Try a Little Tenderness

Cats have been valued family members for years. In fact, they're considered to be one of the earliest domestic pets. Today, the popularity of cats as pets continues to grow—but so does the number of abandoned and homeless cats. Thousands are picked up by animal control officers or turned in at animal shelters each year. June is Adopt-A-Cat Month. Now in its sixth year, Adopt-A-Cat Month was conceived by the 9-Lives Cat Food Company in response to the audience appeal of Morris, the television feline star, and is cosponsored by Humane Society of the United States. The early domestic pets. Today, the 9-Lives Cat Food Company in response to the audience appeal of Morris, the television feline star, and is cosponsored by Humane Society of the United States.

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A field trip to the Nature Center of Charlestown usually begins with an introductory lecture. Naturalist Joseph Spollen speaks to fourth-grade students from the Sugartown School in Malvern, Pennsylvania.

Visitors at nature centers learn that they are dependent on and interconnected with other life forms. Here children carefully observe a praying mantis, an insect that helps gardeners more than insecticides do.

A habitat is the home, or territory, needed by an animal. As part of the Habitat program activities at the Charlestown Nature Center, students rope off the territory of a specific animal so that it includes the necessary shelter, food, and water.

A pod of whales, a covey of quail, a mob of crows, and a gathering of people all interact with the world around them. Life on Earth is comprised of a web of life forms interrelated to a chain of events that support and develop one another. If each of us can better understand the web of life and relate this information to our lives, the quality of life may be enhanced. This is the function of a nature center—to spark such understanding.

As an outdoor classroom, a nature center permits the curious to learn about the world around them. Naturalists working at nature centers teach students of all ages about the various components of the environment and attempt to show how these elements relate to people's lives. By exploring a variety of environments, nature center visitors begin to appreciate their dependence on and connections with other life forms. Today, all people, including children, must assume the roles of protectors and guardians of the environment and all its inhabitants. Naturalists promote a desire to serve in these roles.

Nature center activities focus on the plant, animal, and microscopic kingdoms as interrelated whole units. Through the simple technique of a nature walk to more complex teaching techniques, naturalists explain, identify, and relate the natural world to visitors. The objective is to promote a desire in people to know more about nature and about how they can promote its well-being.

For the teacher who wishes to have his or her students explore the natural world, naturalists are excellent resources. Educational programs offered at nature centers are easily adapted to the needs of the teacher and are frequently designed to meet the specific requirements of the school system's curriculum. By telephoning your local nature center and requesting a copy of the environmental education programs available, you'll learn which programs are offered for school assemblies and classrooms and which are offered at the center. Because nature centers are generally nonprofit, expect to be charged for the programs. Taking a field trip to a nature center is usually less expensive than having a naturalist come to your school. And students visiting a nature center have a greater opportunity to explore new environs and become more comfortable with unfamiliar surroundings. Typically, the program conducted at a center requires students to be more active than they would be during an assembly or an in-class lesson—a decided advantage of visiting a nature center.

If you do schedule a trip to your local nature center, what can you expect? How can you prepare your students for the visit? How can you follow up the trip when you're back in your classroom?

Programs differ from center to center, but, generally, there are common themes emphasized at all centers. The best way to obtain specific information about your local center's programs is to request materials that describe the programs and to ask for recommendations for preparation and follow-up activities.

The Nature Center Experience

To give you an idea of a typical program and its activities, we'll follow the preparation, visit, and return to school of a fourth grade class participating in the Habitat program at the Nature Center of Charlestown.

As a pre-trip activity, the teacher discusses with the class concepts that students will be learning during the field trip. Some of these include: species, habitat, environment; differences between reptiles and warm-blooded animals; territory; and basic animal needs such as food, shelter, water, security, and reproduction. As a way of emphasizing the importance of these concepts, the teacher relates all of them to the students' lives. The children brainstorm all the needs they have as humans, and then they compare and contrast these needs with those of other animals.

In preparation for the nature center visit, the fourth graders are carefully instructed to dress properly for the day's activities. Old shoes and water-resistant boots, hats, and gloves are the typical fashion fare for the day because the children will be walking through wooded areas and fields, crawling over rocks and streams, and climbing over low ledges and hilly terrain.

