

HUMANIE EDUCATION



THE JOURNAL OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF HUMANIE EDUCATION





Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines in youth will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.

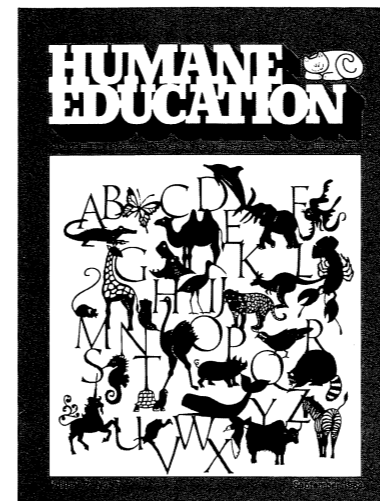
Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. *A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies.*

—From the 1933 National PTA Congress

With this statement, made fifty years ago, the national PTA strongly endorsed the inclusion of humane education in our nation's schools.

Today, PTA's still serve as key organizations with which teachers and humane society educators can work collaboratively. New programs can be developed or established programs can be enhanced when a *community* of dedicated people is involved in them. After all, we all have an investment in the outcome—empathic and compassionate young people. There's no better time than the present—the fiftieth anniversary of the PTA's support of humane education—to strengthen the ties among teachers, humane society educators, and parents in efforts to promote justice, kindness, and compassion in our youth.♥

HUMANE EDUCATION



The Cover

Martha Link's cover blends the ABC's with animals—a perfect way to begin a new school year for humane educators. A frequent contributor of cover art for HUMANE EDUCATION, Martha has a studio at the Bittersweet Farm located in Branford, Connecticut.

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Children and pets are meant for each other. Right? Not always! This article is a mini unit for teaching students how to make responsible decisions regarding pet ownership.



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Read all about it! Read all about it! Read all about the new *Kind News*—the latest educational publication from NAAHE.

"The Teacher Who Cares About Animals"

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NAAHE recognizes and honors Cindy Crawford—the 1983 Humane Education Teacher of the Year.

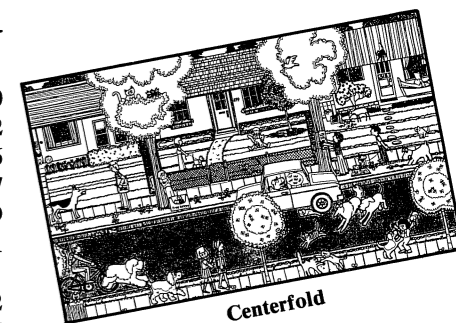


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Our Neighbors' Pets

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Can your students identify the examples of responsible and irresponsible pet care found in this fun-to-color Copy Master mini poster by Beverly Armstrong? The answer key is on page 13.



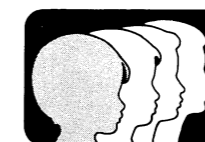
Centerfold

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Kathleen J. Savesky, NAAHE Director; Lorraine P. Holden, Editor; Vanessa Malcarne, Research Associate; Barbara Dolce, Office Manager; Board of Directors: John A. Hoyt, Murdaugh S. Madden, Patrick B. Parkes, Paul G. Irwin. ©1983, The National Association for the Advancement of Humane Education, all rights reserved. HUMANE EDUCATION is published quarterly by the National Association for the Advancement of Humane Education, a division of The Humane Society of the United States. Editorial offices and association headquarters: NAAHE, Norma Terris Humane Education Center, Box 362, East Haddam, CT 06423. HUMANE EDUCATION welcomes unsolicited manuscripts, photos, and artwork. Materials will not be returned unless accompanied by a self-addressed, stamped envelope. Memberships, renewals, and change of address: NAAHE, 2100 L Street, NW, Washington, DC 20037. Annual member's dues: \$10; Comprehensive membership: \$15. Organizational membership dues: \$25; Comprehensive Organizational membership: \$30. NAAHE membership dues are tax deductible to the extent permitted by law. Permission is granted to educators to reproduce with proper credit any page designated as a "Humane Education Copy Master" as well as Clip Art drawings, mini posters, and other pages so indicated. Reproduction in whole or in part in any form or format of any other material in this issue is prohibited without permission of the publisher. Generally, permission will be granted to organizations and individuals who are working to prevent cruelty to animals. Write NAAHE Permissions, Box 362, East Haddam, CT 06423. Design by Wendy H. Walden, Guilford, Connecticut. Printing by Allied Printing Services, Inc., Manchester, Connecticut. ISSN #0149-8061.

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



EARLY CHILDHOOD



PRIMARY



INTERMEDIATE



JUNIOR HIGH



SO YOU WANT A

A Mini Unit on Making Responsible Decisions About Pet Ownership

by Lorraine P. Holden

The content of the September 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. For more information about Kind News, see page 6.

Decisions. We make them all the time. In fact, some experts say that even when we're not making decisions, we're making the decision not to decide!

Decision-making, and its importance as a skill, is being studied and taught more at this time than ever before. Tufts University now has a Center for the Study of Decision-Making, in which graduate and undergraduate students take courses to improve their abilities to make satisfying, informed choices. There are books about decision-making and community workshops that focus on decision-making skills. In keeping with this trend, educators identified language skills and *decision-making skills* as the two most important skill areas to emphasize in kindergarten through twelfth grade. These educators were surveyed by members of the Curriculum Committee and the Research Committee of the National Council for the Social Studies.¹

When we look closely at the topic of responsible/irresponsible pet ownership, we see the relevance of teaching decision-making skills in humane education programs. Ironically, Americans consider themselves to be animal lovers, and yet spend approximately one-half billion dollars annually rescuing, sheltering, and



—Lorraine P. Holden

ethanizing millions of unwanted pets. Either through ignorance or apathy, faulty decisions are being made in the area of pet ownership. People frequently fail to carefully consider the demands and requirements of a particular pet; and the characteristics of a particular pet; and their own needs, values, likes, and dislikes. All these factors affect the decision-making process and are ones humane educators can address when teaching responsible pet ownership. The following mini unit provides activities for integrating this important topic into the teaching of responsible decision-making. While the activities are essentially designed for students in the upper elementary grades and older, they can be adapted for younger students. You may want each

child to keep a notebook that can serve as a handy record of information discovered and learned.

Decision-Making—What Is It?

If we kept an accurate record of all the decisions we make during one day, we might be left reeling. Usually, the decisions we remember making are the ones that are the most arduous. But regardless of whether our decisions are painstaking or spontaneous, *responsible* decisions—ones that are satisfying to us and are considerate of others—are generally those based on a consideration of these factors:

■ **Our Values**—These are qualities, principles, standards, etc. that we cherish,

or hold in high esteem. Values may be flexible or inflexible. What we value affects the decisions we reach, whether we're aware of our values or not. Values such as loyalty, independence, and companionship may come into play when making decisions about pet ownership.

■ **Our Needs**—These are those things we require; they may be tangible or intangible. We all need food, water, shelter, clothing, love. But do we all need relationships with others? Do we all need pets? We frequently confuse wants with needs.

■ **Our Likes/Dislikes**—These are our preferences. I tend to prefer short stories over novels; the color blue over the color purple; apples over oranges. Who knows why! We see preferences for certain



—Lorraine P. Holden

colors, foods, toys, etc. surfacing in even the youngest children.

■ **External Factors**—These are the needs, interests, demands, and requirements of others. In regard to pet selection, external factors might include the values, needs, and preferences of other family members; applicable rules and laws; and the needs of the animals being considered as pets.

Irresponsible decisions, including those involving pets, are characterized by an incomplete assessment of one or more of the above factors. If I'm ignorant of local pet-related laws and the needs of my family, unschooled in the variety and needs of animals, and unaware of my own preferences, needs, and values, I am likely to blunder when it comes to deciding

whether to have a pet or which pet to choose.

Decisions, Decisions, Decisions

Because children are usually under the supervision of an adult, they generally underestimate the number of decisions they make. A simple way to introduce the topic of responsible decision-making is to ask students to keep a one-day log that records all the decisions they've made in that time period. All decisions—what clothes to wear, whether to go to school, whether to feed the dog or clean the cat's litter box, whether to write in the log—count in this activity. Your goals are simply to raise the students' awareness of the frequency with which they make

decisions and to begin generating material for class discussion.

When the one-day logs are complete, have your students share their lists while you record the decisions on the chalkboard. Select certain decisions, especially pet-related ones, and ask the students why they decided the way they did. As students give you their answers, categorize them according to the factors discussed above (values, needs, likes/dislikes, external factors).

Discuss with your students the factors of the decision-making process identified earlier in this article. Emphasize that people who are responsible decision makers carefully consider these factors. To help clarify these terms, you may need to select other examples of the students' decisions and have students categorize the reasons for the decisions made. Once students have an understanding of the factors involved in effective decision-making, they can explore each as it relates to pet ownership.

Focus on Values

Frequently, the standards, qualities, and principles that people cherish are reflected in their reasons for giving up their pets. To assist your students in seeing the connection between values and pet ownership, develop and distribute a handout titled "Reasons Why I Gave Up My Pet" that lists reasons people give for abandoning pets. Examples commonly heard at many animal shelters include the following: "I just bought new furniture, and I don't want the cat to ruin it." "I'm tired of walking the dog." "The cat smells." "The dog jumps on people." "My family goes away on weekends and doesn't want to spend any more money boarding the dog." (If you have difficulty generating a list, call your local animal shelter for help.)

Pair students and ask them to review the definition of *values* and to identify which values affected each decision to give up the pet. Each student pair should try to identify at least one value in every example. List the students' ideas on the chalkboard. To further explore the role of values, ask your students who own pets to share what they cherish most about owning a pet and what they think their family members cherish most about owning a pet.

Ask your students to begin a "My

Values" list in their notebooks. This list should include values that may or may not be affected by pet ownership. To help your students, you may want to provide your class with a sample list that includes popularity, achievement, self-respect, personal appearance, the opinions of others, freedom, money. Emphasize that the "My Values" lists may be added to at any time. These will be used later in discussing responsible pet ownership.

External Factors Affect Decision-Making—Needs of Pets and the Community

Begin the discussion of responsible decision-making and pet selection by having students brainstorm types of animals that are appropriate to keep as pets. These might include dogs; cats; guppies; goldfish; gerbils; hamsters; guinea pigs; domestic rats, mice, and rabbits; horses; ponies; and goats. Divide the class into small groups and assign each group a pet. Provide the groups with books, brochures, and news clippings that inform students about the needs of the pet—including health care, food, licensing, and needed equipment—and the local laws that pertain to each animal. You may want to invite a veterinarian, animal control officer, and/or humane society educator to address the class on these issues. When enough has been learned about the pets, have each group develop and illustrate a "Needs of Pet" chart. Display these charts and discuss their contents by asking the class to answer these questions:

1. Which pet is the cheapest pet to own?
2. Which pet is the most expensive pet to own?
3. Which pet needs the most care and attention?
4. Which pet needs the most room? the most food?
5. If your best friend lived in a big city and wanted a pet, what would you need to know about your friend before recommending a pet to him or her?
6. If you knew your friend had a lot of money, very little room, and wanted a pet as a companion, which pet would you recommend?
7. If you knew your unmarried uncle-traveled frequently and was considering owning a pet, what would you recommend?

Human Needs and Preferences

Now begin to focus on your students' needs. Review the definition of *needs* and have the students brainstorm examples of human needs. Be sure to clarify the difference between needs and wants. Ask your students to review their My Values lists and see if there are any needs they have that are related to their values. Emphasize that sometimes needs and values are related. From the discussion, create a "Human Needs" chart. After human needs have been identified, add a section to the chart that lists the types of preferences people have for pets. Assign the various needs and preferences to imaginary people. Mount the chart next to the Pet Needs chart and discuss the following questions:

1. If you were in charge of deciding who could adopt a pet and which pet that person was to adopt, what matches might you make based on what you know about the animal and the person?
2. If you were certain that you needed the companionship of a pet, which pet would you choose?
3. If you were certain that you preferred a "pretty" animal as a pet, which animal would you choose?
4. Knowing what you do about people and goldfish, how do you explain the fact that there are more pet fish in this country than any other pet?
5. Today, elderly and handicapped cat and dog owners are fighting for their right to keep pets in apartment houses funded by the Federal Government. On the basis of these charts, why do you think this is so? Why do you think cats and dogs are more likely to be kept by these people than are horses, ponies, or goats?
6. What might happen if an elderly or handicapped person had a pet horse or pony?
7. What might happen if a small child were responsible for walking a large dog?
8. Which pet would be the most suitable for you? Why? Which would be the least? Why?
9. Suppose you felt you should not have a pet. What are other ways to meet your needs and act on your values?



Responsibly deciding whether to have a pet is the key to whether pet ownership is joyful or burdensome. Neshea enjoys a quiet moment with Sparky.

10. Take another look at the Reasons Why I Gave Up My Pet handout. What mismatches occurred and what were the consequences?

