Summertime... A Special Time For Making Friends

Whatever 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 now about kindness to others can help to brighten an entire summer full of new acquaintances—both human and animal.

The Cover
Summer's here! Whether you're enjoying a break from daily classroom activities or planning an exciting season of humane education programming, we'd like to wish you, our readers, a wonderful, productive summertime! Our cover photo appears courtesy of the Pets Are Wonderful Council.

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.

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Symbols to help you better identify the most appropriate grade levels for lessons:
A Fond Farewell
And a Warm Welcome

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 predator goes away hungry. Ironically, it is the predator that contributes to 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, too, need our support and understanding if we are to preserve them 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
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.

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 of the prey. Responses may center on large mammals such as lions, tigers, and bears. If so, write the names of the following animals: praying mantis, spider, owl, frog, ladybug, woodpecker, shrew, and bat. Ask students to describe the predator and prey. Point out that while these animals are not always thought of as predators, they too, must catch, eat, and other animals 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.

Class discussions think of some, do the following: What 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-Along Story Ladybug: The Hungry Helper and activities that follow this article.

With upper elementary students, show one of the two films The White Tail or The Whitsate or The Predators by Marty Souther. Both or which are referenced in the "Resources" section following this article. Before viewing, have students write one or two sentences telling how they feel about wild animals that kill other animals. Some may feel that wild animals that kill other animals are cruel or vicious. Consequently, public support for saving endangered predators is often lacking.

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

1. What predator was 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. Did the presentation portray the predator positively or negatively? Provide evidence of support for your position.
6. How do you feel about the presentation? Was it acceptable to you? Do you feel it portrayed the predator fairly? Why or why not?
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 do to help people understand this predator better?

You might want to have students respond to the above questions as a class, or give them time to discuss their responses individually or in groups.
Students may be surprised to learn that they are surrounded by predators—by insect predators, that is! Accessibility, abundance, and unmitigating 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, cricket, pupa, 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. Ask students to share their observations of ladybugs. Based on what they have learned, have them illustrate their own posters showing what ladybugs like and dislike.

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 ladybugs? Name any insect predators in the story that eat ladybugs? Name any insect predators in the story that eat ladybugs? What are some other insects that help humans? Have students name some other insects that help humans. Have students name some other insects that help humans.

2. Elicit discussion on how predatory ladybugs help humans. Have students name some other insects that help humans. Have students name some other insects that help humans.

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 predatory insects. Praying mantis eggs are laid in clusters that look like short, 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?

4. Back in the classroom, give students an opportunity to share their observations of ladybugs. If your students have learned, they have illustrated their own posters showing what ladybugs like and dislike. For instance, some ladybugs include aphids, spiders, 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 predatory insects. Praying mantis eggs are laid in clusters that look like short, 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?

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ACTIVITIES FOR LADYBUG: THE HUNGRY HELPER

Resources


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Ladybug: The Hungry Helper

**A Ladybug: The Hungry Helper**

Push and a shove and Lady Ladybug 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. Earlier, 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 get close so that he could grab her and make a meal of her. Just then a careless honeybee landed near the mantis. Quickly the mantis grabbed the honeybee and forgot all about Lady. Lady scurried away from the mantis. She was safe for the moment.

More days passed. Finally, Lady molted for the last time. She attached herself firmly to the stem of a daisy. This time when she shed her old exoskeleton, instead of having a new exoskeleton underneath, she had a different covering. It was round and yellow. It was a pupa.

Inside the pupa, Lady's body was changing. It was going through a metamorphosis. Lady's larval body was changing into the body of a beetle—an adult ladybird beetle. It took five days for Lady's body to grow inside the pupa attached to the daisy. At the end of that time, Lady crawled out of the pupa. She was not gray anymore. She was almost white. She sat quietly and let her new body get dry and hard in the warm sunshine. As she waited, her body began to turn color too. She went from being almost white to pale orange to bright red with black spots. Now she was an adult ladybug.