Some of these in-
about looking at plants and seeds, or acting the roles of selected animal species.

Finally, the day arrives! When the class reaches the center, the naturalist conducts an introduction which includes: the concepts previously reviewed in class as well as some new vocabulary. Differences between cold-blooded animals and warm-blooded animals are explained, using live corn snake to represent cold-blooded animals. The students represent the warm-blooded species. As the introduction unfolds, the students learn that a cold-blooded, or ectothermic, animal cannot regulate its own body temperature by self-generation of heat. Instead, cold-blooded animals are dependent on the ambient temperatures of their environments for thermal generation. A warm-blooded, or endothermic, animal generates and regulates its own body temperature. The naturalist then involves the students in the lesson by asking them how they stay warm or cool.

After the introduction, the class is divided into groups of ten students and a leader. The leaders include the naturalist and volunteers who have received extensive training at the nature center and who are experts in the program's format. The nature center staff has asked that for each group of ten students from grades three and above, one parent or other adult represent the warm-blooded species. As the lecture unfolds, the students learn that five minutes the leader calls the students back to the tree. Each pair of students is given a cardboard placard designating each as an animal class: amphibian, reptile, bird, or mammal. The placards are worn by the students (one placard per pair), and they are told to seek out the correct habitat needed by the type of animal they represent. In addition to the placard, each pair of students is given a ball of orange twine or yarn. When the "animals" establish their habitat, they tie their string to a tree branch, then run it out laterally toward the soil on which insects and seeds are found. After each pair of children establishes its territory, the leader visits each area and asks the animals to explain why they chose the area roped off. Mistakes are gently corrected by the leader. For example, he/she asks students who have missed a component of the territory why it was left empty. An important part of the lesson is for the leader to involve the students in thinking about looking at plants and seeds, or acting the roles of selected animal species.

A helpful hint for teachers is to bring along small pet live animals such as rabbits, box turtles, and snakes. The animals can adapt the Habitats program for use related activities in class or on the school grounds. There are many good books focusing on nature study with children listed at the end of this article.

Acclimatization Walks. An Acclimatization walk is conducted and discussions are held regarding countries of origin, nesting/habits, longevity, and related data on behavioral patterns. Some student pairs develop models of their habitat. The students for post-trip work. After each territory has been visited, the leader calls the children back to the tree. After discussion, the group rejoins the other groups, and a general summation of the concepts demonstrated is held.


Remember, a nature center is a place of nature and provides an opportunity for those who seek knowledge about what the children learn at the center of Charlestown in Deuel, Devault, Pennsylvania. For information, write me at the Nature Center of Charles-town, P.O. Box 82, Deuel, PA 19432, for information.

About the Author... Thomas H. Livers is currently the executive director of the Nature Center of Charlestown in Deuel, Pennsylvania. 

Helpful Alternatives.

If you do not have a nature center nearby, or if you don't have access to field trips, you can adapt the Habitats program or use related activities in class or on the school grounds. There are many good books focusing on nature study with children listed at the end of this article.

Over utilize, eliminating predators as population controls of prey species, and other environmental issues. These in-class projects integrate all the lessons learned before and during the field trip.

Resources.
Preschoolers—the term connotes exuberance, vitality, and spontaneity. However, the prospect of working with preschoolers often triggers concerns in humane educators who are unfamiliar with this age-group or who have only periodic access to children this young.

Since summer jobs often place classroom teachers in the position of working with preschool children in day camps or in day-care programs, and humane educators often spend summer months planning new programs for the fall, we think the publication of Christine Donovan's "Programs for Preschoolers" is timely. Those of you who consider education at this level to be somewhat exotic will find the teaching strategies helpful and easy to use. If you know preschoolers well, however, you'll also appreciate Christine's insights into and enthusiasm for this special age-group.

Plan your programs keeping the following points in mind:

• Keep your expectations reasonable and be flexible. The preschool experience is one of creative exploration and individual expression. That's not to say that your program can't carry a definite humane message or be geared to a specific learning goal, but be flexible and encouraging—whatever the outcome. You are likely to encounter a wide range of abilities even within the same age-group. Keep this in mind as you plan your programs.