Have the students share their answers. Then help students pinpoint the similarities and differences in needs and preferences that people have.

A helpful follow-up activity is to have volunteers from the class interview people who own different types of pets and people who do not own pets. Interviewers should ask about the reasons for the decisions to own or not own a pet and the positive and negative aspects of pet ownership. Have the interviewers present their findings. Assist the class in identifying the factors involved in these relationships between owners and pets.

Summing Up

Being a responsible pet owner means knowing yourself and knowing your pet. This mini unit touches on the important aspect of decision-making as it relates to

responsible pet ownership.

There are a number of follow-up activities you can use to reinforce your students' learning. These include:

- Showing films that depict children and families deciding about pets. The March 1983 issue of HUMAN EDUCATION contained reviews of such movies. A reprint of these reviews is available for 50 cents from NAAHE.
- Having your students develop scenarios in which students role-play family members deciding whether to have a pet or which kind of pet to have. The needs, preferences, etc. of family members are important external factors to be considered, and such role-playing gives students practice in responding to these factors. Or you can have your students role-play various pets trying to persuade a person to adopt them. "The Play's the Thing", which appeared in the March 1983 issue of HUMAN EDUCATION, covers the basics of role-playing. Reprints are available from NAAHE for 50 cents.
- Your students can monitor the variety

of subtle and direct messages about relationships between people and pets that are depicted in advertising and television shows. Distribute samples of magazine ads that show people and pets and ask your students to write the "untold" story that applies to the ads. How are the realities of pet ownership different from the way it's depicted in advertising?

Responsible pets owners are good citizens, wise "shoppers," self-aware, and able decision-makers. Your guidance and instruction can help that happen. ♡



Reference

- 1 Herman, Wayne L. Jr. "What Should Be Taught Where?" *Social Education* 47 (1983), pp. 94-100.

FLASH!

Good News About Kind News!

Please welcome *Kind News*—the new publication from The Humane Society of the United States. Consider *Kind News* an economical, diminutive but valuable new successor to *Kind* magazine, the former youth publication of The HSUS. Developing quality educational materials in humane education has always been a priority at The HSUS. And, although *Kind* magazine had an attractive format and a loyal readership, it was not successful in reaching large numbers of children. So after much deliberation on ways in which we might reach more children and better meet the needs of humane educators, we decided to replace *Kind* magazine with *Kind News*.

What's special about *Kind News*?
First, although *Kind News* has been designed for children, it will be a useful tool for you. In fact, the success of *Kind News* will initially depend on adults. There will be no individual subscriptions to *Kind News*. Instead, adults can bring *Kind News* to children by subscribing for them. Teachers, humane society educators, Scout leaders, and other concerned adults can purchase a one-year subscription for a group and receive a packet of thirty-five copies of one level of the newspaper four times during the year. From the outset, *the educator's role will be crucial*.

Second, *Kind News* will be very newsy. Every issue of this four-page tabloid will be based on an animal-related theme and will be full of current events, updates, stories, projects, and more that are of interest to children. Do you know that *kind* in the German language means "children"? We do, and we've kept that clearly in mind while developing *Kind News*. There are two assumptions we've made: Children have a natural curiosity about and interest in animals. And learning can be painless. We think *Kind News* is educational and fun. We want children to want to read it even when you don't ask them to.

The target audience for *Kind News* will be children in grades 1 through 6. To effectively reach and teach these children, we've developed two editions of *Kind News*. *Kind News I* is for

children in grades 1 through 3; *Kind News II* is for children in grades 4 through 6. The theme of both editions will be the same.

What's in store for you and the readers of *Kind News*?
Plenty.

Like HUMANE EDUCATION, *Kind News* will be published quarterly in the months of September, December, March, and June. To assist you in your humane education activities, a feature article in HUMANE EDUCATION will relate directly to the theme of *Kind News*. This article, called the *Kind News* Feature, will provide background information and teaching activities that enhance the use of *Kind News* in the classroom. *Kind News* will, in turn, provide hands-on material for your students that support these lessons. For those HUMANE EDUCATION readers who do not subscribe to *Kind News*, the feature article will still provide usable teaching strategies. Either way, ready-made mini units will be yours for the teaching.

Each issue of *Kind News* will contain an activity or a project that encourages children to act in humane ways toward animals and/or respond to the inhumane treatment of animals. You can

expand on these activities and use them as special group projects. The Freebie section will be a regular feature in *Kind News* and will invite children to increase their learning about animals by writing to request no-cost materials. Children will be instructed to contact NAAHE or another specified organization to obtain their freebies. This activity will give children an opportunity to practice their writing skills.

Kind News will be a communication vehicle for children. It's their newspaper. So we want them to respond to what they read. Every issue of *Kind News* will contain either a Question section in which we print children's responses to a specific question or a Letters section in which we print selected letters we receive from our readers. These sections will be forums in which children can express their opinions, concerns, and ideas.

With your guidance, children can help create *Kind News*. If your students are involved in an animal-related activity, we want to know about it. Share their achievements with us for possible use in *Kind News*.

Other sections that will appear in *Kind News* include puzzles; reviews of books, movies, or television programs; and columns written by guest writers.

How can you use *Kind News*?

The news items contained in *Kind News* will focus on people and animals and will likely prompt response—concern, delight, surprise, opinion—from your students. News items will be from a variety of locales and will provide excellent starting points for class discussion and action on behalf of animals. Is your community's experience with stray animals or the elderly and their pets similar to that reported in *Kind News*? Your students can investigate to find out.

Classroom subjects come alive when they're tied to current events. You can use *Kind News* to augment the classroom materials you use to teach science, social studies, language arts, careers, etc.

Use *Kind News* as a teaching vehicle for slow learners. You can choose the appropriate level for your students and use *Kind News* to assess reading comprehension. Like all newspapers, *Kind News* will contain a variety of short articles.

If you are a humane society educator, you can subscribe to *Kind News* and distribute the issues to children with whom you're working. If you need more than thirty-five copies of *Kind News* or copies of both levels, you can purchase additional subscriptions (each entitling you to quarterly packets of thirty-five newspapers). There's a place on every issue for you to stamp your organization's name and affix a mailing label if you want to mail the newspaper to members of your youth division or kindness club.

Kind News will be a useful tool for your children's clubs, Scout troops, or any activity-oriented youth group. Remember? *Kind News* is educational and fun.

It's Not Too Late

We invite you to subscribe to *Kind News* for your students today. If you are a NAAHE member, a one-year subscription costs \$5. If you are not a NAAHE member, a one-year subscription costs \$10. A one-year subscription includes quarterly packets containing thirty-five copies of either *Kind News I* (for grades 1 through 3) or *Kind News II* (for grades 4 through 6).

If you wish to subscribe to *Kind News* but need more than thirty-five copies, add \$5 so that you may receive an extra packet of thirty-five copies each quarter. This extra-packet subscription may be for either *Kind News I* or *Kind News II*.



You may order as many extra packets as you need. If we've sparked your interest and you have questions, please contact us at the following address: *Kind News*, Box 362, East Haddam, CT 06423. ♡

Name _____
 School or Organization _____
 Address _____

I am a NAAHE member, so I have enclosed \$5 for a subscription to (check one):
Kind News I (grades 1-3) *Kind News II* (grades 4-6)

I am not a NAAHE member, so I have enclosed \$10 for a one-year subscription to (check one):
Kind News I (grades 1-3) *Kind News II* (grades 4-6)

I have also enclosed \$_____ for _____ extra-packet subscription(s) to *Kind News I* and/or _____ extra-packet subscription(s) to *Kind News II*.

Total Amount Enclosed: \$_____

Make check payable to NAAHE and mail to Box 362, East Haddam, CT 06423.

We know a place where stories and plays, people and places, issues and ideas reside.

And the HUMANE EDUCATION Index will help you find them.

NAAHE has combined past indexes with listings from 1982 to provide you with a complete guide to the contents of HUMANE EDUCATION magazine from 1977 through 1982.

To order, send \$2 to
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 Box 362
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 CT 06423



'The Teacher Who Cares About Animals':

CINDY CRAWFORD

by Lorraine P. Holden



NAAHE's 1983 Humane Education Teacher of the Year, Cindy Crawford, is recognized for her achievement by E.R. Champion, President of the Board of Directors of the Hawaiian Humane Society.

Children in Hawaii represent many cultures. Frequently, they and their families have emigrated from countries where animals are held in low esteem. For these children, the concept of humaneness is strange and unfamiliar. Other children living in Hawaii come from military families. These families are transferred often, causing serious pet abandonment problems. It's within this milieu that Cynthia (Cindy) Crawford, NAAHE's 1983 Humane Education Teacher of the Year, instructs children and their families about responsible pet ownership and the importance of respecting Hawaii's wildlife and provides a role model of caring and concern.

Cindy teaches kindergarten at the Moanalua Elementary School in Honolulu, Hawaii, where all the students know her as "the teacher who cares about animals." Her involvement in animal welfare began about ten years ago when she adopted a puppy from the Hawaiian Humane Society. Soon after adopting Molly, Cindy began working with Cathy Goeggel, the Humane Education Specialist at the society who nominated Cindy for the Teacher of the Year Award. Cindy's relationships with Cathy and others at the society fostered her involvement in animal welfare and humane education.

In her daily work with children—in the classroom, at recess, on field trips—Cindy creates opportunities to build on their interest in and concern for animals. As a result, she is recognized as the expert on animal welfare and as a valuable source of support and instruction at Moanalua Elementary School. Cindy's many and varied humane education activities are highlighted by her teaching assistant, Molly, who visits Cindy's kindergartners several times each year. Through their interactions with Molly, the children see the importance of health care, grooming, and kindness in relationships with pet animals. By the time their pet-related education culminates in a

field trip to the Hawaiian Humane Society, the kindergartners are knowledgeable and prepared for their visit.

In addition to the formal humane education activities she facilitates in her own class, Cindy offers assistance to other classes studying animal-related topics. Cindy also helps other classes prepare special projects. She serves as a resource person, providing helpful teaching materials to students and discussing with them aspects of animal protection. In response to her efforts, sixth graders engaged in letter-writing campaigns urging



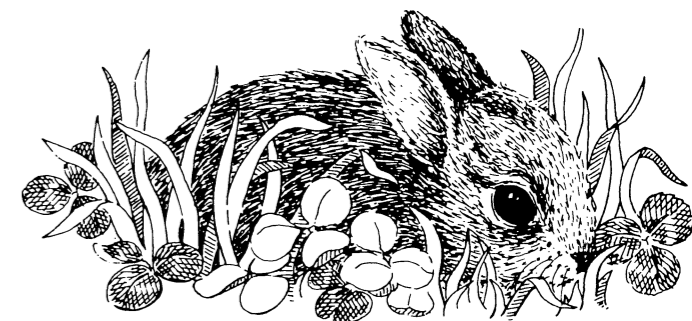
Children at the Moanalua Elementary School represent diverse cultures and lifestyles. Cindy Crawford, with the frequent guest appearance of Molly, teaches these students the ways in which the humane ethic can be part of all peoples' lives.

their congressmen's support of the Research Modernization Act and requesting the Philippine ambassador to address the animal cruelty problems in his country.

Cindy, who understands the importance of fully integrating humane education into the school curriculum, also directs her educational activities toward her colleagues at Moanalua Elementary School. She has developed resource material covering animal concerns and has underwritten the cost of reproducing this material so that it can be disseminated among the faculty.

Through her work as an educator and as a volunteer at the Hawaiian Humane Society, Cindy reaches children, teachers, parents, and others, and raises their awareness about animal welfare issues. In regard to Cindy's work, Cathy Goeggel writes, "Humane education is most definitely an elemental ethical concept. It embodies the excitement of the human spirit to extend the protective mantle of care and respect outside of ourselves.... What Cindy provides for her children is a model of humane education."

Now when the schoolchildren observe the geckos, skinks, bufos, and the familiar tide pool animals, or when they interact with pets, they do so with a better appreciation and respect for these creatures. In Hawaiian, *mahalo* means "thank you." *Mahalo* for your teaching efforts, Cindy Crawford, and congratulations on being chosen NAAHE's 1983 Humane Education Teacher of the Year. ♡



Nominations are in order!

March 2, 1984, is the deadline for nominations for the 1984 Humane Education Teacher of the Year.

Who's eligible? Any teacher who makes humane education a regular part of classroom activities and who teaches kindergarten through twelfth grade is eligible.

How do you make a nomination? Use the nomination form that will appear in the December 1983 HUMANE EDUCATION.

Need more information? Write NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423.

NEW GUIDE AVAILABLE FROM THE AMERICAN CAMPING ASSOCIATION

Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities has just been published by the American Camping Association. The 231-page guide is coauthored by Clifford E. Knapp, chairperson of the Outdoor Teacher Education faculty at Northern Illinois University, and Joel Goodman, project director at the Sagamore Institute, a nonprofit educational training and resource organization.

