Summertime... A Special Time For Making Friends

Whether they meet their new animal friends close to home or away at summer camp or even while on vacation with the family, students will have countless opportunities to put their humane values to the test in the coming months. The lessons youngsters learn about kindness to others can help to brighten an entire summer full of new acquaintances—both human and animal.

INSIDE...

Saving the Predators: Teaching About the Role of Predatory Animals
Some people dislike the idea of animals that kill and eat other animals. Yet predators need our support if we are to preserve them and the important role they play in the balance of nature. Use this unit to help your students learn about and evaluate their own feelings toward these animals.

Reciprocity: The Key Ingredient in Humane Education Partnerships
What’s the key ingredient in a productive partnership? Find out in this article by Kathy Savesky focusing on the special relationship between the Central California SPCA and the Fresno Unified School System.

HUMANE EDUCATION Book Reviews
Learn about some of the latest and best children’s books that feature animals in NAAHE’s annual book reviews.

Also These Features...
- Ladybug: The Hungry Helper—A Read-Along Story
- The Predator Game: Coyotes and Their Ecosystems
- Happenings
- Humane Education Calendar
- Research in Review
- What’s a Picture Worth?

Symbols to better identify the most appropriate grade levels for lessons:

- Early Childhood
- Primary
- Intermediate
- Junior High

Volume 9, No. 2 / June 1985
A Fond Farewell
And a Warm Welcome

Good-byes are never easy, and this is certainly no exception to the rule. By the time this issue of HUMANE EDUCATION reaches the NAAHE membership, I will have left the organization to assume a new position as Director of the Division of Humane Services for the Massachusetts SPCA. I leave with mixed emotions—eager to assume my new responsibilities, yet saddened to leave NAAHE and the network of uniquely dedicated people who work in the humane education field.

Patty Finch, an experienced humane educator from Reno, Nevada, is replacing me as director of NAAHE. A member of the Western Humane Educators Association and founder of HEART (Humane Educators Assisting Reno Teachers), Patty brings with her a strong background in the field, a broad variety of skills, and knowledge of the issues and problems that we all share. She has conducted workshops for teachers and humane society personnel in a number of states, and her free-lance articles have appeared in several past issues of HUMANE EDUCATION. A former teacher and regional director for Project Equity (a program designed to help teachers remove sex bias from their teaching and the school environment), Patty is as comfortable with students as she is with animals. She is eager to hear from you and to meet many of you through correspondence or at the workshops and meetings she will be attending around the country. I hope you will write to Patty and continue to write to the other members of the NAAHE staff to share your successes, your problems, and your plans for humane education.

In the meantime, I want to thank you for your input and support during my seven years at NAAHE. I look forward to watching NAAHE continue to grow and develop. And I look forward to reading about old friends in future issues of HUMANE EDUCATION!

With all my best wishes,

Kathy Savesky

by Willow Soltow

The content of the June issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

Early morning sun falls on a quiet desert canyon. Soon the day will grow hot. Suddenly the silence is broken. A hungry mountain lion dashes after a jackrabbit. Who has your sympathy—the mountain lion or the jackrabbit? Most people would answer the jackrabbit, of course. But as humans continue to crowd out wild animals and destroy them as well as their habitats, the really vulnerable player in the above scenario is the predator, not the prey. Today many predators are among our native endangered and threatened species.

Predation is not always an easy concept for students to grasp. They may understand that wild animals depend on other wild animals for food. They may recognize that sick and weak animals become necessary food for other animals. Yet they may not appreciate how seldom the prey escapes to live many more days, and the predator goes away hungry. Ironically, it is the predator that contributes to the predator goes away hungry. Ironically, it is the predator that contributes to the health and therefore, the continuation of the prey animal's overall population by feeding on weak and surplus animals instead of allowing them to breed. Some youngsters as well as some adults dislike the very idea of predation. Children may dislike predatory animals as a result of an unreasonable fear of them. (For more information relating to children's fears of animals, please see our "Research in Review" article in this issue of HUMANE EDUCATION.) Others may regard the predator as a kind of villain. Even people who care about all animals may become uncomfortable at the thought of a deer being killed by wolves. Yet predators need our support and understanding if we are to preserve those that are our native predators and their vital function in the natural world.

"Nature's way is any way that works," observed one conservationist, and predators have an important role to play on this Earth. That role was never more dramatically illustrated than on Isle Royale, an island in Lake Superior off the coast of Michigan. Eighty years ago, the island was an ideal habitat for moose. That is about the time, scientists believe, that moose first arrived on Isle Royale, after swimming from the Canadian mainland. Over the years, however, the moose population grew far beyond the island's food resources. By the 1940's, the island was an ideal habitat for moose. That is about the time, scientists believe, that moose first arrived on Isle Royale, after swimming from the Canadian mainland. Over the years, however, the moose population grew far beyond the island's food resources. By the 1940's, the

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moose population was in danger of starving to death on the island. Back on the mainland, many predators were healthy, kept in check by wolf packs and other factors. The winter of 1949 was particularly harsh. When the water surrounding the island froze, wolves from Canada ventured across the ice to hunt. Soon, rangers discovered that the Isle Royale moose were no longer starving. The moose population began to increase. Wolves helped to maintain the population by feeding on young, old, and sick animals. You could not harm a healthy adult moose.

Although Isle Royale is a unique example, because it is an isolated environment, it can still provide an illustration of the importance of predators in nature. You may want to share information about Isle Royale with your students. Julian May’s picture book The Big Island, referenced at the end of this article, is a helpful resource for young people that tells the story of the moose and wolves of Isle Royale.

The dynamics of predator-prey relationships are complex and variable. In most cases, the number of prey in an area determines the number of predators, rather than the reverse. Yet predators also ensure the success of prey populations by weeding out sick and infirmed animals so that only the strong individuals are left to breed. Teaching students about the important role of predators is only one aspect of helping them to appreciate the delicate network of relationships by which our world survives. Since many predators are endangered, it may be useful to incorporate a unit on predators into your classroom curriculum on endangered species.

What Is a Predator?
Help students define the word predator: "an animal that eats other animals in order to live."

Then have students name some predators and write the names on the chalkboard. They should be able to name many of the responses may center on large mammals such as lions, tigers, and bears. Some, like the praying mantis, spider, owl, frog, ladybug, woodpecker, shrew, and bat. Ask your students how predators benefit their own species. Point out that while these animals are not always thought of as predators, they must, in order to live.

Explain that animals eaten by other animals are called prey. Help students identify some of the prey that are eaten by the predators listed on the chalkboard. Can students think of some of the animals that are both predator and prey? For instance, a frog that preys on insects might be eaten itself by a snake. Assist students in devising a simple food chain that illustrates how some animals are both predator and prey. If you’re working with younger students, this may be a good time to share with them the Read-Aloud Story Ladybug: The Hungry Helper and activities that follow this article.

