for tens of thousands of years on their own, each one different than the next, and it's just this idea that like, that's something worth preserving. You know it's not just these animals, but the fact that like uh all these things that we care about (**R001**: yeah and their habitat is shrinking, and they're still being hunted to some degree, so) mm hmm. And when you talk about, like, the fact there are now, I forget what they call them, but there are archaeologists



that just um look at non-human primate stone tools and artifacts (**S002/R001**: yes) and so it just it's sort of like we're so used to looking down with dominion over all the animals, but this idea that they're at the same time there are these long standing cultures of chimps that did the same things for generation upon generation and um it's just a different way of looking at it rather than we need to protect diversity biological diversity for diversity's sake.

**R001**: Well, and we could probably segue into that by contrasting life in captivity with life in the wild (**S002**: mm hmm, **S001**: right). So, here's what they might be doing if they had not been, or if their parents or grandparents had not been taken out of the wild, and then...

**S001**: Yeah. And then this is culture- this is why Jamie likes boots, because she was raised in this culture. This is culture, the way it was (**R001**: for a wild chimp) intended. Yeah, the way it was and is (**R001**: that's a good idea, yep).

**S002**: Yeah, we never shy away about talking about how even in the best captive situation you can never give them everything they would experience in the wild and it's unfortunate, you know. It's unfortunate that we exist (all laugh, **R001**: I know).

**R001**: And then Dr. Mayhew was just telling us the other day that now there's this so like Yerkes and some of the other labs are pushing to retire in place. So that instead of sanctuary, which you know that's another I don't think we need to address that in a program, but kind of I don't know if people are on the fence about whether animals need to be you know released from one situation or kept in a different situation. I think it's just amazing to me that they think that they can just stay. I don't know, to me, if they've experienced trauma of any sort, then the more we can remove them from that the better the rest of their lives would be. But I've never seen Yerkes, I don't know what their habitats are like. Or some of the others, I know there are more.

**S001**: There are a couple, like Bastrop in Texas, that has some decent open-air enclosures. They're not two acres, but they're not kept in small cages all the time, but historically most of them were and they had a few outbreeding groups in these big outdoor areas.

**S002**: And Yerkes is unique as a lab because they have outdoor space for some of the chimps (**S001**: but that was a field station, **R001**: hmm yeah), but that was Franz De Waal. But then they have like hard core biomedical testing and those facilities, well for one they're really old and chimps aren't necessarily living in big groups.

**S001**: But Yerkes is not, they weren't receiving federal funding, so they will probably privately retired, but there are a couple other labs that most of their chimps, if not all, are NIH sponsored and those are the ones, because labs like

that have privately owned chimps, there's no money so the chimp act doesn't cover them so they want to get rid of them at some point.

**S002:** But they've been trying to make arguments every step of the way, like what we do is not invasive because we just knock them out and run them through CAT scans (**S001:** so, we should cover it). Yeah, we're doing important cognitive research but we're not like taking liver biopsies or something (**R001:** well ok, yeah because that's not invasive at all).

**S001:** So, you wouldn't mind if I took your kid then, darted it and stuck electrodes in their head...

**R001:** Oh my, alright. So, I think we've covered everything that I needed to cover for now and then as I move forward I will just keep you guys in the loop and if I have any questions or I'm not sure about, but for me to go and do some kind of program I'm assuming I'll need your board to approve that I am representing the sanctuary in that situation.

**S002:** Well, I guess what we have now is sort of like an IACUC situation with a committee of our board so any kind of research I guess that's really just done here though.

**S001:** Yeah, so the two of us would have the authority to determine that kind of thing (**R001:** ok), but, um, but so the only thing would be like whether it fits in with our strategic plan. So, if the board was like you started a new program and this was not in the plan, that's where we'd have to justify it, but if it's sort of like- hey this is an independent thing it's under the umbrella of CSNW, but it's done independently, you know, then it's I don't think it would be a big deal (**R001:** ok).

**S002:** I guess it wouldn't go through the (indistinguishable term or word) care committee then?

**S001:** This wouldn't, no.

**R001:** Because I'm not actually doing anything with the chimps (**S002:** right). So, yeah. Yeah, because if you provide me with video that I use or whatever, obviously it's going to be something you guys have taken and then created and I just would use, so it's not like I'm going to go in there.

**S001:** Yeah. Yeah so, I think the main thing for us is just trying to be honest and realistic about, you know, I remember when I was doing my master's well it would be nice if this was publishable, but mostly I just need to get my masters (all laugh). So, if, like your main thing is like using this as like sort of an example of how to interview a sanctuary, assess their needs, build a program, whether or not it gets used for 10 years or 1 year, then if that's ok with you, then it's ok with us. But if your heart is like I'm going to, you know, I'm going to put so much time into

this that it better be an important part of the sanctuary, then it's kind of hard to say.

**R001:** No. I would like to be able to create something that, you know, you guys might be able, like I said, might be able to use whether its 2 years down the road, 5 years down the road, or some other sanctuary might be able to adapt and (**S001:** right) come up with, so.

**S001:** And, you know, as we talked about- the more overlap there is, the more that we can sort of pull from it and said we use that over here and once in a while like our volunteers and staff are doing this folk life festival in Seattle and part of it was they had to have like activities for kids (**R001:** ok) and so it's like oh, from Lisa's program we have all these activities (**S002:** mm hmm, **R001:** like a game or something). Right and so all of that is going to be super useful and then, you know, it could be like if you do this for the pilot and do your quarter's worth of the presentations and then we find a way to continue it, then all's well.

**S002:** Yes, I guess that is something to consider. We do tabling events like the Roslyn farmer's market (**R001:** ok) and this folk life is the first year we'll be doing it. It's like a huge hippie fest in Seattle (**R001:** oh, cool ok). Um, but we were specifically asked by someone who had volunteered at another sanctuary and she wanted us to do some kind of hands on activity (**S001:** and we're like oh crap! **S002** laughs, **R001:** right?) and we're like Anna try to come up with something! (all laugh again)

**R001:** And the other good part about that is that I'm doing kind of the same thing for PAN (**S002:** uh huh). I'm heading up the outreach committee, so we are actually, Amanda and I, have come up with an idea for one we're going to do for Earth Day where we have a laminated map and we're going to put some Velcro and different apes, different monkeys. And they're going to have to decide if it's an ape or a monkey first and then try to stick it on the map where it goes. I mean, it's simple and easy to transport, but still something that is tactile, and they learn something from it, right? (**S001/S001:** right). Um, so I can conceivably work these into both programs then, yeah, no absolutely I am totally all about just trying to get a ball rolling here and if I can use it somewhere else or send it off with another student that takes it another step forward or whatever, I think it'll be good.

**S002:** I guess the other thing that would be interesting, which maybe is a totally separate look at things, but is, you know, part of the reason we don't do a lot of in-school outreach is because we have competing, you know, ways of spending the money which is taking care of the chimps (**R001:** which is the major focus of my whole question is how do you prioritize the animal welfare and still). Yeah, but I think maybe there's probably grants out there that we're completely unaware of and haven't bothered looking for (**R001:** ok) because it's not something that we're doing, but there are organizations that's all they do is fund, um, educational

outreach. So, if that's something, you know, that could fund a part-time person (**R001**: right, educational outreach kind of stuff, yeah) then I mean I think we'd be totally fine with that (**R001**: yeah).

**S001**: Yeah and there's still the piece for managing it (**S002**: yeah). If the person was a total self-starter, then yeah (**S002**: yeah).

**R001**: Yeah ok well if I come across anything like that (**S002**: laughs) while I'm looking into things, I'll certainly let you know. You know, like I said, this is like a- you'll be a case study in this sense so whatever we find, whatever works, doesn't work, can be done. I think there are going to be so many other sanctuaries, just getting on their different websites and seeing how disorganized some of them are or just, you can't even navigate, so if a lot of these sanctuaries end up taking in more animals and they have to start putting a different face on, I think outreach is one way that they can and if I can create something that can be easily adapted and honestly in school moving, if things keep going the way they are, homeschooling is going to be a bigger community than it is now (**S002**: yeah) and interface via the internet is going to be the way that a lot of kids learn stuff like this. So, having something that you can just put up on your website that's accessible (**S002**: yeah, **S001**: right) you know, yeah. I see that as the wave of the future unfortunately.

**S001**: Yeah, it would be really interesting, um, this is just creating even more stuff (**R001** laughs) but if there was some sort of like, uh, component. So, like, let's say someone's 4 and 1/2 hours from the sanctuary, so we're not going to get there so there's like a little lesson plan and a video and so, you know, if the teacher's doing something on animals it's like ok so today's going to be about the chimps at CSNW (**R001**: yeah) and there's a package for them to use (**R001**: that would be really cool) um.

**S002**: So I think the elephant sanctuary in Tennessee has something like that and they have like webcams um that are open to anybody, but at least a couple years ago they specifically would have, like, this school group watching this webcam and this time and (**R001**: yeah). Um, but they must have developed some kind of curriculum that they send the school.

**R001**: Well and a lot, like San Diego Zoo and um a couple of the zoos back east have curriculum on their websites that teachers can just download (**S001**: yeah). It's free, it's there, I would assume that homeschoolers access that too. So that would be super easy to design something like that (**S001**: mm hmm) that you could put out there and you could even put out there, you know, this information is here for you to utilize. If you can, we'd appreciate a donation (**S002**: yeah) if you decide to.

**S002:** Yeah, that'd be cool (**R001:** yeah) and I don't know, like, I guess it's all state by state what the requirements are (**R001:** mm hmm), because I know some states have humane education.

**R001:** Yes, and I think Washington does but I'm going to look into that. I haven't been able to find it so far- that stuff is really hard to navigate through (**S001:** yeah), but I think between Dr. Dechaine and Dr. Kurtz maybe I can find where that is. I know conservation is in there, but I'm pretty sure there is a humane treatment component. Here in Washington it may not be for until they're in middle school or high school age, but you could conceivably take kind of a baseline program and then just step it up in complexity, you know, this is, and you know I think that's how San Diego's has it. It's like grades 1-3 its one package grade (**S001:** mm hmm), 4-6 it's this package, and then beyond that it's another, so it wouldn't be that hard to do (**S001:** yeah). Ok. cool. Some different things to think about (**S001:** alright), some different ways we can spin it, see how it moves. Ok (**R001:** sounds good). Sounds good to me. Ok, thank you guys so much (**S002:** yeah).

**Interview S013 6/15/2018**

**R001:** Ok, so before we get started, I thought I'd give you a little background on what I'm doing for CSNW as my thesis for my master's degree. They're a relatively, well they've been there for 10 years now, and the chimps that they have, have been there 10 years, um. There are 7 chimpanzees there presently that all came out of a biomedical research facility in PA. So, their life histories are pretty traumatic, and some of them were also in entertainment but briefly, so some had possibly some favorable experience with humans, but most of them had unfavorable experience with humans at least for some period of time. So, the reason that the sanctuary is closed to the public is to spare the chimpanzees any additional stress since they've already suffered so much in their lives. Um, and so for a sanctuary that is A) closed to the public and B) trying to prioritize animal welfare over everything else, educational outreach is kind of a tricky situation, especially since staff is limited and I'm sure you experience the same thing where you're reliant upon volunteers or interns a lot of the time to do not only animal care, but also other things like going and having a booth at the farmer's market or something like that. Uh so what I'm trying to do is create at least one kind of generic program that they could possibly put on their website where teachers could download the curriculum, but also that it could almost be like a box kind of thing where a volunteer or a staff member could actually pick that up and take it to a festival or a farmer's market and do an activity or something with the kids that come visit and even adults. I think there are a lot of adults who, you guys have an adult program, so a lot of adults that don't know what happened to these animals, what's going on with these animals' um and so that said, you've been here a long time.

**S005:** 35 years this year.

**R001:** Ok, so how long have you had education programs going on, you know? (all laugh) It's a long time.

**S003:** Probably, see I've been here 11 years so I would guess.

**S005:** Well I think it depends on your definition of education programs because they've had-

**S004:** From the beginning they had the wolves they would take to the schools and stuff like that.

**S003:** Yeah, oh yeah (**R001:** Wow)

**S005:** So at least 30 years I would say.

**S004:** So, I think back in the old days they had this wolf they would bring to the education and we didn't even know what the timeline is, but it seemed like the founders, they definitely had already that vision of, like, to show people the wolves.

**S003:** But it has changed in nature so drastically even in the last 5 years or so, yeah, it's evolved and gotten better.

**R001:** Yeah, so was it only like an external program originally? (someone shakes head no) Ok, so people were able to come here.

**S005:** Yeah, so it's been open to the public at least since 86-87, um, and they had programming. It just maybe wasn't, I don't know that it was considered education. Um.

**S004:** I think it wasn't that clearly, uh, I think we're just guessing it wasn't as intentional as it is now (**S005:** Yeah). S005 and I were part of the most recent, we're relatively new although you have been here (**S005**) for a longer time than me, but it's more intentional.

**S005:** The intent has definitely been there, but even then, the intent's been there at least, at least as long as you've been here (to S003).

**S003:** Oh, definitely, and a good probably 5 years before that. I would say definitely, yeah at least 13 or 14 years, because I'm thinking back to a time when we kind of had a big event that happened here at Wolf Haven in 2005 where there was kind of a huge change in staff and volunteers and everything.

**S005:** So, it's at least been since then (**S003:** Yeah) that's it's been, that it's been an intent. But before that there was stuff that happened- they did share education, they did inform the public, it just wasn't necessarily intentional.

**S003:** It was more like come to Wolf Haven to have a good time, because- (**S005:** Come to learn a little but not really learn a lot while you're here), yeah.

**R001:** Oh, not really come for a field trip or come just to learn (**S003/S005:** Yeah) about, ok.

**S003:** Because they used to do these things called "howl ins" and lots and lots of people would be here and there wasn't much thought about what is that doing to the wolves, you know, because like they would have it every Friday and Saturday night for the entire summer- so think about stressful that could be for the animals.

**R001:** Right, all these people are here, and I assume they're howling with the wolves (**S005:** Oh, yeah) ok.

**S005:** And it's kind of became an almost, like a carnival type set up. When I was a kid, I actually came to the howl ins, but it was before it got to that extent, I remember like maybe 20 or 30 people but, uh, but by the end of the 90s it was a big to do.

**R001:** But you don't do that any-more?

**S005:** No.

**R001:** And when did you stop that?

**S005:** 2011 I think was the last one, I think that's what somebody said.

**S003:** Yeah that's when (present director) started, so yeah.

**S005:** Yeah 2011 was when we stopped and then by 2015, we were GFAS certified  
(**R001:** Oh, ok). Yeah, so that kind of screwed up (**R001:** Right, oh ok).

**R001:** So, the original decision was because you thought it was too stressful for the wolves, but now it would go against the GFAS (laughs) Yeah. Ok that's good to know, that's interesting.

**S005:** So GFAS is kind of our excuse (**R001:** Guiding force) (laughs). They were like- what? And we were more like ooooh well (laughs).

**S003:** Yeah when you explain it, they (GFAS) go ohhh ok.

**R001:** And that's ok, because at CHCI they had "chimosiums"- so people could come in and see the chimps and they did, like, an informational discussion and it was um, you know, those chimps- a lot of them knew ASL, so they could sign and so the interaction possibility was there. And they would let them check the humans out as well because it seems like there is always one chimp that's fascinated with footwear and so they might ask for somebody to show them what they have on their feet, so there was some engagement with those chimps and in Ellensburg that was kind of a, I don't know, point of pride you know it was like the city mascots, especially Washoe. The chimpanzees were part of the community and so when uh CHCI kind of lost its funding and that all went south, those chimps moved up to Canada to the Fauna Foundation and then these chimps in Cle Elum came in, well actually they were there before CHCI closed, but people didn't really know that so a lot of people assume that those chimps just moved up to Cle Elum and that's whose up there and I've gotten the impression from a few people that I've talked to that they feel like- oh well, they took them up there and now we can't see them. And when I say it's not the same chimps, and these chimps didn't have that that same situation that the CHCI chimps had, it's very different and the sanctuary location itself is not very conducive to visits. It's up this really windy little hill- I mean a bus would never get up there and back down (all laugh), even a motorhome or something like that couldn't do it so um they do allow some visits um particularly for donors that have made a nice donation and want to bring their families out, but it's still very limited. I mean you are still watching the chimps from a distance, typically watching them be fed a meal or forage for a meal, um and the rest of it is a little bit of background and education that's provided pretty far away from the actual chimp house so it's not likely that they'll ever have an on-site kind of a program situation, but I've already done one in a school someone had just contacted them and asked. So I just went and did one last month and I feel like it went well, so if I can package that up where it can be delivered, you know if they have somebody who can go up to the school, we'll do that but it's very possible that



a lot of it will have be a teacher downloading it or a homeschool group or like a Montessori school or outdoor school (collective: mm hmm) um, but you programs also take the state standards into consideration, so you're targeting specific, um have you been doing that just since like 2011 or?

**S005:** Uh it's kind of funny because the programs kind of met the science standards without anybody really realizing it. And I actually did an internship here in 2013 or 14 and part of my internship was looking at the science standards, because they were just kind of coming out at that point and comparing them to how we related to them. And then when I got hired on as the education coordinator, I actually got linked up with a volunteer who understands the standards and so she and I sat down and now we have curriculum sheets with the standards that each meet, but it's more like we took the program and found that standards that they each meet as opposed to finding the standards (**R001:** And trying to create a program around it) right (**S004:** mm hmm).

**S003:** Well, J is a really good resource for this (**S005:** Yeah) the one who helped us (**R001:** Oh, ok) she used to be a school principal and so she had had a lot of different positions and so she was a great resource.

**S005:** And she retired as some sort of curriculum person (**R001:** Oh, so she knows the standards) yeah, because it's-

**R001:** Oh I know it's so confusing, because I've been on that website (**S003:** Oh my god) it's hard to navigate (**S003:** And then they change it) (**R005:** Yes!), but I like the way yours is laid out, because you have the questions that go with the protocol and then you have which of the standards it can apply to (**S005:** And that was all her). Ok, and that makes sense though that, you know, create something and see where it would fit rather than try to, because there everything I've looked at on that website too it doesn't give any specifics so I wasn't sure (**S004:** It doesn't say anything like that, which it says kind of a lot is that one of the criticisms is that teachers are not busy enough, you know, what I mean- tell them that they have to figure out how to navigate it and it's not user friendly right now, too complex, and takes a lot of time you know again realistically asking for a teacher it's just too much). Yeah it is a lot and that makes a lot of sense that you just kind of found where it fit in and you can say that it fits that without having to restructure everything.

**S005:** Right, and there were, there's a couple programs we do for multiple ages or most of our programs can be adapted to the next age, with the understanding that they probably don't meet the standards for that age, but there's been a couple of them with the help of Julie that we sat down and actually restructured them, because they fit a better age than the one we intended them for. But it's been a really big help to have her, because she can look at it and say oh yeah, it's this, this and this or she can at least know where to start with the standards, um. I will tell you, though, (**S004:**) and I created a um a science unit for middle school teachers and um I share it with them via google drive any time they want it and we took it down to the local ESD- so, ESD is Education something district- I don't remember, but it's basically Thurston County and they have um summer workshops

basically and we took it down to the two day that ours had and presented it to the middle school teachers and they were loving the fact that it was completely self-contained, ready to go (**S004**: mm hmm) (**R001**: Nice).

**S004**: So, it's like a package you just open it up follow the instructions, you know, instead of you just trying to figure it out, then I think again teachers are very appreciative of that because it's good to go.

**R001**: Yeah and that way too if they are limited, funding wise, to do field trips or something like that, they can actually do it in class as a supplemental activity to a biology unit or something and its that's really nice.

**S005**: So that might be something to think about and I can share mine with you (**R001**: Oh, that would be wonderful). Um, I can show you one that we had and it was built in such a way that it um I think it had like 4 different sections to it and each section could stand alone, so if they only had one day or they could use the whole thing like as an ecology unit and use the whole thing (**R001**: nice) so.

**R001**: And it has, so you guys also include some hands-on activities it says in your lesson plans (**S004/S005**: mm hmm yeah) and so different depending on which program (**S005**: Which lesson and the age level) and the age level, right.

**S005**: Right, yea we try to get all of our uh programs including the adult ones. Although, that's a little bit tougher to be engaging somehow. Um some of them, uh one of them well, there's two of them where the kids actually identify the skulls (**R001**: Wow, ok) so they get in small groups and they have a skull that they can handle, and they identify it um. They go through the steps and there's another one, though, that talks about the senses and so it's not so much physically hands on, but the kids are testing the different senses. They test their ears with human ears and with wolf ears, um they test their sense of taste, they test their sense of touch and um then we talk about this is yours and then we compare it with the wolf.

**R001**: And I like that one, because I think that's something that would be easy for me to do with chimpanzees. Especially since most people think they're so close to us, they don't think about what's different, so pointing out the differences through something like that would be, yeah, I was looking at that one and I was like wow that's really cool to get them. And I mean I've worked in a zoo and at a wildlife center and I've done education programs and I know if they touch something, if they feel something, if they smell it, if they make some kind of connection to it, they remember so much more of what they learned in the actual lesson than if somebody is just standing there talking to them.

**S005**: Yep.

**S003**: Totally.

**R001:** So, I think having at least 1 activity to go with- even if it's just like you said, them coming up and looking at some specimens and being able to handle them and notice the differences. I did a lesson for a Montessori school and we looked at dentition, you know, just as something we can point out between monkeys and apes and humans to show the differences between, um.

**S003:** I would like to know that! (**S005:** Yeah) (all laugh).

**R001:** Yeah, because we just assume that we're so similar that nothing is different, but if you think about it- look at any monkey or ape, they've got huge canines compared to ours so that's one really easy difference to point out, but even the younger kids were able to look at the molars and go oh, I can tell, you know, because I had one that was like a leaf eater and one that was more of an omnivore and they could see the crests on the molars of the leaf eating monkeys that have to basically shred the leaves that they're eating.

**S004:** Then see also like all the muscle attachments, how it so different, the skulls have this sagittal crest, the zygomatic arch (**R001:** Yes, all of that) (**S005:** That would be cool).

**R001:** So, any kind of skeletal, you know, specimens, but that's another challenge too. Unless we make some kind of a box that the teachers could come in and check out, they're not going to have those kinds of specimens. So having the kinds of activities that they could easily reproduce, like you said, something where you're giving them something that they have to chew and taste and think about how they're processing that, think about the smell and all of that- something they can do easily, without having to acquire a whole bunch of supplies or specimens, yeah.

**S005:** One thing too, that we've just recently in the last couple years switched, it used to be uh like 45-50 minute class lecture type thing, but now most of our kid programs are like closer to like 20-25 minutes of a power point presentation mostly explaining and leading up to whatever the activity is and the activity is 20-25 minutes. With the exception of the senses one, where those activities get put into the program (**R001:** Kind of interspersed throughout). Yeah, but we've really made sure that our programs are not them being lectured again in class.

**R001:** Yeah and I think that's kind of what teachers are looking for, too. Especially if they can't get out, you know, we're in Ellensburg where Seattle's two hours minimum with a bus full of kids, it's probably closer to three, right? (**S003/S005:** Yeah). Yeah, so I don't know what the public-school um districts do for field trips. I know some of the private schools or the alternative schools have a little more flexibility, but public schools I think (**S005:** Most of them stay pretty close) right because they, between fuel costs and just the length of a school day isn't enough to go to Seattle and visit a museum or an aquarium or the zoo and still get back by the time they would normally be dispersed, right? So, I think if we could create something that they can do and, like you said, where it's not necessarily lecture the whole time even it could take them outside for an hour or whatever. Um, but then again you have a species that's native to North America (**S005:** Yes, yes), you know, and we don't and so one thought that I had was trying to do

something that maybe includes a follow up activity or an optional activity, where they could maybe do some citizen science locally whether it's looking for birds or some other form of wildlife or something and then kind of tie that maybe into the chimps wild, you know, what their wild habitat would be. Maybe go out and just draw the habitat of a pocket gopher or something.

**S005:** Um one program that might help you with that iNaturalist, (**S004:** mmm hmm) it's a really cool app (**R001:** Yeah, I've heard of that; **S004:** It's amazing). There's an ebird, ibird (**S004:** ibird's a little more technical uh ibirds is more for a more specialized bird watcher, you know, somebody that's a little more experienced but iNaturalist is amazing and you can even create folders, apparently, and people can contribute and actually it's like they had like the, I don't know, like this particular summer they've been working and expedition they created for the students. Both expeditions have a page so both expeditions are going to go to the same tray and that could be very cool because it's still part of the same body of knowledge).

**R001:** Right and some scientist somewhere is using the data (**S005:** Yeah) that these kids collect, so it's (**S005:** It really is citizen scientists and the cool thing is um now they've gotten it so that you can take a picture with your phone or your tablet or whatever and the app will actually tell you what it might be so it helps identify it. Some of it you have to know a little bit, but even if the teacher kind of knows what's around them, she could help, he could help the kids identify it based on the options. Um so, it's really, it's really made it simple for the average citizen to go out and do them. I've gone out and done it a couple times on our prairie and I know a little bit about the prairie plants, (**R001/S005** laugh), but not enough to easily identify it. So, having the list (**R001:** Yeah, for plants and insects and birds, so many birds that's the thing, but it could be an interesting- I'm trying to figure out a way to tie something local in with-).

(sanctuary director walks in to return something, meet her)

**R001:** Um, so, ok- that's one of my challenges is making a species that is not native relevant. Although in the general area, because we had the chimps before, it is still, you know, possible, but I don't think we should let too much more time go by (**S004:** People lose the momentum and interest). Yeah, because a lot of the people that I've talked to are either way older and maybe worked at the university or their kids went there, but then I've also talked to some younger people who remember going there as, you know, school aged elementary school aged children so they're now adults. So, you know, yeah if nobody in town remembers those chimps, they may not care about another set of chimps that are up on a hill 20 miles away that we can't go see.

**S005:** Well one thing that helps us, because I mean in Washington wolves are quite controversial I mean a lot of the western states, but we try to we try to put in other- **S004** and I were talking about this this morning, we try to bring in the broader view. So, when we talk about Wolf Cafe, we're not just talking about what wolves eat, we're talking about what bears eat, what cougars eat, and what deer eat, what coyotes eat, how do we save (**R001:** The whole web). Yeah, and when we talk about our trophic cascade, actually we

talk about a trophic cascade in Africa and the one off the coast with the sea otters, then we bring in the wolves (**R001**: Ok). So, we take the broad topic and explain it and then bring it back to wolves. (**R001**: Ok). So, I'm sure there's plenty of broader topics that are more native to Washington or even the U.S., um that compare to where the chimps come from or the chimp's situation and then, so you could introduce the topic, and then bring it back down to those guys. That might get the broader audience as far as the interest, because they're not native.

**S003**: I was also thinking about the vanishing creature's program, where we talk about all different reason why animals become endangered and whether people are connected or not and so, uh, we do talk about wolves obviously.

**S005**: Yeah, we introduce the reasons and the animals, that are a little bit more obviously affected by those reasons, and then we introduce the wolves and ok, how do the wolves, how are they connected to that and in that one the kids actually get little creature cards that somebody a long time ago found out of ranger Rick (**R001**: Oh, wow ) made up creatures, right, they're made up creatures and every small group of middle schoolers or high schoolers get this creature and how does this creature, how is it affected by these issues, um, so.

**R001**: So, they have to think (**S005**: Yeah) and relate it to everything else in that ecosystem to make it.

**S004**: And you can extrapolate the basics and then it can pretty much apply to any species that is endangered. I actually really like this program, last time it was and three times I had to do and I'm really digging it because you can take in many directions. And, like for instance- in your case you have a very charismatic species (**R001**: Yes) that and it's relatable. And we work really hard to message, keeping it focused like very simple like very basic core messages that we want to deliver, and I think it has been a process that we're still reviewing constantly. Like what is the message that we want to deliver here, and we try to keep it short keeping it localized and (**S005**: It's hard) exactly. Because we get a lot, there is a lot of good information of course, people ask you, but for us we try to bring it back like ok if people can walk out of this with only a handful of ideas, what those ideas would be and we can't keep hammering them in that everything else is something that you can just throw there as an extra perhaps and we're still reviewing our programs, you know, it's a process- you know what I mean. We can do better even when we had the presentation already done a certain way, man we have like a lot of power point presentations we can shuffle this slide here. Like yesterday I was doing a presentation for a group of teens and talking about the wolves in Washington and the funny thing is I had used this presentation a couple times before and yesterday, for some reason, and in this audience in particular something struck me like maybe need to remove these 3 or 4 slides and have this instead so we're constantly like trying to see how we can reinforce the message. It's a process and it's hard, but the advantage for us is we have a team that it's constantly going through this and we come and talk literally we need to change this map, we need to do this instead of having something that keeps going over

and over again. It's kind of like a package, but again it's, there's always room for improvement.