Written in an enjoyable style, *Humanizing Environmental Education* incorporates some of the best features found in humanistic education, new games, values training, and outdoor/environmental education activities. Knapp and Goodman bring into sharp focus the importance of teaching the "whole" child (knowledge, values, attitudes) and the processes through which this teaching best occurs. *Humanizing Environmental Education* is suitable for the experienced and the not-so-experienced outdoor educator and costs \$15.95 postpaid. Order from the American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.



'TEACHING OUTDOORS WHAT IS BEST LEARNED OUTDOORS'

The above quote, found in *Just Open the Door: A Complete Guide to Experiencing Environmental Education*, summarizes the guide's theme. Written by Rich Gerston, *Just Open the Door* is now available from Interstate Printers and Publishers, Inc., 19-27 North Hackson Street, Danville, IL 61832.

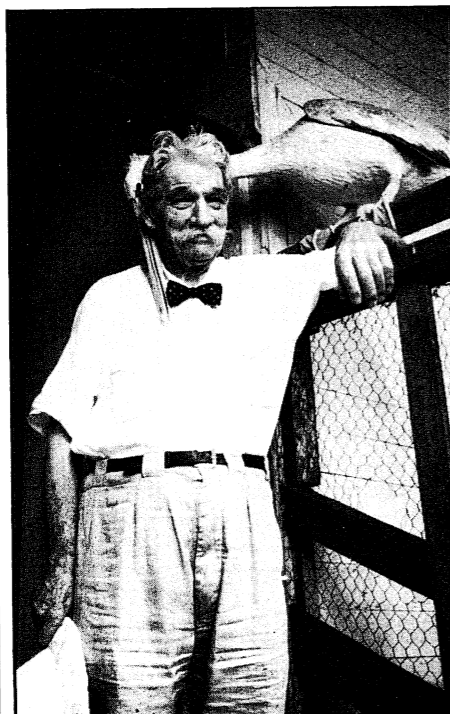
The guide contains 285 lesson plans organized by traditional subject areas, implementation strategies, a references and recommended reading section, and a list of resources and classroom aids. Attractively designed, the guide provides ideas for teaching "environmentally" such subjects as language arts, math, science, and conservation. Unfortunately, the guide does include activities in which children collect insects for observation and mounting and capture wild

animals to keep as temporary pets.


Just Open the Door: A Complete Guide to Experiencing Environmental Education (Order No. 2249) costs \$9.95, less a 10 percent discount for a single copy and 20 percent discount for two or more copies. When payment accompanies the order, Interstate pays the postage. Order by writing to the above address.

ALBERT SCHWEITZER FILMSTRIP DISCUSSES 'REVERENCE FOR LIFE'

For All That Lives is a sound filmstrip that couples Albert Schweitzer's own words with beautiful and rare photographs to summarize Schweitzer's "reverence for life" philosophy and his concept of the "will to live" found in all life. Because Schweitzer's language is often complex, this filmstrip is



best suited for students in junior high school and older. A helpful teacher's guide, written by Ann Atwood, accompanies *For All That Lives* and lists discussion questions and learning objectives. *For All That Lives* costs \$28.75 (including shipping and handling) and may be ordered from Lyceum Productions, Inc., P.O. Box 1018, Laguna Beach, CA 92652.



HANDOUT HELPS CHILDREN BE LETTER-PERFECT

Dorothy Sammut-Tovar, a humane educator at the Peninsula Humane Society, 12 Airport Boulevard, San Mateo, CA 94401, distributes a handout to children that assists them in writing letters about humane concerns to political leaders. Titled *Become a Letter Writer*, the handout encourages letter writing and advises the novice to "be brief, be courteous, be sincere, be specific, be busy." A list of political officials in the United States completes the one-page handout. For a sample copy, send a self-addressed, stamped envelope to Dorothy at the above address.

COMIC BOOK DISCUSSES RESPONSIBLE ATTITUDES TOWARD WILDLIFE

The Soil Conservation Society of America, 7515 Northeast Ankeny Road, Ankeny, IA 50021, has produced an educational comic book titled *Make Room for Monsters...and Wildlife on the Land*. The comic book is designed for children in grades 4 through 6 and covers the following topics: food chains and the balance of nature, the varieties of environments and their indigenous flora and fauna, the effects of pollution and careless humans. Single copies cost 75 cents. A teacher's guide costs 50 cents. Substantial discounts are available on quantity purchases of both. Imprinting of an organization's name is also available. Contact the Soil Conservation Society of America at the above address for more information.

ZOO KEEPER'S BEGINNINGS DESCRIBED IN BOOK

"They say that a child who aspires to be an engine driver rarely grows up to fill that role in life. If this is so, then I am an exceptionally lucky person, for at the age of two I made up my mind...that the only thing I wanted to do was study animals. Nothing else interested me."

So begins Gerald Durrell's entertaining book, *A Bevy of Beasts*, which describes his apprenticeship as a zoo keeper at England's Whipsnade Zoo. Readers are provided vivid descriptions of the various animals and the zoo keepers with whom Durrell worked as a young man.

The love Durrell has for his vocation is apparent in his writing. However, he questions the belief that captured wildlife suffer by their captivity and dismisses too casually the concerns of animal lovers who advocate large cages or enclosures. He concludes *A Bevy of Beasts* with a description of his commitment to helping endangered species.

A Bevy of Beasts is suitable for adults and children in junior and senior high school and costs \$8.95. Order from the Wildlife Preservation Trust International, Inc., 34th Street and Girard Avenue, Philadelphia, PA 19104.

Also available from the Wildlife Preservation Trust International is the *Gerald Durrell Coloring Book*. Warm and humorous illustrations of twenty wildlife animals comprise the coloring book. Order the *Gerald Durrell Coloring Book* by sending \$2 to the above address. All orders are shipped United Parcel Service. On orders of ten or more, there is a 40 percent discount.

SOCIAL ROLE OF ANIMALS IN SOCIETY DISCUSSED IN BOOK

People interested in companion animals are likely to be interested in *New Perspectives on Our Lives With Companion Animals*, written by Dr. Aaron Katcher, associate professor of psychiatry at the University of Pennsylvania, and Dr. Alan Beck, director of the Center for the Interaction of Animals and Society.

This text results from the proceedings of a symposium held at the University of Pennsylvania and includes the major research and clinical findings on the interactions of people and companion animals. Some of the book's sections are "Companion Animals in the City," "Companion Animals and Human Health," "Loss of a Companion Animal," and "Ethological and Anthropological Studies."

New Perspectives on Our Lives With Companion Animals costs \$25 and may be ordered from the University of Pennsylvania Press, 3933 Walnut Street, Philadelphia, PA 19104.

ANIMAL KINGDOM FILMSTRIPS AVAILABLE



Educational Enrichment Materials is distributing a new filmstrip series called *Animal Kingdom*. The series was produced in cooperation with the New York Zoological Society. Set I of *Animal Kingdom* explores the shark and the lion; Set II covers snakes and monkeys. For more information, write to Educational Enrichment Materials, 357 Adams Street, Bedford Hills, NY 10507.

CAMPS AND CLINICS TEACH HUMANENESS

Children ages eight through eleven attended the Animal Awareness Day Camp, sponsored by the Wisconsin Humane Society, 4151 North Humboldt Avenue, Milwaukee, WI 53212, this past summer. The camp acquainted children with the work of the ani-



—Milwaukee Journal photo

mal shelter and provided information on wildlife, zoo animals, and nature. Children registered for a one-week session that cost \$20.

Scholarships were given to selected campers. "Advanced" campers, those who attended the 1982 session, were eligible to attend a special, one-week, half-day program that continued their animal awareness training.

Junior Girl Scouts who were working on the Hobbies and Pets badge were also afforded learning opportunities at the Wisconsin Humane Society. Scout clinics were held during the spring vacation that consisted of eight sessions that helped the girls meet six badge requirements. Contact Lori L. Otto for information regarding both of these programs.

NEW BOOK PROVIDES INFORMED AND PERSONAL LOOK AT FERAL CATS

Honey Puss, Turtle, and Herbert—all feral cats—populate *Maverick Cats: Encounters With Feral Cats*, written by Ellen Perry Berkeley. What's a feral cat? Berkeley defines a feral cat as "...one that was once domesticated, or with domesticated ancestors, but is now living as a wild creature."

The topic of feral cats makes for interesting reading. These animals are found in Antarctica, Australia, and Europe. Berkeley writes of her experiences with feral cats in her native Vermont. In a capable manner, Berkeley provides the reader with a summary of relevant research regarding feral cats and descriptions of her encounters with these animals. Attractive black-and-white illustrations by Sandra Crawford accompany the text.

Maverick Cats: Encounters With Feral Cats costs \$12.95 and may be ordered from your local bookstore or from Walker and Company, 720 Fifth Avenue, New York, NY 10019.

BRINGING LANGUAGE ARTS OUTSIDE

Charmaine F. Starr has written the teacher's guide *All Outdoors To Read: Activities for Teaching the Language Arts Through Outdoor Education*. The guide contains outdoor activities for the primary and middle grades that teach students vocabulary, ob-

ervation, and categorization skills and require students to discuss, read, and write about the outdoors. The activities are designed to be carried out on or near the school grounds during the fall, winter, and spring. Unfortunately, some of the suggested activities have children collecting plant and insect specimens. However, *All Outdoors To Read* is a useful source of ideas for educators. Helpful bibliographies are also included. To order, send \$9.95 to Starrview Press, 4133 Oak Orchard Road, Albion, NY 14411.

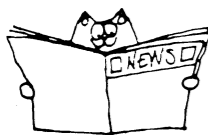
COLORING SHEETS TEACH RESPONSIBLE PET CARE

Marge Wright, humane educator at the Arizona Humane Society, 9226 No. 13th Avenue, Phoenix, AZ 85021, reports that



she is now using newly developed coloring sheets that teach responsible pet care. The sheets were developed by Pat Koepf, an artist and elementary school teacher who donated her time and talents to the society during

CLASSIFIEDS



Position Opening October 1983: Humane Education Director to conduct tours, presentations, workshops; prepare educational materials, press releases, teachers' newsletter, displays; and maintain library. \$16,900-\$24,900. Contact Richard F. Amity, Department of Animal Control, 4500 West Ox Road, Fairfax, VA 22030.

her summer vacation.

The packet is called "Be Kind to Animals" and contains cartoon style illustrations that teach aspects of responsible pet care. The illustrations are warmly drawn and large enough so that even the youngest child can easily color them. For a complimentary set of the "Be Kind to Animals" coloring sheets, send a large, self-addressed, stamped envelope to Marge at the above address.

FEELINGS AWARD ESTABLISHED

Barbara J. Miller, project coordinator of the Education Center at the Turtle Back Zoo in New Jersey, announces she has established a Feelings Award to be given each year to the winner of the zoo's poetry contest. The child who submits a poem that best expresses his/her feelings for animals will receive the award. Barbara decided to create the award after reading an entry in this year's poetry contest. Second-grader Allison Radecki's poem titled "First Day," described her love for Feelings, the zoo's late Siberian tiger. Barbara found the poem so moving that she created and named the award in honor of the tiger. Through the award, Barbara wants to keep the memory of Feelings alive and to encourage children to express their concern for animals. For more information, contact Barbara at the Turtle Back Zoo, 560 Northfield Avenue, West Orange, NJ 07052. ♥

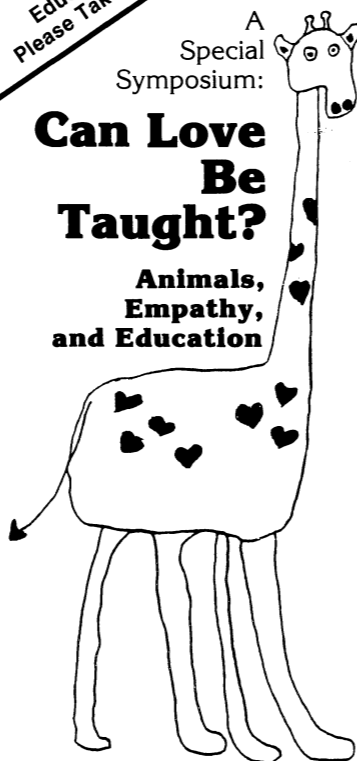
Do your ideas and materials belong in Happenings? If they do, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Had-dam, CT 06423.

Humane Educators, Please Take Note

A Special Symposium:

Can Love Be Taught?

Animals, Empathy, and Education



Featuring: National experts in child development discussing the development of empathy in children

The Place: 1983 HSUS Annual Conference Americana Hotel Fort Worth, Texas

The Time: October 12-15, 1983

The theme of the 1983 HSUS Conference will be "All One Family." Please join us.

The agenda also includes workshops by HSUS staff and invited experts, including an Introductory Workshop on using the new *Kind News* as a humane education tool, special events, and the annual banquet and presentation of the Joseph Wood Krutch medal.

For program and registration information, write HSUS Annual Conference Information, 2100 L Street, NW, Washington, DC 20037.