With upper elementary students, show scenes from the two films The Wolves of Isle Royale and The White Tail or other enriching films. Ask students to complete individual research projects on different species of predators. As students gather information for their projects, have them keep the following questions in mind: What prey animals does your predator rely on for food? How does this predator prefer to kill and eat other creatures to survive.

The Importance of Predators
Provide students with background information on The Importance of Predators. If you receive Kind News, use the June 1985 issue of the newspaper to help students learn more about various species of native predators. If you do not receive Kind News, students can research encyclopedias and periodicals as well as the resources listed at the end of this article for information. (For more information on praying mantis, write Kind News, NAAHE, Box 362, East Haddam, CT 06423.) Students use Kind News or other resources to complete individual research projects on different species of predators. As students gather information for their projects, have them keep the following questions in mind: What prey animals does your predator rely on for food? How does this predator prefer to kill and eat other creatures to survive.

For example because it is an isolated example of the importance of predators and human attitudes.

Many predators are endangered as a result of human actions and misunderstanding. People compete with predators for food and land for use as prey. As humans take up more and more land for homes, factories, farms, and recreational activities, the prey are deprived of needed habitat. Farmers and livestock ranchers routinely practice methods of pest control poisoning, trapping, and shooting adult animals, as well as denning the young—passing on harmful pesticides to baby animals in their dens. Many sport hunters and trappers support the killing of predators that survive on some of the same animals hunted and trapped by humans for recreation.

Have students gather information and stage a debate that focuses on the rights of predators to exist in their habitat. A group of hunters wants to save all the moose in an area for sport hunting. To do this, they propose killing the wolves in that area. Divide the class into three groups: one to speak for the hunters, another to speak on behalf of protecting the wolves, and the last to speak on what is best for the ecology.

Give each team an opportunity to gather information in support of its interests and present its argument to the entire class. Then have the class vote on whether or not to allow the wolves to remain. Many predators are threatened by natural means that might prove harmful to humans. Vulnerable species. They are often long-lived and have low birth rates, produce few young, and many not breed until an advanced age. Many such predators often cannot afford artificial losses such as those caused by humans. In addition, as humans destroy habitat and hunt animals themselves, prey populations decrease. Predators, dependent upon prey, are destroyed as well. Although predators strengthen a herd or colony of animals by capturing weak and sick prey, predator-predator populations are themselves regulated by the number of prey animals available in a given habitat.

To give students a better idea of some of the factors that influence wild animal populations, give them an opportunity to try playing "The Predator Game: Coyotes and Their Ecosystems" in this issue of HUMANE EDUCATION. "The Predator Game" is designed to help students appreciate some of the many factors that affect predator populations, including availability of prey, disease, natural accident, and human intervention. The more experienced you are with the predators is often very high, as students will appreciate when they play "The Predator Game.

Predators and Human Attitudes
In a sense, humans are the only predators that can present almost any form of threat to predators as human actions. Many people are unaware of the necessary role predators play in maintaining ecosystems. Others have special interests that compete with predators’ needs. Some people generally regard predators as cruel or vicious. Consequently, public support for saving endangered predators is often lacking.

Give students a chance to exercise critical thinking skills by analyzing media coverage of different predators. Have students record instances in which information about predators is given in new articles, periodicals, books, television shows, documentaries, commercials, comics, and cartoons. For each instance in which a predator was discussed, have youngsters respond to the following questions:

1. What was the main subject focused upon?
2. Through which medium was the information presented?
3. What was the title of the presentation?
4. Describe the presentation. Was the predator the main subject? If not, what was the main subject? What information about the predator was given? Was this information accurate and complete?
5. How do you feel about the predator presented in a positive way? a negative way?
6. How do you feel about the presentation? Was it acceptable to you? Do you feel it portrayed the predator fairly?
7. What could you do to encourage more positive attitudes toward this predator? To whom could you write to express your views in favor of or against this kind of presentation? What could you do to help people become more aware of the predator?

You might want to have students respond to the above questions as a group after class viewing of one or more television programs. Or have students compile a list of responses individually as a

While we often think of predators as large mammals, various small animals, like this shrew, are predators too. Just like large predators, many insects, spiders, reptiles, birds, and small mammals also kill and eat other creatures to survive.
Students may be surprised to learn that they are surrounded by predators—by insect predators, that is! Accessibility, abundance, and unintimidating size make insect predators perfect for student observation. The information below will provide background to help you introduce the following story Ladybug: The Hungry Helper to your students.

You might want to begin by helping students with the definitions of the following words before they start reading: larvae, predator, molting, consouler, prey, hibernate. Point out to students that many insects prey upon other insects. In doing so, they can benefit humans by saving crops and other plants.

How do your students feel about insects in general? A recent survey indicated that many people prefer all other animal species over invertebrates. The same survey also shows that the public has little knowledge of invertebrates and their behavior. Encourage student discussion of the things that youngsters like about insects. Then share the preceding Read-Along Story as a class or hand out copies of the story for youngsters to read on their own.

After students have finished the story, invite them to share in the activities outlined below. We hope our insect predator activities will give your students an opportunity to reconsider any negative attitudes they might have toward some of the insects that share their world.

1. Use the story Ladybug: The Hungry Helper to encourage students to pinpoint facts about insect predators. Ask students: How do you know that the ladybug is a predator? What does the ladybug in the story eat? Name any insect predators in the story that eat enemy? Why? Are ladybugs prey for birds? Why is it no one is allowed to disturb the eggs, because that might harm them. Have students look carefully on the leaves and stems of flowers and other plants for clusters of tiny, yellow, oblong eggs of the ladybug. Explain that these yellow eggs turn white just before the ladybug larvae are about to hatch. In their search for ladybug eggs, students may also find the eggs of other insect predators. Praying mantis eggs are laid in clusters that look like small, foam cornucopias attached to twigs or plant stems.

Have students also stay on the lookout for other evidence of ladybugs in the larval, pupal, and adult stages and for aphids, their food source, as well. Have students keep in mind: in what habitats are ladybugs and aphids more plentiful? Do they seem to like asphalt, moist earth, dry sand, hot sunlight, or cool shade?

2. Elicit discussion on how predatory ladybugs help people. Most students will agree that predatory insects help people by saving crops and other plants. The same survey also indicated that many people prefer all other animal species over insects. The same survey also shows that the public has little knowledge of invertebrates and their behavior. Encourage student discussion of the things that youngsters like about insects. Then share the preceding Read-Along Story as a class or hand out copies of the story for youngsters to read on their own.

3. Define the word habitat for your students: a place where an animal naturally lives. Can students describe the ladybug's habitat? If you live in a suburban or rural area, take your students on a ladybug egg hunt. Explain that in a traditional egg hunt, people find and collect eggs that have been hidden outdoors. In this egg hunt, no one is allowed to disturb the eggs, because that might harm them. Have students look carefully on the leaves and stems of flowers and other plants for clusters of tiny, yellow, oblong eggs of the ladybug. Explain that these yellow eggs turn white just before the ladybug larvae are about to hatch. In their search for ladybug eggs, students may also find the eggs of other insect predators. Praying mantis eggs are laid in clusters that look like small, foam cornucopias attached to twigs or plant stems.