She had two hard outer wings. This was the part of her that was red with the black spots. She also had two thin underwings. When she flew, she flew the red outer wings. Then the underwings were held open. The underwings would open out and beat quickly to make her fly. It was safe for the moment.

Once her body had hardened, Lady was hungry again. She began hunting for aphids. Even though her body had molted, Lady still had a 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 eat the honeydew—the sweet liquid produced by the aphids. They liked nothing better than licking up the honeydew as it was given off by the aphids' bodies. The ants did not like the ladybugs eating the aphids. They wanted the aphids for themselves—to make more aphids to eat. One of the ants tried to chase Lady away. He bit her with his sharp jaws. Lady tuckered her head in. She tucked her legs safely under her body. It was safe for the moment.

Lady went back to eating. She traveled over many plants. She gobbled aphid after aphid. The aphids had long needle-like noses that they stuck into the plants. They sucked the plant juices until there was none left. If there had been too many aphids, they might have killed all the plants. But Lady and the other predator insects saw to it that that didn't happen.

Suddenly Lady came to a strange group of plants. No matter which way she went, there were only dead aphids. There were dead ladybugs too. There were also many other dead insect predators like spiders, praying mantises, ants, and dragonflies. What could have killed them all? Whatever it was would kill her too, unless she could get away quickly. She spread her wings and flew.

She 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 little 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 flowers to make birds and other insect predators want to come to their yard. The family was very happy whenever ladybugs came to visit.

They knew that Lady and other insects like her would help their fruit trees.

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 startling 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 startling 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.
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 their 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 [human education] was part of the whole classroom atmosphere."

Acting on this belief, Barbara called a hulto 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 were 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 colleges 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 Hall'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 elementary science 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 400 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 1981. "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 participating teachers have formed their own special partnerships with the SPCA.

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 urchers.

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.

The SPCA's units contain more than just written teaching instructions. "The Honey Bee" includes a beekeeper's hat and equipment and a portable live bee habitat. Supplementary materials from a variety of sources are available in the SPCA library. Volunteers prepare and mount game cards and package other materials to make them attractive and easy to use.

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 PEOPLES cards appearing on the overhead 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, as 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 population. 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 that 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!
**THE PREDATOR GAME: COYOTES AND THEIR ECOSYSTEMS**

**SUMMER**
- Forest fire is plenty. Coyotes have plenty to eat. Add 1 additional female pup pass START.

**WINTER**
- Weather is mild. Few large animals die. Small animals hibernate. Coyotes go male pup.

**SPRING**
- Springtime stream floods coyote den. Lose all pups except 1 male pup and 1 female pup.

**AUTUMN**
- Autumn is severe. Many deer die of coyote attacks. Add 1 additional male pup and 1 additional female pup as you pass START.

**Winter...**
- Weather is mild. Few large animals die. Small animals hibernate. Coyotes go male pup.

**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 pup.**

**Summer...**
- Forest fire is plenty. Coyotes have plenty to eat. Add 1 additional female pup pass START.

**Outbreak of rabies. Lose 1 adult female coyote.**

**Mother coyote defends her young against free-roaming pet dogs. Lose 0 pups.**

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Illustration by Gini Brodeur
HUNGER

Hunters shoot coyotes for sport. Lose 1 adult. Roll die. Odd number rolled = male, even number = female.

Fur trapper sets traps. Old coyotes have learned to avoid traps. Young adult coyotes have not. Lose 1 adult male and 1 adult female.

Fur trapper sets traps. Old coyotes have learned to avoid traps. Young adult coyotes have not. Lose 1 adult male and 1 adult female.

Heavy predation control program. Litter sizes are high. Add 1 male pup and 1 female pup.

Rancher practices denning, burning, and poisoning. Lose 1 male pup and 1 female pup.

County passes law against putting out poison for coyotes. Lose 0 coyotes.

Hunter kills female coyote. Lose 1 adult female. Add 2 pups — 1 male and 1 female.

Navajo Indian releases coyote from a trap. Steel-jaw leghold trap. Lose 0 coyotes.