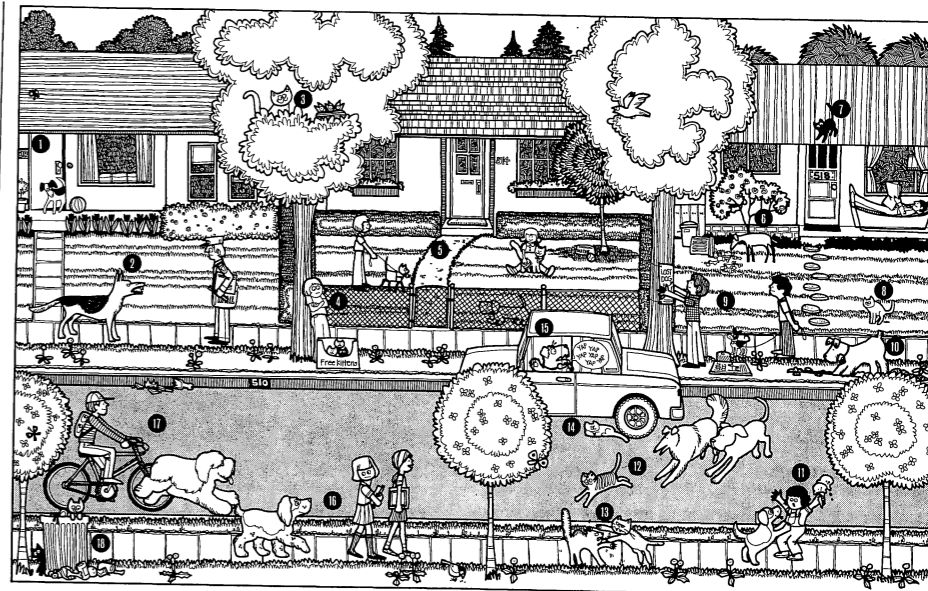


Our Neighbors' Pets

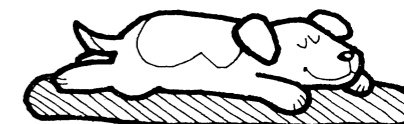


by Lorraine P. Holden and Beverly Armstrong

When you and your students look at the Copy Master mini poster on the next two pages, you'll find a scene that might have come off the streets of your own community. You can use the *Our Neighbors' Pets Copy Master* to see how much or how little your students know about the responsibilities of pet ownership. We've loaded the poster with examples of responsible and irresponsible pet ownership. Can your students find them all? After each child has had an opportunity to identify what's wrong and right in this picture, have students share their discoveries. We've provided an answer key to help you with this. When the class discussion is complete, invite your students to color their copies of the poster and display them in class or at home.



1. A door or window carelessly left open is an invitation to a pet to go outdoors unattended. Pets may then be lost or injured.
2. Free-roaming dogs are sometimes dangerous to pedestrians. Who would want to be this mail carrier? But it's not the dog's fault; it's the fault of an irresponsible pet owner.
3. Free-roaming pets are often a nuisance to wildlife, disrupting nests or even killing animals.
4. Free kittens! It doesn't look as though this pet owner is very successful at even giving away these animals. Spaying or neutering would have avoided this problem. If the kittens are adopted, it may not be by responsible and loving people.
5. Here we see three pets that are well cared for. One young pet owner is exercising her cat using a harness and leash. Another pet owner is grooming her cat. And the dog is free to exercise in a fenced yard where there are shade, water, toys, and companionship.
6. This stray dog probably once had an owner. Now the animal suffers from lack of food and risks being injured.
7. Cats may like to climb, but this cat isn't able to get down again. It's stranded! It would be much safer indoors.
8. Oops! This free-roaming cat is making a mess. Unfortunately, the man in the hammock is unaware of the problem—or unconcerned.
9. Responsible pet owners usually don't lose their pets. However, when an accident does occur and a pet becomes lost, posting "Lost Pet" signs in the neighborhood is one effective way to recover the animal. Notice the collar, leash, and tag being worn by the dog. This dog's owner has taken steps to prevent his pet from becoming lost.
10. This dog is only doing what comes naturally—digging. Unfortunately, there's no pet owner in sight to stop the dog and the damage being done.
11. An overzealous dog and a child holding an ice-cream cone don't mix! A free-roaming pet might be well-intentioned but can be a nuisance nevertheless.
12. Free-roaming pets run a high risk of being injured or killed by motor vehicles.
13. When fights break out, free-roaming pets can be hurt. These pets would be safer at home.
14. This cat risks injury by snoozing in the shade of the car. Will the driver see this animal before driving away?
15. The owner of this dog probably thought it was a good idea to bring the animal along for a drive. But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn't have helped much.
16. This girl doesn't seem to welcome the unexpected company during her walk home from school. It's safer and more pleasant to meet pets in their homes and in the company of their owners.
17. Pets need exercise, but it's up to the owner to exercise the pet in a safe and considerate manner so that the pet won't be injured by litter, cars, or other animals and so that the pet won't be bothersome to other people. Where's the leash, collar, and tag?
18. Here we go again. Another mess to clean up because these cats weren't kept home where they belong. ♥



About the artist... Beverly Armstrong is an artist/humane educator whose work often appears in HUMANE EDUCATION. Bev lives with her own menagerie of pets in Long Beach, California.

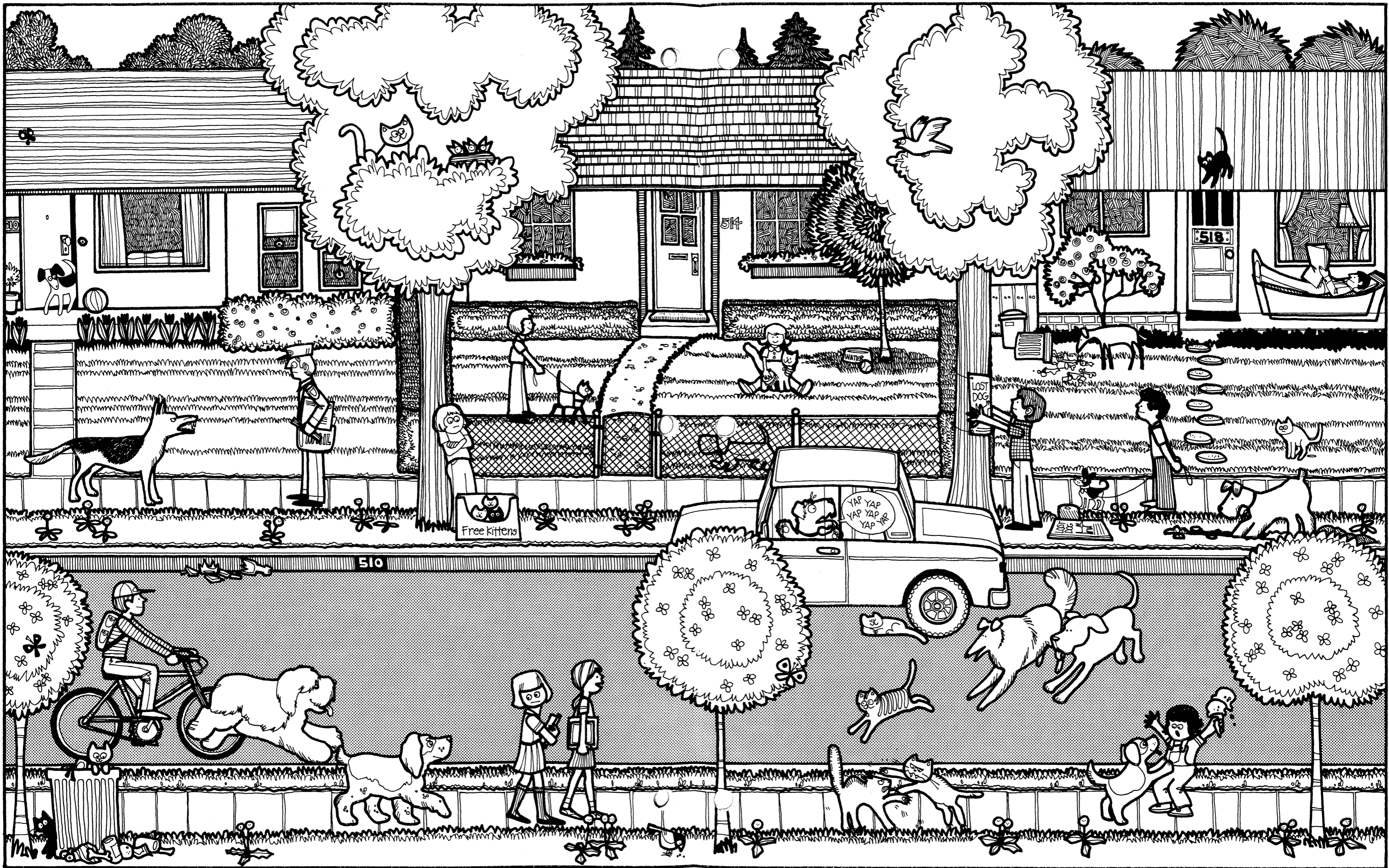


Illustration by Beverly Armstrong

Young Children's Beliefs About Animals

by Vanessa Malcarne

In our society people face many contradictions regarding the treatment of animals. While we are taught from an early age the social value of being kind to animals, the reality is that animals are mistreated in our society on a massive scale (for example, in food production and science experimentation). However, most people seem to have little trouble accepting this profound discrepancy between society's morals about animals and its actual treatment of them. How is it that people can believe in being kind to animals yet seem to overlook the cruelties commonly and systematically inflicted upon them?

Dr. Alan Bowd, Senior Lecturer in Educational Psychology at the Riverina College of Advanced Education in Australia, sought to gain insight into people's abilities to live with this discrepancy by taking a look at the experiences and beliefs they had as children. Dr. Bowd saw two possible ways in which children might deal with the disparity between society's morals about animals and society's treatment of animals. First, he suggested, children are simply unaware of society's treatment of animals. Their understanding of animals is limited to that gained through direct experience. Second, children have been socialized to believe that there are basic differences between humans and animals in such areas as their abilities to communicate, to demonstrate emotion, and to experience discomfort. If children perceived fundamental differences between themselves and animals, this might help to explain how they, as children and later as adults, could accept society's institutionalized cruelties to animals with apparent ease.

Dr. Bowd began his research by studying kindergarten children. He hypothesized that, at this young age,

children's knowledge about animals is primarily based on their own experiences and that children are not capable of understanding the variety of roles animals play in human society. Thus, children are unaware of society's use and general treatment of animals. Dr. Bowd further hypothesized that young children believe that humans and animals are basically similar. He thought that kindergarten children, because of their egocentrism, are more likely to assume that animals are like themselves than to conceive of basic differences between humans and animals.

Dr. Bowd interviewed thirty-seven children (average age: five years, eight months). His questions focused on four topics: the extent of the child's contact with animals, society's use of animals in food production, the distinction between domestic and wild animals regarding the role of human care, and the child's concept of animal experiences as similar or dissimilar to human experiences.

What did the interviews show? The results confirmed Dr. Bowd's first hypothesis: young children's knowledge about animals is primarily egocentric, reflecting their direct experiences with animals (particularly their experiences with pets). The young children studied were limited in their knowledge of how animals are treated in society as a whole. Most children did not understand the role of humans in the care and use of domestic animals and were not aware that animals are raised and killed for food. These results suggest that young children are ignorant of society's institutionalized treatment of animals and, thus, are unaware of any contradiction between that treatment and the social expectation to be kind to animals.

The results did not, however, confirm Dr. Bowd's second hypothesis: kindergarten children believe that humans and animals are basically similar. Instead, Dr. Bowd found evidence of the beginning of a belief in differences between human and animal experiences. Only half the children believed that animals experience pain in the same way as humans, and almost half believed that

animals experience pain from an injury less severely than humans. This devaluing of animal feelings probably helps children function in a society that formally condemns cruelty to animals and at the same time exploits and destroys animals on a large scale.

While generalizations can be only cautiously made because of the small number of children interviewed and the lack of research with older children, the study does provide some insight into the process that allows children to function in a society that endorses kindness to animals at the same time it allows their exploitation. The results of the study also suggest that humane educators might be wise to focus less on the mistreatment of individual animals and more on the similar ways in which humans and animals respond to pain. It may also be necessary to emphasize the similarities between individual acts of cruelty and institutionalized cruelty so that children can better understand the humane concerns involved. Encouraging children's concern for individual animals is certainly important, but Dr. Bowd's study suggests that it is unlikely that children's knowledge of or attitudes toward institutionalized cruelty will be affected significantly through this approach alone. ♡



Reference

Bowd, Alan D. "Young Children's Beliefs About Animals," *The Journal of Psychology* 110 (1982), pp. 263-66.

Note: For copies of any studies reported on in Research in Review, or for further information on any topics covered, contact Vanessa Malcarne at NAAHE, Box 362, East Haddam, CT 06423. Specific questions about Dr. Bowd's work can be directed to Dr. Alan D. Bowd, School of Education, Riverina College of Advanced Education, P.O. Box 588, Wagga Wagga, New South Wales 2650, Australia.