4. Back in the classroom, give students an opportunity to share their observations of ladybugs. If you have had students learn, they have illustrated their own posters showing what ladybugs like and dislike. For instance, some like colorful flowers, aphids, clean air and water, insect watchers (as opposed to insect harmers), warm weather, and the outdoors. Some insects might include bird predators, praying mantises or other insect predators, ants, pesticides, cold weather, or being captured and kept indoors. For additional activities that focus on insects, please see our article “From Ick to Interesting” in the March 1984 issue of HUMANE EDUCATION.

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ACTIVITIES FOR LADYBUG: THE HUNGRY HELPER

--- Illustrations by Shane Walker
A push and shove and Lady climbed out of her egg. All around her, lots of other baby ladybug larvae were hatching from little white eggs too. Lady and her brothers and sisters were strange-looking creatures. They had long legs and hairy bodies. They looked a little like tiny lobsters. One day they would grow up to look like their mother.

She was a pretty ladybug, or ladybird beetle. She had a bright red back with black spots and a tiny black head. All of her brothers and sisters began looking creatures. They had long legs like tiny lobsters.

Lady's mother had laid many eggs under a rose bush leaf. Lady's mother had picked this leaf from all the others. The leaf was full of aphids—tiny green insects that eat plants. Lady's mother knew that her children would be hungry when they hatched from their eggs. She knew that the aphids would be good for her children to eat. As soon as the young ladybugs hatched from their eggs, they wanted food. They began eating the aphids. Their mother had been right!

Just as soon as Lady came out of her egg, she began to hunt for food. All of her brothers and sisters began hunting too. All the little ladybug larvae went in different directions. They were fierce insect predators. They were hungry for aphids, and they ate every one they could find. When they finished eating the aphids on one plant, they went on to another plant.

Lady moved quickly on her three pairs of legs. As soon as she found an aphid, she opened her sharp jaws. She knew to crush the aphid in her jaws and suck out the juices. When she finished eating one aphid, Lady hurried on to find another. She was very hungry. And with good reason! The time that Lady spent as a larva was the only time in her life that she would grow. During this period, she would become four times bigger than she was when she first hatched. When she stopped being a larva, Lady would not get any bigger. So she had to do her growing now. Lady ate and ate. There were plenty of aphids on the plants all around her. As she ate, she began to grow. But she grew in a special way. She molted.

Like most insects, Lady had a skeleton outside her body instead of inside it. This outer covering, or exoskeleton, could not grow. So when it was time, Lady attached herself to a branch. Then she wriggled out of her old exoskeleton. Underneath, there was a new outer covering, or exoskeleton. It had already grown under the old one. Lady just walked away from her old exoskeleton. She no longer needed it. Now she would grow into her new, larger exoskeleton. But she had to eat many more aphids to do it. She would molt three more times before she became an adult. Lady hurried away from the old exoskeleton and hunted for more aphids to eat.

Suddenly Lady stopped moving. A praying mantis was lying in wait just ahead. He was looking right at Lady. He was hoping she would come close so he could catch her. But she had two thin underwings. When she flew, the red outer wings were held open. The underwings would open out and beat quickly up and down. This time when she shed her old exoskeleton, it was not gray anymore. She was changing into the body of a ladybug. It had already grown under the old one. Lady just walked away from her old exoskeleton. She no longer needed it. Now she would grow into her new, larger exoskeleton. But she had to eat many more aphids to do it. She would molt three more times before she became an adult. Lady hurried away from the old exoskeleton and hunted for more aphids to eat.

Once her body had hardened, Lady was hungry again. She began hunting for aphids. Even though her body had changed, her appetite for aphids was still the same.

Lady crawled up a milkweed plant, catching and eating aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step. There were ants on the milkweed stem too. The ants liked to catch and eat aphids with each step.

Lady flew away just in time. Two women were standing next to the garden where Lady had been eating aphids. One of the women held a can of insect spray.

"Just look at my flowers!" she said to the other woman. "They're covered with aphids! I sprayed them yesterday—but I don't think it was enough." She began to spray again.

Meanwhile, Lady had escaped to the yard next door. She did not understand about insect spray, or she would have known how lucky she was to be alive. Instead, she calmly settled down to another meal of insects.

In this yard, there was a group of very tiny insects attacking the fruit trees. They were called scale insects. They lived in large groups. Each scale insect was very, very tiny and hardly ever moved at all. So Lady had an easy time getting enough to eat. The family that owned these fruit trees did not use insect spray. In fact, they planted just the right fruit trees and produced eggs. They knew that insect predators like spiders, praying mantises, ants, and dragonflies would eat them. They did not use insect spray on their trees. They knew that aphids tasted bad. The praying mantis did not like the bitter taste. He spit Lady out. After that, Lady's bright color helped to protect her. Most birds knew that ladybugs tasted bad. So when they saw a bright red beetle, they knew to leave it alone!

The summer months passed and autumn arrived. The adult ladybugs that were still alive stopped mating and producing eggs. They knew that winter was not far off. They prepared for the coming cold weather. They hid in protected places, under fallen leaves and old logs. Here they would hibernate until the warm weather returned. Lady was no longer among them. But her children were—and her children's children. Next spring they would awaken with the warm weather and begin hunting for aphids once again.

Lady stayed in the family's yard for the remaining three weeks of her adult life. She mated with male ladybugs and laid eggs of her own on the plants that grew there. She always had plenty to eat. In all the time she lived there, she had only one dangerous adventure. One morning, without warning, a starling swooped down and picked her up in his beak. Lady was frightened. She gave off a bitter liquid from her legs. This liquid was really a bit of her blood. It tasted bad. The starling did not like the bitter taste. He spit Lady out. After that, Lady's bright color helped to protect her. Most birds knew that ladybugs tasted bad. So when they saw a bright red beetle, they knew to leave it alone!
Reciprocity: The Key Ingredient in Humane Education Partnerships

Reciprocity is the key ingredient in any productive partnership, and nowhere is this “mutual exchange” working more productively for humane education than in the partnership that has developed between the Central California SPCA and Fresno Unified School District in California. The SPCA education department gives teacher-training workshops, free-loan materials available from its extensive humane education library, teacher newsletters, and shelter tours for all ages of children. The school system gives administrative support, funds and a distribution system for materials, advice and guidance for new programs, scheduled time slots and sites for teacher-training sessions, and entry to other school districts and activities. Most importantly, both agencies get the benefits that come with hundreds of well-trained, well-equipped, enthusiastic teachers who are using humane education on a daily basis to motivate their students to learn and to care.

Success Takes Time

“It all started about ten years ago when I attended a NAAHE workshop,” says Barbara Westerfield, education director for the SPCA. “I decided that we couldn’t do the job alone, that humane education had to be more than a forty-five minute entertaining program. I felt that what we were doing would never be enough until [humane education] was part of the whole classroom atmosphere.”