Part of the coyotes’ range is set aside as a wildlife refuge. Lose 0 coyotes.

Sheep rancher puts out poisoned bait. Unlike older coyotes, young adults have not yet learned to avoid the poison. Lose 1 adult male coyote.

Rancher decides to use livestock-guarding dogs to protect livestock. Lose 0 coyotes.

Coyote pup is caught and kept as a pet by a family. When it is grown, it is released for itself. It does not survive. Lose 1 female adult.

A young adult coyote is killed by an automobile. Lose 1 adult.

Rancher decides to use sheep-guarding dogs to protect livestock. Lose 0 coyotes.

Humane society officer saves life of adult coyote. Add 1 adult. Roll die. Odd number rolled = male, even number = female.

A young adult coyote is killed by an automobile. Lose 1 adult. Roll die. Odd number rolled = male, even number = female.

Farmer stops insecticide use. Grasshopper population grows quickly. Coyotes feed on grasshoppers. Add 1 additional male pup next time you pass START.

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...."

EARLY CHILDHOOD TOYS PROMOTE ANIMAL AWARENESS

Some youngsters think of reptiles only as scary, dangerous creatures. The Reptile Alphabet 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 color-in. Sidebars discuss their appearance, habitat, feeding habits, and behavior. The Reptile Alphabet Encyclopedia is third in this series of Naural Alphabet books, which also includes The Animal Alphabet Encyclopedia and The Sea Alphabet Encyclopedia. Order copies for $3.25 each from your local bookseller, or write for a catalog to Stemmer House Publishers, 2627 Caves Road, Owings Mills, MD 21117.

A young adult coyote is killed by an automobile. Lose 1 adult.

Rancher decides to use sheep-guarding dogs to protect livestock. Lose 0 coyotes.

Farmer stops insecticide use. Grasshopper population grows quickly. Coyotes feed on grasshoppers. Add 1 additional male pup next time you pass START.

Heavy predation control program. Litter sizes are high. Add 1 male pup and 1 female pup.

Unexpected small coyotes getting around difficult. Coyotes and other animals are easy targets for hunters. Lose 1 female adult.

People Cares for The Predator Game (preceding page)

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 owner responsibility. Who Cares for Us? is designed for grades K-5, and its companion packet, Being Responsible for Your Care, is for grades 6-7. "We recognize that for most educators, the academic day is already overcrowded," observes Teresa. "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 reprint 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 $6 each. For more information, contact Teresa Bowman, President, The Ohio Humane Education Association, P.O. Box 546, Grove City, OH 43123.

HAPPENINGS

NEW RELEASE HELPS TO BUILD APPRECIATION FOR REPTILES

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 owner responsibilities and law-related community pet problems. Designed by Marianne Sweany, Susan Kelly, Karen Heiden, and Mark Brown, the unit is titled Pet-Related Laws: A Comprehensive Guide. This Grade Law-Related Education Unit. Pets examines the responsibilities of pet owners, 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.

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 laund- dry 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 elimi- nate 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 quanti- ties: 20 for $1, 50 for $1.50, and 100 for $2. Discounts on larger quantities are also available. In addition, a catalog of cruelty-free cosmetics and toilet articles distributed by the Beauty Brother’s Keeper, Inc. is available for $1. To order or to request fur- ther information, write to The HSUS, 2100 I Street, NW, Washington, DC 20007.

TEACHING UNIT EXPLORES COMMUNITY PET PROBLEMS AND THE LAW

The Animals and the Law: Animal Rights Perspectives

Humane educators interested in ethics, philosophy, and animal rights will want to learn about Between the Species: A Journal of Ethics. Published by the Schweitzer Institute, the journal explores the philosophical, legal, and ethical dimensions of human-animal relationships. The journal offers articles by some of the leading ethicists in the field, as well as book reviews, updates, and a full calendar of meetings and conferences of interest to animal rights advocates. The journal is available at $5 per issue, or $50 for a subscription of 12 issues. Write to The Schweitzer Institute, PO Box 546, Grove City, OH 43123.
CALL IT AN EDUCATION CENTER