• Keep the atmosphere relaxed. Children like to sit on the floor, sit on your lap, or sit next to their best friends. Try to foster a homey feeling of affection and physical closeness.

• Be nurturing! Let the children express themselves freely; praise their efforts (any efforts!); create an expectancy of individual expression. That's not to say that your program isn't fun (regardless of its other merits) these children will not perform.

Sample Programs

The following are some sample programs you can include in your preschool repertoire.

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<td><strong>Plan a Be Kind to Nature walk.</strong></td>
<td><strong>For the most part, nature outings for your children are outings of acquisition (collecting leaves, picking up rocks, etc.). Talk to the children first, and challenge them to think of something they can collect that will help nature and will not take from her natural bounty. If the children don't think of it first, discuss picking up litter. Give each child a paper bag. (You might want to plan one session just for decorating the bag—</strong></td>
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<td><strong>Other good outdoor activities might include planting a tree or adopting a tree already planted. Let the children pick out a tree to care for. Stress careful, caring, and consistent ways in which your group can care for the tree. Read up on the specific tree and what its needs are. Talk about new words and concepts: shade, limb, twig, sapling, etc. Draw pictures of the tree and let children practice writing the tree's name.</strong></td>
<td><strong>In the fall, make bird feeders for your tree. Let the children smear peanut butter on pinecones, using a tongue depressor or a blunt plastic knife, roll them in birdseed, and tie a string to one end. (Children love this activity. Have plenty of peanut butter since they'll be eating a lot.) You might consider using one session beforehand for making the peanut butter (1 cup of peanuts mixed in a blender with 1/2 to 3 tablespoons corn oil). This helps children see for themselves why birds would eat peanut butter—an otherwise strange notion to many preschoolers.</strong></td>
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<td><strong>Discuss a bird's wintertime needs.</strong></td>
<td><strong>Ask the children if they think birds need to eat food. (One little boy I worked with thought birds ate dirt.) Talk about why cold weather makes finding food more difficult. When winter comes, or as a Christmas activity, decorate a nearby tree with threaded popcorn for the birds to eat. (A fun way to make popcorn is to set up an uncovered popcorn popper on a clean sheet in the center of a large room. Have the children sit around the periphery as the popcorn pops in every direction. Afterward, have them collect whatever popcorn they haven't eaten and bring it to you to thread.)</strong></td>
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If you teach preschoolers or are a frequent guest in a preschool classroom, make use of the classroom pet. Unfortunately, many classroom animals are not cared for properly. Children at this age are often rough and careless. Discussions of proper handling are needed frequently. One of your projects might be to make the animal's physical environment more humane. For instance, if the classroom pet is a rabbit, make a box for it to hide in to allow it privacy. Let the children decorate the box and talk to them about why this is important. Make an illustrated list of pet needs (food—a bowl of rabbit pellets; love—a child petting a rabbit, etc.) to hang in the classroom. Or take pictures of the classroom pet performing these duties. If you are a classroom teacher, assign one caretaker per day to check on the pet's needs and report back to you. In this way, care of the classroom pet becomes another daily activity requiring a teacher's helper. Talk to the children about the needs of the pet and encourage proper handling. Children at this age work best with kind words of acceptance. Point out to the entire class instances when a child is being especially kind and gentle. Many activities can be planned around a specific animal. Children at this age will learn more when the same information is presented many times and in a variety of different ways. Children love to cook, and cooking (measuring, mixing, and tasting) is an important part of a preschool curriculum. You can make dog biscuits for family pets or for an animal shelter. Here is an easy recipe: Combine 3/4 cups of whole wheat flour with 2/3 cups of oatmeal. Set aside. Melt 2 squares of unsweetened chocolate with 3 teaspoons vegetable oil and 3 tablespoons brown sugar. Remove from heat. Add 2 cups of water. Combine liquid and dry ingredients. Generously grease your hands and table surface with oil. Dough can be rolled out or patted out. Cut with a cookie cutter or blunt knife or form into shapes. Bake on aluminum foil-lined pans at 300°F for 1 hour. Again, kids at this age are certain to taste, and in this lesson, tasting dog food is perfectly acceptable!