**R001:** But that's important to keep evaluating it, because things do change (**S005:** All the time), interests change (**S005:** Yep) and like you said the standards are changing constantly (**S004:** Totally).

**S003:** I was just going to, this is so interesting the whole topic of using animals for testing is becoming a lot more important to people that they are buying products that aren't tested on animals (all: yes) and I was wondering whether you could, that could be one of the big-

**R001:** Well, and that's one of the things, it's hard to broach the subject of humane treatment (**S005:** Yes!). And the program I just did recently for the sanctuary they happened to it was a 4th grade class that was reading the book about Ivan the gorilla (**S005:** Ooh) that lives in the Tacoma mall and so the teacher had asked for someone specifically to come and talk about animals in captivity and one of the most interesting things- so I gave them a little assessment. Um I had just a picture of chimpanzees and I asked them to write or draw what they thought the chimpanzees needed in their habitat. So mind you they've been reading this book, so Ivan had a tire swing, and almost every picture had a tire swing, but some of them had no food, no water, didn't list food or water um and maybe they weren't thinking about that right or they just assumed that any animal in captivity would have those things (all: uh huh). But when they were done I asked them- so Ivan started out as a pet and he lived in the couple's home and I said when Ivan lived in Max's house was he in captivity and all but one of them said no (all surprised, head shakes, mmmmmms). So, they didn't see an animal being kept in a home as captive, even though he wasn't anywhere near his wild habitat and they knew he had been basically kidnapped, um. So, I do think it's important to change that perception and help people understand that yes, our domesticated animals can't ever really go back to being wild because they are completely dependent on us, dogs most cats I mean cats are funny right (**S005:** Most cats, laughs), but horses, chickens that people keep, all those kinds of animals are they've been for so many hundreds of years domestic that you can't just turn them back wild. But when you're looking at chimpanzees, even though most of these were born in captivity, only two for them actually came out of the wild, you still can't just take these animals and release them back into the wild and a lot of people don't realize that, so that whole humane treatment and um animal cruelty free kind of mentality is fantastic but I also think some of it is misinformed. You know you've got there's a group that's on the side of all animals should be free, let's just let them go (all mm hmm) and then there's-

**S004:** The realistic situation that we can't (**R001:** Yeah). And that's something also that we deal with, like we have to explain over and over again, like because some people like wait a minute ok so in both ways oh we have a pack of wolves that are preying on cattle. Well, do you just take them so you just take them to your sanctuary, and we have to go through the whole process to explain how it's a wild animal we do the best we can here, but this is not ideal (**S003/R001:** Yeah). This is, these wolves, are not having the life that

they deserve and once they have tasted what it is to be in a freedom and certainly being in a contained area, they're not going to be as happy or fulfilled as they could be. So that's one and the other is actually I just had the question yesterday- well, if somebody just gets a pet wolf and it gets too problematic well then they just released it you know in the woods (**R001**: Ugh) and I'm like well it's an intelligent animal and it belongs to a pack, but you have to lay that again we take it for granted that people don't get it. One presentation I'm really enjoying too, that started as the Hispanic outreach one with P, is just laying the basics, like, we need what do we need. Well, we have a family- we show a picture of the family, wolves they have a family too, (**R001**: Right) we eat food together, we have our meals, it's especially oriented to the Hispanic community, oh we have the tortillas, blah blah blah and this is what wolves eat and we just compare and we have a home, well this is where wolves actually live and we could relate. We have all the relatable topics and we build the story like telling the story of a world, you know how you're born because of your parents and the cycle starts, you have to find a mate, and when you're becoming a teen you might have some differences with your parents, and then the wolves kind of do that when the personalities change, some of them might get along better and stay with the pack and other ones you know will disperse, but you? And the story starts over again, and I think it's very simple it's like duh, but it's the same thing. Chimpanzees are the same, you know, they're social animals (**R001**: Right), they have a hierarchy, but they don't eat what we eat and they're males can be more carnivorous, they hunt- they go on hunting trips, but think about this; these chimpanzees have a different life, these chimpanzees and so you can sell it in that story that I think the people will, what I'm saying is focalizing the message again what you want people to walk with.

**R001**: Right and if they can relate it to their own life, (**S005**: Yep, **S003**: Yes, yes) it's easier for them to digest than when you're just.

**S003**: It builds that empathy that we want.

**R001**: And that's, I think, the most important thing is to try to get the empathy. And especially for a species that isn't native, and these animals are basically just here so that the rest of their lives are better than what the first 2/3s of their lives have been. (**S004**: Absolutely) Um so do you ever do any programs specifically that address those issues of, you know, captivity and humane treatment (someone shakes head no)? No, that's-

**S005**: So, I have a girl scout program that's called voice for animals and it started as it is a girl scout badge (**R001**: Ohhh) and then we bring it, I kind of adapted wolves to it um, but even then most of the time it's we try really hard to keep emotion out (**R001**: Ok). Especially- wolves are a very emotion provoking creature and that's an, especially, because we want our message to get beyond Cascade Mountains, we try to keep the emotion out and just do these are the facts, this is the science, and the science is always changing, but we try really hard to very much stay with the science um people can accept it a little bit easier (**R001**: Yeah). But in that one it goes into what is the difference between a tame animal, a domestic animal, a wild animal, um, but it lays it out much more like these are the facts and it turns it back on the girls and says ok what do you think about this. And that's we do that in a couple instances where we turn it back to the

kids so we're not we're not telling them how to think, we're presenting them with the issue and then ok now you tell us what you think (**R001**: So they can form their own, **S004**: Mm hmm). So that's one way to get around because we've actually kind of it's been a conundrum just lately with the whole ethics with the animals and stuff like that, but kind of to get around that and still get the message out is presenting it and turning it back on them (**R001**: I like that, **S003**: mm hmm), um, because then you're not going against their parents, and you're not going against their culture um you're not even going against maybe their community, but you're showing the facts and letting them decide (**R001**: Giving them some information to use to make their own opinion about it). Right and who knows some of them might go back to mom and dad and be like hey, did you know and mom and dad are like no, I had no idea and then they look into it and then they change something um we do that with our, when we go to the native tribes too we're really cautious about as soon as you walk on the property it's like wolf dogs and wolves don't make good pets, when we go to the tribes it's like well this is what our experience is. We're not telling you your experience is wrong, but this is what the facts are, this is why we exist. This is what our animals have done, and I think it helps.

**S003**: And also, when you think about, we've recently restructured the script for when people take people into the sanctuary to talk about the wolves. We used to give our volunteers this huge script of facts you know in the 1985, and there were 100 of this and 2000 of that and you know sometimes that's helpful, but our new script is focused on telling each wolf's story so you present ok so Lexi was on an 8-ft drag chain for years and you just tell the story and I betcha the chimpanzee's stories are just as fascinating.

**R001**: And they do they each have their own story and their own little quirk, or you know habit (**S003**: Yeah, anecdotes about them). Yeah and (**S003**: And people just, you can just see them drinking it all in, **S005**: Yeah). Yes and so when you're not, when you don't have people here actually seeing them, do you use video to convey that (**S005/S003**: Yes, **S005**: Videos and pictures um in fact we have a couple of programs that we do onsite and offsite and um we purposely put stories. A couple of the adult programs **S003** actually took pictures of the wolf, stuck it at the beginning of the program, **S003s** go the story of that wolf and we share it. Video is better than pictures depending on the time frame (**R001**: Yes, yes) in those particular ones we have videos, other videos, so we add pictures and just say the story and just adding the story at the beginning and the story at the end has made such a difference I think in the capturing them right off the bat (all yeah), even with adults.

**R001**: Yes, well, you just saw present director just said she was crying at the HOOT event, because of the video that they showed and they do have a great catalog of video that I can tap into to do that, because, you know, we've got one chimp that loves cowboy boots and she's constantly- she's obsessed with them and then we have another one that because she had so many infants ripped away from her as soon as they were born she carries dolls (**S003**: Oh my gosh, stuff like that, **S004**: It's so sad). But it is, those are the things, you know, if one person in the room gets hooked into it like you said especially with kids and I know that because of the Jane Goodall Institute's studies if you get to the kids and they go back, they can make the parents change (**S005**: Yep). And I already



know that you know and here you guys must have a tremendous time with hunting and all of the, you know, it's a mentality it's a culture for some people (**S005**: Yes) and it is something you have to tread lightly on, but also, you know, there are kids out there that are like gosh I wish my dad didn't kill these animals, you know, I was that little girl that if I knew somebody whose parent even a deer hunt even though I know there are lots of deer it just broke my heart and I was like I don't like your dad anymore (**S003/S005** laugh) kind of a thing and, you know, that there are those kids out there and sometimes that's what it takes to educate the parents is the kids being really passionate about something so.

**S004**: I just wanna go back- also something that we were talking in the beginning, in that how it started to create an impact on those kids, and uh back in the old days again the old days when we used to carry a wolf, of course it's spectacular, you know, I still enjoy when I go to a presentation and they bring in a raptor (**R001**: Yes) and like wow you get to see the feathers- look at those talons, oh my god, and how many times in my life have I seen an owl and I still look at it like it's the first time. And so, we have the cutouts I think have been a powerful element to catch to impact the audience and to draw attention, we made these life size cutouts of the wolves (**R001**: Ok, **S005**: I'll show them to you, **S003**: Should I bring one? **S005**: Do you want to go get one? **S003**: Yeah, I have to go to the mailbox anyway). We can do the same, we can do the same, so many ways just to bring the experience when you don't have the opportunity to come like in some wolf sanctuaries people have an opportunity to interact with the wolves (**S001**: Right) and uh they often come to Wolf Haven with that expectation, because they have seen videos on YouTube I mean I have people asking- so, literally when is the time that we're going to get close to a wolf, pet the wolf? And of course, it's, who doesn't want to do that, there are some sanctuaries that play that very well, you know, you go there and to some individuals it might be ok, you know (**S001**: Right). I mean, but again for the philosophy that we are shifting towards its not acceptable anymore, so again even the type of contact the public would experience we explain why, and people get it. The cutouts I think, like, for instance you were talking about the facility the chimpanzees are from and people come expecting to see the chimpanzees, it can be a replacement with chimpanzee they have so much personality (**R001**: Yes). I'm just visualizing you could have a cutout of each of them painted or a photograph of them and you can see them and who will people like to have the cutouts and they take a picture with a wolf (**S005**: Oh they're always taking pictures with the cutouts, **R001**: Yeah). Like one of the kids yesterday was like can I pet the wolf, because I can pet the cutout and I'm just petting the wolf then the same thing you can have the cutout of the chimpanzee picture and the cowboy boots I mean there's a story there - why do you have a chimpanzee next to cowboy boot and even if people go to there and it's a memorial they can relate to that (**R001**: Right) .

**S003** comes back with the cutout

**R001**: Oh my gosh.

**S005:** So, it's a life-sized coyote so they still get to visualize the size and we've got a grey wolf a Mexi, a red, and a pup (**R001:** Wow). So, they get to visualize it and see what one would look like in real life.

**R001:** That's really fantastic and, well, like you said it's impactful, because it's and it's easier to point out anatomical things (**S004:** Exactly) when you have, oh that's fantastic. Will it be ok if I take a picture of that before I go so that and (**S005:** Oh, yeah) I'm assuming you made that?

**S005:** He drew them (S004) and then we had them printed (**R001:** Oh my gosh, wow) yeah. (**S003:** We're very lucky) Yeah (S004 laughs) (**R001:** No kidding!) with our outreach coordinator, we got a graphic designer too (S003/S004 laugh) um so that was one of the first tasks that S004 did for us. (S004: It was a big project)

**R001:** That's fantastic, because one of the activities that I found that I may use is you take a bunch of, you divide the kids up into groups and you take each group gets an 8x11 sheet of paper and they each are assigned a body part of the chimpanzee and then when they put them together it's the life size chimpanzee, but that would also be an easy activity to give to a teacher (**S004:** Mm hmm, **S005:** Yeah) to do, because it's involving paper and pencils basically.

**S004:** And I'm just thinking in terms of props there's so many simple props that can be done. I'm thinking about this, my, I have a friend of mine she's a primatologist and she would show me pictures and videos of her research with the gorillas and I'm like I remember when she showed me this one and said you have to see this it's the hand of a gorilla and like perfect you can see. And, again, you have seen it from afar, but it was such a good picture so close and just seeing the hand I'm like what if you just print that life size and the kids come high five the gorilla (**S005/R001:** Yeah). And at the Woodland Park Zoo, and actually I used to work there, in the one of my favorite props was always when we would go to the Komodo dragon house they have a Komodo dragon paw, a sculpture, so you can its cool because they have an egg and it's like, oh, cool there's a Komodo dragon egg and you have the paw there it's made of metal all the scales and the claws and you can just go touch it and I was thinking the same thing- a chimpanzee having a hand sculpture and you (**R001:** Yeah) and you can look you can see how different they are when you're talking about the impact of how they're like us, but they're not look at this hand (**R001:** Right, look at the hand or the foot) now put your hand there even if it's just a photograph. You know what I mean?

**R001:** Oh, that's a good idea (**S004:** Yeah) too, because then, you know, like you said they could high five the chimpanzee as just part of the and the kids love that right? (all yeah)

**S005:** Even our rubber footprints, they love to high five the grizzly bear (**S004:** The grizzly bear!) they love and they're high fiving it and that's just a footprint - it's not even a foot!

**S004:** And all the parents they picture that oh can you hold it for a second and so my kid can put their hand up there and again it's impactful.

**R001:** Yeah, put your hand up against that hand and see what's the same and what's different, I like that.

**S004:** Yeah and I wonder if the education material companies have like the prop of a chimpanzee's hand (**S005:** Oh, I bet, **R001:** Oh, I'm sure). And if they don't you at least might have the possibility to create one with your animals because then we did the paw thing and then just made the cast.

**R001:** Yeah and that would be amazing. So, as outreach goes for you, how many staff do you have, just the two of you? (**S005** and **S004**)

**S005:** Cindy helps, Cindy's main job is she's our volunteer coordinator and she oversees the education department, but it really so as far as outreach and education it's Chris and I and Cindy helps when she can (**R001:** Ok).

**S004:** To some degree (**S003:** Unless I'm gone), P and is one, but the thing is again there have been changes in the sanctuary, some people who were more available to us are shifting more toward animal care like E so, what-

**S005:** It's a lot of volunteers, a lot of volunteers, we survive with volunteers. We have 70-80 that are willing to help.

**R001:** Yeah, I think any sanctuary is heavily reliant on volunteers and we're lucky that, you know, the program I'm in, part of, it is- you can do an internship at the sanctuary as well (All mmmm) and so every year, you know, there are potentially at least a dozen interns in addition to volunteers that may come from the community. We get people that drive over from Seattle, you know, on a regular basis and do a five hour shift at least once a month, um so yeah, it's, but I think the people who do those things are people that are truly it means something to them, they enjoy it but also that's their way of giving, you know, in a sense um but that's where CSNW is very limited because most of the staff are also caretakers. So, there is one outreach coordinator, there's one that's a volunteer coordinator, there's one that basically takes care of events and office and fundraising kind of stuff, um, but all of them are also caretakers and so the time that they can devote to all those outside endeavors is fairly limited. So, you guys are dedicated though to outreach.

**S005:** And education, yeah. Um the like I said, though, we survive on our volunteers. We've Cindy has reached out to them, to our volunteer collective, and said hey, if anybody's interested and available for education programs (**R001:** Ok) or the outreach tables, come to this training and we do the training and so they kind of have a step that they go through. They have their volunteer um steps that they already have to go through (**R001:** Right) and then like if they want to become education volunteers they come in and slowly start at the bottom where they're just watching and then they're the assistant and then they're the presenter (**R001:** Ok, oh nice) and then we have a docent table in the

when we're open and so if they want to do the outreach tables then they um if they're docent they can almost automatically do the outreach tables so they've already learned that stuff (**R001**: Ok, right) um, but we do try to keep our volunteers trained on stuff because if it was just the 3 of us we wouldn't be able to.

**R001**: Right, because if you have to go out and do a program and you're doing one here, you know, on the same day (**S005**: Right).

**S004**: Which I have been (all laugh), you know, like we're running short and it's a, yeah.

**R001**: Oh, I bet, yeah ok that that's good to know. I mean and that's the things that we're looking at and I may end up arguing in my thesis for a like a dedicated graduate assistant for the sanctuary to do this kind of stuff as well as (**S004**: Mm hmm) animal care, but.

**S004**: You definitely have to have at least one person to keep the ball rolling (**S005**: Yeah). You know with these things and in any organization, non-profits, we have to deal with that of course there is this grandiose scheme of things you can do my god have a program that can reach in schools and the east coast and the west coast and there is the budget too.

**R001**: Well and social media has allowed this sanctuary anyway to reach, you know, further and like you said chimpanzees being charismatic and kind of being a species that's loved the world over it's easy to garner interest from all over the place, but to get it to bring it back to the local area is almost more challenging, because even though they may be engaged with the social media I think to a degree they still feel like they want to see something (**S004**: Absolutely). They want to feel a presence, you know, that you're there and that's what I mean I saw that you have Spanish outreach too so you're catering to the dynamic of the area and you're not limiting it which is great, you know, and I think it's important, you have, to know who your audience is.

**S005**: Well and we kind of just got lucky. P is actually an animal care staff that came up from Mexico as she's a biologist and it just so happened she came up to volunteer and there was an animal care position open (**R001**: oh) and so she stepped into that and because he also speaks Spanish she started to do some outreach and then when S004 was hired, he happens to speak Spanish as well just a little bit (All laugh, **S004**: Poquito, more laughter) um and so we really just kind of fell into the ability to do it (**R001**: Ok).

**S003**: Well and if you're, you're going to be encouraging the organization I just gotta tell you that the only way we have been able to make any steps forward has been since these two have come on board and you're (S005) just two years now on board (**S005**: Yeah). Um, without a dedicated person, like we wear so many different hats just like they do (**R001**: Yes) you just can't make progress and it was so frustrating for me, because I was trying to do this and that and this and that and nothing (**S004**: Mm hmm) was going right is the way I felt, um. If somebody could be there that could really focus on the education and the outreach it would really make a huge difference.

**S004:** And it's like in many organizations, I have seen it here and when I look at it's like seriously going through the fossil records sometimes and you start digging up- oh my god, look at this sheet, they created this? Or this thing about wolves and nobody knew that they existed and tends to happen in every organization I have seen. You have a volunteer and they're like you know what, I'm good at art graphic art and I'm going to create an anime of a wolf and you know and you put it there and somebody forgets about it and it's like a reset button constantly and it's a sustained effort if you want a particular direction and, again, even if you have that you see changes happening so again here there's a lot of good reception towards that, instead we already have an education, oh yeah, we're good. It's like ok, how effective is it? How much have we really invested into the organization to keep a clear message (**R001:** Right) you know that is adapted.

**R001:** And keep your presence in the face of (**S004:** Mm hmm) of the community so that they don't forget (**S005:** Right) that just because they've been through a program or they've been out here or whatever that you're still important, you're still here, the animals are still here, and it's important to keep that you know momentum going, like you said. So, do you get or ask for feedback from teachers when you go out and do a program do you follow up with them to find out how they feel it went or if they...

**S005:** Um, we don't have a formal like a formal feedback um we well we have one I don't tend to use it very often mostly because it's kind of on the back burner (**R001:** Yeah), but most of the time we get feedback (**R001:** Some kind of a thank you or a). The teacher will, like, you can tell just by looking at the teacher's faces sometimes (**R001:** Yeah) um and every once in a while they'll send an email and hey, that was fantastic, we loved it, um when if they're here and they're leaving, you know, some of them will come seek one of us out and just like so excited about what they were here for and so we do it kind of that way (**R001:** Ok). We do have a formal feedback but it was almost too formal and again it's kind of been put on the back burner (**R001:** Well, and they're busy, like you said, they're you know sometimes they mean respond and they just don't have time and so you, **S005:** Right don't yeah, **S004:** Yeah) and so I've found it more effective if I really want to know if I shoot them an email and say hey, what'd you think and they'll respond back to that better than doing a feedback form (**R001:** Filling out a questionnaire). Even if it's an easy feedback form um, and I think, so Erik was the education coordinator before I got here, but he did what two days for education and three days for animal care if it was lucky (**R001:** Wow), because he was a caretaker (**R001:** Right). Um and so I don't think he got a lot of response back, um, but and like S003 said without the dedicated, because he couldn't dedicate the time the programs never went forward, the programs stayed. They were good (**S003:** Yeah), but they needed to be moved forward and he didn't have the time and effort to put into it. Um and so any changes had to just happen on the spot and not be a formal change, um, because then when I got here and when Chris and I started, the first thing I did was look at them and say these are great programs, the kids are not getting anything out of it (**R001:** Aaah).

**S004:** Yeah, it was a different era, I think.

**S005:** And we have the time to look into it, we have the time to dissect the program and say this is not working, what are we going to do to make it work (**R001:** Right). Um, the ideas behind all the programs were great, but they were 45-minute lectures (**R001:** Yeah there wasn't interaction and that kind of thing which I think is really important). Yeah, but if you don't have the time to put into that and it seems to be working you don't change it (**R001:** Yeah) um, but.

**S003:** We also, on the topic of feedback, um, S004 and S005 and I all went through the course through the National Association of Interpretation (**S004/S005:** Yes) and we learned a lot. We learned a lot that getting feedback that we were collecting was things like so what did you learn about, like how many wolves live in Washington or something and regurgitation of facts (**R001:** Yeah) and what they're talking about in the course, is that what you really want to know is did you get them thinking about this topic so that they will now start thinking wow what do I really think about this (**R001:** Yeah). And I'm going to go look up blah blah blah because I want to know more, you know, so it's and we had to kind of sell it to our boss (**R001:** Yeah) because she was always wanting feedback.

**S005:** Like did they learn this, did they come in knowing it, did they leave knowing it, and what we all found in that course was the parroted back information just means they can parrot it back (**S003:** Yeah) it doesn't mean it clicked (**R001:** It doesn't mean sticking, **S003:** Right). Yeah, right.

**S004:** And at the Centers for the National Association for Interpretation are great, because the funny thing is the 3 of us, we're veterans, we've been doing this for a while and still there's room for improvement and re-directing it, like with this guy one of the (?) of my course and he was one of the authors of the book. I even remember years ago like it was still in Costa Rica when I took my course and I remember his textbook. His textbook was in my course and 50 years later, again, the guy is reviewing some theory, because we know how to engage because we know more about how people learn especially in these times now with social media the attention span keeps going down and down and down (**R001:** Yes). So, how you address that again it's, it's you have to have a very, very, very clear focus like Cindy said. The theme that keep talking, but learning all this little elements about interpretation, especially for us that we don't have the benefit, but it's cool that it's a captive audience these kids are here because they're having, they think they don't have a choice you know what I mean, this case, the people they're engaging are potential donors are people that you have a very small window of opportunity how you're going to just really deliver the message there potentially it gets something to them and gets them thinking so it's again (snaps fingers) move on. Like these programs in the past we look at them, they're really good I mean fantastic, but to look through pages, and their exercises and in this era, people lose interest automatically. (**R001:** Yes) Look at the videos on Facebook it, like, it happens to me I look at a video like oh this is more than 2 minutes (**S005/R001:** Yeah! laugh) I look at it you later (**R001:** And then you don't go back to it, **S005:** Right) So. (**R001:** Yeah)

**S005:** One thing we've learned though too is that the, and we kind of had been going that way anyway, was the stories are the bigger deal (**R001:** Yes). You know, not those parroted facts. And so when we re-wrote our script we looked at what do we want to get, what is our main point for, so we broke our sanctuary into four parts (**R001:** Ok) and each part has kind of a main idea that we want people to get and then we took the animal that we were looking at and pulled the story that fit one of those four parts and then told that story so the story is how we get our points across. The story, we made sure that the stories were appropriate to convey the actual information we want. Like Lexi, well how do you- how do you justify keeping a wild animal or even a domestic animal (**R001:** On a chain, yeah) on an 8 ft drag chain? Um, we've got another one- Lexi's enclosure mate, London, was bought in Hollywood to be in the movies. Well, wolves are not trainable, they don't care what we want them to do. Well, that's the whole point, they don't make good pets, they don't need us, they do what they want to do, so his story conveys that. Um, and so I think that the guides seem to enjoy it, the visitors seem to enjoy it. Um, and so maybe that's how you guys can get some of your points across is (**R001:** Is through stories, yeah). Look at the story of each chimp and maybe not even just those chimps, maybe there's other chips (**R001:** Yeah), because I know they did that big, just did that shutdown all the research places (**R001:** Biomedical yep, yep) to get them out of there so you might be able to find some others that relay the particular message you want and you tell that story. Um, and if you've gotten video of it, especially when you're going (**R001:** Oh gosh, yes) to classrooms and stuff, um, and if the if there's video that helps convey that story just (**S004:** Mm hmm, **R001:** It makes it even more, yeah) like sometimes you have to be careful what you're showing, but it has that bigger impact, but you're still just telling a story, (**R001:** Right) you're not just throwing a bunch of facts at them (**R001:** And words that they don't understand in terms and things like that, even though those are important you can cover those a little bit once you've got them hooked and that's what I think is getting them sucked into your message is though the empathetic connection, then they are more liable to pay attention to the rest (All others sprinkled in right, yes, yeah)).

**S005:** And if you're telling them the story of an actual animal and not a made-up story then you're sharing the facts of that animal and so nobody can dispute it (**S004:** Right, **R001:** Yeah). So even if they don't have the same, um, principles and ethics and stuff that you have they can't dispute that story and maybe they'll walk away with something different and for us here, our, we consider it a success- not if we change their mind, but if we get them thinking (**R001:** Right, **S004:** Mm hmm). Even if they're thinking that, hey, there is another side (**R001:** Yeah, a step in the right direction). We're like yeah, we got you opening your mind that hey somebody else sees it from a different point of view and it's just as important as yours (**S004:** Mm hmm) that's phenomenal, especially with wolves. That is phenomenal and my guess is that there are parts of the chimpanzee research world where it's the same thing.

**R001:** Yeah and I think a lot of people don't know that the biomedical research on chimpanzees has ended, you know, and they just assume that because they're so like us that they're always going to be tested upon for disease control or, you know, vaccines or whatever it is. Um, and there are still hundreds of them sitting in these labs waiting

(S005: Because there's not enough space for them) to go to sanctuary, yeah, or because they're trying to keep them and retire them in situ, which (S004: hmmmm).

**S005:** I was honestly surprised when I saw the articles that came out about that. That so many of them were still in research (R001: Yeah) facilities like I knew they existed, but I didn't realize they existed to the amount they do. So for me it was the reverse- I thought they had been kind of filtered out a long time ago and I was like oh my gosh of these huge universities that are supposed to be on the cutting edge still have them (R001: Right, still have them, S004: oh). So, you have both sides, but people still think that they're going and then people that think they ended it a long time ago are surprised (R001/S004: Yeah) that it just ended. I really was, I thought they had started to filter them out and I figured there were some, but I had no idea there were as many as there are or there were.

**R001:** And the sanctuaries that can take them are having a hard time getting them, you know, released to them. It's a stalling, you know, and bureaucratic (All: yeah). I think, I think a lot of them are getting are still getting some kind of funding and they'll lose that funding entirely if they don't have any chimpanzees, so (S003: Oh boy, S005: mm hmm). But then there are other primates too that are still, you know, Rhesus macaques and Japanese macaques particularly um still being tested upon and there's a big push for that to end as well, so the number of animals and I think just like you said with the mentality of people kind of shifting a little bit and there is more awareness (S004: mm hmm), I think sanctuaries are going to become overloaded, especially the ones that do multi-species, you know, because you do have some that have primates and cats. Let's say because they don't even know how many exotic animals are still being held as pets (S003: Yeah, S004: mmmmmhmm), so yeah it's a huge, you know, and our sanctuary is intending I mean the fundraiser we just had got us to the point where we can start an expansion and the hope is to take in some more chimpanzees, but eventually to take in other primates as well that come out of laboratory setting. And so, you know, all of I think keeping the public informed about what's going on, there's a lot of misinformation out there about what diseases these animals might be carrying if they've been used in some kind of biomedical research and a fear you know, oh- if I live close to this property I'm going to get this disease (S003: Yeah), you know, people don't understand, you know, what the reality of it is (S004: mm hmm). So, I think it's important to clear those things up (S005: Yup) and pave the way for a healthy relationship between a sanctuary and the community it's in, so (S003: mm hmm, S005: Yeah).