Get out that plywood, that hammer, and there you have it! An education center is an entertaining, inexpensive way for humane societies to let the public know who they are and what they are doing, reports Kathy Si- mons of the Portage County Humane Society. Best of all, you can build one yourself. The idea for the Portage County Humane Society Education Center took shape under the direction of humane educator Bettie Bebl. Built of economical plywood, the large, folding case features twenty-six hinged question-and-answer doors, and a remov- able donation box. Although it folds for travel, the Education Center opens to an eye-catching eight feet across. A question and an illustration appear on the outside of each door. The viewer lifts the hinged doors to find the answers underneath. Question topics range from the humane society’s humane education program to pet care to spay and neuter facts. The large, folding case features twenty-six hinged question-and-answer doors, and a nonremovable donation box. Although it folds for travel, the Education Center opens to an eye-catching eight feet across. A question and an illustration appear on the outside of each door. The viewer lifts the hinged doors to find the answers underneath. Question topics range from the humane society’s humane education program to pet care to spay and neuter facts.

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, 66 Anaupaca Street, Santa Barbara, CA 93101.

NAHAE MATERIALS INSPIRE SOUTH AFRICAN HUMANE EDUCATION AIDS

NAHAE materials helped to inspire the creation of a number of humane education teaching tools, including handouts and a coloring book, reports senior education officer Louise Stuet of the Cape of Good Hope SPCA in South Africa. Do you think you have trouble designing your education program? In South Africa, education is presented in three different languages: Xhosa, Afrikaans, and English. For the

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 NAHAE have urged our members not only to use their hands-on materials but also to feel free to adapt, reprint, and recombine those materials to meet their needs. And we’re always eager to see examples of ways that NAHAE publications have served as springboards for our members’ own humane education teaching aids.

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 children, and, or for fund-raising purposes. For more information, write to the Humane Education Committee, P.O. Box 445, New York, NY 10028.

NEW BOOK FOCUSES ON ANIMALS, RELIGION, AND HISTORY

Written by Rose Evans and illustrated by Valeria Evans, Friends of All Creatures is a collection of biographies of people throughout history who have befriended animals. Attractive line drawings complement the text. The subjects represent a wide range of cultures and religions and include Jewish prophets and rabbis, Jains and Buddhists of India, Islamic and Christian saints and popes, as well as early animal advocates such as Henry Bergh and Frances Cobbe. Written for students in the sixth grade and above, Friends of All Creatures will also provide helpful background for the history of animal activism for adult educators. The 120-page book is available for $7.95 in paperback from Sea Fog Press, Box 210056, San Francisco, CA 94121-0056. (Prices include postage. Cali- fomia residents are requested to include appropriate sales tax.)

Do you know a superkid for animals? If you do, send them to us. Send sample materials, information, and, when available, blast-off, to Bette W. deRosa, North American Animal Health Education Workshop, Box 362, East Haddam, CT 06423.

HAPPENINGS

EVENTS

- June 17-13, 1985: Eighth Annual Humane Education Workshop, Silverado Resort, Austin, Texas. Three graduate credits in elementary or secondary education offered for this course, which is designed for teachers in animal welfare education. For registration and housing information, contact Dr. G. W. Willingham, Department of Elementary Education, SFASU, Nacogdoches, TX 75962.

CLASSIFIEDS

Position Wanted: Language arts and special education teacher with nine years experience in primary, secondary, and special education classrooms seeking educational/ media position in the humane education field. Candidate also wishes to teach AP English and publish for national magazines. Copyediting/proofreading/typing/organizing skills. B.A. in university presses and two major Washington, D.C., law firms. Healthy, energetic, and devoted to the right care of animals. Willing to relocate. Write to Ms. G. Gardiner, 5951 Signorella, Box 489, Lenoir, MA 01345.

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 and families, etc. A personal letter from Henrietta Howard Moineau, Box 235, West Boylston, MA 01569. Proceeds are donated to Booker Humane Society. A second book, Humane Education: Methods is a manual for college instructors but has many resources listed. Cost is $5.