HUMANE EDUCATION Reader Survey

In order to best make HUMANE EDUCATION meet your needs, we need your input! Please take a few minutes to fill out this reader's survey and return it to NAAHE, Box 362, East Haddam, CT 06423 by October 15, 1983. Thank you!

1. Which description most accurately describes you?

- classroom teacher
- school administrator
- educator for humane society, animal shelter, or animal control program
- educator for natural science or environmental education center
- educator for zoo or aquarium
- librarian
- other (please describe) _____

2. If you are an educator for a humane society, animal shelter, animal control program, nature center, zoo, or aquarium, are you a

- paid professional?
- volunteer worker?

3. When did you begin reading HUMANE EDUCATION?

- This is my first issue.
- within the past year
- two years ago
- three to five years ago
- have been reading it since the charter issue (Fall 1977)

4. How did you find out about HUMANE EDUCATION?

- at a workshop
- through a mailing to myself or my organization
- through correspondence with NAAHE
- through an ad in a magazine
- through a friend and/or work associate
- other (please describe) _____

5. What has been your favorite article since you started receiving HUMANE EDUCATION?

6. Create the title (or describe the subject area) for an article you've always wanted to see in HUMANE EDUCATION.

7. What do you like most about HUMANE EDUCATION?

8. What do you like least about HUMANE EDUCATION?

9. If you could make one change in HUMANE EDUCATION, how would you change it?

Specific Ratings: Regular Departments

Listed below are the titles of regular HUMANE EDUCATION departments. Please rate each on a scale of 1 to 5, with 5 indicating that you find the department very useful or interesting; 4, moderately useful or interesting; 3, occasionally useful or interesting; 2, not often useful or interesting; and 1, useless and uninteresting. If you are not familiar with the department, just leave it blank.

	useless/ uninteresting	1	2	3	4	5 very useful/ interesting
10. Happenings	1	2	3	4	5	
11. Book Reviews	1	2	3	4	5	
12. Film Reviews	1	2	3	4	5	
13. Read-Aloud Stories	1	2	3	4	5	
14. What's a Picture Worth?	1	2	3	4	5	
15. Calendar	1	2	3	4	5	
16. Research in Review	1	2	3	4	5	
17. Learning Center	1	2	3	4	5	
18. Events	1	2	3	4	5	

HUMANE EDUCATION Reader Survey

Specific Ratings: Feature Articles

Listed below are the titles of feature articles from recent issues of HUMANE EDUCATION. Please rate each on a scale of 1 to 5, with 5 indicating that you found the article very useful or interesting; 4, moderately useful or interesting; 3, somewhat useful or interesting; 2, not very useful or interesting; and 1, useless and uninteresting. If you are not familiar with the article, just leave it blank.

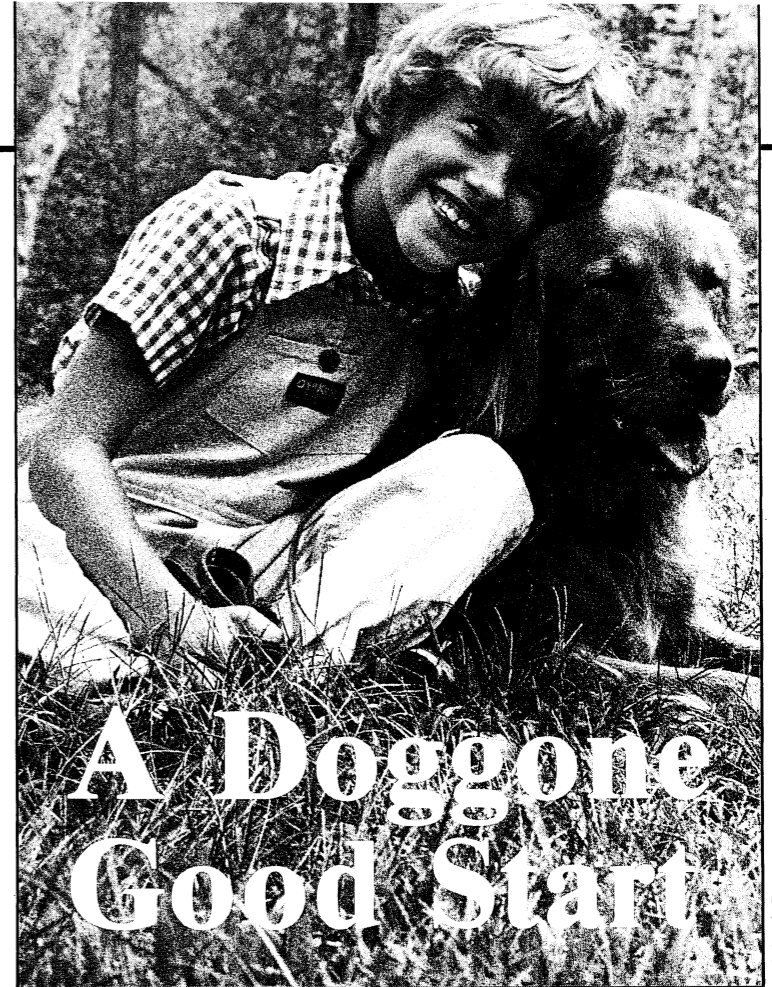
	useless/ uninteresting						very useful/ interesting				
19. What is a Nature Center? (humane education using nature centers/June 1983)	1	2	3	4	5		1	2	3	4	5
20. Programs for Preschoolers (activities for preschoolers/June 1983)	1	2	3	4	5		1	2	3	4	5
21. Don't Stay Between the Lines! (animal Copy Master series/March and June 1983)	1	2	3	4	5		1	2	3	4	5
22. When the Teaching Begins at Home (parenting practices/March 1983)	1	2	3	4	5		1	2	3	4	5
23. Mom, Apple Pie... and Humane Education (humane education controversies/March 1983)	1	2	3	4	5		1	2	3	4	5
24. People and Animals —The Pet Care Game (March 1983)	1	2	3	4	5		1	2	3	4	5
25. The Play's the Thing (using plays and role-plays/March 1983)	1	2	3	4	5		1	2	3	4	5
26. Bulls in a China Shop (wildlife pets in a human environment/December 1982)	1	2	3	4	5		1	2	3	4	5
27. Urban Ecology (exploring wildlife in cities/September 1982)	1	2	3	4	5		1	2	3	4	5
28. Humane Holiday Bulletin Board Ideas (September 1982)	1	2	3	4	5		1	2	3	4	5
29. If I Were a Bird (creative-movement activities/June 1982)	1	2	3	4	5		1	2	3	4	5
30. A Visit to the Animal Shelter (preparatory, participatory, and follow-up activities/June 1982)	1	2	3	4	5		1	2	3	4	5
31. Is there anything else you'd like to tell us regarding what you think of HUMANE EDUCATION? If so, write your comments here.											

Please cut along the vertical dotted line, fold, seal, stamp, and mail.

Please
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HUMANE EDUCATION Reader Survey
NAAHE
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East Haddam, CT 06423

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By Vivian Leidy

The first few weeks of class are important weeks in which a teacher begins relationships with students. Author Vivian Leidy shows how children's love for dogs can motivate learning, starting on the first day of class.



Pets play significant roles in the lives of children by providing companionship and nonjudgmental love. As a topic of classroom discussion, or as the subject of classroom visual aids, pets provide a comfortable, familiar, and nonthreatening theme a teacher can use to help students adjust to each other, to the teacher, and to classroom activities.

This article, originally published in INSTRUCTOR magazine, provides a back-to-school unit for primary-grade students. All the activities in the unit offer students opportunities to get to know each other better, practice study skills, and learn more about "cuddly canines." What better way to kick off the new school year than with humane education?

“Vivian's class is going to the dogs!” joked one of my colleagues last year. And she was right! During the first weeks of school my primary class and I immersed ourselves in cuddly canines. It was a great way to help kids forget first-day fears and, at the same time, get them to bone up on skills they had neglected over the summer. The activities were simple—they didn't rely on elaborate supplies or on special grouping (which can require extensive testing and observation). In other words, we could get right down to work on the very first day. And that's what I call starting off on the right foot, or should it be the right paw?

Pooch Pouch Name Game

To get started, we played the Pooch Pouch Name Game, which helped make remembering new names just a bit easier. We made name cards with each child's name on one card and his or her dog's name on another. If a child didn't have a dog, we used the name of a dog the child liked. All cards were placed in pouches, or pockets, on a chart hanging on the wall. Students played the game like

Concentration, matching a child's name card to the proper dog's name card. We played endless variations of this game; you can match dogs to breed names, home addresses, and so on.

What's in a Name?

We used the same name cards to review language arts skills. Students matched names of dogs that had the same beginning sounds, the same ending sounds, and that rhymed. We even used these cards to review the alphabet by putting the names on the chart in alphabetical order.

Something to Bark About

Once we had mastered names, I asked children to tell me about their dogs' coloring, breeds, talents, and so on, which they recorded in booklets. Children brought in pictures of themselves and their dogs to display on the door of our corner cupboard. And so it wasn't long before my students knew not only each other's names, but the name of everyone's dog as well! During the year we continued to use this area to feature pictures of dogs and children who celebrated their

birthdays that month.

Be a Newshound!

To supplement our knowledge of dogs not found in our neighborhood, I stapled a large world map to a bulletin board and encouraged children to bring in newspaper articles about dogs around the world. Each child would read his or her article to the class and then staple it near the place on the map where the event took place. This activity not only encouraged newspaper reading but also strengthened map reading skills. Each child who brought in an article got a special certificate called a Newshound Award.

Welcome to the Dog Show

Often there were photographs of dogs with the articles children brought in. We cut these out and pasted them on another bulletin board along with pictures of unusual dogs cut from magazines. We labeled the pictures and then grouped them under the following categories: sporting dogs, working dogs, terriers, toy dogs, nonsporting dogs, and mutts. For example, sporting dogs included retrievers, pointers, spaniels, and setters; working dogs were guard dogs, sheep dogs, Saint Bernards, and so on; nonsporting dogs were those difficult to classify elsewhere, such as bulldogs, Dalmatians, and chow chows. (Any good encyclopedia offers numerous examples of each category.)

Mutt Math

We even used our newly collected dog data to review graphing skills. Through bar and picture graphs, we found ways to compare dog populations according to size, breed, and origin.

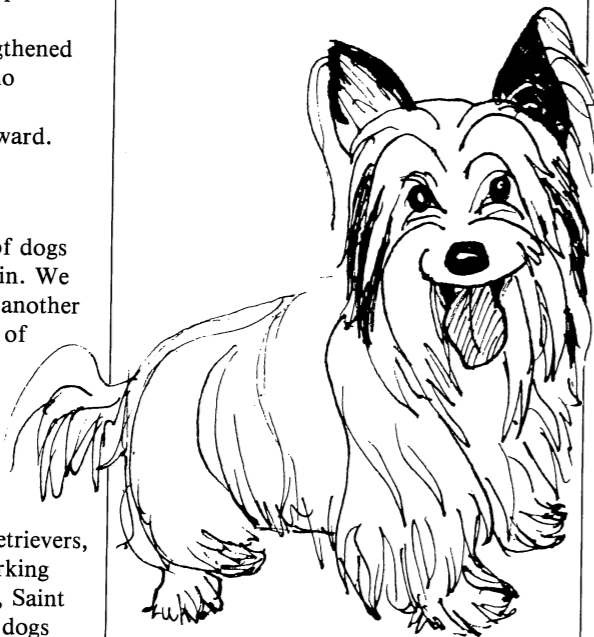
Reading With Rin-Tin-Tin

Reading was a much anticipated activity when the kids knew they could read about Rin-Tin-Tin, Lassie, and other well-loved dogs. At the back of the room we set up a special tent full of books on dogs and equipped with a bright rug, colorful pillows, and a large poster of Rin-Tin-Tin. A sign above the tent said, "The Pup Tent (Admission by ticket only)." A child who had worked well during the day was given a ticket called a dog tag and admitted to the Pup Tent for silent reading time.

You're in the Doghouse

Children in the Doghouse weren't in trouble; they were having fun! The

Doghouse was a learning center full of tapes, books, records, filmstrips, and activity packets about dogs. The packets encouraged kids to practice various skills we were studying in class and included such activities as sequencing comic strips about dogs, classifying pictures of dogs, alphabetizing breeds of dogs, matching captions to magazine pictures of dogs,



unscrambling breed names, solving dog crossword puzzles and word searches, coloring dog pictures, and so on.

Besides providing great motivation for learnings, dogs can be a teacher's best friend when it comes to classroom management. Here are three ways in which I used them in that area.

Listen to Snoopy

I felt it was important to lay down classroom rules the first day so my students would know what was expected of them. To do this, I used life-size Snoopy cutouts to illustrate the rules.