**S004:** It's funny- when Cindy was mentioning about the does anyone get to think when they walk out of the presentation or something I don't know if you guys had the opportunity to see when Lucy came to the civic science center the Australopithecus? (R001: Oh, oh yeah) That changed my life, seriously. Like since I was a kid I have always been into paleontology and hearing about Lucy and for the footprints found after by the Leakey's and all that stuff, but when I got to see her fossil (R001/S005: Yeah). They brought her in this sarcophagus and that is the real fossil, but to put even more impactful for me was they have sculpture, a life size sculpture, that one of this artist created a replica and it's hyper-realistic like the skin is rubber and each hair is made there (R001/S005: Wow) and she's tiny (R001: Yeah) small and this little perfect blend of



human and chimpanzee and I was just looking at her eyes like whoa. And I remember, I went there with a friend and I stood in front of that prop for almost an hour. I could not stop staring at her and thinking and thinking- 3 million years ago, you know, what I mean (**R001**: Yeah). And I walked out of there and my friend was impatient he wanted to see other things (all laugh) and, uh, but to me that was the reflection. Like that was when the split happened, you know, we came down from the trees into the savanna and we started walking erect and the whole thing. That's, and you go back to the, you can have a very powerful meaning story, you know, something like that, like thinking we're the same but we're not, there was a moment in, in history when we're no longer the same monkey, you know what I mean (laughs) (**R001**: Right, yeah). I think that, but it's and for in terms of when again when you don't have physically the animal but have to create a story like that having a good prop to me is what it's all about (**R001**: Yeah, that makes fantastic sense). Yeah (**S005**: Yeah).

**R001**: Alright, well I think you guys have given me a tremendous amount of information to take back and work through (**S005**: Well, good). And I feel like I made some good contacts here if I have questions (**S005**: Well yeah, **S003**: Yes) or need help with something, because you guys really have (**S003**: You really need to have colleagues to talk to). Well and, you know, knowing that our sanctuary is probably never going to be open to the public, but to be able to provide something that gives them a meaningful connection locally, but also it could be globally, because if we can put something on the website that anybody can utilize and access then it makes it, you know, that's our donation to the world on behalf of the chimpanzees (**S005**: Yeah) and hopefully that comes back you know to us in a in a beneficial way (**S003/S004**: Yeah).

**S005**: One thing that we do, it's not been as much right now, but um we were part of Skype in the classroom (**R001**: Uh, yes, yeah) and so E does every once in a while, he still does it. We've kind of stepped back from it a little bit, but he still has teachers that (**R001**: Want him to do it). Well, have historically contacted him, so he'll still he still does it um and we were and he and I were talking about doing it, getting it going again, and around here life changed and so ah that's one way it's kind of unique, because the people that are not right here, the kids that are not right here, still get to talk to an animal care person, an education person, that is physically on site (**R001**: Yeah). Um and get that, the personable interaction as opposed to just a video or (**R001**: Right) and so that could be an easy-ish.

**R001**: Yeah that could be, yeah, it's one of our chimps will occasionally tell someone to stop recording (**S005**: ooh) so that was, that might be a little bit tricky in that sense, but if we could do it just briefly while they were being fed a meal or something when they're less likely to think about it, you know.

**S005**: Well, yeah, even if you got the video of that and then you had the person explaining it in like on the screen (**S003**: Right, **R001**: Yeah, yeah, yeah). That person's sitting there and explaining questions back and forth and then here's the video. That's a little bit more (**R001**: Yeah, that could work a little bit better), because he does it sitting at his desk (**R001**: Oh, ok) and he shows a power point while he's talking through it

(**R001**: ooh ok). He'll show videos and pictures, but just having that that interaction, that (**R001**: With the actual caretaker) the ability for question and answer, yeah, I think adds to it rather than just a video. Now I mean we eventually want to get our programs on line too so (**R001**: Yeah) that we can reach farther, but even when you do that, you don't have that question and answer.

**R001**: Yeah, I know it's not a live interaction and I think always something where you've got somebody there or somebody you can talk to. I know my son did a virtual field trip with, like, the Georgia State Aquarium or something (**S003**: aaah) and said it was one of the best field trips he ever got to experience so it was all Skype, so (**S004**: Wow, **S003**: Yeah).

**S003**: Well you can- like we've done Skypes all over the nation, but also internationally (**R001**: Right) and you can, like, take a look at who you're talking to and how can I relate this too. Like Florida, well, that's um where red wolves used to live back in history so we can kind of relate to some of the things about their area (**S005**: Yeah). I personally hate doing the Skype programs, um, because I don't know- it's a weird, you're looking at your own face (**R001**: laughs. Yeah). It's horrible.

**S005**: It takes some getting used to. I've done a couple of short, more like interview type things, but I think Erik enjoys the Skypes. Um, but yeah, they definitely take some getting used to (laughter and lots of chiming in un-decipherable).

**R001**: Like you said, it could be just a few minutes of Q&A- ok we're going to call in to the sanctuary and talk to the lead caregiver for the day and she can answer your questions (**S005**: Yep, yeah). So, yeah.

**S005**: We've also done where if a classroom um is a little bit farther out, but they're studying wolves or ecosystems or something, they'll compile a list of questions and then email and then (**R001**: Oh, ok) I can look at it and I can email back the answers and sometimes I'll throw videos or pictures or something in there so like there are other ways to get that back and forth, it's just not live (**R001**: Yeah). But live Skype can be a little bit weird (**R001**: Yeah, it is a little, **S003**: Especially when the technology doesn't work, laughter, **R001**: You got that weird delay going on or something like that, yeah). I did one where the NatGeo video didn't, like it played, but there was no sound, but that fully it's the video in almost all of our programs and I had like the narration was memorized so I was like ok guys so that's not working, but this is what's going on (**S003/R001**: laughing, Yeah), but um even just having that helps a little bit (**R001**: Yes, yes). So, if it's a possibility, but it's not always so, it does take time (**R001**: Right, yeah), it takes the time and effort.

**R001**: And sometimes that's the problem too is you're schedule at the sanctuary is never what we hope it is going to be, right, because the chimps won't move out of one area that we need to get into or whatever so then we're doing other things while we're trying to entice them into a different area, so yeah. Yeah that can be, it can be tricky I guess, it

could be one of those things where you say we're going to try to talk to (S004 laughs, S005: Yeah) our lead caregiver today if she can spend a couple minutes with us, but.

S005: But that could be too where volunteers step in (R001: Yes) and volunteers could step out of whatever situations are going on and go answer the Skype call for 10 minutes and then step back and (R001: Yes) and do whatever they need to do. Um and especially if, you know, ahead of time (R001: Yea x3), you know, if they're planned well (R001: They can be ready, yeah). Yeah, yeah, um but it definitely helps to have more people able to do stuff like that.

R001: Yeah, that's yeah and that's going to be a challenge for us, but hopefully we'll get there.

S005: I think around here it helps that we've got, I mean the 3 of us are pretty well dedicated to the volunteers in education and outreach. Um, you know, there's random other things that we help with that's if we're available (R001: Yeah). It's not a priority so I think that helps a lot.

S003: Yeah physical space has been a challenge for Wolf Haven (S005: Yeah, R001: Ok). This building here has only been here for a couple years (R001: Oh, ok), it used to be um Erik and I sat in an education room where all of the programs took place where our desks were like stuck in a corner and having a place to do a Skype program was a challenge (R001: Yeah), because you have all of these people walking back and forth, you know (R001: Yeah, S005: Because it's also the main sink area for the staff, R001: Oh gosh, S005: yeah so it's all, S004: dishes.... S005: Yeah, R001: Food prep and oh, S004 chuckles, R001: Oh, ok).

S005: Yeah it was definitely nice when we got this.

S004: But it's a work in progress. We're in, I mean, huh the future one is going to be a 100 feet tall wolf sculpture (all laughing) and have all hall of grants (S005: And tree of education) (more laughter). Exactly and so we will have a hologram of a wolf that is like a bat signal (more laughing and yeahs), so we're working on this (S003: Oh, so that's what that is someone was asking me what's that sphynx) that's what it is! There was a show when I was a kid called the thunder cats (S005 inhales remembering) a big fan, remember like the thunder cats and they had like this signal it was called like the bat signal in the sky and it would come (S005: Yeah the thunder wolves). Hey (laughs).

S005: So, my thought was I'll take you into the education room and just kind of point out a couple things (R001: Great). And then if you have time, um, there's a visit at 11:30 (R001: Oh, I have to check out of my hotel before then so, yeah, I know I didn't want to try and drive down here from Ellensburg super early in the morning, so yeah I'm going to have to get back).

S003: What time do you have to check out? (R001: 11) Ok.

**S005:** Where are you staying? Yeah, oh ok.

Stopped recording and went on brief tour with S005 and S003 before leaving.

**Interview S014 6/21/2018**

**R001:** Ok, so S006, I have looked at your website. That is really the only research I have done on S015 to date.

**S006:** Ok.

**R001:** And it looks like you are rolling out some new programs this year, your meet and greets.

**S006:** That's not new.

**R001:** That's not new, ok.

**S006:** No. Meet and greets, kids' camps, we have a hoot-n-nanny, which is a get together, like appreciation for donors and volunteers.

**R001:** And they come out...

**S006:** Here.

**R001:** Ok, ok. Do you guys do offsite educational programs?

**S006:** Education programs? Yes, we do.

**R001:** Umm, and how, how often do you do offsite versus onsite?

**S006:** Umm, it's about equal.

**R001:** Ok.

**S006:** Ok.

**R001:** Do you limit your offsite to just the local area? Or do you go as far as, say, Portland?

**S006:** No, we don't go as far as Portland.

**R001:** So, mostly here.

**S006:** Right, Redmond Schools, Parks and Recreation districts (**R001:** Ok). A lot of times we get businesses or um volunteer groups.

**R001:** Ok, so you do adults and kids (S006 nods yes)? Ok, so do you get alternative schools like Montessori schools or private schools or homeschool groups, those kinds of things?

**S006:** Ah, we get the groups that have either mental or physical challenges, we do that.

**R001:** Ok.

**S006:** Um, I don't know if we've done a Montessori group, we limit the age between 6 and, um, 6 and up (**R001:** Oh, ok), so we wouldn't do it for-

**R001:** Little bitty kids.

**S006:** Right, now going out we might do some outreach for some of the younger group, but coming here...

**R001:** Right, which is totally understandable (laughs), ok. And are you the only dedicated staff for this or do you have a team that does your outreach programs?

**S006:** We all do.

**R001:** You all do, so everybody gets trained in it?

**S006:** Right.

**R001:** Do you know how much time you allocate to outreach?

**S006:** Uh, it varies.

**R001:** Ok.

**S006:** I mean it really depends on the community and what they want, I mean we have heavier months.

**R001:** Right.

**S006:** Through the, right now, through about September we get a pretty big hit just before school ends, just before school ends, because they want us to come out and talk about it (**R001:** Ok). We do a really large one in Sisters um middle school. Their whole class, that's their class project.

**R001:** Oh, nice.

**S006:** So, we come out and do the presentation- give them some guidelines and their final project for the class is making enrichment for the chimps and they come out here. The kids generally don't in a big group, come out, but somebody will come deliver everything and we take videos and pictures and a big thank you.

**R001:** Ok, so that's almost like a like a multiple part kind of program.

**S006:** Yes, we have lots of those actually. We have a lot of groups where they'll come out maybe for a tour, and uh or they'll call up and say hey we're a volunteer group and we're looking for what we might be able to do and maybe they'll make enrichment um or t-shirts or something and then they'll deliver it maybe a couple of months later.

**R001:** Oh, ok. Ok, um what do you typically target when you're doing a program? You said enrichment is definitely.

**S006:** Um hmm, we actually um target several areas. Enrichment is one of them because that's something that, um, most groups are able to do easily.

**R001:** Right.

**S006:** Um, education is a big deal. Um, we really focus on why the chimps are in a sanctuary to begin with (**R001:** Ok) and what caused them to be here- deforestation, their environmental loss, the exotic pet trade, hunting, all of those areas so that we're educating them um on how they ended up here. Um, we give them a lot of background on what chimpanzees are, what their behaviors are, um, for younger kids the most fun part is the sounds that they make, so we have that.

**R001:** Right.

**S006:** Um and what they can do in the future, um, uh our big focus right now is the palm oil industry, so.

**R001:** Yes, huge (**S006:** Yes). So, conservation oriented and humane treatment?

**S006:** Yes, oh yeah, yeah and what we do as caregivers and for the, like, we just had a kids' camp yesterday. Mostly kids were in the elementary to middle school age, they were between 6 and 13, and so we did a presentation for each one of the groups that were coming through and um we also explain to them what it means to take care of them, um, that they're not pets. There's a big focus on that and we usually use an analogy between do you guys have dogs, cats, cows, whatever and then we tell them- go over the similarities and then what the differences are so they that have an understanding.

**R001:** So, like talk about captivity versus what it would be like for them in the wild?

**S006:** Right, yeah. And then ultimately, we would love, well, ultimately, we would want them in the wild, um, unfortunately the ones that we have here can't go

back into the wild (**R001**: Right) and um yeah. And treatment, I mean, that's we focus a lot on the pet industry and because most of our, all of our chimps are from the pet and entertainment industry.

**R001**: Ok, so none of them came out of medical research or anything?

**S006**: Research, yeah. But we do go over that.

**R001**: Yeah, because that's the big thing right now. Are you guys planning on getting more chimps? I know you guys have the same number that we have at CSNW right now.

**S006**: Mm hmm, we aren't planning, I mean there's not a tentative plan to get more chimps right now, we could take up to 10 (**R001**: Ok). Um, we, Maggie and Kimmy were here at one point and passed away so, we had 8 chimps total at one time, one of them passed away, this was before me, (**R001**: Ok) then we got, um, CJ and then another one passed away. But, yeah, we could (**R001**: Ok, you could). Yeah, we could if there were dire situations, such as Herbie and Kimmy originally having to be rescued from Eugene after being abandoned.

**R001**: Oh gosh, ok. Um, do you have limitations or challenges that you guys face for outreach? Obviously, all of you are also the caregivers.

**S006**: That's our biggest limitation, um. So, we have to have two fully trained caregivers on site at all times (**R001**: Ok), um, right now we've got um our third, so we have a staff of 5. So, there's our executive director, I'm the sanctuary manager, and then we have the 3 full time caregivers, but both M and I are caregivers as well (**R001**: Right). So, there's 5 of us, one of them is still in the tail end of her training (**R001**: Ok), she should be done by July the 5th so then we will have 5 fully trained people, um, so we have to limit our outreach to days where all of us are on. So that's usually Tuesday, so that one of us can leave and still have the full crew uh for instance today there's 2 of us on and we cannot go anywhere.

**R001**: Right, yeah and that makes sense (**S006**: Yeah), because the animals' care has to be the priority.

**S006**: Yeah and we have done, um, M did a couple of Skype presentations for some out of the area people that I think it was a couple of classes and she actually walked around and Skyped with them (**R001**: with a camera?). Mm hmm.

**R001**: Ok, yeah, I mean these days- that's the easy thing, is that you can virtual field trip people so (**S006**: Yeah) it makes it a little bit easier, but that...

**S006**: But it's not the same (laughs).



**R001:** It's not the same, but-

**S006:** At least we can get out there.

**R001:** Well, and the way this technology is and the way kids are with the technology these days, I almost wonder if because of the costs associated with field trips and whatnot (**S006:** Right), especially when you live in a part of the state that doesn't have like a major metro area.

**S006:** Yeah, that's probably the thing of the future most certainly (**R001:** Yeah, it will be virtual). Yeah my niece and my granddaughter are so far advanced (**R001:** Yeah) in that the I really think that's going to be the way they're going to be in a classroom with all this great tech stuff and we're gonna be on this side where it's like they're right there next to the chimps.

**R001:** And that won't cause the animals as much stress (**S006:** Yes) as having people here too.

**S006:** And yeah, we actually did- we're not open to the public other than little (**R001:** These limited) right, um, for I think we started doing meet and greets was it either the year before last, it's either two or three years ago (**R001:** Ok). Um, mainly because we need to get out there- a lot of people didn't even know there was a sanctuary here in Bend and, um, and it does bring in money for the chimps (**R001:** Yeah). Yeah. Yeah.

**R001:** And do you find it challenging that they're not a native species here?

**S006:** Yes. Yeah, um, it's very challenging in the winter.

**R001:** Yeah, I would imagine and that's when funds are low.

**S006:** Yeah, I mean they're very adjusted, they've all been here for years (**R001:** Right). Um and so they're kind of used to it um it makes it more difficult on us, because we get snow here (**R001:** Yes) so it's difficult um sometimes to be able to shift them around, but that's behavioral training that we work on all through spring, summer and fall (**R001:** laughs, Right). So, when winter hits there's less of a problem moving them around (**R001:** Yeah). Yeah.

**R001:** And I assume you don't have tour groups probably coming on, or in, winter, in the dead of winter.

**S006:** No, rare, rare, rare. I mean, it might be maybe one of our winter interns had their family coming and we might do that, but yeah. No, we usually stop around September- if the weather is nice, we might go to October (**R001:** Ok). Yeah.

**R001:** And what is the average group size that you have come?

**S006:** That varies. So, the kids' camp um fully booked is 21, which we're fully booked for all of ours (**R001:** Ok), because well we separate it into 3 groups of 7 (**R001:** Ok) and so one group is down there (points to area under house) watching the presentation, one group is here (at the picnic table we sat at) doing enrichment (**R001:** Ok) and the third group is taking the tour.

**R001:** Ok, so it's just a one-day camp?

**S006:** Right and then the meet and greets. Um, we always have them on Saturdays- they're at 10, 12, and 2. Uh, we can have up to 15 people, 20 people, per time slot, generally it's more like maybe 7 to 10 that come in (**R001:** Ok). It's usually a family group or maybe some neighbors and um so it's less stressful for them um and then we have the special, eh we did a tour for uh Sister's parks and Recreation, but for the um retiree (**R001:** Oh, ok) population and they were hilarious, they were wonderful (**R001:** laughs). I think there were 12 of them and they came out and then we're going to be doing one, we'll have the bigger meet and greet group in July because the red hat ladies are coming out (**R001:** Oh, ok, oh that's nice though). My aunt was in or is in the red hat ladies so they thought it would be fun to come out here and they're going to bring red hats and t-shirts.

**R001:** Well, nice. And that's a good probably way to get the adult community involved in.

**S006:** Right, we do try really hard to branch out to everything um so that it's not just kids, it's the parents. We did do presentation with, uh, this was last summer, uh, with the libraries (**R001:** Oh, yeah). Yeah, we went to all the libraries. Yeah.

**R001:** And do you basically do like a power point with video and pictures and that kind of thing (**S006:** Yeah)? Any activities?

**S006:** It depends on the group (**R001:** Ok). At the library and most of the schools, um, we have the enrichment stuff that we bring out so that they can make enrichment, uh, if it's their group project. We have a question and answer session so that I can let them know- do not, you know build something that's got locks and keys on it (**R001:** Right, parts that can be broken and sharp) things like that. Uh and things like that and I mean we actually go through everything (**R001:** Of course), because we have one chimp that's not good with hard toys, but the other ones are fine (**R001:** Ok). Yeah, it's basically going through that.

**R001:** Ok, I mean that's really kind of nice (**S006:** mm hmm). Do you update your programs frequently?

**S006:** We just updated it (**R001:** Ok). It had not been frequently, actually last summer I updated, and we need to update again, because the slideshow at least

because we lost our lynx (**R001**: Oooh). So, I had kind of, like, go through that. I didn't realize that slide was still in there (**R001**: And people would want to see that if they come...). Right, so, um, we had a talk about it. It was kind of since we just lost him in March and a lot of the kids that come to kids camp have been here multiple times so we can talk about that, but we, and actually yesterday after we had the kids camp we had discussion of what we might do to, uh, make it more fun, um, and maybe flow a little better, you know (**R001**: Oh, ok). Maybe adding a segment, because maybe the video section for that age group was too long, maybe we need to add an extra section. Um, one of the, I think, it was R (an intern) that suggested maybe having 4 little stations, of one of them being chimp behaviors (**R001**: Yeah), you know, and having like chimp races on all fours and things like that which we thought was a great idea. We'd just shorten some of the other segments (**R001**: Yeah) and then the big finale we have, um, an obstacle course, a chimp obstacle course which they really loved, but they were very quick (**R001**: Yeah) (laughs). So, you know, we're constantly trying to improve how things go (**R001**: Yeah).

**R001**: But it is, I think, an important component of any program is to get them moving (**S006**: mm hmm) or touching (**S006**: Right, exactly), or they have to have something that helps them remember what you're, what you're trying to get across (**S006**: Exactly). Um, do you use their life histories and stories to try to garner that empathy (**S006**: Yep) and...

**S006**: Yeah we talk about that and, uh, we try and share stories of our interactions with them and when they're in the kitchen and, um, everybody that's in the kitchen you can actually stand up next to the glass and see the chimps (**R001**: Oh, ok). And it's really awesome when the volunteers are here and they are great about chiming in with stories like "oh yeah" and many of the kids got spit on or water (**R001**: laughs, Yeah), it's exciting -- laughs (**R001**: Ok, good).

**R001**: Have you had any programs while you've been here that haven't gone well or that you think didn't go well?

**S006**: pauses, mmm.

**R001**: Or is more just you feel like they need some tweaking and updating?

**S006**: Probably just some updating, I think everything has worked fairly well. We don't do, we used to do a Civil War fundraiser (**R001**: ah) a couple years back, but we don't do anymore just because it became too massive of a project and really didn't garner, the payoff wasn't enough for what everybody went through on that, so that was probably the only thing that probably worked in the beginning but didn't (**R001**: Continue to) work at the end.

**R001**: And how long have you guys been doing education programs, do you know?

**S006:** Uhhh, jeez at least the last 13 years if not longer because we've been doing them as long as M's been here (**R001:** Ok).

**R001:** So how long has the sanctuary been here?

**S006:** Since 1995.

**R001:** Wow (**S006:** Yeah). Gosh, alright. And have any of these chimps been here that long?

**S006:** Yeah, Topo was the first one- he's been here since 95', Patti came in 96', Herbie came in 98', and then they I think the last ones 2012 (**R001:** Ok), which was CJ from Vegas, she was one of the Vegas chimps (**R001:** Oh). Yeah.

**R001:** And when you do programs, especially like for schools (**S006:** mm hmm) or groups like that do you get feedback from teachers (**S006:** mm hmm). Ok, you ask for it (**S006:** Yeah, uh huh).

**S006:** We, um, automatically get it, but we ask for it (**R001:** Ok). what worked, what didn't work. Like some of the feedback that Sister's is great and Tumalo school district, all the school districts are pretty great, because their savvy, they're set up tech wise so you can just go in, set up, get everything out, and do the presentation. The library was probably less so, we got a little bit of feedback on that one. I think their expectation was that we were like professional presenters (**R001:** Oh ok) and we're not, we're sanctuary workers (**R001:** Yeah) (both laugh), and all morning I clean up after chimps so, but it was good feedback in that maybe we'll, we have presentations for schools or tour groups and maybe a different type of more professional presentation for those other agencies.

**R001:** Yeah and especially when you're talking about adult (**S006:** Right, coughs) education versus school children (**S006:** Right, mm hmm, exactly). And do you ever try to figure out if the kids themselves particularly have actually learned something?

**S006:** Well, yeah, we have a quiz session afterwards (**R001:** Ok) and they get whoever, because we divide up in teams like Patti eh, CJ's crew, and Patti's, and so after they take the tour and then we come down to the presentation, we'll do like little fun quiz, you know question and answer session, and then we do that after the video. Plus, it, you have to know your group (**R001:** Right) and go with the flow. So yesterday, I kind of allowed questions all through it, normally for the older group I'll say hey if you have questions right them down so (**R001:** Yeah) we can get through it, but the age range just kind of (**R001:** Yeah, younger kids have a hard time waiting sometimes). Yeah and they won't remember (**R001:** Yes, you're right, they'll forget). Yeah so, but we had a lot of fun with that and interesting questions (**R001:** Oh, yeah laughs) (laughs).

**R001:** And do you ever try with your programs to target the state or national standards or do you just try to do them to whatever teacher's request or...

**S006:** Um, we're always trying to go by the NAPSA and GFAS standards on everything (**R001:** Oh, ok) so that we're speaking, saying what we can say (**R001:** Right), but we try and make it fun too so it's not dry and we're not just reading through.

**R001:** Right, you're not just lecturing them (**S006:** Right, mm hmm) and so you're not worried about trying to target like high school where they have to meet like a biology requirement for...

**S006:** Uh, we have um more for instance we have our junior college here COCC (**R001:** Oh, ok). We have 4 interns, mmm, oddly enough our president for our board is also a teacher for the anthropology department there (**R001:** Oh, ok). So, every year we get 4 or 5 interns from his class, so we have a completely separate program for them and um he kind of takes the reins on that. We do some high school, uh, things and we're able to speak more frankly about, um, the plight and what has maybe happened to our chimps (**R001:** Right) and stuff where, I mean, I'm not going to tell a 6 year old that Jackson was castrated by (**R001:** Right). Yeah, but with the high school and the college I'm able to discuss more in depth issues (**R001:** Right) than with the children, yeah.

**R001:** Ok good to know. Um, trying to think if there's anything... Is there anything that you feel like you're not getting across that you would like to get across?

**S006:** pauses, mmm.

**R001:** I mean, it sounds like you are kind of covering all the bases between the pet trade, conservation issues (**S006:** mm hmm) you know, biomedical research...

**S006:** I think we're getting across everything that we want to, I just don't think sometimes the people are ready to hear that.

**R001:** Well, especially when they're still seeing chimps on television (**S006:** Yeah, we talk about that quite a bit) and in movies that's a hard hurdle to overcome.

**S006:** Exactly, so we just um impress upon them the importance of (**R001:** Try to get them thinking) yeah, yeah (**R001:** About maybe they should look at this differently). And things they could do, it's really great to get the young kids started on a path of maybe reducing, reusing, recycling, this is what is happening here (**R001:** Don't eat anything with palm oil, don't buy anything with palm oil). Yeah, yeah in fact um for most of our meet and greets and for our kids camp, we

didn't have it out yesterday just because it got, we had a flood (R001: Oh), it got damaged, but yeah we have a huge poster that has the palm oil thing and what products, I mean everything (R001: I know, everything has palm oil) has palm oil in it. I mean I would have to go live off the grid (laughs) (R001: I know, it's terrible, isn't it?) Yeah. It's very upsetting (R001: It is).

**R001:** Ok, so I'm trying to make sure I covered everything (reading list of questions). Do you wish that you had more resources for outreach? If you could have a dedicated person, even part time?

**S006:** Yeah, so we have, all of us do the outreach- one caregiver is considered in charge of outreach, but we all do it. But I would love to have somebody part time just handling that, um, because you know our executive director, when she can, she's out for trying to get donors and stuff (R001: Right) and hopefully when we have this last person trained she can start going back, because every other week she goes to the Portland area, stuff like that, so she can do and while she's doing that it's part of outreach as well because she's educating people at the same time (R001: Yeah), but it would be wonderful if we had the budget for that.

**R001:** Yeah and that's the thing, that's where a sanctuary differs from a zoo I think (S006: uh huh) is a lot of them are city funded or even state funded (S006: Yeah) and they can have an entire education department, where a sanctuary it is like you said it's caretakers doing (S006: Doing everything), more than just caretaking- you're doing office work, you're doing (S006: Operations repair, we call ourselves the McGyverettes -laughs) laughs. Yeah, because you do, yeah, it's kind of funny that it is a lot of women too, right.

**S006:** Yeah, yeah, we did have N. N was uh working here as a caregiver- he left in April, he's in Africa right now (R001: Oh, ok) for six months working with wild chimpanzees (R001: Oh, that's nice). Um, but yeah I was talking to a couple of the people in there that came from zoos and they said we had a dedicated landscaping (R001: Oh, yeah) because we do all that too (R001: I worked in a zoo, we had a landscaping maintenance crew, an education crew, we had zookeepers for each area, and then floaters that could cover any other area). Yeah, I haven't been at a zoo I did volunteer work a lifetime ago at San Francisco zoo in the raptor (R001: Oh, wow) department for avian conservation. (R and other intern come out and say hello and have brief conversation with is not included here as not relevant to interview).

**S006:** One thing I would like to do, I haven't had the opportunity yet, is to visit some of the other sanctuaries.

**R001:** Yeah, and you know really up here I think it's just (S006: Just Washington {CSNW}), yeah.

**S006:** I would have to; I would have to go far away.

**R001:** Yeah. Florida has a couple, Georgia (**S006:** Georgia, yeah), um, Louisiana (**S006:** Louisiana is a big one and then uh there's one in Canada as well too). Yes and that's where, see we used to have the chimps at Central Washington at CHCI and a couple of them are up in Canada- everybody thinks those chimps are though at CSNW, so that's another one of the issues that we're facing is kind of clearing up that misconception that we just moved the chimps up the road because they used to be able to come and see them (**S006:** Oh, that's true). So, it's, yeah.

**S006:** Yeah, I figure the next time actually I was pretty excited, because I literally just got notification that my granddaughter and her family um are going to be moving to Fort Lewis in Washington (**R001:** Oh, ok) because they're in Kentucky right now (**R001:** Oh, gosh, wow). Well, he's military and yep so I'm super excited.