Do you have ideas and materials to make a Humane Education class? If you do, send them to us. Send sample materials, information, and, when available, blast-off, to Bette W. deRosa, North American Animal Health Education Workshop, Box 362, East Haddam, CT 06423.

If you’re interested in placing a Humane Education classified ad, please send a self-addressed, stamped envelope. Contact HUMANE EDUCATION Classifieds, Box 362, East Haddam, CT 06423 or call (303) 434-8666.
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 appropriate books with a humane focus. Books, that is! Given the abundance of available for young people, humane education activities and for books to supplement those activities can be classified under five categories:

1. Knowledge: the acquisition of pertinent facts and simple concepts about animals, humans, and the environment.
2. Understanding: the identification of relationships between facts and the grasping of more complex concepts about animals, humans, and the environment.
3. Appreciation: the internalization of facts and understandings that results in the development of respect or interest in individuals (human or animal) apart from oneself.
4. Compassion: the development of a personal system of ethics that holds the welfare of others as an essential concern.
5. Responsibility: the behavioral manifestation of a humane system of ethics, including making conscious an impact on others.

It becomes too large, too inconvenient, or too old to keep.

Karen O'Connor. New York: Dodd, Mead & Company, 1984. Grades 5-12. K & U/A/C & R. Each year approximately ten million lost, abused, or abandoned animals die in animal shelters across the United States. For the thousands of dedicated people who work and volunteer at these shelters, having to decide which animals will live and which will die is a painful and often emotionally debilitating experience. In this informative, sensitive, and hard-hitting book, Patricia Curtis takes us inside a working humane society. She brings us face-to-face with the employees, the animals, and the people who abandon their pets at the shelter. As Curtis explains early in the book, at the heart of the pet overpopulation problem is the attitude that dogs and cats are “throw-away objects,” nice to have around until they become too large, too inconvenient, or too old to keep.

Karen O'Connor 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'Connor. New York: Dutton, 1984. Grades 5-12. K & U/A/C & R. Every day millions of animals suffer or die in factory farms, 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'Connor provides a unique opportunity for students to learn about the issue of animal rights.

Through personal interviews with people in various fields related to animals and animal protection, O'Connor 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 7-10. 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 feral animals in the United States, including feral birds, pigs, dogs, cats, barn- and roosters, and horses. The author explores the living and survival strategies of these animals as well as their impact on people, livestock, food crops, native wildlife, and the ecology.


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

NAAHE’s HUMAN EDUCATION Book Reviews

by Bill DeRosa, Vicki Parker, and Willow Soltow

DOMESTIC ANIMALS Nonfiction

The Animal Shelter. Patricia Curtis. Photographs by David Cupp, New York: E. P. Dutton, 1984. Grades 5-9. K & U/A/C & R. Each year approximately ten million lost, abused, or abandoned animals die in animal shelters across the United States. For the thousands of dedicated people who work and volunteer at these shelters, having to decide which animals will live and which will die is a painful and often emotionally debilitating experience. In this informative, sensitive, and hard-hitting book, Patricia Curtis takes us inside a working humane society. She brings us face-to-face with the employees, the animals, and the people who abandon their pets at the shelter. As Curtis explains early in the book, at the heart of the pet overpopulation problem is the attitude that dogs and cats are “throw-away objects,” nice to have around until they become too large, too inconvenient, or too old to keep.


A Cat’s Nine Lives distinguishes between responsible and irresponsible pet owner practices. It stresses the importance of spaying or 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 harmed. 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.

The Animal Shelter ©1984, David Cupp

The Animal Shelter ©1984, David Cupp


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**Living World Series: Deserts, Grasslands, and Jungles. Dr. Clive Catchpole. Illustrations by Denise Finney, Brian McTigue, Peter Stosswill. New York: Dial Press, 1984. Grades K-4 & K-U. Are there any cold deserts? Why have so few buffered themselves against the prairie? Will a gerbil/koala not provoked? Children curious about these and other questions about animals will be fascinated by The Living World series deals with the plants, insects, reptiles, birds, and mammals that live in one of the most diverse yet predatorically is described realistically and effectively in this imaginative story. Vivid illustrations complement the text.