Acting on this belief, Barbara called a halt to the program of school visits then being made by the SPCA education department. She began to channel time and resources into developing a library of teaching materials that could be used by classroom teachers without the assistance of an SPCA staff person or volunteer. Movies that used to be taken to the schools by SPCA speakers became part of teaching kits that included booklets of relevant activities, posters for use in the classroom, handouts for the students, and other appropriate materials to make each kit a complete, easy, and ready-to-use teaching unit.

Once the lending library was established with several kits and a sampling of other resource materials, Barbara began to look for opportunities to speak to teachers to promote the materials. She approached members of the education faculty at local schools and requested time to speak to students who were in training to be teachers. She organized and sponsored several workshops where she brought in speakers from NAAHE and other humane societies to talk with groups of teachers. She also met with the people in charge of local teachers’ meetings and conferences to ask for time on their programs. Always Barbara’s emphasis was on the ease with which humane education could be integrated into daily classroom activities, the benefits of humane education for teachers and students, and the availability of quality materials through the SPCA.

A Key Person Can Make the Difference

It was at a local science teacher’s conference that Barbara met Hal Silvani, one of the key people who would help to provide the other side of the SPCA’s “partnership.” Hal, then an instructor at California State University at Fresno, was scheduled to conduct a workshop session immediately after Barbara’s. He came early, and asked if he could sit in to hear what Barbara had to say. He was impressed by what he heard.

“The teachers were really turned on by Barbara’s presentation and the availability of quality materials,” recalls Hal. “Her materials were practical and it was obvious that she had classroom experience.” Hal invited Barbara to speak to his classes at the college, and the partnership took hold. “Finding an electric personality like Hal’s was really important,” says Barbara. “He was so enthusiastic that it was contagious. And he really knew how to make things happen.”

Three years later when Hal accepted a new position as acting on this belief, Barbara called a halt to the program of school visits then being made by the SPCA education department. She began to channel time and resources into developing a library of teaching materials that could be used by classroom teachers without the assistance of an SPCA staff person or volunteer. Movies that used to be taken to the schools by SPCA speakers became part of teaching kits that included booklets of relevant activities, posters for use in the classroom, handouts for the students, and other appropriate materials to make each kit a complete, easy, and ready-to-use teaching unit.

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Three years later when Hal accepted a new position as acting science teacher coordinator for the Fresno Unified Schools, he arranged for Barbara to speak to his science curriculum committee, comprised of teacher-representatives from each school. Members of the committee were so interested that they went on to arrange additional workshops for other science teachers throughout the district.

Building on a Good Thing

During the past few years, the SPCA’s program—and its partnership with the Fresno schools—has grown by leaps and bounds. In 1982, with encouragement from Hal’s predecessor Ruth Riley, and Betty Simpson, the administrator for elementary curriculum, the district agreed to purchase a copy of NAAHE’s People & Animals: A Humane Education Curriculum Guide for every school in the Fresno Unified district. Ruth also arranged for Barbara to conduct introductory workshops for the guides in each of the district’s elementary schools. Other curriculum coordinators have followed Hal’s lead and requested that Barbara speak to their curriculum committees. She now conducts more than a dozen elementary teachers’ workshops each year; and during the 1983-84 school year, she was asked to do a special series of workshops for all the preschool teachers in the area.

Over the years, the SPCA’s library has also continued to expand. New units have been developed, and a wide variety of supplementary materials have been added to the collection. In 1982, when NAAHE’s curriculum guide was placed in all the Fresno Unified schools, the library was reorganized, with everything shelved according to the categories reflected in the guide’s four chapters: Human-Animal Relationships, Pet Animals, Wild Animals, and Farm Animals. Last year, when the SPCA acquired a computer, a volunteer librarian indexed the entire collection and placed all the titles into the computer. Now when a teacher asks for teaching material on a topic such as whales, the computer prints out a list of all the materials available, including any units and individual supplementary or background materials.

Thanks to cooperation from the school administration, all materials from the SPCA library are now delivered to the schools through the interdistrict delivery system. When teachers call with their requests, the materials are delivered to the appropriate school, saving time and transportation expense for the teachers and the SPCA.

“More than 600 teachers now use our materials on a regular basis,” says Barbara. “Teachers stop by almost every day to browse through the library or to look for something in particular. Others just call to tell us what they want.”

Ingrid Paine, a second-grade teacher at the Lone Star...
Elementary School in the neighboring Sanger Unified School District, has been using the SPCA materials for years. "I teach an extensive animal unit," says Ingrid. "I like to teach about insects, and the SPCA has lots of insect materials. They have games and a great unit on honeybees, especially like the Insect Safari game developed by Beverly Armstrong. I also like the idea of finding out what other organizations and people around the country are producing. It's all in the SPCA collection."

Maintaining Contact
Ingrid learned about the SPCA library from Teacher Talk, a teacher's newsletter published by the SPCA education department since 1991. "We started the newsletter as another way to motivate teachers to use the resource materials at the shelter," explains Barbara. Published three times during the school year, Teacher Talk is sent free through interdistrict mail to every teacher, resource teacher, principal, and librarian in the county. "The format is designed for two-way communication," says Barbara. "We not only tell them what we have available, we also give them a chance to tell us what they want and need. We are always offering freebies, and we use the responses as a form of evaluation."

One of the new programs offered to teachers through the newsletter is a class membership in the SPCA. For $10 (about 354 per student), a class can join the society and receive a membership certificate, a visit from an SPCA representative, discounts on materials for sale at the SPCA, a copy of Kind News each quarter, and special mailings and "action alerts."

More than 100 classrooms now belong as class members, and the SPCA has based its program on an understanding of the school's needs for sound, innovative education programs and creative activities to motivate teachers and students. Hal and other supportive people in the school administration have recognized that while they are reaping the benefits of free-loan materials and teacher-training programs, they are also meeting the SPCA's need for a means to reach young people with lessons about their responsibilities toward animals. It is a partnership that benefits everyone all around.

More Teachers Get Into the Act
As an outgrowth of her work with local colleges, Barbara was recently able to initiate a special program of classes at the shelter for teachers. The classes are accredited through either Pacific College or California State University at Fresno, and each teacher receives one credit hour for participating. The teachers spend one full day in classes at the SPCA shelter, then spend eight additional hours in independent study, preparing a classroom unit in humane education. The units are usually based on some of the materials in the SPCA library, and, when complete, they are added to the library collection for use by other teachers. Additional copies are printed by the school district office and distributed to each school site. As of this spring, more than 60 teachers had participated in the program, and units had been developed on topics ranging from ants to sea otters.

Reciprocity and Mutual Understanding
If you ask Barbara why the Central California SPCA program has been such a success, she will credit the enthusiasm of the individuals she has worked with in the schools, and the support of the SPCA administration, staff, and volunteers. If you ask Hal Silvani why the program has so much appeal, he points to Barbara's enthusiasm and the natural appeal and importance of humane education. But their success is also based on a fundamental understanding of and respect for each other's needs and interests.