**R001:** Well, ok S006 I think that's all the questions I really had. Um, I'm as, what I'm trying to do is come up with some kind of program or programs that CSNW could either put on their website and make available to people, because the sanctuary itself is not conducive to visits, especially from large groups (**S006:** Right, right). They do kind of a similar thing, where they'll have small, like especially for donors and donor's family, come and learn a little about the chimps and see them, but as far as like having a school group come or something like that it just wouldn't be feasible (**S006:** Yeah). Um, but if we could create something that either our staff and volunteers could pick up and take somewhere (**S006:** Yeah) and, you know, it's easy to follow and instruct or give (**S006:** Yeah), um, or teachers could maybe download it (**S006:** Which would be great and it is instruction you just try and make it fun). Yeah, it is and I think that's I was at WHI, um, talking to them and they have a really great setup for their educational outreach, but they've been doing it forever (**S006:** Yeah). And they went from doing, take a wolf to a classroom (**S006:** mm hmm), to now they take a cardboard, life size cardboard replica of a wolf (**S006:** Yeah, we have that of most of the chimps). Do you? (**S006:** And we take those out) And then go over well they like to get their picture taken with them, it's fun (**S006:** Yeah, we do have that, and we also have the smaller pictures of all of them with their names). That you take (**S006:** Yeah and again it depends on the group as well, some groups are more visual), right (**S006:** Some groups want more hands on doing stuff), yes (**S006:** or be able to write on paper), or draw something (**S006:** So I try and have a little bit of everything, um, so that the people in the group that are good at seeing something up there, they're fine, the people that want to take notes, they're fine, or I have something for them to take with them, we always have the brochures out there always, that's a given, and um fun things like how can you help and we have a list of you can collect cans and bottles, you can donate this, and um collect blankets you know stuff that they can do that's somewhat easy). Especially like a class could do that as a project (**S006:** Right, exactly) so everybody contributes a blanket or something (**S006:** Right, exactly).

Well, thank you so much for (**S006**: Thank you) taking the time to talk to me today and um if I have anything other questions or I think of anything else (**S006**: Yeah, you can give me a call. Yeah, definitely). Great.



**Interview with S016 8/29/2018 (loud knocking noise present throughout interview)**

**R001:** Alright, so, the S016 (**S010:** Yes) has officially been a sanctuary for how long now?

**S010:** Uh, I don't know exactly when we would say it started (laughs). It's officially been a non-profit for going on three years (**R001:** Ok) um, so, but I guess it started in 2012, so.

**R001:** Ok, so, 6 years that you've actually had the sanctuary itself, but your non-profit got established like 3 years ago, ok (**S010:** Yep) and are you still the only staff?

**S010:** Yes (**R001:** Ok) (laughs).

**R001:** So, if you are going to do some kind of an education program, it's only you that goes?

**S010:** I do have 1 person that's, like, my backup person (**R001:** Ok) um that can do limited stuff, um, so she's still learning a lot of the stuff that we teach in the education program, the facts, the information, um, but she's been going to a lot more of the programs with me.

**R001:** Oh good, ok and does she, is she a caretaker as well, like a backup caretaker too?

**S010:** Yeah if I need her she can come in and feed and stuff, so.

**R001:** Ok, so, she's a part-time as needed person basically (**S010:** Yeah, helper) ok. And you have, I know, you have programs that you've already put together that you know what you're going to say and you have that all ready to go out and do, are you doing that just as demand comes in or are you actively trying to market it?

**S010:** Uh yeah, right now just as it as it comes in. Um, I've had to switch focus to building and expanding, um, because we've had a huge uh need for intake um (**R001:** Wow) and uh yeah ah I'm getting lemurs in as fast as I can grow, so...

**R010:** And are all of these pets, have been pets, is that where they're coming from?

**S010:** The majority of them, are, yes.

**R001:** Ok that's what I figured. Because there was that weird Zaboomafoo get me a lemur as a pet craze and-

**S010:** Yeah and, you know, Texas exotic animal laws are super lax so you can pretty much own anything you want, um a lot of people want monkeys which are a lot more expensive, a lot harder to get um unfortunately the ringtails they sell in some of the pet stores down here.

**R001:** Are you kidding me? (**S010:** No) Oh my gosh, that's scary. I thought that was I thought Texas had gotten a little bit better than, like, Oklahoma and Missouri. Uck, wow ok. Well, yeah so, you're in an expansion so that makes your time even less flexible (**S010:** Yes) for doing that kind of thing (**S010:** Yes). So, when you get a request, if you can fulfill it, in the time frame that they are looking, for you do it- if not you have to pass.

**S010:** Yeah, but then the big thing depends on location and when they're wanting it, because I always try and take an extra person with me (**R001:** Right, for help yeah) um, so.

**R001:** And, so, do you do most of them then in the Houston area?

**S010:** Uh, north of Houston (**R001:** Ok) uh, but, a couple down in the Houston area.

**R010:** So, you try to limit how far you have to go so that your time isn't all spent driving, and-

**S010:** Yes, drive time has been the biggest issue (laughs).

**R001:** Yeah and how far are you from Houston, door to door?

**S010:** Um, about an hour and a half.

**R001:** Ok and, you know, it's funny, because a lot of the sanctuaries I've talked to already- that's, I mean, you have to be somewhat rural to have enough property (**S010:** Yes) to build on, right? That then puts another limitation on what kind of outreach you can do, because you're not close to a major city, but it also keeps down the number of crazy people that can come just try to show up at your (both laugh) sanctuary. And so how many lemurs do you have right now? (**S010:** Uh, we have 65 lemurs). Oh my gosh ok and so on an average day how much time do you spend just on the care- the feeding, the cleaning, the maintenance?

**S010:** Um, feeding alone is about 2 hours um and then about uh it depends on, like, if I just do uh like spot cleaning (**R001:** Versus deep cleaning) yeah or I just change out their waters and their food and scoop and everything. It can take 2 or 3 hours and then at least once a week I have deep clean, pull out all the bowls, power washing, and um that takes 8-10 hours.

**R001:** Wow, ok. So, that also puts a limit on when you can be gone and how long you can be gone, (**S010:** Yes) because you want to be back in time for a normal feeding so they're not off their schedule, (**S010:** Yes) you don't want to leave too early, because then you can't get the cleaning done whatever early in the day, yeah.

**S010:** And it also depends on day of the week, um, (**R001:** Ok) because on this areas really usually quiet, but, uh on the weekends, because it's kind of in the country, they get more people out here on the weekends so I try not to do my big stuff where I have the

barn opened up and the animals are hootin' and hollerin' so I try and not draw attention (R001: Right and then you get people, like you said, coming up just because they hear something or they think something's there). Yeah, trying to crawl over the fence and all, all, that.

R001: Yeah, fun stuff. Ok, and so if you're expanding, you're going to have even more animals that limits you further- even if you hire somebody else as, like, regular permanent staff it would still it would probably take 2 people to do just the care. And so, your limitation for doing outreach isn't going to change a whole lot. (S010: Right) So, even with expansion and with staff expansion to go with that. So, when you do a program now, do you pay attention to state standards or do the teachers that you deal with request that it meets a state standard or a national standard?

S010: Um, we request it, but so far pretty much the teachers are like whatever, (R001: Ok) you know.

R001: They'll make it fit something on their end, maybe, (S010: Yeah) so that it doesn't, ok, yeah. I've gotten about a 50/50 on that so far. There are a couple of sanctuaries that have, they haven't changed their programs to meet the standards, they've just found something within their program that will fit (S010: Uh huh) a standard, um, (S010: Yeah) but most of the sanctuaries I've talked to are not worrying about that. They're more concerned with getting their message across. Um, (S010: Yeah) and then the teacher can use it in whatever way that they want. So, as for topics for programming, I'm assuming you're covering, because lemurs, you know, they're all endangered, so endangered species...

S010: Uh, yeah, we did a lot of the endangered species. We've actually, we did a summer camp with um, uh, animal control (R001: Oh, ok) and they talk about um exotics as pets (R001: Oh, good, ok). Um, you know, why they why like I took we have ferrets and stuff too so we took stuff that you know was ok pets for animals and then you know the lemurs that this is not a good pet this is why most of them end up at our sanctuary and everything off that, so.

R001: Right and that's good, that's a big topic with any of the primate sanctuaries is the exotic pet thing (knocking noise gets really loud).

S010: laughs - somethings growling.

R001: Yeah, that's a crazy noise.

S010: We actually do the reptile show uh 3 times a year and they have us do that same program about exotic pets.

R001: Oh, ok. Do you do anything with conservation, um?

S010: We haven't had, um, and down here we don't get requests for conservation.

**R001:** Well and I'm thinking that, because it's a non-native species (**S010:** Yeah) it's a little bit more difficult to push the conservation message when they can't, they can't relate it to something that's right around them (**S010:** Yeah). You'd have to bring in some local species to make it valuable to (**S010:** Yeah) people in that area. Um, what about, like, animal welfare? I mean, along with the exotic pet thing, do you ever talk about or do you get requests to talk about animal welfare and humane treatment- that kind of stuff?

**S010:** Um, not really (**R001:** Ok). Um, most of the ones we've done are geared towards little kids and stuff (**R001:** So, you're pushing the pet message) um it's more a kid's program, I guess.

**R001:** Ok, so, more natural history of lemurs and lemur ology (**S010:** Yeah, yeah). Ok, um, and do you ask for feedback from teachers or whomever you're doing the program for when you do them?

**S010:** Ah yes, I ask um we have like a little survey for what they liked or if they would like something different in the programs.

**R001:** Ok and then do you ever do anything with the kids themselves- as far as like a quiz or like a Q&A or something like that that helps you understand if they've gotten anything out of your program?

**S010:** Um, we don't have anything like that (**R001:** Ok), um.

**R001:** So, what would you say would be you, would be the most important thing for you to have as an outcome from a program? Like, do you want to see if the kids actually learn something about lemurs? Do you want to see that they've changed their mind about owning one as a pet? What, you know?

**S010:** Um, (breaking up from knocking sound).

**R001:** Yeah it is, maybe we should try and re-connect. (Hang up and reconnect)

**R001:** That's better, right?

**S010:** It was, like, awful.

**R001:** I know, it was starting to get really scary. Ok, so outcomes after a program. What do you think is the most important thing for you to see as either a learning event or a change in mindset?

**S010:** Um, definitely want to see them learn something about lemurs, you know, how they are endangered um which we usually do um the harder one is to have them not leave going I want one I want one (**R001:** Right, because they're cute). Let me bring Mr. Pinchy with me next time!

**R001:** Yeah, then you won't have any desire to have one as a pet, right? (**S010:** Yes) um and then... Now I lost my question. (S010 laughs) Oh, I know, what I was going to ask you. So, do you only typically do programs for kids or do you find that you do some for adults, too, especially like you said you were working with animal control.

**S010:** Um, we've done some with the college, uh, and they do a program on endangered species (**R001:** Oh, ok). So, we kind of teamed up with another group that had other species they could talk about um, you know, so obviously we just do the lemurs (**R001:** Yeah), but we did that for a couple of years, but it they didn't we didn't do it this past year, so.

**R001:** Ok, so, again it's on an as requested basis, but you could do adult programs too. Um, and do you like update and reevaluate your programs on a regular basis or just as needed?

**S010:** Um, just as needed. I know when we start doing more programs, we'll be doing that more, but now we're doing so, so, few at the moment, just kind of go with it.

**R001:** Yeah, so, but you are planning on trying to do more after you get your expansion done and (**S010:** Yeah) ok. (**S010:** If life slows down a little) Um, yeah if that happens. And when do you know how many more you're planning to get? It's just a crazy...

**S010:** Yeah usually um it's in birthing season um when all of the hormones are going, that march to May everyone's hitting that 2-year-old, 3-year-old mark when they notice that change (**R001:** Right) I start getting calls (**R001:** Ok, wow). So, I've taken as many in, was it January a couple years ago, we took in 9 (**R001:** Wow) just in one month, so.

**R001:** That's crazy (**S010:** Yeah) and are they all coming in are they all in Texas or are they coming from other states, too?

**S010:** Uh, from other states, too.

**R001:** Wow, ok. So somewhere out there there's still a definite problem with the exotic lemur trade. Let's not even talk about other species just, just, lemurs there's still a ton of them out there being sold as pets.

**S010:** Yeah, because they're uh endangered a lot of people get them spayed or neutered trying to get them in somewhere (**R001:** Oh). A lot of people want to place them in a breeding program um if you throw in a different male or female that can't breed...so.

**R001:** Right, oh my gosh. Ok, well I think that is really all I needed to ask, I'm trying, I'm just looking over my list to make sure. There's nothing else. How much time do you think you dedicate let's say on a monthly basis to educational programming? Right now.

**S010:** Right now, less than 10 hours a month.

**R001:** Ok and before, I mean, before you slowed down to take care of expanding and whatnot. Let's say what is the busiest you've been.

**S010:** Um, busiest we do 2 to 3 programs a week (**R001:** Wow, ok), so.

**R001:** Are they typically like an hour-long program or?

**S010:** Yeah. (**R001:** Ok)

**R001:** So, commute time, hour program, commute time to get back, 3-4 hours minimum.

**S010:** Yeah it usually takes a lot longer to get there, (**R001:** Right) longer than the program.

**R001:** Yeah, no kidding and that's another thing that I don't think a lot of people think about especially when the sanctuary is remotely located, just the travel time and the time (**S010:** Yeah) and the time that that takes away from animal care is a huge thing and an hour program might not be problem at all if you could do the hour program without having to drive an hour and a half just to get there (**S010:** Yeah). So, 3 hours driving time to do one hour of program. So, that's why I'm trying to come up with something that could be online (**S010:** Yeah) for the most part so it would be easier to and plus that way homeschoolers and people like that could utilize it as well (**S010:** Homeschoolers). Homeschoolers! Yes. Ok well, thank you so much for answering my questions and participating in my research.

**S010:** You're welcome.

**R001:** And if I have any other questions that come up as I go along, oh wait, I did forget something. Have you ever done like a FaceTime or Skype kind of a deal where somebody maybe Skypes you and you walk around the sanctuary or you just answer questions for them?

**S010:** Um, I have not (**R001:** Ok). Um, I've seen other groups do it, um, but I have not done that yet, so.

**R001:** So, I've had um, let me think about this, one, two, three, I think four, of the sanctuaries that I've talked to are doing that on a regular basis. Um, not as an entire program, but, like, as part of a program (**S010:** Mm hmm). So, maybe they just Skype in with um the caregiver either just for Q&A or to have a little glimpse of the animals for a couple of minutes, you know, nothing major, but then um one gal at a sanctuary in Florida told me that Google Hangout actually has a deal where you can put your PowerPoint up so you can have your PowerPoint showing to the people on the other end, but you can also be talking to them live so as you're going through it they can ask you questions. Um, yeah and then she said it's also cool, because she can go out and get one of the caretakers to talk about one of the animals or something and then go back in and

there's no disruption and there's no like lost time setting up and whatever. I haven't messed with that yet, but that's definitely something I'm going to look at, (S010: Uh huh) but um a lot of people seem to think that just having that few minutes of live time is like a really cool thing. So, like. something to think about like if you go to do a program, but your other person is on site you know taking care of lemurs (S010: Yeah) you could call her up for 5 minutes and say here's what, you know, Betsy's doing today and, you know, apparently they just want to know what a, a, keeper's typical day is like, what their relationship with the animals is like, you know, maybe a funny story about one of them or something like that (S010: Hmm). So, just something to think about (S010: Ok). Yeah, so, I'll keep you updated and then when I um have my finished product or nearly finished product I will be happy to share that with you so you can. it's going to have I mean my Intro to primates' curriculum that I've written already has a lemur component so, yeah, so, I'll keep you in the loop.

**S010:** Cool, very cool.

**R001:** Alright, thank you so much.

## **Interview with S017 8/20/2018**

**R001:** So, you guys are, are, have you gotten the chimps that you're getting or are they still coming? I know you're getting a big huge group coming.

**S009:** We have 39 of the 220 (**R001:** Wow) that we're getting.

**R001:** Ok, wow, so just getting ready for that has to be intense (**S009:** Yeah). Oh, are you doing any kind of educational outreach or educational programming right now?

**S009:** We've experimented based on requests that we can accommodate, just to kind of feel it out in the local community. We've had uh two different types of children age groups out here, we've had two different types of college age groups out to the property, and then we've done presentations off site as well. We're not advertising it and we're not asking or we're not inviting it. As it comes up, usually one of our volunteers, you know, is organizing it, um, so it's kind of just at the experimental stage to see what's gonna work.

**R001:** And that, I have to say, that seems to be um I don't want to say the trend, but the norm, I guess for a lot of the primate sanctuaries. Especially, if someone requests or asks for then you try to accommodate that request, but you're not soliciting let's go out and try to do programs in schools or have field trips come and I know if you're GFAS accredited, you can't be open to the public anyway so limited tours is typically the way to go (**S009:** Yeah) and some of them even have age limits so you said you've done a couple of college age student programs.

**S009:** Yeah, so, our what we have found experimentally wise um we have 236 acres and the way that the facility is set up that the chimps have the complete option to come to a viewing window and stare at us (**R001:** laughs, Yeah) or, you know, there's like 1% of the enclosures that you can see the viewing windows and they really, some of them really like coming up to the windows when they see people, so that's not a problem (**R001:** Ok). The problem is that as soon as we get over a group of like, like, 40, I don't have restroom facilities (**R001:** Ah) to accommodate large groups. So, if people are coming on an hour and a half bus ride, the first thing all 50 people want to do is use the restroom. Well, I've got 1 toilet so (**R001:** laughs) we spend, you know, 40 minutes just doing bathroom breaks (**R001:** Ooh) and you have to make sure the facilities team is on hand in case anything goes wrong with that (**R001:** Yes), uh, because any of the other bathrooms are in areas we don't necessarily want the general public using, you know, walking through to get to. So, that's first and foremost that we're definitely at least for near term future keeping it to the college class for like 12 students that are coming or a homeschool group or scout group (**R001:** Ok), you know, where we can accommodate them from a bathroom perspective. Because when the schools contact us, they don't want to send the science class, they want to send the 3rd grade (**R001:** Yes). We think the chimps actually would love that (**R001:** Mmm, ok) from what we've seen with their reaction, you know, a one-day thing, I have plenty of volunteers to organize it, I have plenty of parking. I don't have bathrooms.



**R001:** Interesting.

**S009:** You know the cost and scheduling of having port-a-potties brought in...

**R001:** Yes, yes, and then you still get people that don't like that and then ask if there's another bathroom they can use. Yeah, that can be tricky (**S009:** Yeah). Ok, well that brings a different angle that I haven't encountered yet into this, but you are planning on kind of keeping this same if, like you said, a scout group contacts you and they want to bring out, you know, 10 or 12 kids, you'll try and accommodate that.

**S009:** Yeah and starting in 2019, it'll be on our website that we will actually be promoting those smaller groups of 20 or less (**R001:** Ok) as an educational focus, or volunteer service, so in the case of a scout group we would ask them to collect donations and bring it to drop off (**R001:** Oh, nice, yeah) and get a tour, you know, with that component of it.

**R001:** Ok and your, the chimps you have now, did all of them come out of biomedical research or do you have a mix of, like, entertainment.

**S009:** All of our chimps are coming from one lab, all 220.

**R001:** Ok, wow, ok. Interesting, but they do seem to be its kind of an enrichment for them to see (**S009:** Yeah) new faces and.

**S009:** The majority of them were nursery reared so they're very human oriented (**R001:** Yes) and again they've got 6 acres when they're in the habitat and it's a solid concrete wall that surrounds the 6-acre habitat and there's 5 viewing windows. So, from those 5 points you get, people might see the chimp and the chimp might see the people and particularly when they see kids, the chimps actually follow us from window to window (**R001:** Ok). So, you end up seeing like the same 3 chimps, but (laughs) they're the ones that are really (**R001:** Yeah) interested in looking at who is looking at them.

**R001:** Ok and that's, that's, a good thing I guess, because they can choose whether or not they want to engage or observe (**S009:** Yeah), ok. So, you have, I mean, obviously you've had time to kind of plan out what this is all going to look like in the future. Do you have like a set program or kind of a, what do I want to say, like a template for an education program that you can kind of tweak to an age range, or?

**S009:** Uh, again, we've kind of been experimenting with it this past year. Um, we have 3 volunteers that are retired teachers that are adopting this project of taking that kind of general tour and tweaking it for the different, you know, this would be what you should focus on for 3rd grade level (**R001:** Right) and this is what you should focus on for this level, so we can make it more specific and uh you potentially meet certain criteria for the different local curricula.

**R001:** Ok so you are looking at state standards um in that respect (**S009:** Yeah, yeah).  
Ok, um.

**S009:** Because we don't want it to just be like, come look at the chimps (**R001:** Right).  
It's never going to be just, just, make this a fun field trip, it's gotta have in our mind,  
some sort of either they did a volunteer service and their getting the tour in reward for it  
(**R001:** Yes, yes) so like the scout group, they build us something or collect something or  
it's going to meet a very specific criteria either at the grade school level or at the  
university level. Um or it's a, like a, work study placement for the 17-year old's, because  
there is that program in our county that um (**R001:** Oh) that they can start doing  
vocational work in their senior year (**R001:** Ok). So, we can have the juniors come  
through and decide that this is something if they want to, like, come help with our  
landscaping, you know they can't do chimp work (**R001:** Right), but if they come be a  
mechanic on our vehicles or do some landscaping work as part of their work study as a  
senior, you know, it can be that type of tour.

**R001:** Ok that's a that's a good idea though, too, to kind of get people in to do a service  
for you at the same time as and they'll learn as they go, you know, there's always some  
learning going on even when you're just in proximity to (**S009:** Exactly), ok. That's a  
that's a really cool idea. Um and on that, you know, with the- back to the state standards,  
the only one that I've talked to about that so far besides you is the Wolf sanctuary and  
what they did was they took the programs that they already had and they had a retired  
school teacher as well that was helping them kind of decide where the programs they  
already had for with the state standards, so they didn't re-create the wheel they just kind  
of made it apply. Is that your intent as well?

**S009:** Well, we don't really have a long-term program. I mean, we've only even had  
chimps on the property for 2 years (**R001:** Oh, wow, ok) so this past year was really the  
first time we were really even testing on the chimp side and we started with just our  
volunteers bringing our families (**R001:** Yeah) what do the chimps think of strangers,  
what do they think of babies, and we found out they actually really like it. So, um, you  
know, that's where we are still kind of on hit or miss and uh my mom is a teacher, a grade  
school teacher, which is why if we're going to do it, we're going to start with the curricula  
and identify (**R001:** Yeah) is this going to be a nutrition tour, an anatomy tour, a wildlife  
biology tour.

**R001:** Ok good, yeah, because that makes I think that makes it easier and I think having a  
teacher's input makes it so much smoother too, because they have, they know, where  
things need to be and what it needs to say (**S009:** Yep) and (**S009:** And then we're less  
concerned about the GFAS standards, because it has a clear from the get go purpose that  
this tour isn't just to look at the animals, this is very much to meet fulfill a need while  
doing something very unique). Yeah, in that so obviously with like, like, 1st to 3rd  
graders you're probably not going to cover something like biomedical research testing  
and welfare (**S009:** Right, we'll, we'll talk about that they're, you know, frugivores and  
what that means or where they originate from and what that means or that they're  
endangered and what that means) and maybe captive versus wild just to kind of paint that

kind of picture. But with the older kids do you think you'll (S009: Uh huh) cover, you know, and kind of use their story, you know, even to help them understand what has gone on?

S009: Yep and when we get up to the university level there is a local primatologist working on creating a program in the anthropology department at our local university, so she's brought in two classes so far that are specifically studying like sexualized behavior. (R001: Oh, ok) And you know like, like really specific, so it's very scientific um it has a very different, you know, tour style. Like there is a tour, but it's actually more lecture by our behavior staff (R001: Ok) and they're watching different videos uh while, because we're actually teaching the chimps how to interact with the other gender because they had been gender separated at the lab (R001: Oooh, ok. Oh, interesting).

R001: And is the primatologist helping with that? I would assume, kind of.

S009: Um, she was initially before she got the (R001: Ok) teaching job. Yeah, she's still on our advisory committee for that (R001: Oh, ok). So, yeah that's kind of where the overlap is, you know, she knows exactly our methods so she can use it as part of her class and then it's that she uses it as a um if they earn a certain grade they get to come on the tour.

R001: Oh, very good, well that's smart ok. That's really interesting, because we only have at CSNW 1 male and he doesn't really know how to act, but until there's another male, you know, that he can kind of (S009: Uh huh) I mean he now knows how to act with the females to a degree, but he doesn't know typical male behavior so it'd be interesting to see what happens when he gets exposed to another male if that happens, um, which it hopefully will. But that's really an interesting, I hadn't even thought of the possibility of them being gender separated like that in the lab and yeah, they have to be introduced into a new group they've got to be able to interact with the opposite sex (S009: Yeah), wow.

S009: Yeah, we have males that were nursery raised as a bachelor group all of the same age range, you know, maybe a two-year difference a group of 10 of them and they've never had older, younger or opposite gender. So, I mean to like basically to teach them how to exist in their own culture (R001: So, so yeah like total social interaction and wow that's really interesting). So, when you get up to the university level, we have a lot going for us for what you can bring to the table for different curricula (R001: Yeah).

R001: Well and Chimps Inc. has a um, like, a community college anthropology professor on their board as well and I guess he brings students in a similar way, they do some observational study (S009: Uh huh), you know, they do some comparative, you know, anatomy and that kind of stuff and they that really has been a good thing for them all around, because you know then you've got the community engaged to a degree (S009: Yep). But you've also got some seriously interesting scientific learning going on, so, ok that's super cool. So, it sounds like you guys are really kind of ahead of, you've got this kind of already in this set, um ready to go, kind of.

**S009:** Maybe we've benefitted by the fact that we're so young, (**R001:** Yes) but made up of a team that has worked at many different sanctuaries. So, individually we've kind of all worked out kind of that experimental process and we're just kind of seeing what works for this facility and this community, (**R001:** Ok) but we can fast track a lot of the planning and get ahead of things like I wish we had planned, you know, when I walked into something also already going on for 10 years and they had never thought about state standards (**R001:** Yeah). Here, we're thinking of state standards before we even start (**R001:** Yes, ok).

**R001:** And so how close are you to any major city? Will people be coming from some of the major cities, if it's possible?

**S009:** Well, Atlanta is an hour and half, and Chattanooga Tennessee is an hour and a half, then Asheville North Carolina is about two hours. (**R001:** Ok) So, we're very much like at that tri-state uh, tip.

**R001:** So, you can conceivably get schools or groups from a three-state area (**S009:** Yeah), that's kind of cool too. Ok, so as far as, are you going to have dedicated staff for educational programming? Um.

**S009:** I can see it coming to pass eventually, um, again the biggest thing is going be building a visitor center with bathrooms (**R001:** Yeah) uh and that's that is off on our capital plans, but probably not for 3 years before that would come into fruition (**R001:** Yeah). So, we will see at that point where we are with volunteers, you know, these volunteer teachers, because this is a very large retiree community, so a lot of people have that knowledge base and the time.

**R001:** Yes, and they want something to do.

**S009:** Yeah and I just may not need to literally hire someone to do it if I have enough volunteers dedicated to running that part of the program.

**R001:** Which would be really nice, you know, not to have to have a person on staff, because then there's training or if they leave then what do you do if you get to a point where you've got programs scheduled and nobody to conduct them. That's, that's, a great resource (**S009:** Yeah) wow, fantastic. Ok, wow you guys you've thrown a whole new light on my situation, because nobody else has had resources like this and I think, you know, sanctuaries tend to be a little more rurally located just because you need the space. You don't want the general public just rolling up your driveway, um, but it's great that you guys have resources like that right there where you don't have to and ideally matched in the fact that they're retired teachers. (**S009:** Right) Ok, that's super cool and that's another um another resource maybe we have not tried to tap into up here that could end up being something really good. We were looking at kind of taking people from our, you know, primate behavior program, you know, at Central and having them be not just necessarily an intern at the sanctuary for the care part of it, but if they're more interested in something like this conducting outreach as an, on an as needed basis, but again you're

going through training somebody (**S009**: Yeah) and you know each every quarter or every year.

**S009**: Right, but, you know, once there's a standard program, it's easy to teach, it's just getting it rolled out.

**R001**: Yeah and that's what I'm looking at is trying to create something that any volunteer or intern could pick up and once they've read through it they would know how to deliver it without too much if they wouldn't have to have a total knowledge of chimp behavior or, you know, natural history, whatever.