Sand Tiger Shark. Carol Carrick. Illustrations by Richard R. Hewitt. New York: Clarion Books, 1983. Grades 2-4 & K-U. This first warm rays of the morning shine down on the edge of the ocean. A young sand tiger shark lies. Awakened from a cold stiffness, the shark feels a strange new sensation—hunger—and moves on to its first meal. High on the list of traditionally maligned animals, the sand tiger ranks near the top of its list. In G. Earl Chase's book, however, we learn much more about this fascinating animal than that its bite can often be deadly. Chase takes us through the yearly cycles of cold, heat, moisture, and dryness of the prairie on a journey through the life of a female rattlesnake from birth to her first mating. He discusses the rattler's physical growth and development, its eating and rearing habits, as well as its ability to adapt to an ever-changing environment. The text is complemented by black-and-white photographs of rattlesnakes and the rattlesnake's evolution from creatures that were fifty feet long with six-foot jaws. A prehistoric female kills a duck-billed dinosaur for food and lays her eggs in a feeding frenzy occupied by sport fishermen who throw dead fish into the water to attract bluefish. Readers will appreciate the text and illustrations for making the rattler's physical presentation of how casual human actions can have serious consequences for animals. Combined with Don Carroll's detailed illustrations, the story tells the year. The cardboard pages have tiny up drawing of an animal or plant that lives beneath the surface of a pond or hidden in the tall grass. Brief text appears on each flat drawing depicting the hidden scene. Each of Carroll's pages focuses out to provide a continuous picture approximately six feet long. The thirty-page paperback is filled with natural history facts at an understandable level for the young reader. While Graves describes the raptor's tragic past (they were hunted for their fur), he fails to explain the present controversy between the shepherders and the animal protectors. However, it is fairly obvious that Graves believes this once-endangered marine mammal deserves our protection and understanding.

What is a California Sea Otter? Jack A. Graves. Illustrations by Ralph W. Cooke III. Pacific Groves, Calif.: The Boxwood Press, 1980. Grades K-3 & K-U/C & R. The California sea otter is a source of great controversy along the California coast. Shepherders claim that the sea otter is reduc­ ing their profits by deplo­ ting the number of sales of clams, mussels, and abalone. Yet many people believe that the sea otter has a right to it's natural habitat and food supply. Jack Graves has taken a protectionist approach to sea otters in this simple, factual book. Aided by Cooke's large black line drawings, Graves describes sea otters and explains why they are in such urgent need of help. The thirty-page paperback is filled with natural history facts at an understandable level for the young reader. While Graves describes the raptor's tragic past (they were hunted for their fur), he fails to explain the present controversy between the shepherders and the animal protectors. However, it is fairly obvious that Graves believes this once-endangered marine mammal deserves our protection and understanding.

The Fox: The Story of the Stickleback, The Fox and The Spider. Margaret Lane. Illustrations by John Butler, Kenneth Lilly, and Barbara Firth. New York: Random House, 1983. Grades: K-4 & K-U/A. Perhaps no animal in the United States or Canada is more revered as the bald eagle. Yet because of the effects of habitat destruction, pesticides, and illegal hunting of eagles, over the years the symbol has become an endangered species.

**HUMANE EDUCATION / JUNE 1985 23**
In a clear, informative style, Dorothy Pa-
tell presents the story of the yearly violation of
hundreds of bald eagles to Glacier National
Park, Montana, where the birds feast on the
spawning salmon of McDonald Creek.
Through the author's account, we learn
about the physical characteristics, feeding
habits, and migration patterns of the eagles
as well as the efforts of wildlife biologists to
prevent the birds from becoming extinct.
Patron dedicates her final chapter to the bald
eagle as an endangered species and offers
an informative discussion of the reasons for its
decline.