Barbara has based her program on an understanding of the school's needs for sound, innovative education programs and creative activities to motivate teachers and students. Hal and other supportive people in the school administration have recognized that while they are reaping the benefits of free-loan materials and teacher-training programs, they are also meeting the SPCA's need for a means to reach young people with lessons about their responsibilities toward animals. It is a partnership that benefits everyone all around.

For more information about the productive partnership between the Central California SPCA and the Fresno Unified School District, contact Barbara Westerfield, CCSPCA, Humane Education Department, 103 South Hughes Street, Fresno, CA 93706.

RULES FOR THE PREDATOR GAME: COYOTES AND THEIR ECOSYSTEMS

by Willow Soltow

Use the board game that appears on the following pages to help students build appreciation for the many factors that influence predator populations and their habitats.

To Begin
1. Remove the game board that appears on the centerfold of this issue of HUMANE EDUCATION. Photocopy and cut apart the PEOPLE cards appearing on the overleaf of the centerfold. Organize the cards in a stack on the game board. Use a marker to show each player's place on the board. For each turn, a player throws one die and moves the number of spaces shown on the die. Players move in a counterclockwise direction around the board. One time around the board represents one year.

2. The game is designed for two to four players. Each player begins with 2 adult male and 2 adult female coyotes. During the game, each player must keep count of the number of coyotes in his or her population. Throughout the game, have paper and a pencil handy to help each player keep a record of his or her coyote population. As soon as one player travels around the board five times, the game is over. (This does not necessarily correspond to the typical life span of a wild coyote.) The object of the game is to have fun. But if you want to have a winner, then it should be the player with the highest number of coyotes in his or her population. Students should be aware that, in real life, it is possible for an entire animal population to be destroyed. If one player loses all of either sex of coyotes, the game is over because the population is no longer able to reproduce.

3. Each time a player passes START, he or she adds 2 male pups and 2 female pups for every adult female in his or her coyote population.

4. As players travel around the board, they are directed to lose or add members within their coyote populations. They must keep track separately of the number of adult males, adult females, male pups, and female pups they have as they go along.

5. Each time a player passes START, the player's pups become adults and must be recounted. (In addition, the player's adult females have pups of their own—2 males and 2 females each—that must also be counted.)

During the Game
6. During the first time players travel around the board, there are no pups. Players should ignore all instructions about pups during this first time around only.

7. If a player lands on a space and cannot follow its instructions, he or she can ignore the instructions and continue to play. For instance, if a player lands on a space that says, "lose 1 adult male coyote" and the player has no adult males, the instructions can be ignored and the player can continue to play. (HOWEVER, if a player loses all adults and pups of one sex, the game is over.)

8. Each time a player lands on a space with a symbol, the player must take a PEOPLE card and follow its instructions.

9. For some of the PEOPLE cards, the roll of the die indicates the sex of the coyotes to be added or lost from the population. An odd number on the die = male; an even number on the die = female.

10. A later direction cancels an earlier one. For instance landing on a space that indicates, "add 1 female pup at START," is cancelled later by landing on a space that says, "gain no female pups at START."

We hope you enjoy The Predator Game!
### Autumn

- **Coyotes and Their Ecosystems**

#### The Predator Game:

**Coyotes and Their Ecosystems**

**Spring**
- Springtime stream floods coyote den. Lose all pups except 1 male pup and 1 female pup.
- Outbreak of canine distemper. Lose 1 adult male coyote and 1 adult female coyote.
- Coyote pup is killed by a hungry hawk. Lose 1 male pup.
- Mother coyote defends her young against free-roaming pet dogs. Lose 0 pups.

**Summer**
- Forest fire is caused by lightning. Lose all additional female pups. Add 1 male pup and 1 female pup.

**Winter**
- Weather is mild. Few large animals die. Small animals hibernate. Coyotes go male pup.
- Coyotes find plenty of cartoon dead and living prey. Some pups die. New pups are born.

**Start**
- Add toal for adult coyotes and end new pups as you pass this space.

**People Cards**

- Illustration by Gini Brodeur
Although we appreciate the opportunity to report to our readers on the availability of various products and services in “Happenings,” it is not our policy to endorse those products and services, or their sponsors. We regret that we cannot accept responsibility for transactions between our readers and companies or organizations mentioned in “Happenings.”

NEW TEACHING PACKETS AVAILABLE

Two new humane education teaching packets are now available from the Ohio Humane Education Association, reports OHEA President Teresa Bowman. Each packet contains approximately forty pages of lesson plans, handouts, and activity ideas—plenty of ready-to-use material for teaching about pet ownership responsibility. Who Cares for Us? is designed for grades K-5; and its companion packet, Being Responsible for Your Care, is for grades 6-9. “We recognize that for most educators, the academic day is already overcrowded,” observes Terre. “Our goal was to provide teachers with a complete unit of lesson activities requiring minimum preparation. We’d like to encourage humane societies to purchase the packets in order to retrain them for themselves,” she explains. “They can then offer the packets to teachers to use before or after class visits by humane society representatives.” The packets are priced at $5 each. For more information contact Teresa Bowman, President, The Ohio Humane Education Association, P.O. Box 546, Grove City, OH 43123.

EASY CHILDHOOD TOYS PROMOTE ANIMAL AWARENESS

Preschoolers and kindergarteners will benefit from the appealing wooden animal toys distributed by The Best There Is, Inc. Handmade in Great Britain, the toys are characterized by sturdy construction and reasonable prices. As an added feature, the toy animal sets include predators and maligned species commonly left out of many classroom groupings. Humane educators working with young children will find the toys useful in creative play and in improving youngsters’ familiarity with different kinds of animals. For a catalog, write to The Best There Is, 111 Gibbs Street, Newton Centre, MA 02159.

NEW RELEASE HELPS TO BUILD APPRECIATION FOR REPTILES

Some youngsters think of reptiles only as scary, dangerous creatures. The Rept­Alpha­bet Encyclopedia Coloring Book by Keith McConnell, however, provides a fun, informative approach to helping students begin seeing reptiles for the fascinating animals they really are. Black-and-white drawings of reptiles from A to Z are suitable for coloring; include details of appearance, habitat, feeding habits, and behavior. The Rept­Alpha­bet Encyclopedia is third in the series of Natur­Alpha­bet books, which also includes The Anim­Alpha­bet Encyclopedia and The Sea­Alpha­bet Encyclopedia. Order copies for $1.50 each from your local bookseller, or write for a catalog to Stummer House Publishers, 2627 Caves Road, Owings Mills, MD 21117.