**S009**: Right and another resource to look at at your university is if they're giving out, if they have any programs for teacher certification (**R001**: Yes, they do). Ok, so some students can get a certain amount of their teaching certification in an alternative classroom setting and get being a tour guide at a nature center or at a sanctuary counts as alternative classroom settings. (**R001**: Oh, ok, because we do have, I mean Central, was originally just a teaching college so there are a lot of teacher certificates- there's science, there's English, there's history) Yep, and again, all of those students are going to have to do a certain amount of free teaching in order to, you know, get their feet wet, so...

**R001**: That is, thank you, that's another great yeah way to look at things. Um, ok so you've as far as the welfare of the chimps go, right now you're not really taking away staff to go and give tours or conduct a program where it affects, you know, like somebody's not going to be able to help clean an area or a section of chimp habitat, because they're doing some kind of a program, you're not, they're not suffering at all.

**S009**: Nope. (**R001**: Ok) Again there's 5 viewing windows (**R001**: Yeah) they can come to them, they don't have to come to them (**R001**: Right), all of our paperwork says there's no guarantee you're going to see a chimp.

**R001**: And you're not worried about taking staff, you don't have to take staff away from their duties for any of your outreach right now either. Ok, (**S009**: Nope) and that's I mean that right there kind of takes away that whole worry (**S009**: Yeah) of who's going to be here to do this or who's going to take care of that or is the whole schedule going to get bumped behind, because, ok.

**S009**: But I have volunteers that are like eagerly waiting to be trained to be tour guides, because they think it could be the most fun ever. So, anytime that we do have any sort of tour I've got 2 or 3 new volunteers in training under the lead volunteer (**R001**: Oh, that's good) so it's just a matter of getting, you know, that curricula set up so that we can take the script, the one script that we have, because right now it's kind of up to the tour guide to kind of judge the vocabulary they use (**R001**: Right, with the age group) right, and you know we're not doing that many of them but uh we really want to get it where it's like ok, the bulk of your tour are 10 year old's, use this script.

**R001:** Yeah, yeah and because you're in, like you said, kind of a retirement heavy area, are you or will you be offering adult programs too if, if, a group of seniors let's say they're a, you know, um oh gosh I don't know a retired teachers' group if they have some kind of a, you know, are you entertaining that, because that can be a potential donor pool as well?

**S009:** Yeah, um, again we're trying to make sure that they make sense. It's not just a lookie look tour, (**R001:** Yeah) but we've had like a local photographers club wanted to come out (**R001:** Oh yeah, yeah) that was an opportunity for them to kind of see what they might be able to with us as individual photographers, but to have them come out as a group, uh, how do I explain this? We post a vendor day (**R001:** Ok) we are doing so much construction (**R001:** Yes), you know, over the next 5 years, we have welders on the property constantly. So, on vendor day our welders can bring their family (**R001:** Oh, ok), you know, so those are really more lookie look tours, but it's more of a, you know, your dad's been welding this cage all year (**R001:** Right) you can come see it (laughs).

**R001:** And you can also, I mean, surely, they learn something about the chimps as they're going on the tour.

**S009:** Yes absolutely, absolutely. It's definitely less of an education and more of like being proud of your husband, brother, dad's work, because it is kind of a as much of a retiree community it is, it's also a lot of blue-collar construction community (**R001:** Ok). Yeah, so, we want to make sure that their families understand why we're calling them at midnight to come weld something (laughs) (**R001:** Yes).

**R001:** Because it is really an emergency, yeah. Ok and so when we talk about your educational programs of the future, are there specific topics or goals that you're hoping to cover and convey?

**S009:** The answer isn't clear yet or we're not there yet.

**R001:** Ok yeah so something like conservation or animal welfare might be a thing of the future, but until you see a demand for something like that (**S009:** Yeah) ok. Um and do you, when you do a program, do you typically get or ask for feedback or do you just kind of see if you get anything, are you looking for feedback potentially or just welcome it if it's?

**S009:** Well, because we're doing, whenever we're doing the experimental versions, we absolutely issue a survey either literally right then and there in paper or just an email follow up that they can participate in if they want to.

**R001:** Ok, just to see. Yeah, because you want to get a feel for what works, what doesn't, ok. (**S009:** Yeah) Um and we already talked about (**S009:** Was it worth driving as far as they drove to get here, was it worth whatever we asked them to do was 3 hours of service, volunteer service appropriate for what they got to see). Ok, yeah, because that that, again, the rural setting and like you said blue collar so maybe the school districts or whatever

groups don't have a whole lot of money to put toward field trip kind of endeavors, um. So, yeah that makes sense, because you don't want to waste their time or not have it be a learning experience where there is some value for them. (S009: Right) Ok and, let's see, we've already talked about state standards, um. Do you feel like you have any limitations for being able to conduct outreach um or because you already have this great volunteer pool, do you feel like you're in good shape?

**S009:** Um limitations are really, you know, to do outreach, you know, offsite outreach is just the scheduling factor (R001: Ok). It's finding the time, again if we advertised it, we know we would be bombarded with requests (R001: Yes) which is why there is no advertising (R001: Yeah). Right now, at least, we're not set up office wise, you know, I do have volunteers to do it, but I don't have the office team to manage incoming requests and then finagle scheduling and then we don't have multiple kits. So, you know, if one volunteer takes the presentation kit with, if they took it down to Atlanta and they're not coming back until next week (R001: Oof, yeah).

**R001:** Yeah that would be tough, ok. And that makes sense, though, because like you said and I think we realized early on we didn't want to get in too deep where your demand is greater than what you can satisfy, and then.

**S009:** Because then you get a bad reputation, (R001: Yes, yes) because you're not returning phone calls or because you take weeks to get back to somebody or you've got a double booking.

**R001:** Or one teacher had a great experience and she told her teacher friends and now they all want it and you can't accommodate, you know, because you just don't have enough time and enough volunteers.

**S009:** Right, so that's why it's strictly, you know, word of mouth. It basically has to come through a staff or a volunteer requesting it and they have to have to completely understand it's experimental, um, you know, give us your feedback so we can fix it, but don't tell people to call us.

**R001:** (laughs) Right, yes. So, are you charging for any of your programs right now or are you-

**S009:** We ask for a suggested donation, (R001: Ok) which depending on the type of group it might just be here's a Wishlist of items that you might have at home that you can bring, like empty cereal boxes.

**R001:** Yeah or blankets or yeah.

**S009:** Right yeah, things that are going to be completely free. (R001: Yes) Um, you know, for, like, the photography group we did ask them to make a cash contribution, (R001: Ok) but they're a club, they can do that.

**R001:** Yes, yes. Ok, good. Alright, well I think I have gotten some great information from you and I think that kind of covers everything I would have um wanted to cover. Sounds like you guys really, I love that you're uh, you know, ahead of the game with what you're doing especially with as huge of an expansion as you're doing right now, because that is just so much going on at any given time. But, um, yeah, the retired teacher resource that's fantastic and fortuitous (**S009:** Yeah) and amazing so good for you for tapping into something that makes it so much easier for you guys to do this, (**S009:** Yeah) love it. Ok well, if I think of anything else or whatever I'll just shoot you an email or something.

**S009:** Ok.

**R001:** Thanks so much for your time this morning.

**S009:** Sure.

**R001:** Is F still up there? Or has he left?

**S009:** Yeah, uh, for another week or two. I think he had some kind of (?), but I don't remember the day.

**R001:** Ok, well, tell him I said hi and then you're getting S this week too who is amazing, so, alright.

**S009:** Keep sending them! (laughs)

**R001:** Yeah, we're cranking them out so I'm sure you'll see more faces from Central coming your way.

**S009:** Yeah, well, F was the same thing- he was our experimental intern (laughs).

**R001:** (laughs) Yeah. He's a good Guinea pig to have, yeah. Oh, good, well I know he was having some trouble with his equipment, so I hope that all got resolved.

**S009:** I think it did.

**R001:** Ok good, good. Well again thank you for talking with me this morning and uh good luck with, with, everything with your expansion, with the new chimps coming in, that's I look forward to keeping up with you guys and seeing how it goes.

**S009:** Alright, well, come visit.

**R001:** Yeah, I'd love to. Alright, take care.

**S009:** Bye.



## **S018 Interview 7/31/2018**

**R001:** So, my let me tell you a little bit about my thesis project here. I spoke with P when she was here um visiting us a couple months ago and I'm working with CSNW to try to help them come up with some kind of educational outreach that will actually work for them. They don't have the staff to allocate somebody strictly to educational outreach and for the foreseeable future, it's probably not something that's going to happen (**S008:** Gotcha). So, what I'm trying to do is come up with something that maybe they could put on their website and teachers that were interested could maybe download curriculum or maybe some activities that they could do. Um, we have a lot of alternative, like environmental education programs going on around here, because there's a lot of outdoor activity um so for those organizations to possibly be able to tap into something. A lot of people know that the sanctuary is there, but they have no idea why or who the chimps are that are there (**S008:** Yeah). So the idea is to try to raise some awareness and make a little bit better connection with the local community and so I was talking to Patti about what you guys have done and she mentioned that you're getting ready to kind of expand your programs, so I wanted to see what, a what you guys do now and what you see happening in the future so that I can (**S008:** Sure) just kind of get some ideas.

**S008:** Yeah, um, so just let know where you want to start, if you have questions, or if you want me to kind of introduce things, however you want to do it.

**R001:** Well, are you the only educational outreach staff there or do you have more staff?

**S008:** Nope, it's just me pretty much. (laughs)

**R001:** Ok and do you also, are you also a caregiver or are you strictly outreach?

**S008:** No, um I am not a caregiver at all, but I am part of our development team and um part of our fundraising. So, my title originally was education and outreach coordinator. I started as an education and outreach intern um and both of those programs were completely new and kind of developed for me um, so, I have had the opportunity to kind of self-write my job description (**R001:** Nice) and job duties and have a since grown. I just recently had kind of a shift in our, in my job duties, to more of the donor um so now I'm donor programs coordinator, but more of the donor programs, because that is a huge aspect of my job so anything that's a program I essentially run (**R001:** ok). So, I run our gift shop, our ape adoption program, our enrichment program, our birthday sponsorship program, um, and then in addition to all of our educational programs (**R001:** Wow). So, I am multi-faceted, but not on again the animal side of things.

**R001:** Ok, good to know, but you do have a full plate.

**S008:** Yes, so education is just kind of a piece of the puzzle. However, like I said, when I started that was the main focus of my job and have since found that I am good at other things and also that there are a lot of different niches that were not filled here yet (**R001:** Ok) and that I've kind of created along the way. Um, so, yeah.

**R001:** Ok and so does most of your educational outreach take place at the facility or do you do a lot of outreach outside the facility?

**S008:** Great question. So that was going to be the one thing I was going to comment on when you were talking about creating their curriculum. Um, right now all of I would say 98% of the curriculum that I do um and that kind of our volunteers who are kind of involved in outreach, we have um a very small um pool of volunteers that also do outreach for us, but all of that is done um on property and we don't really have a whole lot of need for um community outreach. I guess not need, but we don't have a demand for it right now (**R001:** Ok). Um and it's something that has been on my radar since I started about 4 years ago that I want to develop similar curriculum talking about um being able to send it to teachers and that they could teach it in the classroom (**R001:** Ok). However, I just, because I have so much else on my plate, I haven't gotten around to doing that since again it isn't a really high demand, um, but uh like I said a lot of our outreach and education happens on site and we have mainly two programs that I would say are really our education kind of spotlights if you will. One is our monthly Apeology workshops and the other one is our afternoon with the apes (**R001:** Oh) educational program (**R001:** Ok). Um, so both kind of happen monthly um definitely more so in the fall and winter months um, the summer months, we pretty much take those 3-4 months off (**R001:** Aaah), because it gets too hot out here for anybody to even want to be uh on property at all, but for the most part those are the two main components of our education program and then I have also done in person um outreach (**R001:** Ok) lectures, um. And then also video chat lectures and I think those happen to be more popular right now, because it is more cost effective to have me (**R001:** Yeah) not be in the other, kind of, be in the office, but not have to travel with travel expenses and time that it takes away from all of my other duties as well. Kind of selfish as that might sound for our education program, it is really hard when you're the only person that is doing it and you also um are part-time secretary, part-time greeter, tour guide, and all of the other job duties, so I completely understand where they're coming from not having um the manpower (**R001:** Yes) to run a full time education program, but there are a lot of things that I think we can still bring in to in the future.

**R001:** Ok and I think P told me that you, your age limit for your visits, the people that come to visit is 12, right? Is that, is that-

**S008:** It's actually at 10 (**R001:** Oh, ok). Um, we do, uh, 0 and up we try to do around 4th grade and up, um. We have become very strict on not allowing the younger kids out. We've made a couple exceptions over the years with that, but we have just really put a hard and fast rule on it especially for homeschool groups, because we have run into issues with them in the past of um you know a big homeschool group and they have younger siblings and the younger siblings come out and they're very disruptive too. It's just the material that we talk about on tour and just the nature of our sanctuary and I think of all great ape sanctuaries for that matter are really not appropriate places for younger students (**R001:** Right). I think it would be more um beneficial to them and also more relative to what they're learning in school uh if they waited until they were in the upper grades.

**R001:** Yeah and that makes perfect sense, because A) they don't understand a lot of the oh I guess you know why these apes are in sanctuary. It's hard to explain, like you said, to 6 year old's what biomedical research is or was or what happened to them in the situations, yeah makes absolute sense to me and plus a lot of what you want them to get out of this they do need to have a certain level of maturity to behave properly and whatnot and I don't foresee us ever having kids come to the sanctuary for a visit, but I did a program on behalf of the sanctuary in um May for a 4th grade class that was actually reading the book Ivan the gorilla, about Ivan the gorilla (**S008:** Yep). And, so I did, I do feel like that was kind of probably where I wouldn't have been able to teach that to a younger set of kids (**S008:** um hmm). I think that was definitely a good threshold right there.

**S008:** Well I have done presentations all the way down to kindergarten for in-school presentations. I would say if you would talk about my quote, unquote, start of things when I was an intern and when I was doing my undergraduate thesis and kind of getting my start before I was even on staff at the sanctuary, um what I was doing personally was going into schools and doing kind of mini presentation about apes. Particularly about orangutans and the palm oil crisis (**R001:** Ok), conservation work, um and so I have my mom used to work at an elementary school so I had a tie in there um so I kind of got my foot in the door doing younger grade levels to start off with, so I am comfortable doing that. And I think, because apes in general are such a broad topic and it can really relate to so many different things (**R001:** Yes) um I do try to tailor those presentations to what they're learning in school. Um, what you know I think a you know uh kindergarten would retain, you know, the difference between a monkey and an ape, things like that (**R001:** Yeah) uh, but definitely not for an in-person field trip to the sanctuary. However, something that has been really successful for us and um I have made the exception to the rule was um this summer um we actually decided to do a kid's afternoon with the ape's tour for educational purposes (**R001:** Ok). Um, I was just throwing the idea out there to see whether or not it was going to be something that was successful, you know, good for the apes, good for the students coming out, and we offered it for all the way down to age 5 (**R001:** Wow). Um and it was a 1 to 1 ratio for parents and children (**R001:** Ok) um and only had the desire to really open 1 of those tours, we opened it up- I believe it was for 25 people, and we maxed out within 2 days (**R001:** Wow). Um, so I ended up opening 2 additional tour dates and did them for 3 consecutive Wednesdays in a row for an hour I believe it was um 45 minutes to an hour tour um and surprisingly it went really, really well, um. We had no complaints, I had one lady try to bring her baby, however I made her stay up in the classroom and um luckily she brought, she came with another adult too (**R001:** Oh) so it was fine and everything that the other children were able to go out, um. But again, I was, I would say, brave enough (**R001** laughs) to attempt that and I think it was honestly really good for um the younger generations to come out and for me to able to see what information worked and what didn't for those age groups. I want to say I only had a handful of 5 and 6-year-old out with those tours (**R001:** Ok). They were mainly 8 and 9 and I think that's because it was right on the cusp of not being able to come out before (**R001:** Yeah) that opportunity, um, but again that was something really successful. And then we also offered one of the Apeology workshops for kids. Usually

those are offered for 15 and up so I do try to tailor that to adults, because we do focus on more adult topics and also high school students if they're interested and that one was offered for students 10 and up- super fun, not as popular um uh participation wise I think I only had about 10 people register (**R001**: Oh, ok, huh) for, but I honestly think July is a really difficult time, because people are constantly traveling (**R001**: Yes) and school is just about in session so I would love to try that again for a different time (**R001**: Earlier), but it was all about enrichment. It was very hands on they got to manipulate enrichment devices and we had a portion of our trail way system that had not been connected yet and the kids were able to sit in it and try to make the same ape behaviors (**R001**: Oh, nice). So, again that was really successful and all the kids that and parents that showed up to that were really engaged and asking, you know, is it something we'll offer again in the future, but outside of that our usual tours for field trips are definitely 10 and up and we try not to make any exceptions for those (**R001**: Yeah). Um, so it's not like it can't be done, but it isn't the most ideal especially for doing um a true tour, especially since our tours are usually an hour and a half to two hours long (**R001**: Oh, ok) and that would not be good for that age group (**R001**: No), but, um, so yeah.

**R001**: And do you start them off then in the classroom with like a power point or some kind of presentation before you take them out to see the apes?

**S008**: So, sure, yeah, we pretty much this time around I usually have my standard kind of questions and answers that I ask them um kind of just the basic ones, can you do, you know, the difference between a monkey and an ape? Do you know the 4 or 5, depending on the audience, great ape species? Um, you know, can you list some different monkey species, that sort of a thing and then I do give a background about our sanctuary as well I show our 15 minute welcome video (**R001**: Ok) and then that gives a really good idea of who we are, how we got started, some of the residents backgrounds that they're going to meet and learn about and I question then whether or not I wanted to show that to the younger audiences, but I think it was almost a necessity to introduce them to what they're going to be seeing. Um, you know, we have some disabled apes here (**R001**: Yes) that I think it's pretty difficult to grasp what it means to be a disabled ape without getting the full back story and seeing the different pictures of them moving around and hearing how they interact with others of their own species, and all of that that you're not necessarily going to see out on tour too. Um, so we do start off in the classroom for a short while. Um I have offered, in past, for field trip tours a presentation component in addition to the tour component. It's a little bit of an extra price, I think we usually charge um \$5 per student and \$10 for adult chaperone and I think I usually charge \$10 across the board if it's with a presentation (**R001**: Ok). Uh and most of the time that is just talking about the basics of what makes a primate a primate and also a little more detail of me talking about our sanctuary and some of the residents and so they'll still see the video, but in addition get more of an interactive presentation, um, but again I do cover a lot of information out on the tour as well (**R001**: Right).

**R001**: And then they can see things as you're talking about it so it's a little more easy to connect, make the connection, between what you're telling them and what they're seeing (**S008**: Yes). Ok and do you do activities too, like, well you said, you know, they were

sitting in the unfinished parts of the tunnel or the unconnected parts of the tunnel and trying to do some manipulative behaviors, do you do any other kinds of hands on activities or send them off with activities?

**S008:** Um so what I have found um in the past, let me gather my thoughts for a moment. So, the apeology workshop, we did all of the hands-on manipulatives through the trail way. We had a um two kiddie pools made of mock nests for the chimps and the orangutans and we have these mini figurines of mini chimpanzees and orangutans in our gift shop um I kind of hid a bunch of those in the nests so not only could they go and interact with the nesting materials, but then they could get a prize at the end (**R001:** Ok). Um we made basket nests, so I got some baskets from the dollar store and actually gave them the materials to make their own nests and take it home with them too (**R001:** Oh, ok). So, for that workshop again it was very focused and driven on enrichment and then they were able to make food enrichment. I got away with this for the first time because of all our TB test rules and regulations for our volunteers (**R001:** Yeah). I kind of did a switcheroo on them and I had um our intern volunteers make the same enrichment the day before and then we did pine cone peanut butter pine cone cereal treats and then the interns were able to go and hang them around the sanctuary for the squirrels, which the squirrels really enjoyed (**R001:** Oh) too, um, so we didn't uh the kids still were able to participate and see their enrichment handed out without any sort of cross contamination.

**R001:** Exposing the chimps or the gorillas or the oranges to anything- ok, gotcha. That is a great idea, I hadn't thought about something like that where they could create something that could be for another species, but at least they could see it like you said they got to see it distributed, they know it's going to be enjoyed and they made it so, ok, that's a great idea.

**S008:** Yeah, again, it was just our way of kind of still allowing them to participate, but I got a little bit of a loophole there that was approved by our veterinarian, um, so which doesn't happen often, so I was very happy about that (**R001:** Yeah). And so, they were able to make their own snack that mimicked one of the snacks that the enrichment treats that we would give out to our apes so they could also eat something that the apes would eat, um, so very interactive there for the most part. On our field trip tours I have tried activities with them- it doesn't really work out well (**R001:** Oh, ok) they are much more interested and I feel like they retain a lot more when they are able to walk around and enjoy the apes, watch the apes (**R001:** Yes) and then they will listen to me. I've done scavenger hunts before, I have sent people home with information and again I just, I don't feel like they just grasp it really well, um, uh, but I have the one thing I wish I had I can send you a copy of it. The one thing I have put together is very simple and I'll often put this on our outreach table if I'm tabling anywhere or again send it home with them, but it's a one sheet that is a like a legal size piece of paper folded in half of a coloring sheet (**R001:** Ok) and a coloring graphic's on there, but also some like a short crossword or a word search, excuse me, and then more detailed facts about things like hand- I know there's again tool use talked about there, so something very simple that hits on the really um important parts that you really want them to retain (**R001:** Yeah). And that's just a fun activity for all ages, really (**R001:** Yeah). And then what we also have that I have sent

them home with just for their benefit, and that's directly related to the sanctuary, is we have a resident face page and I'm not sure if um uh chimp sanctuary northwest has something like that but it's front and back and the chimpanzees are on the front and the orangutans are on the back and it's pictures of all 52 of our residents and also it has the their names and birthdays on it so as um the students walk around they can try to match the pictures with the faces too (**R001**: Oh, that's cool) and when they go home, they can continue to learn a little bit about the apes, um, if they come back most of the time they have studied that sheet too and learned, you know, their favorites are and they'll come back and ask about, you know, um, Kenya- you know, where's Kenya today. So that also helps, it's great, it's just a great resource in general for all of our um members and donors so um that is also a handout that we provide.

**R001**: And that's a great idea, because like you said they have it in their hand, they can for you they're walking around, they can see it, and even if they take that home and they're on the website reading, you know, like the bio of one the animals they can- oh, oh, yeah I have this picture and possibly see other pictures on the website so that would be a (**S008**: Mm hmm), that's a great yeah if you could share whatever easy things you have with me, that would be fantastic.

**S008**: Sure, I can do that. Again, it's not much, but we do have those few great resources and then the other thing that I think helps uh especially young kid relate to the apes that much more is the fact that is has their birthdays on it so I always have um students say oh well so and so has my birthday or my birthday's 3 days after so and so's birthday and I've found that that's also something really relatable for our birthday sponsorship program, but that's a side note. Um, so.

**R001**: Well, but they can always talk their parents into, you know, I'm seeing more and more people doing- instead of buying me a gift, donate, you know, \$5 to this chimpanzee who has the same birthday as me. That'd be a great way to, you know, garner some support.

**S008**: Yeah so that's like, again, that's a great idea, but again outside of that for, um, take home resources, I don't have any right now um (**R001**: Ok). Like I said, it is something that I am constantly thinking about and I'm building a curriculum for teachers to be able to take it into their classroom too, um, but right now I find it really helpful that I can just tailor, have them tell me what their curriculum is or what points they want me to relate it to um and then put the presentation together for that particular uh lesson that they're talking about.

**R001**: So you kind of do it on an on-demand basis, if somebody contacts you and says you know my 6th grade class is learning about primates and we'd like to know how to tell the difference between monkeys and apes then you could you would just put something together specifically for that teacher or that group or whatever.

**S008**: More or less. I have some stock presentations that I can tweak depending on what grade level it is (**R001**: Right) or if there's one that is more interested in a certain topic, I

have one all about primate phylogeny and going into all of the taxonomy of the different primates. Um. I have one that's specific on chimpanzees and orangutans (**R001**: Ok) and more details about those two species. Um the latest one that I did for one of the local schools, I believe they were a 3rd grade class, and they were talking about habitats (**R001**: Oh, ok) and where different animals live and so I um put together a presentation that not only talked about chimpanzees and orangutans to give them a little bit of an introduction to them, um, but gave a comparison, a compare and contrast if you will, for, um, where wild chimpanzees live or versus um the chimpanzees at our sanctuary um where they nest and sleep at night where the apes in the sanctuary sleep at night, um. So, I have a pretty good stock of presentations right now that I can just kind of tweak (**R001**: Yeah). So, eh, you I guess you could say that I have a curriculum, but it is one that is at the very least curriculum.

**R001**: And flexible- which is good, I guess, because then like you said you can kind of adjust it for age or grade level and length if they have a short window or whatever that ok. That's really kind of cool.

**S008**: Yeah and I have done presentations that are as short as 15 minutes um and as long as, you know, I think probably about an hour (**R001**: Yeah) is the longest that I have had to talk, which is still a pretty long time. But I have also um, come to think of it, in the early stages of things when we were focusing on a little bit different topic, especially with the palm oil crisis (**R001**: Right) or conservation related um we did have a call to action for, um. I went into a high school English class and talked about the apes for, I think, it's Read Across America or I think it's the great American teach in (**R001**: Ooh, ok) that's what is, was, Great American Teach In, and paired with the teacher to talk more about um just conservation and then also laws against owning great apes as pets and um their writing assignment. They had to write a persuasive um uh letter to a government official talking about why apes shouldn't be used as pets or why it's important to label products with palm oil in it. So, again I have all these ideas, it's just not formally in print.

**R001**: Yeah, yeah that is. I mean that and that's a really good one too, because you could make that a part of a program as optional for the teacher to do, you know, have letter writing or something like that and then they are building an English skill, a writing skill, but also learning something scientific you know along the way in the ape part of it. And so, talking about um like captivity versus wild and all these other issues that apes are facing, do you find it really challenging that you're here in Florida North America and the species are not native? So, is it, do you feel like it's harder for you to get information out there, because there's not something local and it's not a species that people are concerned about locally like, you know, something that might be endangered- manatees or something, you know?

**S008**: Um I would say well, like I said prior, there's not a huge demand for an education curriculum and learning about apes (**R001**: Ok). So, I would say that it is a little bit of a challenge to try to get um the education out there to raise awareness on the school level. I feel like though that there are the people that do reach out to us are the people that are really interested and passionate about educating their students and so I think those people,

it's really not hard to convey, because there's some sort of little spark of interest already (**R001**: Right). So, it's just trying to network to find those people (**R001**: Ok) um so almost a yes and a no answer to that question. When you find the people, they're great connections and they're definitely the people that want to, to, learn and make a difference. However, it is kind of a challenge to find those people, uh...

**R001**: Yeah, but if you're doing tabling events like you said at local festivals or things like that where you go and you set up a table, I would assume that people who are interested or are just curious then maybe it you know like you said it can spark some interest, you know, oh gee I don't know anything about these animals maybe I'd like to learn something. So (**S008**: Yes) that would be a good way to connect too.

**S008**: Yes, but we are in a very rural area (**R001**: Oh ok) and the, I would say, low income level are as well so it is something I don't think many young local community members think about unless again they visit (**R001**: Yeah) or experience it or they hear somebody they know experience it and uh that was the point of our kids edition Apeology and kids edition afternoon with the apes to really get the local community involved, because I would say out of the almost 75 people that we had out in those 3 weeks- I would say 90% of them were the local community, (**R001**: Ahh, ok) which is really awesome (**R001**: Yeah). But a thing that they (coughs, excuse me), it's something that they can afford, it's not that they're not interested- it's just that we're not accessible to them as, say, going to a zoo (**R001**: Yes) um where being able to go, you know, to a \$5 park day or something like that, um. So, the interest a lot of times is there it's just accessibility, and where you draw the line at being accessible to people (**R001**: Yeah).

**R001**: And we're in kind of a rural area too, you know. Seattle is 2 hours away, Spokane is 3 hours away, so it, it's kind of a similar situation there, you know. They do in school take field trips to the aquarium and the zoo in Seattle, but from what I've talked to some people about, who've gone with their kids, it's kind of a free for all once they get there. It's kind of they just send them out, they don't go around as a class and sit through a presentation on some various species. And I worked in a zoo where we did our program that the students all stayed together and they came in sat in our little outdoor auditorium and we brought out one small mammal, a reptile, a Madagascar hissing cockroach, so there was an insect and then a raptor and so they kind of got to see a lot of different animals all at once and then they would go out and wander through the zoo, but they stayed together and I guess here they don't. They go and, you know, like one parent chaperone has 4 kids, and another one has 6 kids, and they hit all the different exhibits and different times and it's, I don't know.

