

Meeting 13 21 Feb. 2012

4/06

## BEARS AT THE OREGON ZOO

### Malayan Sun Bears

**Jody** female • b 7/86 • received from St Louis Zoo • 7/25/00  
**Vivian** female • b 10/10/85 Audubon Park Zoo (New Orleans, LA) arr 3/12/86 • hand-raised because mom not successful at raising her young • spots on crescent Vivian has a noticeable scar on her backside and has white nails. Jody has black nails. Vivian is often asleep perched up in tree.

### Polar Bear

**Conrad** male • b 12/1/84 Riverbanks Zoo (SC) • arr 1/31/86 • brother to Tasul  
**Tasul** female • b. 12/1/84 Riverbanks Zoo (SC) • arr 1/31/86 • sister to Conrad • name means "shuffle" in Aleut  
**Yugyan** female • b 12/15/85 Cleveland Metro Zoo (OH) • arr 9/3/86 • name means "northern lights" in Aleut • pronounced "you-yang"  
Conrad is larger than females & has roman nose • Tasul & Yugyan are about the same size. Tasul has marks on head & shorter, straighter nose.

## POLAR BEAR

**SIZE/WEIGHT/HEIGHT** Weight: male 770-1430+ lbs; female 385-660+ lbs • Standing Height: male up to 11' • female 6-8'

**ADAPTATIONS/COLORATION** Color: white or yellowish • Body: heavy layers of blubber (up to 4" thick) provides insulation & buoyancy • Ears: small (less heat loss) • Environment: white = camouflage; extremely well adapted to cold/aquatic • Feet: heavily furred - insulation & provide traction on ice (also allows very quiet movement); large; partially webbed (good oars) • Fur: thick • Hair: transparent; hollow; conducts solar energy to black (mottled) skin • Sense of Smell: good - for hunting • Swim: can swim 43+ mi/day • Vision: keen

## Ursus maritimus

**BEHAVIOR** Den: don't den-up (except pregnant females) as do most northern climate bears; males may den up if weather extremely severe • Migration: seasonal; low food supply; can range up to 2000 mi in 1 yr • Personality: solitary except during breeding season or females w/cubs; occasionally congregate at exceptional food source, such as whale/walrus carcass, or at start of ice flow (like Churchill) • Populations: maintain distinct pop. within distinct territories • Storms: avoid storms if possible (they are dehydrating)

**REPRODUCTION/LIFESPAN** Lifespan: 25-30 yrs; max 33 yrs • Sexual Maturity: fe-

## Bears Theme Ideas:

- Bears can make the best of any situation (they are opportunistic).
- Human activity has a profound effect on bears.
- Life is sweet for sun bears (aka adaptations for eating honey).
- Polar bears have mastered life in the water and on ice.
- Bears around the world vary tremendously – in size, habitat, food and behavior.
- Bears in Oregon, past and present.
- Polar bears are well adapted to life in the arctic.
- Humans activity is harming polar bears (global warming)
- Why do the bears pace? The Oregon Zoos in studying polar bear behavior.
- Bears in stories and myths.

male 4-5 yrs; male 5-6 yrs • Breed.: wild Apr-June; captivity Feb-June • Implantation: delayed • Gestation: ~8 mos • Cubs: 1-3; in captivity born Dec-Jan; 10" long; 21-25 oz; leave den Apr (17-24 lbs) • remain w/mom 28-40 mos; mom's milk rich (31% butterfat); grow quickly (70-100 lbs 1st yr)

**DIET** Wild: primary food = ringed seals (2nd, bearded seals); harp seals, hooded seals, walrus & whale carcasses when available; summer also eat: berries, crabs, plants • small rodents, seaweed, sea stars, sea cucumbers, etc • Zoo: apples, bones, carrots, fish (trout), omnivore chow, steelhead, vitamin oil

**HABITAT/RANGE** sea lands • coasts of Arctic that is periodically fractured where seals are abundant

**STATUS** CITES App II • allowed • Canada, Denmark, Finland, Norway, Russia knowledge & keeping eye oil spill could devastate main food (seals) • pollution



encompassing education board. Plans forwarded by Kitzhaber and the board are finding broad and fervent support at the Capitol this month. By April, every school district and college could be preparing its first "achievement compact" with the state.