For the Love of Benji

To help children go quietly to their seats when they came in each morning, I enlisted the help of that lovable pooch Benji. Each morning I placed a specially selected book about dogs at each child's desk. Inside, I put a bookmark with Benji's head traced on the top. Each child read for a few minutes until I was ready

to take attendance. When a student finished a book, he or she completed a special book report form and added the name of the book to a book chart kept on a bulletin board near the Pup Tent. This activity not only increased reading time on task but also got each day off to a productive and enjoyable start.

Rover Riddles

At recess or lunchtime, I used dogs to encourage my children to line up quietly by giving them riddles to solve. For example, I would say, "I'm thinking of a boy who is sitting quietly in his seat, who has a brown and white dog named Sparky." If that boy was quiet and listening, he would be able to guess who I was talking about and get in line. If not, I would go on to another child. It worked! The kids would remain quiet to make sure they heard the riddle and could guess who was next in line.

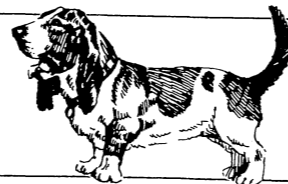
After learning so much about different kinds of dogs, everyone wanted to know more about the care and feeding of dogs. So, as a grand finale to our unit, we visited the local humane society shelter during Responsible Pet Care Week in late September. We toured the kennels and talked to the caretakers to learn the responsibilities of owning a dog. After our visit, the unit wound down to a close; but thanks to our four-footed friends, we all knew each other a lot better, and we had brushed up on needed skills. It was indeed a doggone good start! ♥



Consider why six out of every 10 of us own pets

WE HAVE

That's why we work to protect pets.



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IT'S MUSIC TO THEIR EARS

Aside from rock 'n' roll, other types of music are often unfamiliar to children because they haven't had enough opportunity to listen to a variety of music. This learning center introduces students to the music of Paul Winter, a jazz musician who weaves the sounds of animals into his compositions. Like many composers through the ages, Paul Winter has found the natural world to be a source of inspiration. Use this learning center to inspire your students' imagination, stimulate their interest in animals, and promote their curiosity about other forms of music.



"Common Ground" and "Callings" are the record albums we recommend using in this learning center. "Common Ground" features the Paul Winter Consort and the sounds made by a timber wolf, a humpback whale, and an African fish eagle. "Callings" includes the voices of the sea lion, dolphin, sea otter, blue whale, orca, and other sea mammals.

The "music" made by each of these animals is treated as the theme in each piece. Around this theme, the Paul Winter Consort improvises musical passages that capture the mood of the environment in which the animal lives. Each piece provides an unusual listening experience for children. You can purchase these records at your local record store or order them from the Living Music Foundation, Inc., P.O. Box 68, Litchfield, CT 06759. You may also be able to borrow these records from your local library.

After you have reviewed the music, create a chart for the learning center which lists the titles of the selections and the names of the animal heard in each. This chart will help students independently choose a song for listening. Also add to the chart the following directions:

"Music can communicate to and inspire the listener. Each of these musical pieces features an animal 'singing,' accompanied by humans playing musical instruments. Select and listen to a song from this list.

"As you listen to the song, think about the animal's music and imagine what the animal is singing about, where the animal is, and what the animal looks like.

"When you're done listening, draw and color a picture that shows what the animal is singing about."

Using a bulletin board, display the titles of the songs. As each child listens to a song and completes a picture, exhibit the picture under the appropriate song title. Students may return to the learning center, listen to the remaining selections, and continue to contribute pictures to the display.

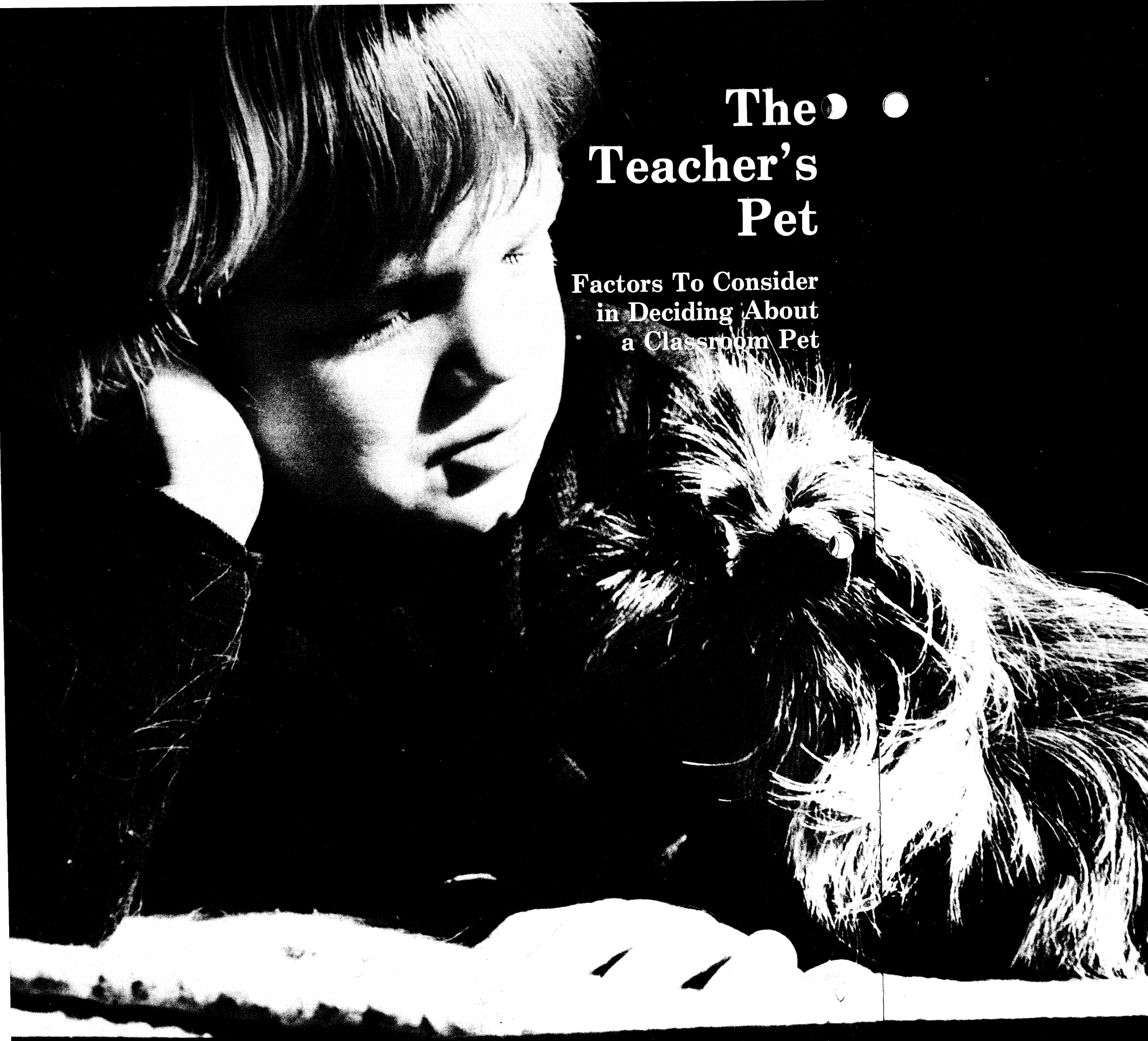
Place in the learning center children's books and encyclopedias that provide information on these animals and how they live and communicate. Anabel Dean's *How Animals Communicate* (New York: Julian Messner) covers this topic. Have the children select one of the animals they've heard on the records

and research information about where it lives, its habits, and its characteristics. If possible, have the children find out about the special qualities of the animal that enable it to sing the way it does. You may also want to place in the learning center a special folder that contains information on any humane concerns regarding each animal.

Allow the children to choose how to best summarize the information they've learned by providing them with a list of options. Children may create a fact sheet or poster. They may write a story, poem, song, news item, or speech to be given by their animal at a make-believe upcoming event. Or they may write a letter to their animal about the music they've heard and the information they've learned.

As your students progress through this learning center, you can continue to display their work on the bulletin board. Or ask your school librarian to display the children's work in the library so that other students can learn from your class's research. ♥

Note: If you have suggestions for learning centers that focus on humane education concepts or objectives, send your ideas to NAAHE, Box 362, East Haddam, CT 06423.



The Teacher's Pet

Factors To Consider in Deciding About a Classroom Pet

by Julie Rovner

Most educators are aware of studies that show children learn more by doing than by reading or listening. So, in teaching kindness and respect for animals, a logical tool would appear to be a classroom pet. But therein lies a painful dilemma for humane-minded teachers: Can the benefits gained by the presence of a live animal in the classroom outweigh the problems that might arise? Is the classroom really an appropriate place for a pet?

The answer to both questions is a qualified yes, says NAAHE Director Kathy Savesky. "Firsthand experience is a strong activity for empathy building," she says. "If chosen and kept responsibly, an appropriate pet can be a valuable addition to a classroom."

But what is an appropriate pet? And what factors should be examined by a teacher considering an animal companion for his or her classroom?

To answer the second question first, the single most important factor to be considered by a teacher is the role model he or she will present to children through the classroom pet experience. "The most powerful lessons associated with keeping a classroom pet are those communicated through the teacher's actions and attitudes," says Savesky. "When teachers decide to keep animals in the classroom, they must constantly be on guard to assure that their behavior is consistent with what they are trying to teach about compassion, respect, and responsibility. Kids are quick to pick up on inconsistencies, and research suggests that the behavior kids observe in their teachers generally has a much greater impact on their attitudes than do structured lessons, particularly if the two conflict. A lecture on the importance of a healthy environment for a pet will have little impact on students who have watched their teacher put off cleaning the gerbil's cage for three days because things were unusually busy."

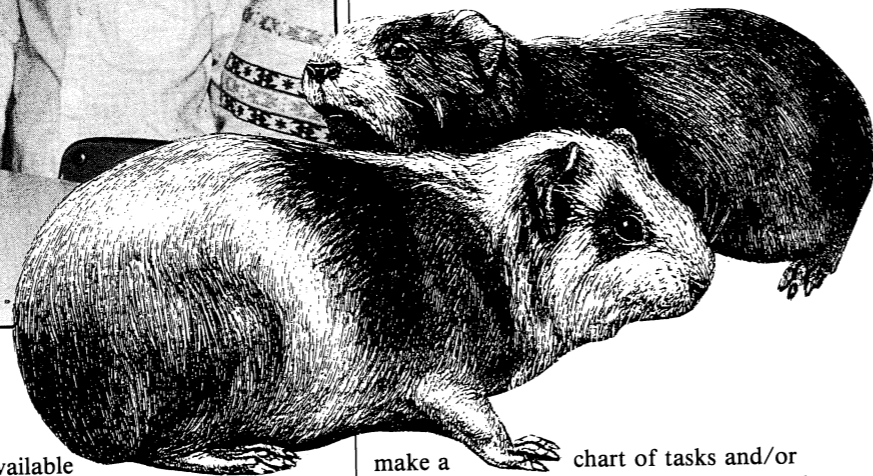
Providing a role model of a responsible pet owner may be more difficult than it seems. In addition to making sure that the pet always has adequate food and water and a clean, safe, comfortable home, the very question of who "owns" the classroom pet is important. "While every child in the class can take part in the pet's care, the ultimate responsibility for oversight has to fall on a single individual—the teacher," Savesky stresses. "There's no such thing as a collective pet. Sending the animal home with a different student every weekend or vacation is not only risky in terms of the animal's care and safety but can also be inconsistent with the concept that a pet is a full-time, permanent responsibility," Savesky adds. "What's more, drawing straws at the end of the year to see who gets to keep the animal—a practice common in many classrooms—only reinforces the all-too-familiar perception that pets are disposable objects. The real learning comes when the children can come back and visit the pet even after they've 'graduated' from that class."

Even if you're willing to take on the responsibility of providing a positive role model, there are other considerations to take into account before deciding to get a classroom pet. Does your school or school system have rules or guidelines about classroom pets? It could be traumatic to introduce a pet into the class only to have to remove it because its presence violates a rule. Are you willing and able to provide the animal with adequate care on evenings, weekends, and school vacations? Remember that many schools conserve energy by turning thermostats down on winter evenings and weekends to a point that could jeopardize your animal. If you're not able to keep the pet at your home as well as in the classroom, you may have to reconsider the idea. Do any of the children in the class have allergies (or phobias) that would preclude certain animals? Is there an appropriate place to keep a pet in your classroom? Pets need to be kept where they are comfortable and not forgotten about, but they also need a place that is quiet and where they won't be distracting during lessons that aren't pet related. Finally, are you prepared to cope with the children's reactions if the



—Barbara Westerfield

The way in which the teacher relates to and cares for the classroom pet serves as a model for students. Before deciding whether to keep a pet in the classroom, the teacher should consider what type of role model he or she will present to students.



animal should become ill or die suddenly?