**S008**: Yeah, it's a its more of a fun field trip, more than an educational one (**R001**: Yeah), because I remember the difference between those two types of field trips. When I was in school and, um, we, when we did the educational environmental based field trips, we stayed together as a group. We had a classroom time- we went out then and saw the animal's um in their natural environment, we did a lot of natural Florida wildlife when I was a kid (**R001**: Oh, nice). So, um, and then we had the fun field trips of going to the zoo or Disney World and then that was kind of a free for all, like you were describing



(R001: Yeah). So, um, I think the other challenge is schools don't have as much funding for field trips nowadays, too (R001: Right). I'm not sure if that's something that you have noticed or experienced yourself, but um more and more of the resources that I have been connecting with they're, like- well, we would love to come out, but we don't have the funding for it or we can't get a bus for it or I can't take the students out of school for it (R001: Yes), um, but we would love to have you video chat with us and um give a presentation or a quick lecture or is there a possibility you can do a virtual tour- and we're working on that in the future too (R001: Ok), slowly but surely we're getting internet access out on our property (Both laugh) which is a huge thing, um, but it's, again, a work in progress. And so that is another thing that I would love to be able to do is a virtual tour- not a full tour of the sanctuary, but a virtual tour (R001: Right) where I go and walk out to one of the habitats and show people and I know uh that Facebook Live is a very popular thing now (R001: Yeah) uh quite a few of the sanctuaries even did that for like World Chimpanzee Day (R001: Yes) that was a couple weeks ago, um, but the problem that we have and that is that we just have too many trolls on Facebook and social accounts that um would just make it too negative of an experience to do a live program like that (R001: Ok). Um, but, um, I would love to eventually do something that might be just for a classroom to go out and, and, maybe have a caregiver interaction um for a quick 10 minutes and be able to video that and have the students answer questions live too so there are other options without having to be disruptive to the apes too- to have a large group out, we are just limited with our technology, unfortunately, right now (R001: Yeah). So, um, but, that could be another option for you- if you can somehow, um, because as much as I know that they are busy, I do know that our caregivers appreciate being involved in um the education and awareness of things (R001: Yeah) and it's only a quick 10 minutes that it's not going to be invasive or too invasive of their daily routines um I do feel like a lot of them would be more than happy to participate, so.

R001: Well, and that seems to be a common theme that I'm finding, is that um a couple of the other sanctuaries that I've talked with have been doing that on kind of a limited basis like you are and it it's gone over really well though. So, they've said that that's something that, even there was one I talked to, that said even sometimes when the caregiver isn't out where the animals are, they can show pictures or a little video clip of something funny that happened or something that just kind of gives the kids they just want or even adults just want that live interaction and so you know what's your favorite part of working with these animals or what is the hardest thing you have to do, you know, most days. You know just being able to ask somebody that question in person I think often makes it just adds a level of interest into a program, so.

S008: Absolutely and we have done that before too especially if the school requests or a teach requests a caregiver, because as much as I might know (R001 laughs) I always feel like I'm better at being the facilitator rather than the educator, because of those first hand experiences it's much more interesting to have an ape's actual caregiver who knows the ins and outs and all the quirks and funny things and interesting facts about a specific ape, rather than um me coming in and talking. And uh the first year that I offered the Apeology program or the Apeology workshops um I pretty much was doing all of the presentations and a lot of those presentations were basic ones, so Primates 101, um, you

know, a nutrition and diet um healthcare um all of those kind of more basic thing conservation that are more textbook driven (**R001**: Yeah, yeah). I can definitely talk about those; however, those are the topics that are much more dry for people and not as necessarily appealing. But as I've grown the program I've actually had the caregivers um volunteer to do the different presentation and really connect it to the individual apes and what we're doing at our sanctuary, rather than just healthcare in general for great apes, what are we doing training wise what is our veterinary clinic look like, what do our schedules look like, and have somebody talk about that first hand um or our um I think by far my most popular topic is the day in the life of a caregiver (**R001**: Ooh, fun, ok) and I followed a uh caregiver around on both our chimpanzee and our orangutan sides, since they are really different (**R001**: Yeah). There's a lot of similarities, but a lot of big differences in caring for the two different species and I took videos and um still photos to document every little thing that they did and then the caregivers came in and talked about it and talked about, you know- ok, this is me locking the door and doing a double check. As simple as something like that to something more advanced, you know, I'm working with Christopher on um taking care of his nails and filing his nails and this is the procedures of training for that behavior to be successful, like you see in this video. Um, so, uh again I have seen that it's been a lot more interesting for the people that handle it to come in and talk, so even putting together a presentation of or a pre-recorded video, even, (**R001**: Yes) a staff member coming in and talking about a specific topic and then being able to send that in conjunction with maybe a short worksheet or something to a teacher and say- hey, this is all about chimpanzee behavior and here's the worksheet involved in chimpanzee behavior. Um, I don't know and maybe just a suggestion for something like that too.

**R001**: Yeah. And I think that's, you know, probably the easiest thing for us to do would be able to have something that includes a couple of different ways of getting the information across, but to add a level of interest. I do think that if it was possible like you said even just putting a video clip in there of part of a caregiver feeding breakfast to the chimps or something where they can see the chimps interacting with the caregiver, but also how careful everything is done and then you can talk about that you know what does it take to get, get ready for that and what do you do if one of the chimps tries to take food from the other or, you know, one of the chimps tries to grab something before you are ready to pass it off, that kind of thing. Um, yeah that in lieu of a live call, I suppose some little video clips of, but to see what actually goes on, I think really is, I think they need to understand the difference between a sanctuary and like a zoo and the wild and so it's a good way to kind of give a picture of this is how their day goes and how it's different from how their day would be if they were still in Africa in the forest and whatnot or Indonesia in the forest so. Ok that's, yeah, I'm, I'm, getting the sense that I do think though that as technology changes that virtual field trips are going to be the wave of the future. I mean I haven't found out here in Washington if um field trips, you know, especially if they're a certain distance or cost prohibitive, but when I when I lived in Texas the school district that my son was in had a 25 mile radius limit and (**S008**: Hmmm) and part of that was for, you know, fuel costs and whatnot for the buses, but also like the buses had to be- they did the elementary school run, the middle school run, the high school run. So, they had to be back at a certain time to be ready to go and take the

earlier dismissed kids home first then be back to pick up the next, you know, so it was limited.

**S008:** I think, mm-hmm, so it I think like you said it is kind of moving towards that, which is one of the reasons why I really want to have that access out on grounds and to be a little bit more interesting than me sitting in my office and talking (**R001:** Yes) to them to um Google hangout is an amazing feature that I'm not sure if you've used it at all (**R001:** Ok) um or if Skype has that option too, I haven't messed around with Skype a whole lot, but um you can actually put the power point presentation up on your screen (**R001:** Ok) and then have you talking or have a voiceover. So, it is a little bit more interactive than just me sitting here and talking or, you know, trying to show a piece of paper (**R001:** Yeah) or pointing, um, but uh I have done that too in the past, um. So, I'm just trying to think if there is anything else that we've messed around with and done trial and error with- I do, you know, as part of our personal expansion plan, we're planning to build an education center (**R001:** Ok) in the future in the next two years or so. It's going to be the last portion of our expansion plan, which has included our new nutrition center, our veterinary clinic, um renovations and expansion, and then quite a few new chimpanzee and orangutan areas including indoor and outdoor areas. Um, but the, the, education center has been on there since I started and um hopefully in the next two years like I said it will be completed and that building itself will be more accessible to the public to come in to, not only our gift shop, but our library and get resources and we'll make by appointment only, obviously, but we'll make one only one of the areas at the sanctuary kind of on tour (**R001:** Oh, ok, good idea yeah) the main portion of the tour. Um, so that way you're not, maybe member tours everybody can still come out, but say, on an Apeology workshop um you'll only go to that particular area and only see those particular apes so um and it'll have a full classroom setup with a big projector and more seating available. Um, right now our classroom only seats max comfortably um about 25-30 people, so that is usually the cap on most of my programs too, but if we can open it up to more people it will give us more options as well (**R001:** Yeah). So, a lot of um potential for, for, not only um school education, but also adult education and I think that's because what I have focused on that our adult education programs have been very successful.

**R001:** Oh, good. Ok that's good to know, because, I mean, that's where your potential donors are is the adults, so.

**S008:** Yes and I think, um, because we are in a more a retirement community um and we have a lot more of the visiting people in the winter months (**R001:** Yes), too, that um definitely my programs are more popular during those winter and fall months than they are in spring and summer, to (**R001:** Ok, to adults) the tour group, so the retired community members are definitely the ones that are more inclined to come out and visit and to participate too because they have a little bit more time and disposable income, as well. So, it's great to be able to target them and kind of see what they're interested in as well.

**R001:** Yeah, uh, yeah and give them a little and it gives them something to do that's a little different from (**S008:** Their day to day, or-) yeah (**S008:** where field trips that they've taken, too). Yes, ok, well I think that really, it is what I needed to find out, and you've given me some really great information and there are some areas where everybody's kind of on the same page, but then you've got some pretty cool different ideas that I hadn't heard before, so, um, yeah- thank you so much.

**S008:** Well, good that I could help. Lots of ideas, but I always say um there's not enough time in the day to implement everything that I would love to do. Um, ideally I really think every sanctuary and, in the ideal world obviously none of these sanctuaries would even exist, but in um a lesser ideal world I think every um sanctuary could really benefit from having a full time education person (**R001:** Yeah) to, to, focus on all of these potential opportunities to network and educate the um the people of the future as well as network and create a new um pool of donors as well (**R001:** Yeah). And the folks that have never heard of us and don't know what an ape is (**R001:** Yeah, laughs) yeah you'd be surprised there are quite a few people that are still out there in their adulthood and don't know anything about apes and primates (**R001:** Yep), um, but again I would love to see everybody have a full time person and I would love to be that full time purpose person, but, um. So, it was great speaking to you. I'm glad I was able to help you out, you kind of got my gears turning too on to potential (**R001:** Oh, good) new starts and new things going on, but, uh, yeah it was great talking to you.

**R001:** Great thanks, S008. And, yeah, if there's anything you can send me great and if I come up, I mean, when I finish this whatever model or program I come up with I will happily share with you so you can pull parts or anything out of it that you decide you like or whatever.

**S008:** I would love that thank you and I will send you over um that face page and also that handout too that I was talking about.

**R001:** Ok, great. Thank you, S008, enjoy the rest of your day.

**S008:** You as well. Bye, now.

**R001:** Bye.

## Interview S019 7/23/2018

**R001:** How are you?

**S007:** Good.

**R001:** So, let me fill you in on where I am now with this project after meeting with the CSNW codirectors. We determined that committing to try to go into, like, the public school system and engage in classroom presentations might be too big an endeavor, um, simply because committing to doing it in the future might not be feasible and they don't want to get to a point where they've let people down or made them think- oh, hey we have this great program, but yeah we can't deliver it to you (**S007:** Alright). So, what we've decided is it would be better to try to come up with something that is possibly downloadable for educators off of the CSNW website, but also something simple enough that a volunteer or a staff member could, if time permits and whatnot, take something to a location or even use it at a tabling event or whatever. So, they definitely want to include some activities that are simple enough for a teacher to replicate without having to spend a lot of money on, you know, supplies and equipment. But also, for volunteers or staff to go to a festival, a farmer's market, or whatever, and have something that's easy for kids or even adults to come and engage with. Um, something that kind of crosses over so they could use it off-site at events, but it could also be on the website that teachers, homeschoolers, alternative educators, um could use (**S007:** Uh huh) and I was fortunate enough, the Cle Elum Roslyn school the 4th grade, like, reading intervention teacher was having her class read the Ivan the gorilla book (**S007:** Uh huh) and she wanted just a brief presentation on captivity and so I was able to come up with something that was easy enough for me to go do in a quick time frame, because they only had about 30 minutes. And I had them do a, like, a drawing activity to see what they kind of felt like captivity required for chimpanzees, um, but I also took painter's tape and laid out a 5x5 square on the floor to show them what a laboratory chimpanzee enclosure might be limited to. You can't replicate the height part of it, but the 5x5 square for kids that size, that are kind of chimp size in a way, was something that they could you know get into it, put their arms out, see how little room they actually had. Um, so, I've already got like one piece of the puzzle that could be easy to pick and go out and do or even run through quickly um at some kind of school or function (**S007:** Uh huh). So, we're going to, even though they are expanding and have a lot of plans for the future, having some kind of formal education program is not on the immediate agenda. So, as much as they'd like to be able to do that, it's not something they're really thinking about right now. And, but I think they have realized its important re-connect with the local community, because there is that kind of disconnect because people can't come up and see the chimps like they could the CHCI chimps and there is still that little bit of confusion that those chimps are the ones that are up there. Um and I'm thinking that maybe I'm hoping, that maybe next year we could have something like at the Ellensburg library or something where we kind of do a presentation that includes a portion that clarifies where the CHCI chimps went and who these chimps are. So, we can clear up that information. But I wanted to tap into your brain about what you do for off-site or um outreach that people can access without

coming to Fauna and seeing things in person or going through a presentation that's on-site.

**S007:** Yeah, we don't really have anything, uh, formal. I, um, I have a power point presentation that some of, there's a couple of staff members that have gone into classrooms at girl scouts or the equivalent of girl scouts, um, groups and um there's actually someone that uh before I can to Fauna, someone who put together quite a bit of materials and it's actually- when I looked through it, she had done a lot of work, but any way it's not accessible. It's on some hard drive I mean if you wanted it I could provide it to you uh if you wanted the material, it was, it looked like a lot of good stuff. To me there is already the next of kin curriculum so if a teacher gets in touch with me I send it with the caveat that it's quite dated (**R001:** Right), um, but chimps the natural behavior of chimps is the same and it's got a segment on natural chimp behavior that's the same with some updates (**R001:** Right). It's got uh the CHCI um the sign language project and most for that is the same, it just doesn't have, you know, the last 5 years (**R001:** Right) and um then it has a segment on biomedical research, which clearly is outdated now (**R001:** Yeah). Um, uh, so that uh that piece doesn't work, but uh you know I always point out to people that it may be over for chimps, but um it's not um you know there's still tens of thousands of monkeys and it's really quite relevant (**R001:** Yes). Uh, and it will also because you know it's easy for Canadians to go oh well we weren't part of the story on chimpanzees, but there are a lot of monkeys in labs in Canada, just as there are in the U.S., so um so basically if someone gets in touch I ask one of our staff members- do you, you know, want to go and do a presentation, here's an elementary presentation its really basic, it's something I had put together to do in my daughter's class when she was in second grade (**R001:** Ok) and uh we did an exercise and um then, yeah, but there's nothing on the website. There's no um uh if an educator gets in touch, I would do a case by case how I would respond to them.

**R001:** Yeah and that seems like, you know, we kind of thought that we would try to target more like the Montessori schools, there's the KEEN, you know, they do events and summer camps and we thought being able to go in and do something brief for them would be more feasible. Then you get roped into, let's say, a 3rd grade class at one school or all of the Ellensburg elementary schools, because now I think there are at least 3, there might be 4 (**S007:** There's three). Um, it's hard to commit to, you know, if they're going to do the same thing every year and they want you to come back, and there's a day you know recently the chimps got a cold, the staff all got sick, so, you know, when you have limited resources to begin with and you've got to try and let one person go off (**S007:** Yea) they didn't want to commit to something that was possibly going to get too big (**S007:** mm hmm). But, you know, I've noticed in my research a lot of the zoos have this downloadable curriculum on their websites, you know, obviously it's free. Um, my thought was they could put a little blurb on there that says, you know, we offer this for your use etc. etc., donations of any kind are appreciated, you know, if you choose to use our curriculum if they wanted to um, but I also I visited WHI here in Olympia and of course they've got a, they've got a staff of 3 that's dedicated to educational outreach. So they have this phenomenal program, but they're doing some really interesting things and something that I thought would be easily adaptable um, because they do both on and off

site programs, they used to take a live wolf to a classroom back in the in the early 80s when they first started (**S007**: Wow), right? And when their present director took over in, I believe it was late 80s or early 90s, she said this can't happen, this is not good for the wolves, it's not good for the humans, and so just recently they had these cardboard life size replicas of some of their wolves made and they take these and people want their picture taken with them. They absolutely lose their minds over it and if they take them to like, you know, a big event in Seattle they said the people will give them \$5, \$10, \$20, to have their picture taken with this cardboard wolf (**S007**: Wow). It would be, right? It would be simple and fairly inexpensive to get a life size Burrito and take it out there. It will fit in somebody's vehicle, you know, all of the things that you have to think about when you're taking stuff, so I am finding some options from other sanctuaries that are fully engaged in this um that I think we can adapt or at least consider for the future of CSNW. But, again, you know what they can allocate to outreach as staff or volunteer wise is a concern and of course not wanting to take away from the animal care is the biggest concern. So, how many staff do you have there?

**S007**: Um, animal care staff there's, I think there's about 9 or 10, but you know you've got to realize they're going maybe once a year (**R001**: Yeah, they're not going and doing this very often. And you don't have any dedicated outreach personnel- it's whoever can do it or you? Laughs, Ok). And I don't, I don't, uh, you know for me I prefer not to go to a classroom. I don't feel that's the best use of my time so that's why I try to pull the staff in and also here most of the schools are French speaking (**R001**: Oh yeah) so I um and so everything has to be done bilingually (**R001**: Translated). Yeah, I mean you'd have to have a bilingual staff member (**R001**: Yeah) or a Francophones, but our staff have to be bilingual so they're you know they're Francophones, um, but no. I mean it's um it's certainly something that Fauna has talked about developing more (**R001**: Ok). You know I'm trying to get our uh right now trying to get our volunteers, you know, our in house presentation is um I'm trying to get that a little more self-sufficient so, you know, I've got a volunteer now who is gonna do the- she's going to do the presentation on her own, rather than me. I do all of the English ones and then those staff members, those 2 staff members do the French one, but its, we're in the same boat as CSNW. You know it's like, it's the same staff member that's supposed to be taking care of the chimps (**R001**: Right) and so suddenly she's gotta duck out for a couple hours, so that's not that's not good so I'm glad we've got this other person that's coming on board. You know I mean when I think about the resources that were involved at CHCI we um we had a pretty much a full time docent coordinator (**R001**: Ok) and so that person ran, we had a very well developed uh program for our docents, because our docents were doing the presentations, they were doing the guided observation, they were running the gift shop, and it was really, really well developed and well run program and I, you know, because we had someone that was dedicated to that.

**R001**: And was that a university paid position or funded? (S001 shakes head) No, ok.

**S007**: We were, it was, well it was a student. It was usually a student employee (**R001**: Ok), so those positions you now when you start anyway, the bureaucracy of hiring someone (**R001**: Exactly) and then uh having the dedicated funds, so we only had a

couple of a, we had this, we usually would do a student employee (**R001**: Ok). And that uh in that position and then we had someone who was really, really good that just, you know, developed really, really well and also the um students uh, you know, by nature of the facility uh they were um inclined to listen more, because the staff listened because they were students (**R001**: Yes). I'm learning that when you have people that are not students, it's very, very difficult to get them to do what you want. They don't like, you know, to be told what to do.

**R001**: And that's something we've also talked about. Dr. Sheeran and Dr. Mayhew and I talked about possibly arguing for a dedicated GA that would be kind of an outreach liaison for both the PBE program and for CSNW, to some degree, so that it would take the weight off of CSNW as far as having to select, supervise and manage that person. It would fall under PBE, um, but at the same time it would allow that person to do some things for the PBE program as far as putting some educational material out there, generating more interest in the program from the local area, but also helping to support CSNW. Um, we haven't decided quite how if we're going to use my thesis as part of that argument, but it's a possibility, um, because there is a need.

**S007**: The problem with that, so CHCI, that student employee was working under a dedicated director and associate director (**R001**: Ok), so that when that position switched out there was extreme consistency and there was, so that's what I would worry with that kind of thing is you gotta reinvent the wheel every single year. Somebody's gotta pay attention to what the students doing and that is gonna take a faculty member or S001 and S002's or whoever their outreach, you know, that's gonna be (**R001**: Yeah) weeks each week and then you do. So, that would be my worry with that and um I don't know it uh well I guess for just in terms of outreach, I don't know you get into a gray area with Central's money in terms of fundraising.

**R001**: And that's part of it too and the other half of it is you almost, I mean, I have the education background and animal care background. Finding students that have both of those is going to be a little bit harder to it would force the faculty to be screening for candidates that have- whether they've worked at a zoo and have done some educational programs or they have some other background that has included some kind of education component, because I think that is, it is a concern that can this person go out and confidently deliver the educational part of it and a lot of people who are animal people by nature don't really want to do that kind of stuff, you know. There's just that kind of oh I really don't like dealing with the human animal situation um so yeah there's, there is a lot to consider there and a lot to think about. I don't think CSNW um is totally opposed to kind of overseeing something like that. Actually S002 talked about having been told by somebody that there's some grants out there that will fund like a part-time educational outreach position for sanctuaries, but she hasn't looked further into what those are, how much money you can potentially get, and how do you justify the need. Um, so I think, you know, maybe once this expansion and renovation is complete, if they get more chimps, if eventually they do get some macaques or some other species, and the number of animals you know kind of sustains the need for a little more outreach- especially if they can do some paid outreach that would help support the care, but I don't know that



could be way down the road if ever. Um, but it's not out of the question that they could need or find a way to fund at least a part time dedicated educational outreach person. But it is, that's a big- like you said, the supervision, if that person leaves you may have to fully train somebody else. It's not something that can just boom, boom, be in place.

**S008:** So, you know, as I'm thinking about this, you're terrifically focused on CSNW and what I'm hearing is, well, they don't want to dedicate, not that they don't want to- I get it (**R001:** Right). I know exactly where they're coming from. They uh can't commit to that kind of a program to me, uh I feel like if you developed the materials uh basically a lot like we did with the Next of Kin curriculum, you develop the materials you could have an um sort of a presenter's guide. You have a presenters power point and I would I know who would be happy to have it sit on their website is NAPSA and (**R001:** Oooh) and then NAPSA, the member sanctuaries could um could download the materials, if they wanted they could send a teacher to that and then from my perspective uh it would be a really great resource to go ok so I've got a teacher, now I don't have to find the stuff I can just, this year, I've got a volunteer that's interested in doing it, because that's the thing, you know, the people change (**R001:** Yes). Maybe I've got a volunteer that's here, that's a retired teacher and she's really excited to do it. So rather than have to recreate everything I go- ok, well here you can go to the NAPSA website, there's the presenting materials, you know, you could each um uh I know if I sent someone out I would want to have a couple of slides on what S019 is, but that's only 1 or 2 slides (**R001:** Right, yep). The rest of the material is gonna be the same and um, you know, uh, you could even offer for each one of the sanctuaries hey, if you're interested I'll make your slide or two- you send me the guts (**R001:** Or a video clip), yeah and then um and then it sits out there and E um I'm I sure hope I'm not uh I mean they're a member sanctuary too. CSNW is (**R001:** Yes) um so I hope I'm not, you know, they wouldn't interpret that I'm taking something from them with what I'm saying, but they're a founding member just as S019 is (**R001:** Right). So, um, you know, it's stuff that sits out there um each one of the sanctuaries that wants could have that. I am assuming that you have looked on each one of the sanctuaries websites? (**R001:** Yes) Nobody has anything sitting there?

**R001:** No, not even not even CFGA. Which, maybe I will talk to Patti about this as a possibility, because they're getting ready to expand their education programs and I'm talking with their outreach person next week. So, that's definitely something, because my hope is that whatever I do create will be adaptable by other sanctuaries and not even necessarily limited to primate sanctuaries. You know if it's, but this would be a fantastic way to put something out there like you said that's easy for other sanctuaries to download, especially if they're member sanctuaries and so everything is kind of, you know, if I collaborate with them as to what they would like to have on there, because the hardest thing I think is, you know, you want to educate people about why these animals are not good pets, why we don't want to see them used in the entertainment industry, the biomedical industry, and it can apply to primates beyond chimpanzees and orangutans and gorillas and bonobos. It can apply to macaques and capuchins and spider monkeys and anything else that they're using in these um different situations now and so I do think that would be a fantastic thing, like you said, to have it on the NAPSA website and you could then it could be used by any teacher in any state, any country, you know, as long as

it's English or they can translate it into their language. No that's a fantastic idea, thank you. And I don't think so I'm kind of using CSNW as a case study is what we decided um yeah so they're basically kind of the model, because a sanctuary that's really striving to provide the best care for the animals is not going to be open to the public and having, you know, 20 or 30 kids come in every other day and go through a tour, that's stressful for everybody (**S007**: It's really technically not allowed by GFAS). Exactly and that's the thing, if you want to be a GFAS member you can't be open to the public. So, um while they can do these private tours, you're still not going to have a class full of 8 year old's coming um and so that's my idea- was that whatever it is needs to be something that's easily accessible but also easily, but I hadn't thought about having a presenter guideline, because that's-

**S007**: We, that's the big pain is that getting the presenter up to speed. So we have, we had a docent manual that had huge background information, because the it's one things also to run through presentation, it's another to be able to answer questions (**R001**: Exactly) and um, you know, I would uh I would just think that this would be something that NAPSAs would be quite interested in. Um and uh, you know, um so anyway, I uh I, you know, that having a manual that the presenter that gives them background information that's a lot of what the curriculum is, because curriculum is you gotta bone up the teacher (**R001**: Yep) so that they can present the materials (**R001**: Yes) and I think that's why teachers like to have someone come in. This way if you're close to a sanctuary, sure. Then I can give the presentation to whoever and say, hey, could you go and do this (**R001**: Yes) and uh I then it's not about CSNW having to make a commitment to do to do an entire program and I think they're very wise, because they know what went into it at CHCI - it takes on a life of its own (**R001**: Yeah, yeah).

**R001**: Yeah, especially if it goes over well, then it becomes, you know, (**S007**: Yeah) yeah it balloons yeah.

**S007**: So, um, so I think that um, you know might be and um JB and Diana are part of NAPSAs so you might also see what they think and I would just think that uh the manager EF, although it's, I don't know, it's what I would think (**R001**: Yeah, yeah), it's what I would think, but I can't answer for NAPSAs at all. Right, but (**R001**: Right) but that would be something to consider, because part of NAPSAs's mission is to provide resources for their member sanctuaries (**R001**: Right). So, this fits right in with their mission (**R001**: Yes) and I mean basically you're talking about going to something that's virtual um and uh this is a way to do it. And then, you know, I mean Erica uh I guess they have a webmaster, but Erica works with the webmaster to also uh push the burden away from JB and Diana and puts it, puts the burden onto NAPSAs and NAPSAs has an outreach committee (**R001**: Ok) which Diana is, uh, I think Diana is part of that, you know, and um so that's what I would suggest. I think that doing it virtually you're totally on the right track and here's the presentation, here's the information for teachers, here's the information for the sanctuary to give to whoever their presenter is, um and it, again, it would just have to be tailored to each sanctuary and I would think even if it's only a teeny piece, it's two slides.

**R001:** Yeah and what we did, what I did for the um captivity program, you know, because they read the book about the gorilla and so to introduce the chimps, Anna gave me like a 4 minute video that we watched that kind of chronicled a little bit of their history without, you know, too much graphic for kids that age, you know, 9 and 10. Um and then we went into, you know, what is captivity. I had, I got them thinking, because I asked, the first question I asked was Ivan lived in this man's house before he was in the mall- was that captivity and only one child said that it was captivity. Everybody else seemed to think living in someone's house for a wild animal like that was not captivity, so for the teacher (**S007:** That's a, that's a captive as they are in their own home). Exactly and the teacher said it really made her think, you know, about her own pets and all of that and um so I had the kids draw on this- I gave them a piece of paper that had 3 chimps on it and we gave them colored pencils and before I started talking, they drew what they thought the chimps needed in their habitat and they basically drew what Ivan had in his mall habitat- a tire swing, a little pool with some water. Then at the end I had them add and they could write down a list or they could draw things in with a different color pencil so I could tell (**S007:** Mm hmm) and they, a lot of them did add or write down friends, you know, more space outside and inside, so they did get something out of it, but the people at the wolf sanctuary said that for them their main goal for their educational outreach is just to get people thinking and change their perspective on how they think about wolves, which are a maligned species when you think about it, you know, they kill livestock and all of that.

**S007:** Yeah, they're being shot in Kittitas County. Yes, it's a difficult (**R001:** So, they're dealing with a totally, totally different issue, but I guess um my comment um I think that's, that's great that you got into that concept about what is captivity and, you know, what it takes. I always like people to uh and I think its ok for 9 and 10-year old's to uh walk away with the feeling that captivity is really uncomfortable and a question of whether it's right.

**R001:** Well and that's why I did the square on the floor too and I left there so everybody could have a chance to walk into that, you know, I told the teacher if you want to leave it up for days it's up to you, you know. Just so they could see what a space that small would be like to spend all your time in.