CRUELTY-FREE PRODUCT INFORMATION OFFERED

From time to time our readers write to us asking for information about cruelty-free cosmetics and other products that have not been tested on animals. Each year, more than seventy million animals are used in U.S. research laboratories to test products ranging from medicine to makeup to laun­dry detergents. Often these tests are not required by law, yet the testing continues at the expense of the animals. The Humane Society of the United States has been involved in a number of campaigns to elimi­nate the use of animals in toxicity testing. The HSUS is currently offering a number of items that will be of interest to humane educators and students, including a wallet-sized Humane Shopper’s Guide. The guide fits neatly into a coin purse or wallet and carries the names of nearly seventy companies that do not test on animals. The Humane Shopper’s Guide may be purchased in the following quan­tities: $20 for $1, $50 for $1.50, and 100 for $2.00. Discounts on larger quantities are also available. In addition, a catalog of cruelty-free cosmetics and toiletries distributed by the newly formed Gentle Keeper’s, Inc. is available for $1. To order or to request fur­ther information, write to The HSUS, 2100 I Street, NW, Washington, DC 20007.

TEACHING UNIT EXPLORES COMMUNITY PET PROBLEMS AND THE LAW

Funded by a grant from the Northwest Area Foundation, teams of educators and lawyers has combined their expertise to create a teaching unit on pet ownership responsibilities and law-related community pet problems. Designed by Marianne Sweeney, Susan Kelly, Karen Holden, and Mark Brown-under the direction of William Owings, Grade­Related­Educators: A Third/Fourth Grade­Related­Unit examines the responsibilities of pet owner­ship, how to use community resources in the classroom, and how to create rules and policies about ownership. The unit includes stories, discussion questions, information sheets, role-play situations, and simulation games. The 25-page unit packet will be helpful to elementary school teachers as well as to humane society educators inter­ested in student activities that focus on community awareness and enforcement of pet-related laws. To order, send $5 to Cynthia Thomas, Oregon Law-Related Education Project, 220 SE 102d, Portland, OR 97216.

NEW JOURNAL OFFERS ANIMAL RIGHTS PERSPECTIVE

Humane educators interested in ethics, philosophy, and animal rights will want to learn more about Between the Species: A Journal of Ethics, Published by the Schweitzer Institute.
HAPPENINGS

Center of the San Francisco Bay Institute, Between the Species features philosophical essays, as well as poetry, stories, and artwork relating to the ethics of human-animal relationships. Published quarterly, the journal costs $12 per annual subscription. To order or to request further information, write to Between the Species, Box 254, Berkeley, CA 94701.

QUESTION AND ANSWER TIME

Why do birds sing? Do polar bears hibernate? Why is a cat’s tongue so rough? Students can learn about these and other animal-related topics when they take a look through the pages of Owl’s Question and Answer Book by Heba Chahine, published by the Owl’s Question and Answer Book. Based on real questions asked by the readers of OWL, the Discovery Magazine for Children, this book focuses primarily on animals and the environment. (A few pages in each are devoted to nonanimal topics like WP.) Each forty-five-page book will provide fascinating reading for upper elementary students and will build appreciation for humane relations. Published quarterly, the journal costs $12 per annual subscription. Write to the Education Department, Teachers for Humane Education, P.O. Box 362, East Haddam, CT 06423.

BULLY YOUR STUDENTS WITH INSECTS

Insects can provide young people with plenty of opportunities for humane study. People have been raising “domesticated” insects with the thought that they might be used as teaching aids. But insects are an interesting and varied group of animals that students can learn about in a humane context. For information, and, when available, sample materials, write to G. P. Putnam’s Sons.

ADD COLOR TO LEARNING

Bellerophon Books offers a number of attractive black-and-white coloring books about animals, including Monkeys, Apes & Other Primates and Sea Mammals. Both of the above titles contain sophisticated line drawings suitable for youngsters to color or just to enjoy as is. The informative text of each is written at an upper elementary level. Copies of Monkeys, Apes & Other Primates are priced at $3.95 each; and Sea Mammals, at $2.95 each. (Add $1 total shipping when ordering.) For a catalog of all the Bellerophon titles, send a business-sized, self-addressed, stamped (39¢) envelope to Bellerophon Books, 36 Anacapa Street, Santa Barbara, CA 93101.

SPCA outreach is currently aimed at underprivileged Xhosa-speaking students who, until now, have not been offered the benefit of humane education programs. For some time now, we at NAHAH have urged our members not only to use their hands-on materials but to also feel free to adapt, reprint, and recombine those materials to meet their needs. And we’re always eager to see examples of ways that NAHAH publications have served as springboards for our members’ own humane education teaching aids.

NAHAH STAFF MEMBER TESTIFIES IN EFFORT TO ABOLISH CLASSROOM EXPERIMENTS ON ANIMALS

Written by Rose Evans and illustrated by Valeria Evans, Friends of All Creatures is a collection of biographies of people throughout history who have been fighting for animal rights. Attractive line drawings complement the text. The subjects represent a wide range of cultures and religions and include prophets and rabbis, Jains and Buddhists of India, Islamic and Christian saints and martyrs, as well as early animal advocates such as Henry Bergh and Frances Cober. Written for students in the sixth grade and above, Friends of All Creatures will also provide helpful background information on the history of animal activism for adult educators. The 120-page book is available for $7.95 in paperback or $12.95 for the hardcover edition (prices include postage). For a catalog of all the Bellerotheon titles contained in sophisticated line drawings suitable for youngsters to color or just to enjoy as is. The informative text of each is written at an upper elementary level. Copies of Monkeys, Apes & Other Primates are priced at $3.95 each; and Sea Mammals, at $2.95 each. (Add $1 total shipping when ordering.)

NEW BOOK FOCUSES ON ANIMALS, RELIGION, AND HISTORY

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This past winter, a bill to prohibit school experiments on live vertebrates was introduced in the New Hampshire State Legislature. The bill, sponsored by Representative William A. Riley, would prohibit elementary and secondary school students from conducting experiments on live vertebrates in which “fear, pain, suffering, or distress is caused.” In February, at a hearing of New Hampshire’s House Judiciary Committee, NAHAH Research Associate Bill DeRosa was on hand to offer testimony in support of Representative Riley’s legislation. Bill told the committee that experiments at the precollege level were not only harmful to the animals involved but were educationally unsound and psychologically detrimental to the students as well. Others testifying in favor of the bill included John Demmers, New England Regional Director of The HSUS, and Elinor Ware, president of the New Hampshire Animal Rights League. For more information on NAHAH’s educational materials dealing with alternatives to dissection and harmful experiments on animals, contact Bill DeRosa at NAHAH, Box 362, East Haddam, CT 06423.

DO YOU KNOW A SUPERKID FOR ANIMALS?

The Humane Education Committee of New York City has T-shirts for sale for children and adults. Featuring the above logo, the shirts are designed to increase awareness of humane education. In addition, the Humane Education Committee is also offering a variety of animal-imprinted pencils, pens, buttons, erasers, bookmarks/rulers, and stickers that can be used as student incentives, gifts for individual child donors, or for fund-raising purposes. For more information, write to the Humane Education Committee, P.O. Box 445, New York, NY 10028.