Use this opportunity to talk to the children about the best way to give a dog a treat (hanging it in their open palm or laying it on the floor in front of the dog). Stress that children should never give a dog a treat without an adult's OK, and that they should never approach or feed a dog they do not know.

Preschoolers are masters at playing pretend, and even the simplest props are magic to this age-group. If the children are able to visit an animal shelter, you can reinforce the visit back in the classroom by allowing the children to recreate what they saw as part of creative play. Create an "animal shelter kit" for use in the classroom. Put together a couple of boxes for cages, stuffed animals, animal attendant badges (or uniforms made out of old shirts), collars, licenses, leashes, rabies tags, and certificates for playing animal shelter. Many of these props can be made or decorated by the children. Likewise, invite to or discuss about a veterinarian's office could result in a "veterinary kit."

It would be nice if every housekeeping section in every preschool classroom contained stuffed pets in their proper surroundings (appropriate cages) or with their necessary equipment (leashes, food bowls, etc.). Here again, a little ingenuity might transform an inadequate situation into an acceptable one. If it is not possible to obtain the necessary items, consider having the children make cages, bowls, collars, etc. for their housekeeping pets. Preschoolers must have the opportunity to handle things over and over again if they are to firmly develop concepts. If you work at an animal shelter, you should plan to provide this sort of humane education paraphernalia for the preschool classrooms you work with whenever possible. Animal identification is a valued accomplishment for preschoolers, so don't overlook the importance of planning activities and games around this skill. Have a flash card series of pictures that you can arrange for a variety of games. Use pictures of adult and baby animals to teach the special names given to some animal offspring, or teach animal sound words (chirp, bark, quack), or animal texture words ( prickly, soft, furry), or act out animal movements. You can also sort pictures into categories (animal babies or animals that fly, for instance). Afterward, provide colorful and textured collage pieces and encourage the children to make up their own animal and name them.

In the summer children can "paint" animal shapes on the sidewalk, or the side of a building with paint brushes and cans of water. Or in a large, safe parking lot children can create chalk drawings of animals. They might try to draw a large animal to scale!

If you are an animal shelter educator you may want to consider developing a lending library of preschool games. These simple activities can provide a good basis for future understanding about the animal world. Paste six or seven animal pictures on a large sheet of cardboard and provide matching pictures for the children to lay on top. You can also use a picture of an animal and those things associated with it for a variation of this matching game (cat—scratching post, water bowl). Or provide animal pictures and an equal number of alphabetical cards for matching (A for armadillo, G for gorilla, etc.). Paste an identical animal picture on the back of each letter card so the children can check their answers. You can also glue small plastic animals inside an egg carton and provide an identical number of plastic animals for matching. Sorting, matching, and identification are important preschool accomplishments, and there is an endless variety of animal-theme games you can develop. These games provide a chance for individual and unsupervised learning—an important aspect of preschool play.

Children at this age love to share their lives with you. Ask them to bring in pictures of their family pets or pets they would like to have. Put the pictures up on a special bulletin board by category, count them, identify them, and write the name of the child and the pet on each one. Make up illustrated lists of caretaking tips for each type of animal and let the children color the illustrations and take the lists home. Leave space at the top of each list for each child to glue his/her pet's picture.

Watchful Eyes

Preschool children are special. The whole world is new to them. They will find magic and wonder in almost every program you plan, but they also have almost everything to learn, so start simple. They can not appreciate the larger concepts of kindness and responsibility until they are comfortable with the most fundamental aspects of animal life.

Most important, preschool children learn by example: Speak softly, lavish affection, and show them that you're concerned about their well-being. More than anything else, these children will be watching you.

About the author...Christine S. Donovan is a humane educator and a member of the Board of Directors of the Arlington Animal Welfare League in Arlington, Virginia.

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starstruck~

You see a dog being mistreated. What do you do? How do you feel? The starstruck program you plan, but they also have almost everything to learn, so start simple. They can not appreciate the larger concepts of kindness and responsibility until they are comfortable with the most fundamental aspects of animal life.