If you're ready to handle all of the above, the next factor to consider is what type of pet will be appropriate for your classroom. According to Savesky, appropriate classroom pets include most domesticated small mammals, especially gerbils, guinea pigs, mice, rats, and hamsters. It's important to remember that *domesticated* means "animals born in captivity to animals born in captivity themselves, etc." Field mice or wild baby bunnies not only cannot be safely handled or kept but also should never be removed from their natural environment in the first place. And on the inappropriate list are birds and exotic saltwater fish. Both of these, while readily available in this country in pet stores and aquariums, are often victims of international smuggling operations that subject the animals to stress, sickness, and, as much as 50 percent of the time, death. Purchasing these animals, even if it's to give them a suitable and responsible home, indirectly encourages the smuggling and the suffering that goes with it. Domestic fish, however, such as guppies or goldfish, are acceptable.

Familiarize yourself *in advance* with the care and housing required by each type of pet you are considering. The expense involved in purchasing food and equipment and the time required for regular care and cleaning of a pet will be major factors to examine. Many books on the care of small mammals, birds, and

fish are available in your bookstore or library, and often the local animal welfare organization can provide guidance in both selection and care of classroom pets. The American Humane Education Society, 450 Salem End Road, P.O. Box 2244, Framingham, MA 01701, publishes *Bird Care* and *Small Mammal Care*, two brief but helpful guides to the care of common classroom pets. You can write the society for price and ordering information.

If the pet you've chosen is a small one, such as a mouse or gerbil, you may want to get two of them. Don't, however, warns Savesky, allow the animals to continually reproduce. Remember that any offspring, like the pets themselves, will be your responsibility. One way to avoid the problem is to get two animals of the same sex, making sure beforehand that they won't fight. You should also be sure in advance that you can find a veterinarian nearby who will care for your pets when they need it. Many vets won't handle small mammals.

It's a good idea not to introduce the pet on the first day of class. Not only is the stress of the day hard on you and the children, it's also hard on the pet. "Prepare the children first," Savesky advises, "by explaining what type of animal the pet will be, how much and what kind of care it will need, who will provide that care, and how chores and handling will be shared. You may want to

make a chart of tasks and/or cordon off an area of the classroom as the pet's 'home.'"

If your pet is a small mammal, you will need to establish rules for how and under what circumstances the pet may be removed from its home and/or held. Discuss these rules with your students prior to introducing them to your pet and focus on the reasons that such guidelines are needed (to protect the pet *and* the children). Injuries to the pet and children can be avoided if the children are prepared and motivated for careful and respectful handling of the animal.

You may also want to involve the class in preparing the pet's living arrangements. In addition to needing clean, comfortable surroundings, the animal also requires things to do and play with, as well as its own place where it can seek privacy or quiet when it needs to rest. Cardboard tissue boxes or paper towel tubes can provide both toys and shelter for gerbils, mice, and small hamsters. Make sure the children understand why the animal needs to be left alone sometimes and why there are times when they won't be able to watch it or play with it.

Once integrated into the classroom, the pet can provide almost limitless opportunities for learning exercises above and beyond the identification of animal needs and basic pet care.

Here are a few:

- Practicing Responsibility: "Feeding

and cleaning chores and taking turns handling the animal enhance the development of responsibility, as well as promote sharing and cooperation," says Savesky.

- Studying Behavior: Have the children watch the animal without playing with it. They can practice basic observation skills by making charts or keeping records of the animal's eating, resting, and activity periods.

- Creative Writing: Ask the children to

write a story or describe the classroom from the animal's point of view.

- Public Speaking: Ask each child to pretend he or she is the pet. Then ask each child to describe what he or she likes and dislikes about life in the classroom.

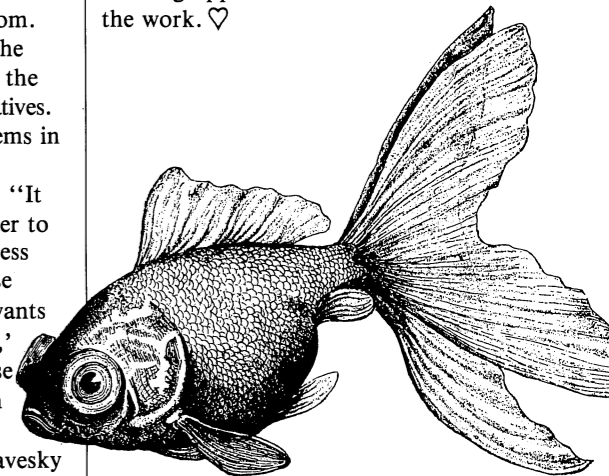
- History and Geography: Have the children study the natural history of the pet and natural habitat of its wild relatives.

- Classroom Management: Problems in the classroom may be recast for the children as problems for the animal. "It

may be easier to quiet a restless class because 'Ambrose wants to rest now,' than because the children should be resting," Savesky says.

The bottom line, according to Savesky, is that you shouldn't get a pet for your class unless you also want to get a pet

for yourself. But if you do, and if you're willing to accept the responsibilities and special problems that go along with keeping an animal in the classroom, the learning opportunities can be well worth the work. ♥



About the author...

Julie Rovner, formerly with The Humane Society of the United States, is now working as a free-lance writer in Washington, D.C. Her work has appeared in past issues of HUMAN EDUCATION.



—Barbara Westerfield

When a classroom pet is responsibly chosen, cared for, and integrated into the classroom, it can provide many positive learning opportunities for children.

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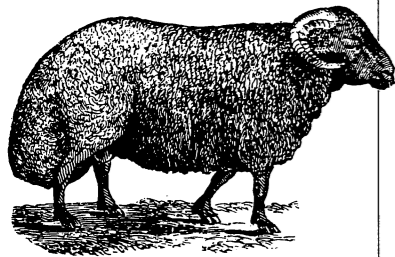
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OCTOBER NOVEMBER DECEMBER



4 OCTOBER

Frederic Remington's Birthday

Frederic Remington, a famous American artist, was born on this day in 1861. He is best known for his drawings and paintings of frontier life, American Indians, and horses.

Familiarize your students with Remington's work by displaying some of the books that show his art. There are a number of resources available, such as *The Western Art of Frederic Remington*, written by Matthew Baigell (New York: Ballantine Books, Inc.) and *The Major Artworks of Frederic Remington*, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Gloucester Art).

Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the picture. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1980 issue of *HUMANE EDUCATION*. For a reprint, send 50 cents to NAAHE, Box 362, East Haddam, CT 06423. Your students can follow up their study of human-horse relationships by investigating examples of this type of relationship in their own community.

16 OCTOBER

Sweetest Day

Sweetest Day is observed on the third Saturday in October each year. Originally, Sweetest Day was set aside as a special day to spread cheer among the unfortunate. Today, Sweetest Day is observed by remembering someone with a kind act.

Have your students remember and extend kindness to the animals in your local shelter. Begin by having a guest speaker from the shelter come to your class to describe the important work accomplished there. Also ask your guest speaker to suggest ways in which your students can help the shelter. For example, shelters are often in need of blankets and towels for the animals. Your class can launch a class- or school-wide campaign to obtain these items. When the blankets and towels are collected, arrange a trip to the shelter to present the articles. Your class will be providing a valuable community service.

24 OCTOBER

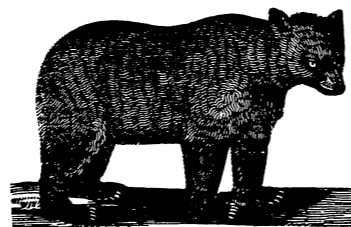
United Nations Day

The United Nations, founded on this day in 1945, is an organization dedicated to promoting peace and understanding among peoples throughout the world. An unusual way to observe this day and raise your students' awareness that they share the Earth with other people and animals is to have your

students explore the animal symbols of different countries. Worldwide, animals are chosen as symbols of nations. Ask your class to research why a particular animal was chosen to represent a country. If children are unable to find out, ask them to speculate. What admirable qualities does the animal possess? Children can investigate the animal symbols that represent the birthplaces of their ancestors. There are many books available that cover a variety of animals and that will aid your students' research. These include *The Wildlife Atlas*, written by Sylvia A. Johnson (Minneapolis: Lerner Publications); *Animal Facts and Feats*, written by Gerald L. Wood (New York: Sterling Publishing Co., Inc.); *Animal Superstars*, written by Russell Freedman (Englewood Cliffs, N.J.: Prentice-Hall, Inc.); and *Animal Champions*, written by Ronald Rood (New York: Grosset & Dunlap).

9 NOVEMBER

Smokey the Bear Dies



In 1976 the first Smokey the Bear died. He symbolized the importance of fire prevention in our country's national parks and forests.

An ideal way to observe Smokey's contribution to animal safety is to organize a class trip to a local park, forest, or nature center so your students can experience

the natural environment firsthand. An informative article on nature centers and their educational programs appeared in the June 1983 issue of *HUMANE EDUCATION*. For a reprint, send 50 cents to NAAHE, Box 362, East Haddam, CT 06423.

If a class trip is not possible, arrange for a naturalist or a forest fire fighter to come to your class to discuss ways in which children can contribute to the safety of animals in the natural world. What are the most common ways in which people endanger animals? What are the best ways to prevent such dangers? The speaker can also address the ways in which he or she works to protect animals.

14 NOVEMBER

End of Year of the Animals

The Whitaker Association sponsored Year of the Animals, which began November 15, 1982, and ends November 14, 1983. The purpose of this one-year observance is "To view [humans'] tenancy of earth from the standpoint of other animals and to assure safe space for all animal life through the protection and preservation of undisturbed wilderness."

Observe the conclusion of Year of the Animals by discussing with your students the importance of land management as a way to protect animals. An excellent resource to use to begin this activity is the videotape *Living With Wildlife*, which is available from Marty Stouffer Productions, Ltd., P.O. Box 5057, Aspen, CO 81612. *Living With Wildlife* explains

the ways in which some forestry and farming techniques affect the well-being of wildlife. It also advocates the restoration of wildlife habitats and a human lifestyle that provides for the needs of wildlife. The film does contain graphic scenes of hunting and sealing, however, so it is most suitable for older students.

After students have viewed *Living With Wildlife*, generate discussion by asking the following questions: What are the major problems to wildlife caused by humans? What recommendations are offered? How might putting these recommendations into practice change the way we live?

Follow up this discussion by having your students research local laws that protect the natural habitats in your community. For example, in many communities, builders must specify ways in which the environment will be protected/restored before a building permit is issued.

There is also concern about land management at the national level. Conclude your class activities by having your students write to the Department of the Interior, encouraging the responsible stewardship of our country's wilderness areas. The address is Secretary James G. Watt, Interior Department, Main Interior Building, Washington, DC 20240.

DECEMBER

4

Anniversary of Ham's Space Trip

In 1959 a chimpanzee named Ham rode in a rocket that traveled 55 miles into



space in order to test the safety of space travel. Both Ham and the rocket landed without major mishap. However, there are people in this country and elsewhere who are critical of scientific experiments in which animals are used. Space research is only one area of science in which animals are involved. Others include the testing of foods, drugs, and surgical procedures, as well as extensive biomedical research requiring millions of animals annually.

To observe this day, organize a class project in which your students re-search the use of animals in scientific experiments. Ideally, the information gathered should present various viewpoints. Students can write to The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037, for information about the humane concerns in this area.

After the students' research is concluded, have them present their findings. Divide the class into small groups and have each group answer the following questions: Do you support the use of animals in scientific experiments? Why? Why not? Is the use of animals in scientific experiments always good? always bad? What law would your group enact regarding this issue if your group had that responsibility?

Have the groups present their conclusions and use the material to discuss the various viewpoints.

21 DECEMBER

Jean Henri Fabre's Birthday

Jean Henri Fabre was

born on this day in 1823. He devoted his life to studying and writing about insects. As a result, he is a well-known entomologist.

Insects are frequently misunderstood. And, yet, insects are among the most fascinating of all the Earth's creatures. They occupy almost every habitat on land and in fresh water. There are more species of insects than all other animal groups combined. The many societies of insects constitute specialized families that are frequently characterized by a division of labor among the members.

Observe this day with your students by inviting a local entomologist to your class to discuss his or her work. Have your students brainstorm questions about the aspects of an entomologist's work and the interesting facts he or she has learned about insects. Use the guest speaker to debunk myths about insects and to answer such questions as: How are humans positively affected by the existence of insects? Are there good reasons for being afraid of most insects?

There are a number of useful and informative children's books about insects to further your students' appreciation of these creatures. These include *Ants Don't Get Sunday Off*, written by Penny Pollack (New York: G. P. Putnam's Sons); *Backyard Bestiary*, written by Rhoda Blumberg (New York: Coward, McCann & Geoghegan); and *Wild Animals That Help People*, written by Michael J. Walker (New York: David McKay, Co.). ♡



by Argus Archives

■ People expect to find wildlife outdoors—along seashores; in the woods, swamps, meadows, mountains; and in urban areas too. Wildlife are well adapted to survive in these habitats. They're not adapted to living in people's homes as pets, where they frequently suffer as a result of their captivity.