**S007:** Well, I'll just get you to think about something else, because, you know, I uh then someone might go oh, but if I have a 3-acre enclosure like I have at CSNW, then that's ok (**R001:** Right). So, you know, after they step out of the uh, they spend time in that 5x5 square then you go ok so now you're in the classroom and you can't leave the classroom (**R001:** Oh, yes). How does that play in, well now you can go out in the play yard, but you can't leave the play yard. How's that gonna be? You ready to go down to the 7-11- sorry, you can't go down to the Circle K (**R001:** And if they're housed individually, you can't have friends over, you can't spend time playing with your friends, all of that kind of thing could come into it too, yeah.). Because to me to get people to understand that the essence of it is that your freedom is gone and that those kind of things that we take for granted and I know a lot of what we do is focused on, oh, well these are all the things that we're providing for them (**R001:** Right) and um and that's great, because, but and

everybody likes that story, because it makes them feel better and one thing that I've learned is you know with uh chimps that came from biomedical research, it's um it makes us feel good, because it's a story of redemption, right (**R001**: Yeah). We're giving them something they didn't have, but there's other folks like Tatu and Loulis, Koko for example, you know, it's a shitty life no matter how you slice it and, you know, there's no redemption in their story, which makes it to me, it's a sadder story. Koko's death by far to me is a sadder story than it is for some chimp that came from biomedical or a zoo background. Any zoos are bad situations so, you know, but that's too much I think, but for me, you know, so the redemption story people love that- makes them feel better (**R001**: Right) and the story about what it is that we're giving them that's making their lives so good and to me that is sugar coating captivity (**R001**: Yeah). And, uh, um, you know, I'm a, I look for a different story to be giving kids. I mean honestly I don't think anybody is keeping chimps in 5x5x8 foot cages anymore, biomedical research is over (**R001**: Right), you know, there's still a lot of bad things that are going on and there are still a lot of chimps that are in bad situations and you know we have hundreds of chimps that need to get out of the labs (**R001**: Yes), but um, you know, I take it to a different level and then now you know since the coffee has kicked in (**R001** laughs) it um the other trick is that you have something that sits out there on line is, you know, at CHCI the curriculum there was the elementary. Then there's middle school and so different issues you can get into, different kinds of things, but then I just want to call your attention to one other more recent book that author, the author of Ivan has done another book now.

**R001**: Oh, did she?

**S007**: Yeah, it's called the changeling and I haven't read it yet, it's on my summer reading list, but the animal welfare institute um uh is involved in that. I'm on their board and I know at the last board meeting there was a nice package, like a gift package, and um I think that book deals with um sort of this issue of otherness of other beings (**R001**: Yes). Um, but, it's uh it's another um another resource and I just, because to me Ivan is uh fantastic (**R001**: Yes) that the middle school- well, both the picture book and the other one is fantastic because they deal with this issue of captivity.

**R001**: And the way it's written, it's realistic enough that you can get a picture in your head of what his life was like, but then it adds that kind of, you know, like his perspective, and what he might have been thinking, and his interactions with the elephants, and all of that that makes it more interesting for children. But I do think it gets, you know, it gets yeah it gets a point across that I think is so, so well delivered. So, yeah, I'll have to get that and read it. I loved Ivan. I didn't, you know, this is a kid book I'm just gonna blow through it and there I was just bawling at the end (**S007**: Yeah).

**S007**: Yeah it was uh it was actually it's on our summer reading list. My daughter is a 4th grader, but is that kind reader that does better if someone's reading to her (**R001**: Yeah) that she does that is like ok she's ready for this yay give me something that's interesting and now I'll get the changeling (**R001**: Yeah), but I think it's called the Changeling. I'm gonna look, because I think I'll probably get it sent to us in the U.S., but so those are, those are my thoughts (**R001**: Ok, great). And actually, there's another, um, well as you

go along and you're developing sort of a reading list, there's another YA book. It's a sign language one, are you familiar with it? (R001: No, I haven't seen that one) Ok I'll uh it was probably written about 10 years ago, it's a, you know, I had read it to vet it (R001: Ok), so I'll- (R001: K probably knows too right?) Who? (R001: K) K. Maybe, maybe not, I don't know if K knows um uh oh it's, I can, I'm at home right now, but I'm pretty sure it's on my bookshelf at my office (R001: Ok). So, I'll send you the title of that, because it's a, you know, if the teacher wants more.

R001: Well and if you could send me that material you were talking about at the beginning of our conversation that someone at Fauna had developed, if you have it, you know.

S007: Let me just get my notebook, otherwise uh I'll go on to the next thing (R001: laughs, Ok). So, I better write it down. Um, so, um.

R001: Because last time we talked you told me about that um activity where you give the kids each a sheet of paper and they all have a part of a chimp to draw and I found that online (S007: Ok) and that to me is a very simple, but really easy to do activity that any teacher could do- the CSNW people could take that- it's paper and a pencil.

S007: Yeah and that's a, that one, I asked um our staff to take that it always works well.

R001: Yeah, it's easy and it's something that's not expensive. It's easy and it's kind of fun for the kids, plus it gets them working together. There's a lot of different aspects that people don't realize you can bring in when you do some simple little thing like that and I've also, I've worked on some different things for PAN, because I'm doing the outreach for PAN as well and we've come up with some games that are more kind of primate generic, some monkeys and apes. But we could easily, you know, tailor it to just chimps or just to apes or we could leave it as a here's the difference between, can you tell the difference between a monkey and an ape, you know, that kind of thing, because a lot of people don't know.

S007: Yeah and did you know there's a board game, have you heard about this board game? It's called, it's a board game, it's a board game about chimps and other apes being poached and then going to sanctuary, it's for kids (R001: No, ok). Yeah, it's, that'll so I um have it up at uh, uh it's board game and she's really is really trying to promote it so that would be a really good resource if a teacher wanted that in their classroom.

R001: Or you could check it out, even. Come check it out from us or something.

S007: So board game I'm gonna make sure you've got the, if I'm remembering the book right I think it's the changeling, but it might be something else and then the YA book and then the woman's name is Milne, um, that one I really have to dog around for (R001: Ok). And uh I'm going out of town tomorrow and the next day so (R001: Ok). I'll try and get these things done.

**R001:** Alright, excellent. Well thank you so much, I think that your NAPSA idea is just the greatest thing I've heard throughout this whole process and I will talk to S001 and S002 and I'm going to be, I'm talking to S018's outreach person next week and P may be, if she can be there, she's going to be there for that as well so I will definitely bounce this off her too, because I know she's seriously heavily involved in NAPSA, so.

**S007:** Yeah, they're another founding sanctuary and I think um I just wouldn't want um uh S001 and S002 to feel dissed, so (**R001:** No), you know, if you- how in terms of this changes the burden of responsibility and just can still have the same benefit.

**R001:** Yeah like you said if the first 2 or 3 slides are dedicated to the individual sanctuaries that makes it personalize able, customizable, um and then for even for teachers they can pick the one that's nearest to them if that's something that, you know, matters to them, so.

**S007:** Or they could- if the teacher wants to use the presentation they could exclude it, but if a representative from the sanctuary is going they can include that, because of course you want to bring (**R001:** Plug) you're trying to promote your sanctuary (**R001:** Yes). So, yeah, um I've got one other thing to tell you and maybe when I talked to you before. So, I spoke with a woman- she's also a graduate student, she's at uh I don't know how to say the name of this school. It's like Canisius (**R001:** Oh, I've heard of this. Yes, yes, Canisius yeah) and he uh is doing the same kind of thing for PAWS the Progressive (performing) Animal Welfare Society (**R001:** Oh). The elephant sanctuary (**R001:** Ok, in Tennessee?) No, it's in California (**R001:** Oh, that one). Yeah and um, you know, there same kind of thing is how to do you they have people coming, but you can't see the elephants there (**R001:** Right) um unless you pay a lot of money and so she was in the same uh same kind of situation, but I don't know if you would like to connect with her or not. She would, um-

**R001:** Yeah that might be a great resource, I mean we could bounce some ideas off each other. I'm happy to talk to anybody that's trying to do any kind of animal welfare or any kind of, you know, I do think it's important that we really start toward educating the public, considering all the stuff got stirred up with Blackfish and how people have changed how they think about, you know, animals being used in entertainment, but also at facilities like that where you can go and you pay to see this. And when I went to Chimps Inc, I didn't realize that some of the Sea Worlds had chimps. Two of their chimps came from Sea World and I was like what? I didn't even know that Sea World had chimpanzees and that kind of blew my mind at that point. I was like, wait a minute, what were they doing? I never, you know, as a kid I went to Sea World, I never saw a chimp at Sea World so where did that even, I, uh yeah. **S007:** It's about the whole thing had to change) right yeah it has and I think it and then the other half of that is schools that can't afford to take kids to a zoo or someplace like that, having an online resource that connects them to a species or a or a wide variety of species in their classroom and gives them the perspective that it's great to see them this way, you don't have to be standing there, knocking on the plexiglass and rattling the you know.

**S007:** Oh yeah you know I would uh think that even educators that are close to zoos um may, I mean, I the message in zoos is awful.

**R001:** Yeah and there's not any instruction on how to behave when you are at an exhibit that it causes so much distress that I would hate to take a group of young kids, especially, well, and even older kids they're spitting. You know in the Ivan book I thought that was the way that she dealt with that whole thing- about how these kids would throw things at his little window, but they also thought it was kind of cool when he did something back or whatever and that that's not right and he didn't like it and that kind of made them think about oh gosh I've done that, you know, I went up and tapped on the window and I didn't realize that maybe that animal didn't enjoy that or didn't think that was good. So, I loved the way she dealt with that issue in that book and easy to convey (**S007:** Yeah).

**S007:** Well, and yeah so zoos um, yeah, anyway, but this is a great way for to keep kids out of zoos (**R001:** Yeah), because especially if they're reading Ivan, they would maybe feel uncomfortable going to the zoo.

**R001:** Yeah and at least if they did go to a zoo, hopefully would at least think about how to behave.

**S007:** But it's a contradictory message, right (**R001:** Yes), because if they're suffering in captivity then why is it ok for us to go to the zoo.

**R001:** Yeah why should I be, yep, yep. And the older they get the more they're likely to have that process of oh you know what I remember- I read this book when I was in 4th grade and now here I am in 6th grade and I'm actually here looking at these guys and that, you know, (**S007:** mm hmm) why am I here, yeah, and why is he here.

**S007:** Well and thinking yesterday just to give you, my daughter of course is like what's wrong with captivity, it's hard (**R001:** Right), but we went and saw Hotel Transylvania (**R001:** Oh) at noon and um they go scuba diving, but then they're riding around on the back of a whale and she's like you know- that's wrong isn't it and I'm like yeah you're right Addie, but it is a cartoon so, (**R001:** Yeah) laughs. You're right that that's, well, it's great that in the moment you know it's critical thinking (**R001:** Yes) and that's what we need them to be and so if they do take a trip to the zoo as part of a thing on captivity that sends a very, you know, even though zoos are the biggest sugar coaters of them all (**R001:** Yep). I mean come on if you feel uncomfortable with captivity, if they made people feel uncomfortable with captivity, then people wouldn't be coming, (**R001:** Nope) so.

**R001:** Yeah. Ok, well, yeah, if you don't mind, you know, ask her the elephant gal if she's willing to talk to me. I would love to talk to her, so.

**S007:** Ok, yeah, I'll uh, I'll see if I can find that uh email. It's been a while since I got it, seems like it was around the same time I talked to you though (**R001:** Ok, last fall). Yeah.

**R001:** Alright. Well, thank you so much for your time again.

**S007:** Well, good luck.

**R001:** Thanks.

**S007:** I look forward to hearing how it goes, I hope NAPSA takes the bait.

**R001:** Yeah me too that would be excellent for everybody, I think that would be a great all around yeah even if I just get to a starting point with it and we expand through collaboration and put it together, you know, within the next year or two that would be great (**S007:** Yeah). Alright, and tell G hi for me.

**S007:** Oh, I will. I will, fun times for her (both laugh).

**R001:** Well I miss her, she took care of my dog for me a couple of times last year now she's not going to be back until January, so.

**S007:** Yeah, I know. And, well, if you see C and K, tell them hello.

**R001:** Oh, I'm gonna have- so I don't know if you know S, SJ? (**S007:** Oh, I may have met her). You probably met her, but she got a job at S017 and so she's leaving next week, so I'm actually having everybody over to my house Thursday to kind of send her off. So, C will be here, K will be here. So, yeah. I'll tell everybody hi.

**S007:** Oh, wow. So, she's going down to S017. Awesome, that's good news.

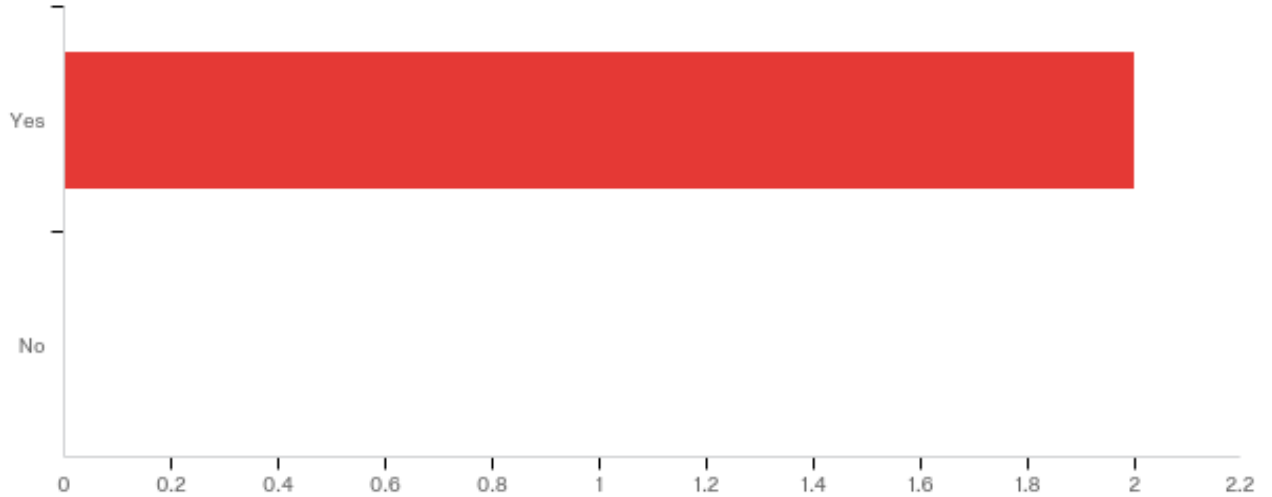
**R001:** Yeah, so, I will definitely tell everybody hello for you - ok have a great day.

**S007:** Alright, ok, bye-bye.



Actual Responses S012 and S020  
*Sanctuary Personnel Questionnaire*

**Q1 - Do you presently engage in educational outreach?**



#	Answer	%	Count
1	Yes	100.00%	2
2	No	0.00%	0
	Total	100%	2

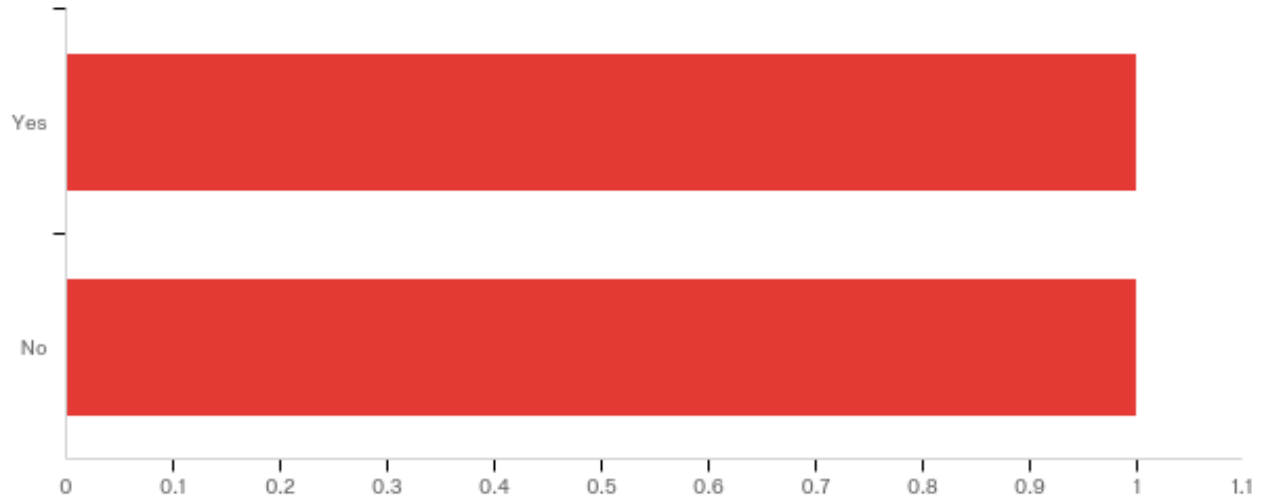
**Q2 - Do you think it is important to have a presence in the local community? Why or why not?**

Do you think it is important to have a presence in the local community? Why or why not?

Yes. For awareness

Yes, I think it is important to raise awareness of issues facing primates and other animals worldwide. We also depend on local volunteers and supporters, so having a presence in the local community helps to both raise awareness and find supporters.

**Q3 - Do you have dedicated staff for educational outreach?**



#	Answer	%	Count
1	Yes	50.00%	1
2	No	50.00%	1
	Total	100%	2

**Q4 - What goals do you have for how your outreach programs will be or are structured?**

What goals do you have for how your outreach programs will be or are structured?

---

Structured to make the most positive difference for the way wild animals are regarded, and habitats in the wild are preserved

**Q5 - What limitations do you have for conducting outreach programs?**

What limitations do you have for conducting outreach programs?

---

Our organization is entirely Volunteer based, so if we don't have a lot of Volunteers at one time, we may have more difficulty conducting outreach programs.

**Q6 - What concerns do you have for the animals' welfare as it relates to educational outreach?**

What concerns do you have for the animals' welfare as it relates to educational outreach?

---

No concerns, we don't take the animals into public places, visitors are limited and when present they aren't allowed physical contact, or in any areas that might upset our animals.

---

The animals at our Sanctuary are not on public display- we do not allow people to come to the Sanctuary to see them, nor do we take animals with us for outreach programs. Because of this, the animals' welfare is not impacted by educational outreach.

**Q7 - What outcomes would you hope to achieve through educational outreach programs?**

What outcomes would you hope to achieve through educational outreach programs?

---

Awareness of the problem. Reduce the numbers of primates originating from the private sector, who end up unwanted and in need of sanctuary.

---

Consciousness raising regarding ecological problems in today's world, encouraging others to be eco-conscious and support animal rights and welfare, finding new Volunteers and Supporters

**Q8 - What programs do you currently have for educational outreach that take place outside your facility?**

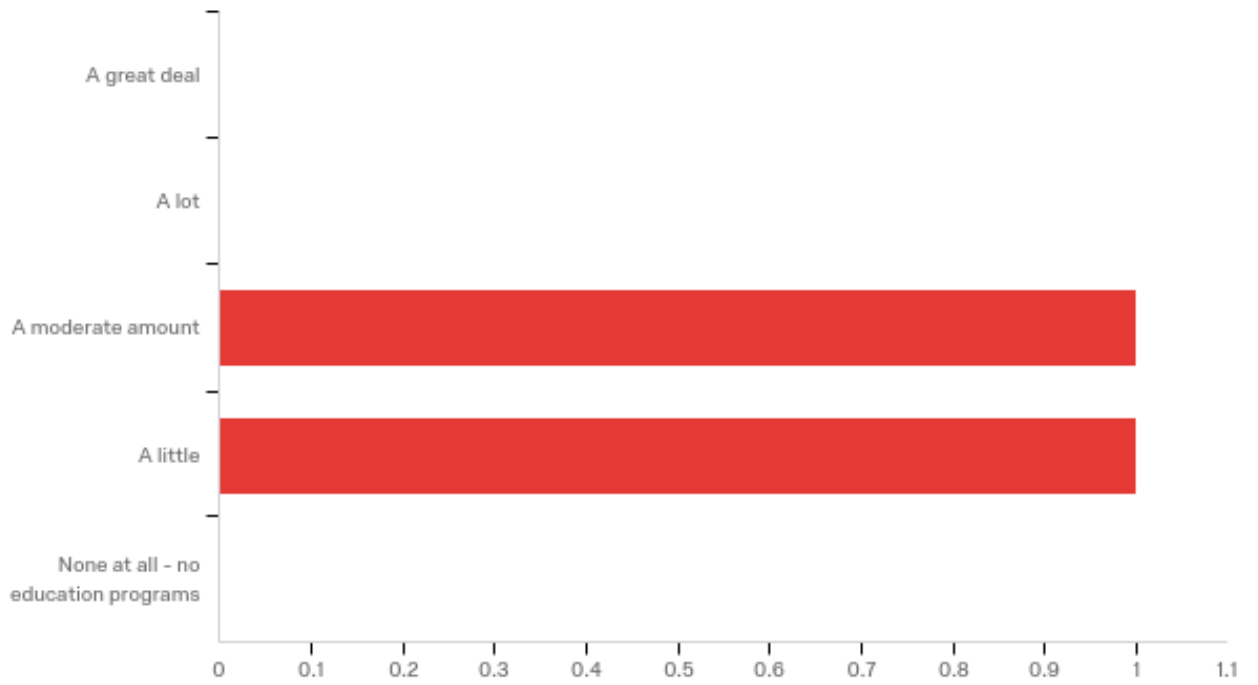
What programs do you currently have for educational outreach that take place outside your facility?

---

Awareness presentations for schools and other groups including educational videos.

---

We have a free educational program called "Be A Primate Pal" designed for students, the materials are available to the general public on our website, and we also take the program to local schools when teachers or schools contact us.



#	Answer	%	Count
1	A great deal	0.00%	0
2	A lot	0.00%	0
3	A moderate amount	50.00%	1
4	A little	50.00%	1
5	None at all - no education programs	0.00%	0
	Total	100%	2

**Q10 - Can you describe what a successful program looks like?**

Can you describe what a successful program looks like?

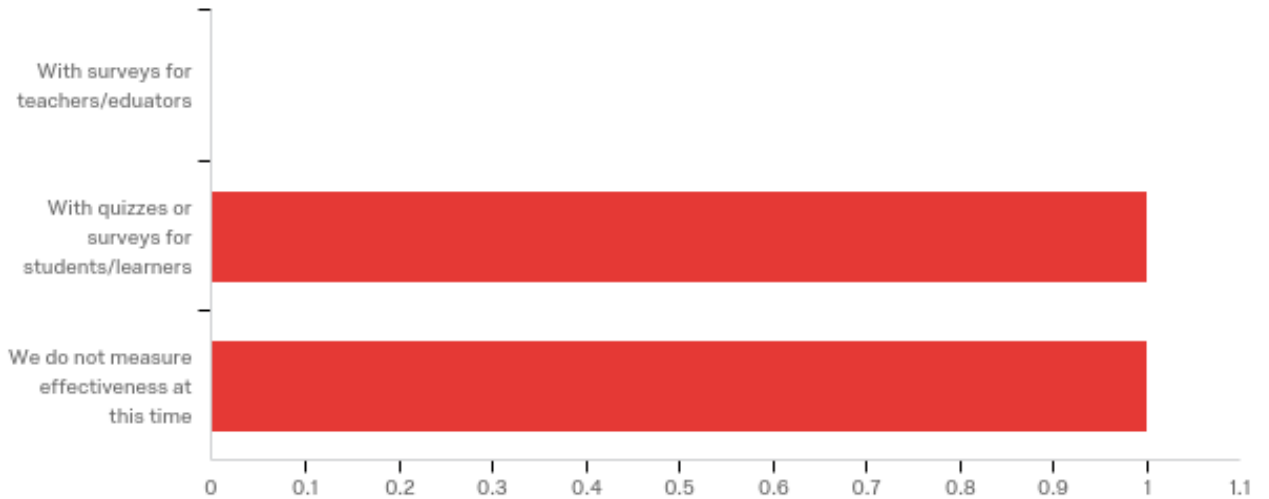
A program in which the students are engaged, ask questions, and come away with new understandings

**Q11 - Have any of your outreach programs not done well? If so, why do you think it was not a success?**

Have any of your outreach programs not done well? If so, why do you think it was not a success?

If the teachers and students have not prepared for our visit, utilizing the documents we forward ahead of time, the programs are not as successful

**Q12 - How do you measure the effectiveness of your educational programs?**

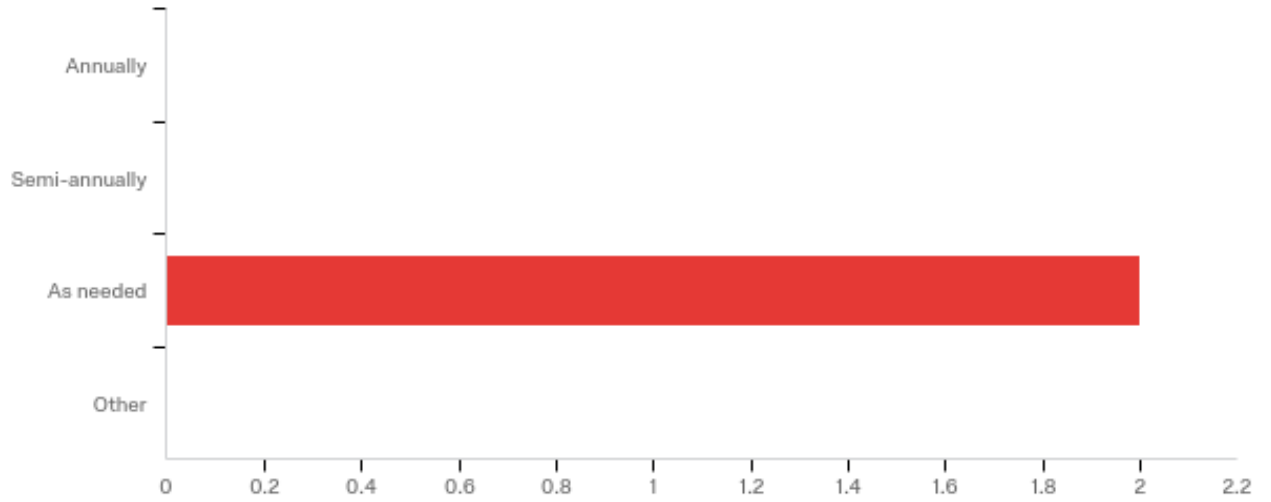


#	Answer	%	Count
1	With surveys for teachers/educators	0.00%	0
2	With quizzes or surveys for students/learners	50.00%	1
3	We do not measure effectiveness at this time	50.00%	1
	Total	100%	2

We do not measure effectiveness at this time - Text

We do not use formal surveys or quizzes, but do request feedback from students and teachers at the end of our programs

**Q13 - How often to you evaluate the content of programs and re-design them if needed?**



#	Answer	%	Count
1	Annually	0.00%	0
2	Semi-annually	0.00%	0
3	As needed	100.00%	2
4	Other	0.00%	0
	Total	100%	2

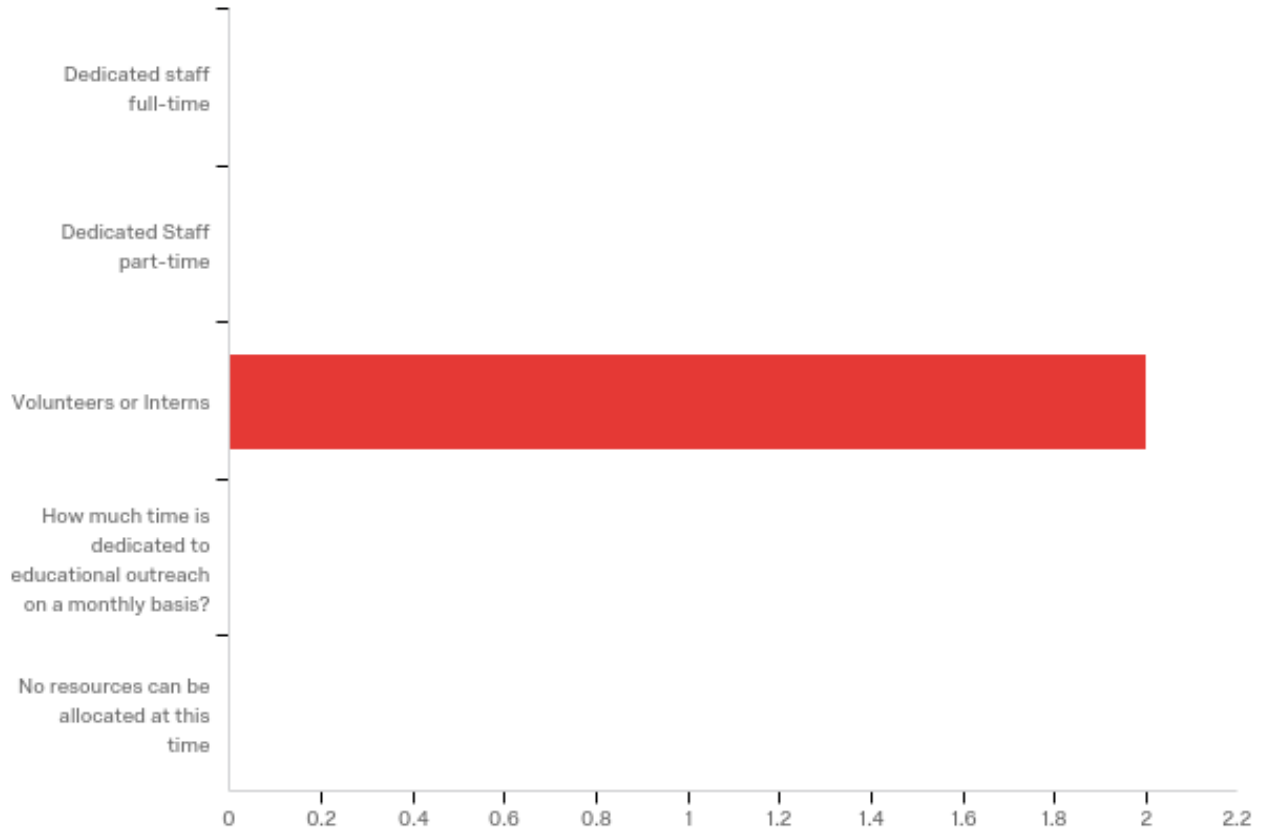
**Q14 - Are your programs based on state or national standards and how do you ensure they are meeting those standards?**

Are your programs based on state or national standards and how do you ensure they are meeting those standards?