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Behavorial Patterns of the Preschooler

by Hannah London

When humane education activities with preschoolers go awry, it may mean that the educator's expected outcomes were unrealistic. But what can you expect from these little people...these little, energetic pets? The preceding article by Christine Donovan provided numerous teaching ideas for working with preschoolers. The following at-a-glance information about the developmental activities of this age-group has been formulated, summarized, and organized by Hannah London. It's intended to clarify and highlight characteristics of preschool children so that there might be fewer unwelcome surprises with these students. Considering these characteristics when you plan your activities for preschoolers will ensure that the activities will be beneficial experiences for these young learners.

**Two-Year-Old**

- **The 'Run About'**
  - Not very footed
  - Speaks in short sentences with limited vocabulary
  - Much verbalization but little conversation
  - Reasoning is limited to immediate experience and can't remember very long
  - Interested in the "feel" of things—much manipulation and handling of objects
  - Plays side by side, near but not with others

**Four-Year-Old**

- **The 'Discoverer'**
  - Asks many questions
  - Carries on running conversations
  - Loves stories
  - Has longer attention span
  - Tends to have boundless imagination
  - Tells tales, brags, tattles, threatens, and calls names (surface bravado)

**Five-Year-Old**

- **The 'Helper'**
  - Initiates adults at work and likes to help
  - Excellent motor control
  - Likes to cut, paste, and draw pictures
  - Loves group play
  - Quite reliable and independent
  - Able to express self well—a great talker
  - Begins to like the "here and now" rather than magic and make-believe

**Three-Year-Old**

- **The 'Dooer'**
  - Can do many things with arms and hands, legs and feet
  - Follows simple directions
  - Listens to adults and watches faces for signs of approval or disapproval
  - Willingly accepts suggestions from adults and obeys with vigor
  - Likes simple stories and nursery rhymes
  - Dramatizes and shows imagination
  - Asks many questions
  - Loves people and things around him/her
  - Social and plays with other children

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  - Able to express self well—a great talker
  - Begins to like the "here and now" rather than magic and make-believe
  - Likes to take instructions
  - Asks for and accepts adult help when necessary
  - Cooperative play is limited to groups of three

About the author...Hannah London is the director of the Little People's Day School in Wallingford, Connecticut.

**CAUSES OF EXTINCTION EXPLORED IN NEW HANDBOOK**

The Animal Welfare Institute, with assistance from the Geraldine R. Dodge Foundation and the Ahimsa Foundation, has published The Endangered Species Handbook. This comprehensive text includes information on pertinent legislation, citizen action and the causes and consequences of extinction. Within each of these broad sections, chapters cover such topics as the effects of hunting and chemicals on endangered wildlife; the fur and reptile products trade; wild pets; and endangered species projects for students. The Endangered Species Handbook is attractively designed and is 245 pages in length. The price is $5. Teachers may order a free copy by sending a request on school letterhead to the Animal Welfare Institute, P. O. Box 3650, Washington, DC 20007.

**ARTIST DONATES TALENT TO EDUCATION PROJECT**

Bette Oostman, artist and board member of the Yakima (Washington) County Humane Society, donates illustrations. The illustrated text includes in-depth coverage of the topics of endangered animals, methods of building bird feeders, the effects of hunting and chemicals on endangered wildlife; the fur and reptile products trade; wild pets; and endangered species projects for students. The Endangered Species Handbook is attractively designed and is 245 pages in length. The price is $5. Teachers may order a free copy by sending a request on school letterhead to the Animal Welfare Institute, P. O. Box 3650, Washington, DC 20007.

**DISTRIBUTION**

The Animal Welfare Institute distributes the Endangered Species Handbook at a cost of $5. For more information, contact Bette Oostman, artist and board member of the Yakima County Humane Society, 1003 South First Street, Yakima, WA 98903.