CLASSIFIEDS

Position Wanted: Language arts and special education teacher with nine years experience in primary and secondary, and special education classrooms seeking educational/media position in humane education field. Candidate also a writer for animal-related national magazines. Copyediting/proofreading, writing articles for university presses and two major Washington, D.C., law firms. Highly energetic, devoted to the right care of animals. Willing to relocate. Write to Ms. Gabrielle Signorella, Box 489, Lenoir, NC 28645.

Books for Sale: Author of Twigg has two new publications. Humane Education: Animal Welfare issues summarizes today’s issues that involve animals, including pet overpopulation, history of the humane movement, animal rights, vegetarianism, American attitudes, animals in science classes and literature, U.S. Senate hearings. Henrietta Howard Moinne, Box 235, West Boylston, MA 01569. Proceeds donated to Boxtor Owl Humane Society. A second book, Humane Education: Methods is a manual for college instructors but has many resources listed. Cost is $8.

If you’re interested in placing a HUMANE EDUCATION classified ad, send us a self-addressed, stamped postcard. Word limit 60. Page 362, East Haddam, CT 06423 or call (203) 434-8666.

HUMANE EDUCATION / JUNE 1985 19
It’s that time again! Time to catch up on the books you may have missed (the children’s books, that is!). Given the abundance of animal-focused literature currently available for young people, humane educators face a challenge in choosing among these books with a humane focus. Each year at this time, we feature our animal-focused literature currently available for young people, humane HUMANE EDUCATION yearly reviews, however, can represent books we have acquired in the NAAHE collection of books. Because some of the levels are closely related, they have been grouped together. Three codes are provided: K & U (knowledge and understanding), A (appreciation), and C & R (compensation and responsibility). We hope this latest collection of HUMANE EDUCATION Book Reviews will provide you with some pleasant discoveries and help to make your job a little easier.

DOMESTIC ANIMALS Nonfiction


The Animal Shelter
©1984, David Cupp

Kitten Can... Bruce McMillan. New York: Lothrop, Lee and Shepard Books, 1984. Grades K-1. K & U/A. Kitten Can... is a book of delightful color photographs with a text limited to verb concepts. "Kitten can dig, play, stalk, and sprint," says one four-page section of the book. Bruce McMillan has written and photographed a book that will teach the young reader about cats and have children rolling, crawling, and crouching like kittens, themselves in their own creative-movement activities.

Kitten Can... will help build animal appreciation while it reinforces learning about basic verbs.

Sharing the Kingdom: Animals and Their Rights, Karen O’Conner. New York: Dodd, Mead & Company, 1984. Grades 6-above. K & U/A/C & R. Every day millions of animals suffer or die in factories, research labs, in leghold traps or at the hands of hunters. Our lost and abandoned pets die slowly as strays or are euthanized in animal shelters all because of the ignorance, insensitivity, and irresponsibility of their owners. Predator extermination programs and habitat destruction have brought once-abundant species to the brink of extinction. Though this is the reality for animals in the United States and elsewhere, television, movies, and zoos often shelter young people from these facts of life. In a compelling, straightforward account, Karen O’Conner provides a unique opportunity for students to learn about the issue of animal rights.

The Animal Shelter
©1984, David Cupp

Readers learn about the history of SPCA’s, the cruelty problem, animal control, and euthanasia as well as special problems confronted by shelters such as dogfights and pound seizure. Though intended for children, The Animal Shelter is most reading for young and old alike.

Sharing the Kingdom: Animals and Their Rights
© 1984, Karen O’Connor

Through personal interviews with people in various fields related to animals and animal protection, O’Conner examines topics such as factory farming, pet overpopulation, animals in research, animals in entertainment, and the philosophy of animal rights. The last chapter of the book and an appendix contain valuable information about animal rights organizations and how young people can get involved in the movement. Though intended primarily for adolescents, Sharing the Kingdom is also an excellent introduction to animal rights for adults.

Feral: Tame Animals Gone Wild, Laurence Pringle. New York: Macmillan, 1983. Grades 5-above. K & U/A. No longer pets or domestic animals and yet not truly wild, feral animals live a curious existence—avoiding human contact but often depending on the by-products of human society for food and shelter. Although substantial populations of feral animals exist in every state, biologists know relatively little about these mysterious creatures. In his book Feral: Tame Animals Gone Wild, well-known children’s environmental writer Laurence Pringle provides us with an informative look at some of the most common and controversial species of feral animals. Included are feral cats, dogs, cats, barn, and horses. The author explores the living and survival techniques of these animals as well as their impact on people, livestock, food crops, native wildlife, and the ecology.


A Cat’s Nine Lives
©1984, Karen O’Connor

Shepherd Boys, 1984. Grades 6-above. K & U/A/C & R. Each year approximately ten million dogs and cats are lost, abused, or abandoned. Though this is the reality for animals in the United States and elsewhere, television, movies, and zoos often shelter young people from these facts of life. In a compelling, straightforward account, Karen O’Conner provides a unique opportunity for students to learn about the issue of animal rights.

Shepherd Boys
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A Cat’s Nine Lives distinguishes between responsible and irresponsible pet owner practices. It stresses the importance of spaying and neutering and of good medical care. In one chapter, the book explains how children do not always understand that animals must be treated gently and not harassed. Hess provides an excellent framework for discussion of animal care.

A Cat’s Nine Lives is fully illustrated with Hess’s attractive black-and-white photographs. This book would be an excellent addition to a humane education library

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Sharing the Kingdom: Animals and Their Rights
© 1984, Karen O’Connor
DOMESTIC ANIMALS

Fiction

Cats. Donald Carrick, New York: Clarion Books, 1980. Grades 2-4, K & U/A. This book introduces the reader to the various breeds of domesticated cats, their characteristics, and their roles in society. The text is complemented by black-and-white photographs of various cat breeds.


The Living World Series: Deserts, Grasslands, Jungles, and Mountains. Dr. Clive Catchpole, Illustrations by Denis Finney, New York: Dell Press, 1984. Grades K-4 & K-U/A. This book introduces the reader to the deserts, grasslands, jungles, and mountains of the world, with each habitat represented by a black-and-white photograph and a brief description of the plants and animals that live there.


The Living World Series: Water and Wildlife. Dr. Clive Catchpole, Illustrations by Denis Finney, New York: Dell Press, 1984. Grades K-4 & K-U/A. This book introduces the reader to the world of water and wildlife, with each habitat represented by a black-and-white photograph and a brief description of the plants and animals that live there.

The Living World Series: The World of Wildlife. Dr. Clive Catchpole, Illustrations by Denis Finney, New York: Dell Press, 1984. Grades K-4 & K-U/A. This book introduces the reader to the world of wildlife, with each habitat represented by a black-and-white photograph and a brief description of the plants and animals that live there.

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tions. And when the school year begins, September activities may provide just the answer for helping students ease back into their regular school routine.

As hot summer weather arrives, all kinds of summer pet problems arise as well. Have children identify and discuss solutions to the problems that many pets typically encounter during summer months as a result of irresponsible owners. Then have them dramatize and resolve various pet problems in their own improvised scripts.