Wild animals raised as pets are commonly called exotic pets because they are kept in places other than their natural surroundings—a lizard in a loft apartment, a wolf in a basement, a beaver in a living room. The films and filmstrips reviewed below chronicle the problems associated with keeping wildlife as pets.

ME AND YOU KANGAROO (1974)

Without dialogue, this film tells the story of a boy's decision to raise a baby kangaroo after he and his father accidentally kill its mother. Robbie, the boy, loves his Joey. But as the kangaroo matures, the inherent problems in having an exotic pet quickly become evident. Joey romps through Robbie's mother's garden and upsets a local food stand, scattering the produce everywhere. Inevitably, Joey returns to the wild, but whether the half-domesticated kangaroo is ultimately able to survive in the wild is left in question.

This nineteen-minute, 16mm film is suitable for children in the primary and elementary grades. It is available from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, for purchase (\$265) or rental (\$25).

WHERE SHOULD A SQUIRREL LIVE? (1975)

This is the story of a baby squirrel lost in a rainstorm and rescued by a man who tries to make a pet of the little orphan. He buys toys and a collar for the squirrel as one would for a kitten or puppy. But the squirrel gets in trouble in the home environment. Quickly the man understands that this is an unnatural environment for a squirrel and releases it. The squirrel searches for food, and survival seems assured. Because the squirrel hasn't developed dependence on humans, the release is successful.

This fourteen-minute, 16mm, color film is suitable for children in the primary and elementary grades. It is available for purchase (\$135) or rental (\$10) from



In *Me and You Kangaroo* a young boy learns firsthand that an orphaned kangaroo makes an unsuitable pet.

— Learning Corporation of America

Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, CA 91104.

MANIMALS (1978)

This film by Robin Lehman is about pets in New York City—not usual pets like cats and dogs but exotic and “wild” animals. The hectic life of the metropolis is suggested by high-speed photography. Yet this hectic city is the unlikely home of many incongruous and inappropriate pets, among them a python, owls, otters, roosters, raccoons, a lion cub, and alligators. Several of the owners attempt to justify their “pets,” insisting that their animals are just like people (hence “manimals”) and that they make responsive, lovable companions. However, the film shows the difficulties and cruelty of keeping nondomesticated creatures in urban apartments.

The mood grows increasingly somber as we watch a small animal turn ceaselessly behind the bars of its cage. We are told that a man, bitten by his koala, pulled out its teeth. Then, as the film ends, we see two pathetic, crazed-looking coyotes imprisoned in a filthy cellar.

Technically, the film is very well done. Many viewers feel it is a powerful indictment of the practice of maintaining wild animals in a domestic urban setting. By keeping the mood light at the beginning and showing some of the owners and their animals in almost farcical situations, the filmmaker lulls the viewer into accepting the harboring of wild animals as the harmless activity of a few eccentrics. The gruesome last scene with the coyotes catches the viewer unprepared and serves as a sobering,

tragic finale. Some educators, however, find that the film's message is not straightforward enough for those viewers who are unaware of the inappropriateness of keeping exotic pets. Follow-up discussion is recommended.

This twenty-nine minute, 16mm, color/sound film is suitable for children in the elementary grades and above. You may purchase the film (\$425) or rent it (\$45) from Phoenix Films, Inc., 470 Park Avenue South, New York, NY 10016.

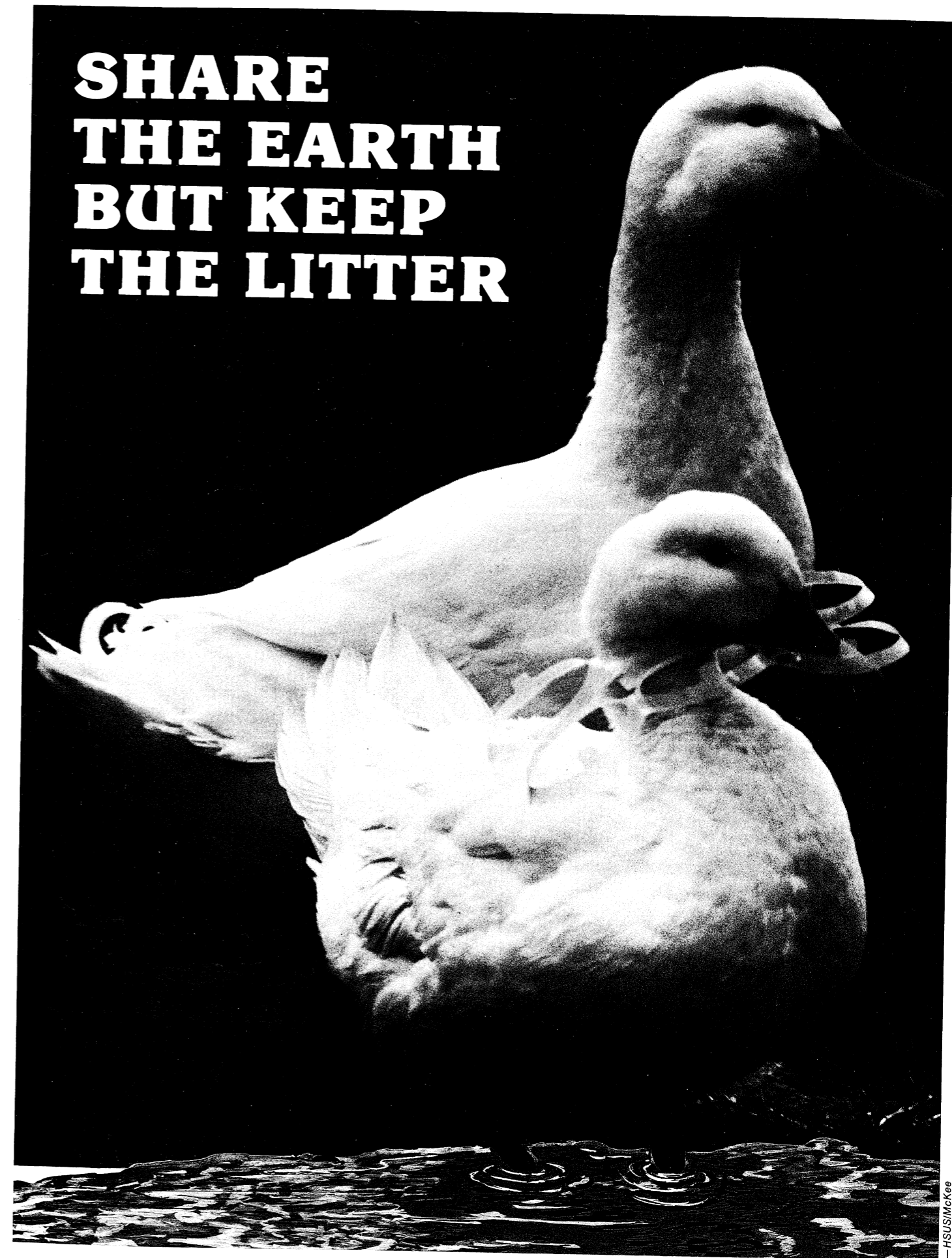
PLAYING IT SAFE WITH ANIMALS (1976)

Marshfilm produced this filmstrip, which reviews some of the problems one is likely to encounter when one keeps raccoons, coyotes, or opossums as pets. It is a film full of advice—how to give first aid to animals, how to care for snakebites and spider bites, how to care for wasp stings and beestings, how to avoid sick or injured animals. Important points are made about the inappropriateness of keeping wild animals as pets and the dangers of annoying wild animals.

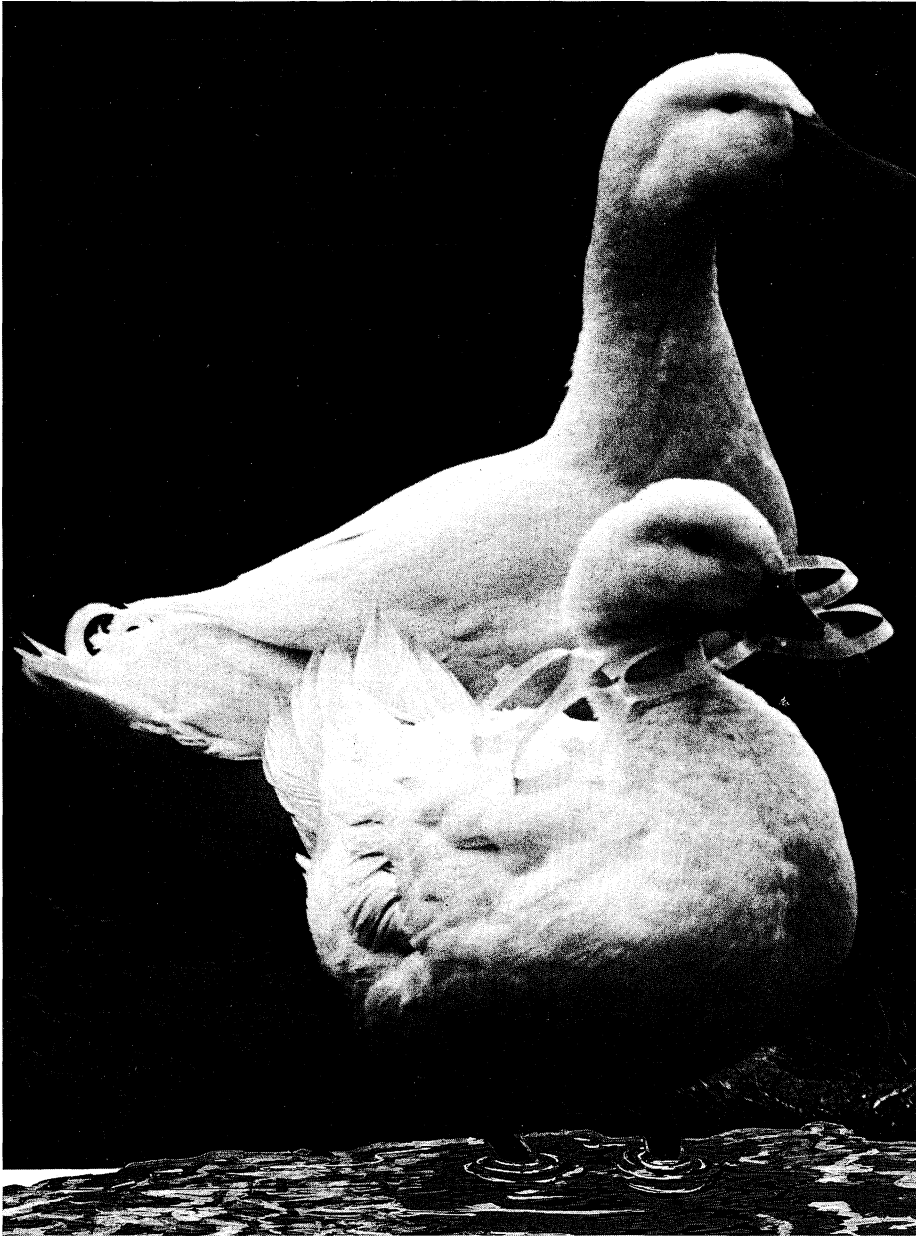
Unfortunately, the filmstrip's tone tends to promote fear of rather than fascination for wildlife. But the positive educational aspects can outweigh the negative portrayal of the wild animal-human relationship if handled well by the teacher.

This sound/color filmstrip is available for purchase for \$26 from Marshfilm, P.O. Box 8082, Shawnee Mission, KS 66208. The sound track comes in both a cassette and record format and is available in Spanish. This filmstrip is suitable for children in the primary and elementary grades. ♥

SHARE THE EARTH BUT KEEP THE LITTER



— HSUS/McKee



Venture to a local park on a pleasant weekend and spot the variety of cohabitants and the activity. In many areas across the country, you're likely to find people, picnics—and animals. Our parks are vivid reminders of the extent to which we share the Earth with other creatures.

Unfortunately, however, people share more than the Earth with animals. We frequently share our litter as well. You need only to drive along our nation's highways or walk along a city street to see the amount of litter we leave behind. This litter is more than an eyesore; it can be a source of danger for stray animals and wildlife.

Your students may be unaware of the ways in which animals risk injury or death because of our litter. Use the photograph on the reverse side of this page to help students brainstorm the common ways in which people litter and the effects litter can have on animals. Discuss ways in which children can prevent such danger. Many of the prevention techniques are very simple: cutting the plastic rings that hold our canned beverages; completely removing the lids from cans and flattening the cans; picking up broken glass; carefully disposing of plastic bags, string, and other items in which an animal can be caught.

Unlike many problems faced by animals, problems litter poses are ones that your students can easily and immediately help to remedy. Children can learn to make wiser decisions about how to dispose of their own litter, and they can help educate their families and peers. Learning how to share the Earth but keep the litter is a small but important lesson in environmental awareness and protection. ♡



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