**THIS IS FOR THE BIRDS**

The Nature Shop Ltd, 185 Willow Street, Mystic, CT 06355, distributes a number of materials for educators on the topic of birds. "Birding/Students Investigations Projects is a booklet containing teaching models that include the construction of birdhouses and the studies of bird nesting and food sources. The Bird House Preference Chart itemizes the nesting preferences of sixteen bird species, such as the screech owl, bluebird, robin, and barn swallow, in an attractive format that includes house placement, egg incubation period, diameter of opening, nesting materials, height above ground, and type of house. The brochure Studying Birds at a School Feeder contains activities that integrate the use of bird-feeding stations with traditional classroom subjects. Since birds become dependent on such food sources, and frequently student interest in the upkeep of the stations wanes, the suggested lessons are aimed at keeping the bird feeding activity into such subjects as math and science. Another available title titled "Bird Seed Savings Day" indicates the proper food and feeding areas for twenty-two birds. Send a large, self-addressed stamped envelope to the above address for a complimentary copy of each of these materials and a price list.

**DIGEST DISCUSSES PET OVERPOPULATION**

The net effects of pet overpopulation is the subject of "The Pet Explosion," an article included in Population Digest. This digest is one of a series published by the Social Issues Resources Series, Inc., P. O. Box 2507, Boca Raton, FL 33432. Designed for children, the digests cover numerous temporal and complex issues while maintaining a readable and understandable style. "The Pet Explosion" reviews the financial, moral, and hazardous aspects of the pet overpopulation problem in short paragraphs accompanied by cartoon-like illustrations. The Population Digest (catalog #2077) is priced at $30 and also includes articles on space communities, the poor in the underdeveloped world, women and children, people and population—a total of forty subjects. To order, or for information regarding other digest volumes, contact the Social Issues Resources Series, Inc. at the above address.

Do your ideas and materials belong in Happenings? If they do, send them to us. We welcome materials, information and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 672, East Haddam, CT 06423.
The Animals Activity Book
American Humane Association

The Denver Children's Museum is now available for rental and the Denver Children's Museum has been used as a teaching tool in shopping mall displays and in anatomy, behavior, and responsible care of cats and dogs. A brochure specifying various techniques from wildlife intruders with a success rate by which a sponsoring humane society can raise funds. Contact Tom Fitzgerald at the American Humane Association, 9728 East Hampden Avenue, Denver, CO 80231, for information about rental cost and ideas for using the display.

When Wildlife Isn't Welcome: Gardening HumANELY
You've put in long hours and much energy growing your own garden. Visions of success dance in your head. Suddenly you observe wildlife in the midst of your tomatoes and radishes. What's your humane response?

The Evergreen Wildlife Conservation Society, Inc. has developed a handy and helpful brochure specifying various techniques for protecting your garden from wildlife intruders with out harming them. Entitled No Visitors Allowed, the brochure describes the different approaches that have been successfully used against rabbits, deer, raccoons, squirrels, moles, woodchucks, and birds. This information may be helpful to students assisting their families in growing gardens. Hints for providing nutritious supplements to wild animals' diet are also provided. Contact the Evergreen Wildlife Conservation Society, Inc., Box 417, Lake Zurich, IL 60047, for more information.

Endangered U.S. Plants and Animals Pictured on Poster

A two-sided, full-color poster depicting endangered animals and plants native to the United States is now available from Learning Posters. Measuring approximately twenty-two inches by thirty-four inches, the poster includes brief, informative summaries about the habitats and physical characteristics of each plant or animal pictured. To order, send $3.50 to Learning Posters, 530 University Avenue, Palo Alto, CA 94301. Quantity discounts are available.

Wildlife and Wild Places Described in New Film

The Elas Wild Animal Appeal, P. O. Box 4572, North Hollywood, CA 91605, has a new education kit titled America's Endangered Wildlife. Designed for grades four through six, the kit includes an adult Sponsor's Guide containing discussion stories, artwork fact sheets, activities, and six newsprint sections for young people. The complete kit sells for $15. The youth sections can be purchased separately; a complete set of six sections is $3.50. Twelve species found in the United States are featured in America's Endangered Wildlife, including the California condor, the pronghorn antelope, the Florida Key deer, the ivory-billed woodpecker, the desert pupfish, the whooping crane, and the Least tern. Other wildlife kits available from Elsa Wild Animal Appeal are North American Predators, $6; Wolves, $5; Predators of the World (Part I), $6; Pardors of the World (Part II), $6.50; Predators of the World (Part III), $5; and Marine Mammals of the World, $3.50. All prices include post and handling. For more information and samples of these kits, write to the above address.