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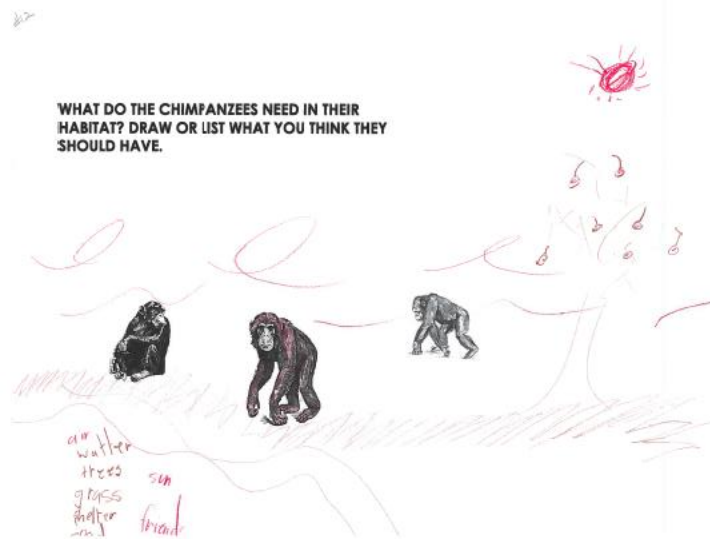
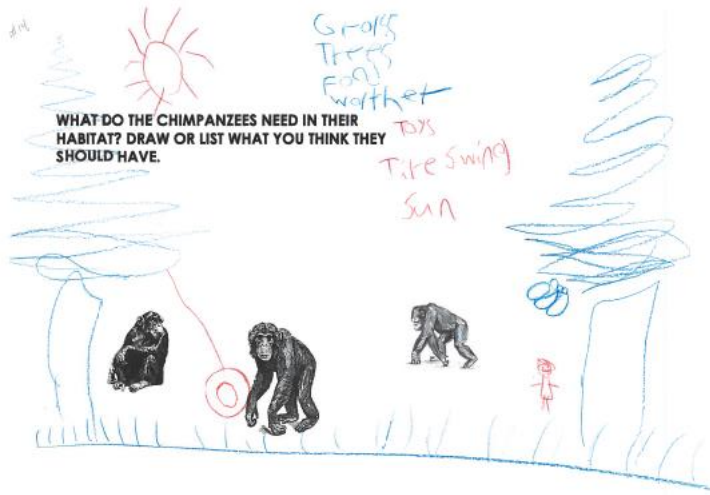
Our programs are based on our Organization's mission and values, rather than state or National Standards

**Q15 - What resources can/do you allocate to educational outreach?**



#	Answer	%	Count
1	Dedicated staff full-time	0.00%	0
2	Dedicated Staff part-time	0.00%	0
3	Volunteers or Interns	100.00%	2
4	How much time is dedicated to educational outreach on a monthly basis?	0.00%	0
5	No resources can be allocated at this time	0.00%	0
	Total	100%	2

APPENDIX C  
CLE ELUM ROSLYN SCHOOL ASSESSMENT





WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.

- tires swing
- fresh water
- lots of room
- lot of food/put in bucket
- do not put a wild animal in a house



- need outdoor space
- they make nests, out of blankets
- they have parties
- they have toys



WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.

- Colors
- Puzzles
- dolls
- blanket
- fruit trees
- toys
- Sun
- Wind
- tv
- tires swing
- Hammock
- bed
- food and water
- grass
- trees
- air
- Hammock



WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.

Blanket

- grass
- trees
- water
- food
- tire swing
- Bed
- TV
- air

Blanket's air

WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.

air

tireswing

pool/water

toys

good bed/nest

Blanket

#4

WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.



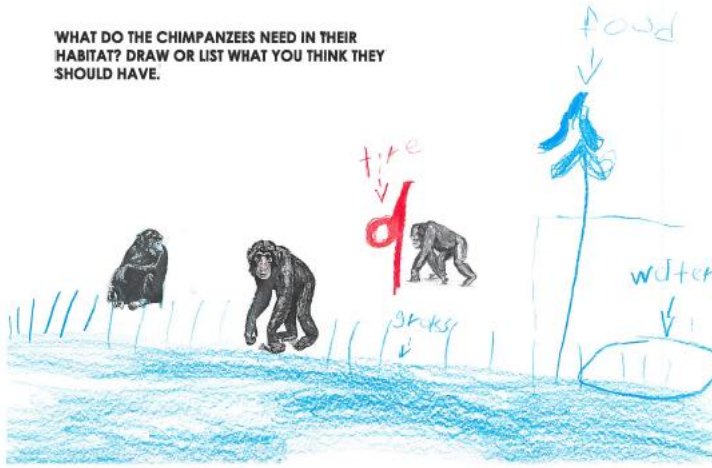
clean habitat  
 help them ~~with~~  
 (break) them ~~with~~  
 food puzzles  
 water nest of ~~some things~~ ~~blank~~  
 something like  
 a to go and a  
 something to  
 climb on  
 glass to  
 come in  
 friends to play  
 with  
 a place to sleep  
 and a family

#6

WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.



WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.



- ♥ Tire Swing ♥ Vines
- ♥ Trees ♥ outsides
- ♥ TV ♥ Rain
- ♥ Love ♥ plants
- ♥ water

WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.



2/10

WHAT DO THE CHIMPANZEES NEED IN THEIR HABITAT? DRAW OR LIST WHAT YOU THINK THEY SHOULD HAVE.



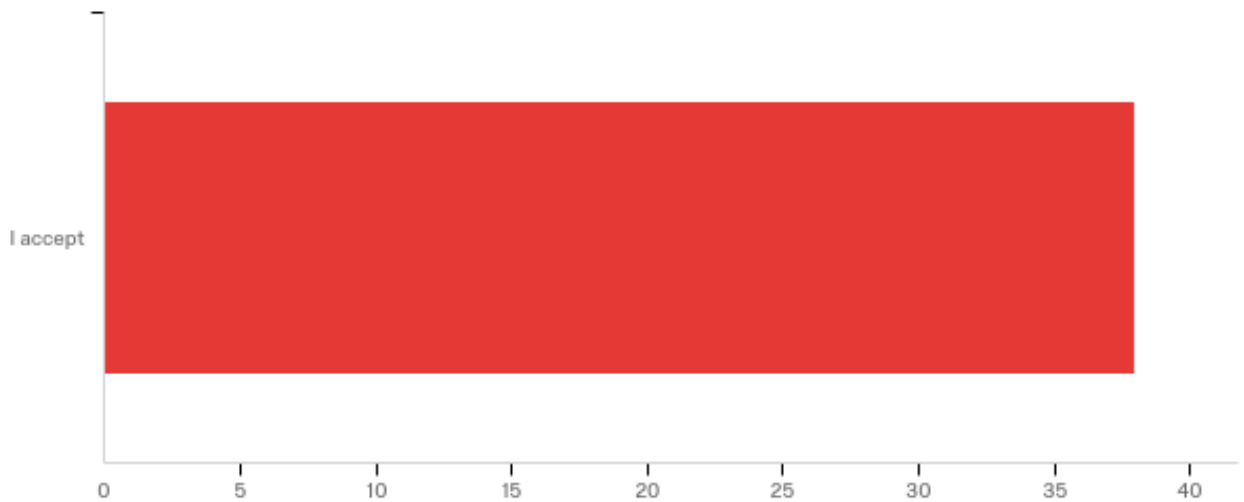
List

food  
fire room  
tools  
friends

have fun  
place  
to play

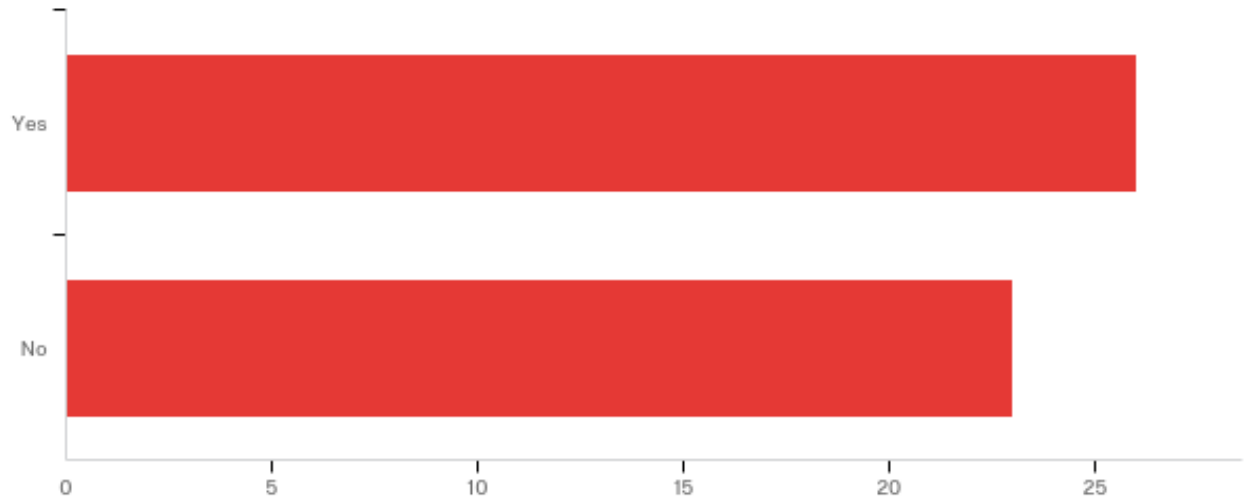
APPENDIX D  
COMMUNITY SURVEY REGARDING CHCI CHIMPANZEES

**Q6 - Please read the following information about this research study and click the “I accept” button at the bottom of your screen if you are interested in participating. The following survey is a study of the perception of chimpanzees that resided within the local community. You have been selected to participate in this study because you live in Kittitas County and may have visited the Chimpanzee and Human Communications Institute (CHCI). You must be 18 years or older to participate in this survey. This web-based survey will take approximately 5 minutes to complete. By choosing to participate you will help us to better understand the perception of the community with respect to the chimpanzees who used to reside at CHCI. Your decision to participate is strictly voluntary and there are no anticipated risks, physical discomforts, or psychological stresses associated with these research procedures. You are free to answer all, some or none of the questions on the survey. You may withdraw from participating at any time and to do so you simply close your internet browser. Declining to participate will involve no penalty to you. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. We hope to gather approximately 100 responses. Data will be stored on a secure server and can only be accessed by the researcher, Lisa M. Tweed a graduate student at Central Washington University and her advisor, Jessica Hope Amason . Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Lisa M. Tweed at (214) 662-4609 or [lisa.tweed@cwu.edu](mailto:lisa.tweed@cwu.edu). You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115. Please click “I accept” if you are 18 years or older and wish to participate.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
#			Answer			%	Count
1			I accept			100.00%	38

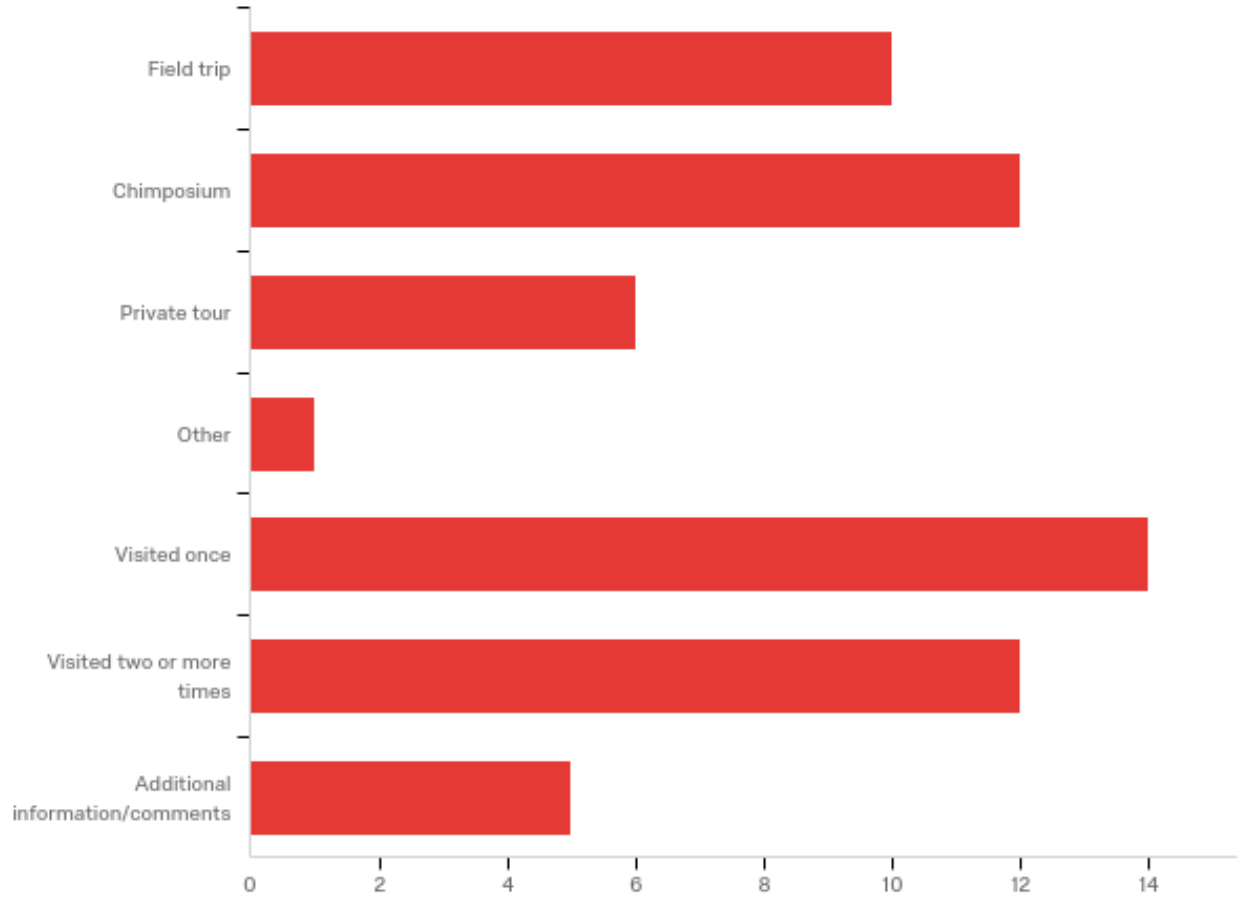
**Q1 - Did you ever visit the Chimpanzee and Human Communications Institute (CHCI) at Central Washington University?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you ever visit the Chimpanzee and Human Communications Institute (CHCI) at Central Washington University?	1.00	2.00	1.47	0.50	0.25	49

#	Answer	%	Count
1	Yes	53.06%	26
2	No	46.94%	23
	Total	100%	49

**Q2 - If yes, what type of visit did you experience and did you visit once or multiple times? Please mark all that apply**



#	Answer	%	Count
1	Field trip	16.67%	10
2	Chimposium	20.00%	12
3	Private tour	10.00%	6
4	Other	1.67%	1
5	Visited once	23.33%	14
6	Visited two or more times	20.00%	12
7	Additional information/comments	8.33%	5
	Total	100%	60



Other - Text

My dad took me a couple times when I was young

Additional information/comments - Text

Visited with the Anthropology Club from Columbia Basin College in Pasco, Washington in 2012.

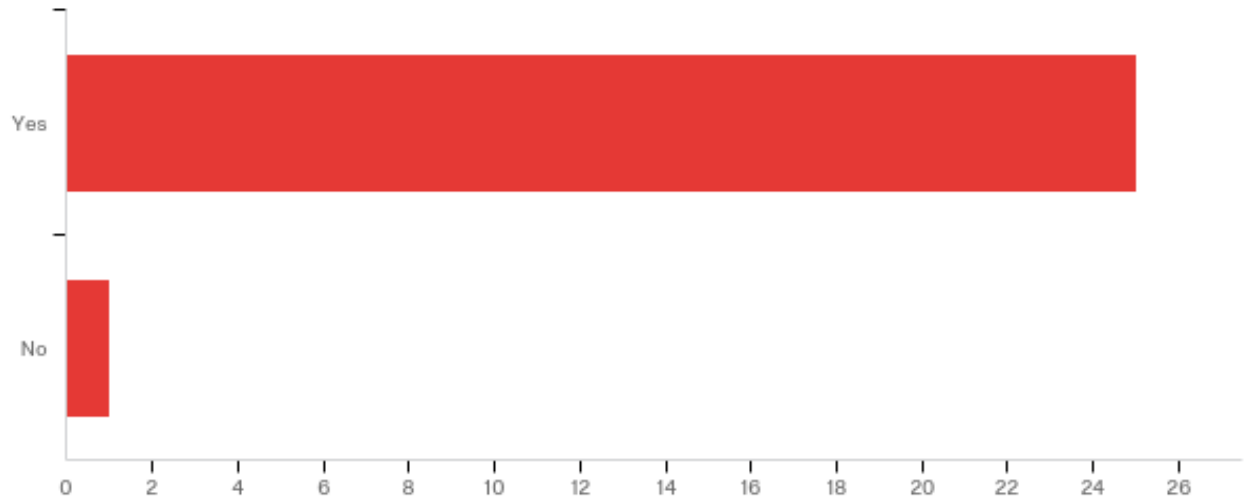
I know I was there once when I was really little then again a couple times when I was in like middle school or high school I think

I think I was in middle school when I went there

Years and years ago, I was very young

My mom was a professor at CWU and took her students on visits which I accompanied her for, we also visited once for school at Valley View.

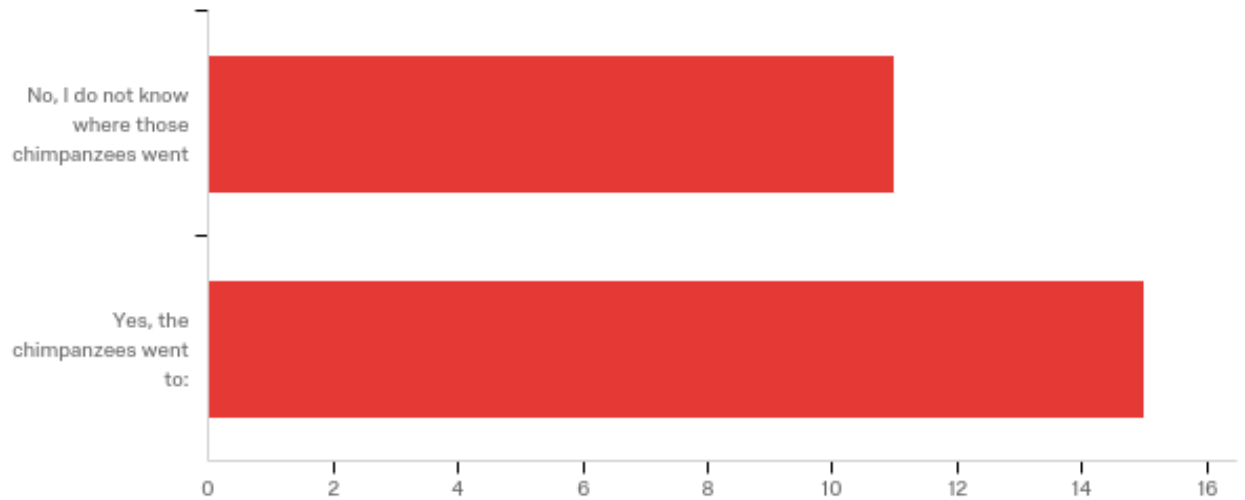
**Q3 - 1) Did you or your family feel the CHCI chimpanzees were part of the local community?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1) Did you or your family feel the CHCI chimpanzees were part of the local community?	1.00	2.00	1.04	0.19	0.04	26

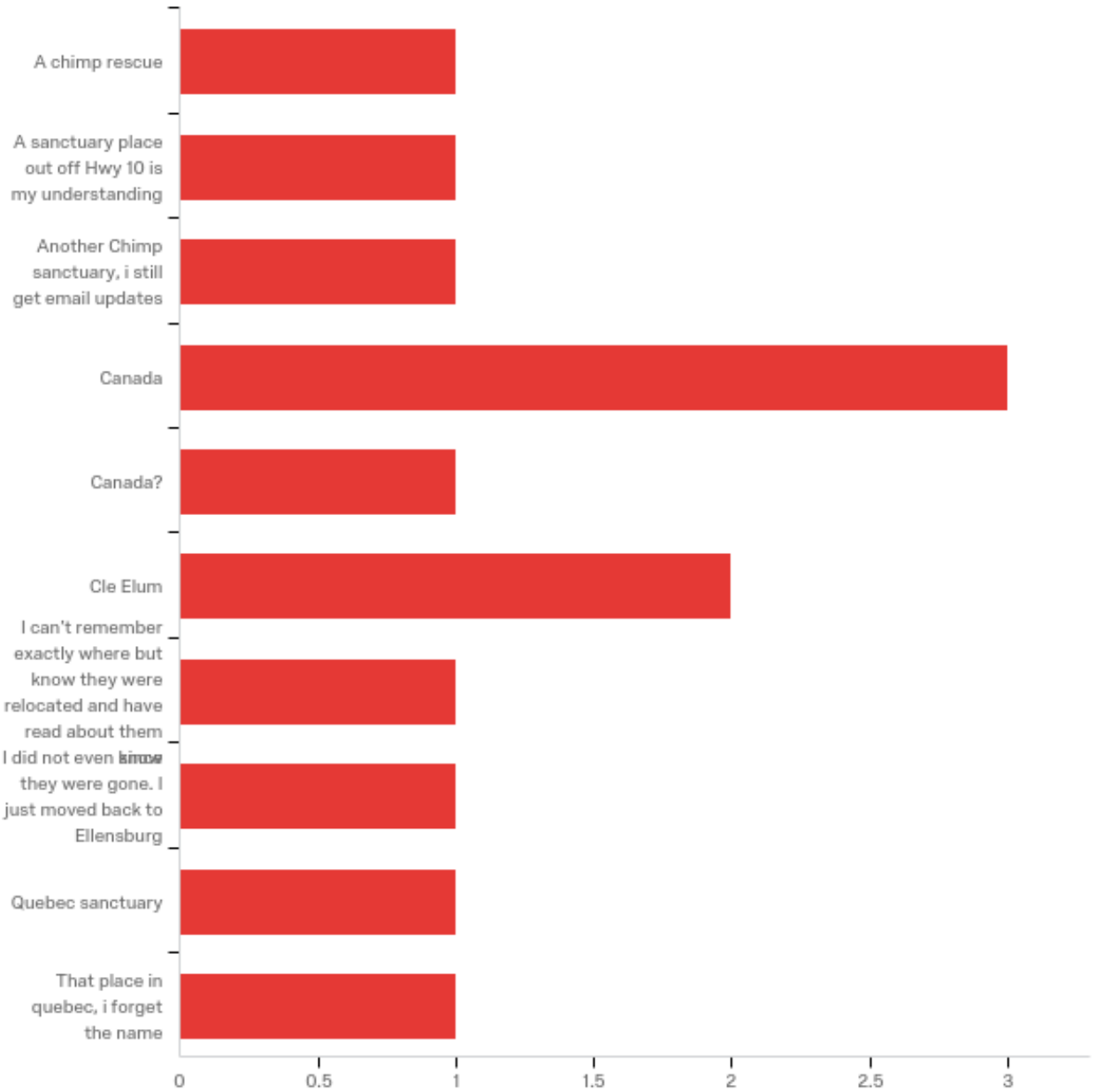
#	Answer	%	Count
1	Yes	96.15%	25
2	No	3.85%	1
	Total	100%	26

**Q4 - 1) Do you know where the remaining chimpanzees went when CHCI closed in 2013?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1) Do you know where the remaining chimpanzees went when CHCI closed in 2013? - Selected Choice	1.00	2.00	1.58	0.49	0.24	26

#	Answer	%	Count
1	No, I do not know where those chimpanzees went	42.31%	11
2	Yes, the chimpanzees went to:	57.69%	15
	Total	100%	26

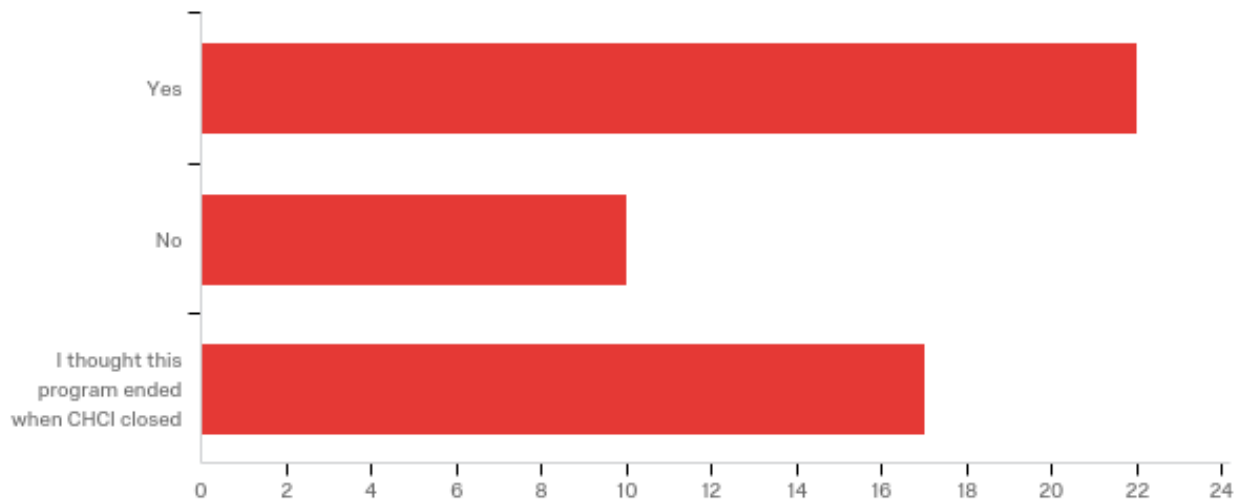


Data source misconfigured for this visualization

#	Answer	%	Count
A chimp rescue	A chimp rescue	7.69%	1
A sanctuary place out off Hwy 10 is my understanding	A sanctuary place out off Hwy 10 is my understanding	7.69%	1
Another Chimp sanctuary, i still get email updates	Another Chimp sanctuary, i still get email updates	7.69%	1
Canada	Canada	23.08%	3
Canada?	Canada?	7.69%	1

Cle Elum	Cle Elum	15.38%	2
I can't remember exactly where but know they were relocated and have read about them since	I can't remember exactly where but know they were relocated and have read about them since	7.69%	1
I did not even know they were gone. I just moved back to Ellensburg	I did not even know they were gone. I just moved back to Ellensburg	7.69%	1
Quebec sanctuary	Quebec sanctuary	7.69%	1
That place in quebec, i forget the name	That place in quebec, i forget the name	7.69%	1
	Total	100%	13

**Q5 - 1) Are you aware that there is Primate Behavior and Ecology program at Central Washington University?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1) Are you aware that there is Primate Behavior and Ecology program at Central Washington University?	1.00	3.00	1.90	0.89	0.79	49

#	Answer	%	Count
1	Yes	44.90%	22
2	No	20.41%	10
3	I thought this program ended when CHCI closed	34.69%	17
	Total	100%	49