Nature's Hidden World. Ingrid Selberg. Il-
lustrations by Andrew Miller. New York:
Young children love books they can manipu-
late, and the pop-up style of Nature's Hidden
World is sure to be a favorite. Each of the
colorful pages of Selberg's book, illus-
trates a natural setting and its inhab­i-
tants. In addition to animals that pop out to
the reader, there are pull tabs that allow the
reader to hatch a sparrow's egg and help
a frog to leap over a hungry fish. Secret
door reveals frog eggs and tadpoles and the
inside of a beehive. Selberg has packed each page with activ-
ity to keep the young reader thoroughly en-
grossed. The character and design of
Nature's Hidden World make this an excellent
first nature book for primary students.

Elephants Can't Jump and Other Freaky
Did you know that "the giraffe has
a single blood vessel that runs the length of
its neck to carry blood to its head?"
"Elephants have suffocating attacks as
they try to keep the young reader thoroughly en­
ter tained, and the pop-up style of
Elephants Can't Jump is attractive in
soft watercolors.

Ottar Swims, Panda Climbs, and Tiger
Runs. Derek Hall. Illustrations by John
Butler. New York: Alfred A. Knopf (A
In each of the three appealing stories in this
series, a baby animal has an adventure that
leads to the acquisition of a survival skill.
The stories focus on animal actions and will
be helpful for educators who want to in-
spire children to participate in animal-re-
alted creative and physical activities. After
reading the stories, youngsters will want to
sweep the table like Tiger, dive like an
otter, and climb like Panda for themselves.
Executed in beautiful soft watercolor illustrate-
tions, the books also help build students' ap-
preciation for the needs and habitats of the
wild animals portrayed.

Puffin. Deborah King. Story told by Naomi
Lewis. New York: Lothrop, Lee & Seth-
striking realism and magnificent watercolor illustra-
tions, this book tells the story of Puffin from birth to adulthood. Filled with
information about the life cycle of the
common puffin, the story portrays one indi-
dependent individual as an independent
bird; and as a parent himself. Life in

Grades 9-above. K & U/A & C. Magig
Michaels, the daughter of a famous zoo
director, is thrilled to travel to Africa. She
has an opportunity to help renowned ethol-
dist Nkuze maintain a strictly factual, nonjudg-
tive, and the pop-up style of
Elephants Can't Jump is attractive in
soft watercolors.

The Peach Tree. Norman Pike. Illustrated by
Robin and Patricia DeWitt. New York:
message of this picture story is that all creatures have
an important role to play in their natural
habitat. The story of the aphids decide to
make their home on the peach tree. Mr. Pomeroy invites the ladybugs
for a visit. The hungry predatory ladybugs soon
become the experience of nature by feeding on the
aphids. The peach tree, once in danger,
is saved. In a refreshing portrayal, the ins-
sects of the story are not stereotyped as
good or bad. Author Norman Pike thought-
fully draws together all the animals from the
peach tree, making the book a fine lesson both in
ecology and in respect for living things.

Picture stories are perfect for the beginning
reader, and the pop-up style of Elephants Can't
Jump is attractively illustrated in soft
dangerous ocean environment made even
dangerous by humans. Although told in
a humorous vein, the plot hinges upon the
author's appreciation for even the very
smallest of marine life forms. Facts about
sea creatures and shore birds are woven into
the text. Youngsters and their teachers will
find out -just as the animal characters of the
story learn—that sitting is the only thing when we
see truly. Nonny Hogrogian's soft pastel
pictures lend a magical quality to this story of
compassion for all that lives.

A Year of Birds. Ashley Wolff. New York:
Dodd, Mead & Company, 1984. Grades K-
2. K & U/A. Younger students will enjoy following the girl Elly through the months of
the year and observing the different birds that
fly near her home. Each month brings a different species of bird from Canadian
goose migrating overhead in March and
robin babies born in June to winter song-
birds arriving in December. The illus-
trations contain plenty of images to spark
discussion about human attitudes. Elly feeds the birds in winters, plays with the
family dog in summer, and quietly watches
the birds and animals around her all through the year without interfering with them.
In addition, a subtle story of a loving
family is hidden in the pictures, waiting to
be discovered and interpreted by students.
Ashley Wolff's strong colored block-print-
style pictures enhance the simple, easy-to-
read text.