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**Education**

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employees of the governor's education panel, formally titled the Oregon Education Investment Board, have held seven public hearings from Pendleton to Medford, gotten diverse education groups on board, made the rounds of newspaper editorial boards and otherwise convinced key players, Nesbitt said.

Groups from the state teachers union to the conservative business lobby Associated Oregon Industries now say it is important that the bill pass as an early concrete step toward the governor's larger vision for improving Oregon education.

"We welcome the accountability, and we fully embrace setting goals," Sena Norton, a Boring Middle School teacher and Oregon Education Association leader, testified. "Educators believe in accountability and are not afraid of high standards. We should have reciprocal high standards for public officials" to provide funding necessary to get the job done well, she said.

Betsy Earls, an Associated Oregon Industries vice president, noted the businesses in her association employ more than 200,000 Oregonians. "We have a very strong interest in education reform," she said. "Achievement compacts are a critical piece."

Eventually, Kitzhaber hopes to create a seamless, results-oriented early childhood-to-college education system that propels every student to graduate from high school and 80 percent of Oregonians to a higher education credential.

That will require seismic shifts and a lot more money. Currently, more than 25 percent drop out of high school

and only about 40 percent get an associate's degree or higher.

In the 2011 Legislature, Kitzhaber secured broad bipartisan support for his proposals to start that change. But most of the provisions were overarching and structural, with specifics left to be determined later. Some lawmakers and advocates grumbled the package was rushed through with relatively little scrutiny, and it was unclear whether Kitzhaber's more specific follow-up bills would fly.

He proposed two this year: one to begin remaking the landscape of early childhood programs and the second to create achievement compacts and make related changes at schools and colleges.

That bill passed the Senate Education Committee on a 4-1 vote last week. Even the lone "no," Sen. Larry George, R-Sherwood, said favorable things about the governor's plans while expressing concerns that local innovation might be quashed.

By April, it's likely that every school board, community college board and public university president will be weighing the size of measurable achievement gains to pledge to deliver in 2012-13.

For school districts, deliverables could include higher graduation rates, higher third-grade reading scores, more students showing a full year's growth on state tests, more freshmen passing their classes and smaller gaps between white, nondisabled native English speakers and their historically lower-scoring counterparts.

Community colleges and universities could end up pledging to get more students to earn certificates and degrees, graduating more students ready to work in high-wage growth industries and doing more to help local high

school students get a jump on college credit.

But that's not decided for sure. Two subcommittees of the governor's new board have 2½ weeks to recommend the specifics of what can and can't be in the compacts, then check in with a broad advisory board for feedback. A final decision is slated for March 13.

There will be no set rewards for schools or colleges that meet their targets, and a district or college that falls far short would still be funded on the same formulas as successful ones.

But lawmakers, education advocacy groups and business leaders all heaped praise on the idea, saying a focus on key results is likely to help increase momentum to achieve them. And they said achievement targets set by Oregon and its school districts are likely to be more meaningful than those now dictated by the federal No Child Left Behind Law.

Proponents of the plan grounded part of their optimism on the experience of Salem-Keizer and Tigard-Tualatin schools, both of which outperform districts with similar demographics on several key measures and are registering improvement.

The superintendents of both those districts have testified repeatedly that publicly specifying the key results they aim to achieve has been important to get everyone in their district working toward those goals and enabled them to, in fact, reach those targets.

"We have been public and intentional about what we are intending to do and have come very close" to meeting all those targets, said Tigard Superintendent Rob Saxton. "That really is the power of the compacts."

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