Some possible topics for students' plays include: A dog is locked in a hot car with the windows closed; a puppy is tied in the hot sun with no available shade or water; some children frighten a neighbor's cat with Fourth of July fireworks; a group of hikers finds a snake in the woods and mistake it for one of their members from killing the snake; a family takes their cat on vacation and learns too late that their hotel does not accept pets as guests. Through their own role-play performances, students can begin to see how some summertime behavior on the part of humans affects the lives of the animals around us.

Rain Day
How often have you heard youngsters exclaiming, "Oh no! Another rainy day!" Interesting enough, the citizens of Waynesburg, Pennsylvania actually hope for wet weather on this day each year. The townpeople of Waynesburg celebrate Rain Day on this day because it has rained there on all but 15 of the past 106 July twenty-ninths.

Around this time, try to beat the rainy day blues with your students by celebrating the benefits of rain for people, animals, and the environment. Discuss the critical importance of rain with youngsters and help them locate resource materials to find out about the hydrologic cycle and how the ocean helps produce rain. If you live in an area that does not receive much rain, you may want to focus on some of the ways in which desert plants and animals conserve water.

Then have students identify familiar animals that do not seem to mind rain and water such as marsh birds, otters, fish, frogs, turtles, lizards, and muskrats. Ask students to draw pictures of some of these animals and to label their pictures with a sentence beginning with "I like rain because..." For instant an illustration on their intent was to expose the domestic-made

A Mound for Explorers
Although the Fourth of July is an important month for American exploration. On August 3, 1492, Christopher Colum­ bus was set sail the New World. On August 28, 1609, Henry Hudson discovered the Delaware Bay.

Have students discuss some of the changes that have been taken place in the environment and in animal habitats during the years since "Age of Exploration" and today. How have these changes harmed many wild animals? Can students name some animals that have become extinct during these years? Many early explorers left detailed accounts of the vast numbers of wild animals they saw. Plan a nature walk in which students take on the role of observers in an early explorer's expedition. Ask them to record the different birds, insects, and animals they observe and to jot down a few notes about what they see. Encourage them to observe the animals encountered during their walk as if for the first time —the way an early explorer might have done.

For each animal, make a list of all of the animals observed by students. Let each child select one animal subject from the list to research and write about. Have each youngster write a one-page article on his or her subject, including personal observations and an illustration. Compile the finished articles and illustrations into a class Exploration's Notebook of Native Animals.
Children’s Fears of Animals

by Bill DeRosa

Although growing up can be fun, it is also a difficult and sometimes frightening experience. Most of us can remember times during our childhood when we were afraid of something—ghosts, the dark, or maybe even animals. Although there have been relatively few studies on fear of animals, existing research indicates that it is quite common among children. In a 1964 study, one researcher observed that almost all five- and six-year-olds reported being afraid of animals. Some children develop these fears as the result of a negative experience with a pet or wild animal. Others become afraid of animals they have never (and likely never will) come into contact with.

Research also indicates, however, that for whatever reason these fears exist, they are likely to occur most often in young children. In a 1976 study, for example, Dr. David H. Bauer surveyed kindergarten, second-grade, and sixth-grade children and found that much lower proportions of sixth-graders expressed fears of animals compared with the proportions of kindergarteners and second-graders.

For humane educators, knowing that children fear some animals is an important factor, given that we are trying to encourage children to develop positive attitudes and behaviors toward all living things. But in order to be most effective at helping children overcome their anxieties, we as educators will also want to know specifically why children fear animals and which animals are most commonly feared.

Recently, Dr. Allen Bowd, senior lecturer in educational psychology at the Riverina College of Advanced Education in Australia attempted to provide some of this information. Bowd conducted a study designed to investigate the relationship between the animals children feared and the animals with which they easily identified and the reasons for their choices. The study sample consisted of thirty-seven five-year-old kindergarten students (seventeen boys and twenty girls) attending school in the Victoria, British Columbia area. As part of a series of questions, the children were asked, “Can you tell me an animal that you are afraid of?” and then were requested to give reasons for their responses.

What did these interviews show? The animal that the children mentioned most often as an object of fear (by 18 percent of the students) followed by the tiger (12 percent), snake (12 percent), dog (12 percent), lion (9 percent), and horse (9 percent). Smaller proportions of the children also feared the elephant, cat, and bull. When asked why they were afraid of these animals, all the children indicated fear of physical harm as the overriding reason. Specifically, the most common reason offered was fear of being bitten. Other responses included, “they’re mean,” “they hurt,” and “they’re rough.” With the exception of dogs, the children had not had specific frightening contacts with the animals they feared.

The results of Bowd’s study call into question the explanations of some child psychologists who have attributed children’s animal-related fears to variables such as actual contact with pets and zoos, and various internal psychological factors. Bowd suggests that the fear of being hurt or bitten and the fact that children associate this fear with certain animals may be the result of stories and the prejudices of adult society.

Findings suggest several ways we as humane educators may be able to help young children overcome their fear of animals. We can begin by portraying a realistic picture of potentially dangerous animals by explaining to children that most wild animals instinctively avoid human contact. Attacks normally occur only if the animal has been provoked, is hurt, or is protecting its young. It is also important to help children distinguish between realistic portrayals of animals in books and movies and those that sensationalize or misrepresent animals and animal behavior.

Finally, we may want to explain to students ways to avoid being bitten by animals with which they have frequent contact, such as domestic animals and pets. Not running away when confronted by a strange dog and avoiding dogs that are protecting their homes or yards are examples of the kinds of advice that may help children avoid negative experiences with animals. By sensitively teaching children about the reasons animals are sometimes aggressive or dangerous and how to avoid being hurt by the animals they encounter, we can help children replace their fears with respect and understanding of animals and animal behavior.

Reference


NOTE: For copies of any studies reported on in “Research in Review” or for further information on any topics covered, contact Bill DeRosa at NAAHE, Box 362, East Haddam, CT 06423.
An inquisitive mind is a wonderful gift. Sometimes, however, youngsters' curiosity can get the better of them—and of the animals they scrutinize. Wildlife can be harmed just as much by the overzealous naturalist as by the cruel prankster.

Use the study print on the reverse side of this page to illustrate different approaches to the study of wild animals. Explain that insects, birds, reptiles, and other creatures can and should be studied in their natural environment. Taking an animal away from its natural habitat not only limits the observer's awareness of the animal's true behavior—it encourages a lack of understanding of the animal and its needs.

Have students identify which of the photos portrays a nonconsumptive approach to the study of a wild animal. Then discuss: Why is this approach nonconsumptive? Is the animal harmed by this approach? Why not? Ask youngsters to list other nonconsumptive approaches and resources for the study of wild animals. What are some different creatures that could easily be studied by students without harming the animals?

By stressing a compassionate approach to the study of all creatures, you can help students gain appreciation for the important role that wild animals play in natural habitats.\v