Imagine this world without animals
WE HAVE
That's why we work to protect them

HUMANE EDUCATION INDEX OF WHERE WAS THAT ARTICLE? 
Who was that author? 
What was that classroom activity? 
You can find out in the HUMANE EDUCATION INDEX, now available.
For a complete listing of all the people, materials, topics, and activities covered in last year's issues of HUMANE EDUCATION INDEX, please refer to the HUMANE EDUCATION INDEX, NAHHE, Box 362, East Haddam, CT 06423.
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July 26
Birthday of George Bernard Shaw
The worst sin toward our fellow creatures is to kill them. But to be indifferent to them; that’s the essence of humanity.

July 30
First Newspaper Published
September is a notable month in the history of American journalism. In 1690, the first newspaper in America—Publick Occurrences, Both Foreign and Domestick—made its first and last appearance. Its publisher’s intent was to expose those people who started false rumors. Puritan authorities immediately suppressed the paper. Almost a century later, in 1784, America’s first daily newspaper, the Pennsylvania Packet and Advertiser, began publication. The first copy of the paper was issued on July 30. 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 other animals they observe and to jot down a few notes about what they see. Encourage them to observe the animals encountered during their walk at work on their articles for the first time—the way an early explorer might have done.

August 1-31
Rain Day
How often have you heard youngsters exclaim, “Oh no!” Another rainy day!” Interest­ ingly enough, the citizens of Waynesburg, Pennsylvania actually hope for wet weather on this day each year. The townspersons 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 cele­ brating the benefits of rain for people, animals, and the environment. Discuss the critical importance of rain with youngsters and help them locate resource mater­ ials to find out about the hydrologic cycle and about how the ocean helps pro­ duce 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 iden­ tify 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 their “I like rain because…” For instance, a picture of a duck might be labeled “I like rain because it fills my pond with fresh, clean water.”

With a little encouragement, your students can begin to appreciate rainy days as something more than just bad weather.

September 1-30
Back to School
The dawn of September brings a change in routine for many family pets. Their human playmates, who have been at home all summer, now leave the house every morn­ ing for class. Discuss with students the importance of leaving pets at home and giving animals a little extra attention on returning home from school. Have students identify ways in which they can make the back-to­ school transition easier for their pets. Then have young­ ster illustrate greeting cards for their pets or for the pets they would like to have. Inside the card, stu­ dents should explain why it is important for the pet to remain at home, as well as list some ways in which they plan to spend some time with their animal friends now that summer vacation is over.

Children’s day camps, at­ tractions, and other activities are available on every weekend during the month. 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 other animals they observe and to jot down a few notes about what they see. Encourage them to observe the animals encountered during their walk at work on their articles for the first time—the way an early explorer might have done.

For this walk, 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 young­ ster write a one-page article on his or her subject, including personal observa­ tions and an illustration. Compile the finished arti­ cles and illustrations into a class Explorer’s Notebook of Native Animals.

A Monthly for Explorers
One of the most important months for Ameri­ can exploration. On August 3, 1492, Christopher Colum­ bus set sail from the New World. On August 28, 1609, Henry Hudson discovered the Delaware Bay.

Have students discuss some of the changes that have taken place in the en­ vironment and in animal habits during the years since “Age of Ex­ ploration” and today. How have these changes harmed many wild animals? Can students name some ani­ mals that have become ex­ tinct during these years? Many early explorers left detailed accounts of the vast numbers of wild ani­ mals 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 other animals they observe and to jot down a few notes about what they see. Encourage them to observe the animals encountered during their walk at work on their articles for the first time—the way an early explorer might have done.

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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 kindergartners 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 bear was the animal 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.

A 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.