New Film Kit Focuses on Endangered Species
Understanding Endangered Species, the title of a new multimedia kit that provides teachers with easy-to-use strategies for discussing endangered animals with students. Developed by the Animal Protection Institute, the kit includes a teacher's guide, a filmstrip, multimedia kit that provides teachers with easy-to-use strategies for discussing endangered animals with students. Developed by the Animal Protection Institute, Inc., this kit allows students to gain first-hand knowledge on topics such as cancer in animals to nursing homes. A major part of the unit is comprised of reprinted materials from human interference, in the United States. The Man Who Loved Animals, written by Quin Hoff, is a biography for children about the animal-welfare work of Henry Hoff, a major pioneer in the American Society for the Prevention of Cruelty to Animals. Cartoon-like illustrations by the author accompany the text, which describes the idiosyncratic Bergh. For more information, contact the Animal Protection Institute, 5894 South Land Park Drive, P. O. Box 22505, Sacramento, CA 95819.
In this time of HUMANE EDUCATION, we introduce a new column, Research in Review. The column, written by NAAHE Research Associate Vanessa Malcarne, will bring you important information about research studies relevant to humane education theory and practice. This information can help you as you plan new programs, work to improve existing ones, or consider new strategies and approaches to humane education. The column will also include periodic reports on humane education evaluation projects and suggestions for useful resources and research aids to help you with your own evaluation activities.

Television and Human Education

Since its introduction in the 1940s, television has been extremely popular with young people. It is believed that children have watched as many as 16,000 hours of television programming by the time they reach eighteen years of age. Because many of these programs depict violence, much attention has focused on the influence television violence has had on the attitudes and behaviors of children. Little attention, however, has focused on the flip side of this issue—the potential of television to influence children’s attitudes and behaviors in a positive manner.

Whether or not television can promote positive attitudes and behaviors is of particular interest to humane educators. Many television programs focus on animal subjects, have animal themes, or present positive or negative depictions of human/animal relationships. Do such depictions influence the children who watch them? Would a program that showed humane treatment of animals in a positive light be effective in influencing children’s attitudes and behaviors in a positive direction?

A 1975 study by psychologists Joyce Sprafkin, Robert Liebert, and Rita Poulos investigated the possibility that television could be used to promote positive attitudes and behaviors in children. The psychologists wanted to see whether children who viewed helping behavior on a television show would act in a similar way when they later found themselves in a comparable situation. In the study, one group of first graders watched an episode of the “Lassie” series that included a dramatic example of a boy helping a dog. A second group of first graders watched a different episode of “Lassie” that did not contain the example of the boy helping a dog. A third group of first graders watched an episode of the “Brady Bunch.” This episode did not involve any sort of human/animal interaction.

After first graders had watched the television shows, they were invited to play a game in which they could earn points for prizes by pressing a blue button that lit a light bulb. The amount of time the bulb was lit was recorded on a timer attached to the bulb. Each child was told by the experimenter that the longer he or she pressed the button that lit the bulb the more points he or she would earn. Each child was also told that the experimenter was in charge of a dog kennel a few miles away and had left some puppies there alone. The child was given earphones to wear and told that when he or she heard puppies barking, he or she could help the puppies by pressing a second button labeled Help to alert the kennel assistant. Children were told, “You might have to press the button for a long time before your helper hears the signal, and there’s a better chance he’ll hear it if you press it a lot. You can tell when he has heard the signal when you hear the dogs stop barking.” Then children were told, “Try to get as many points as you can [by] pressing the blue button, because the more points you get, the better your prize will be. You know, if the puppies stop barking, you’ll have to choose between helping the puppies by pressing the Help button and getting more points for yourself by pressing the blue button. It’s up to you.” The experimenter then left the room.

What were the results? Children who had seen the “Lassie” program with the example of a boy helping a dog had more puppies barking. Children who had seen the neutral episode or those who had seen the “Brady Bunch” episode had fewer puppies barking. These results suggest that a televised example of people helping animals can increase a child’s willingness to engage in helping behavior, specifically, helping behavior toward animals. For humane education, the practical implications are clear: Television programs can be used as valuable tools for promoting positive behavior toward animals. Humane educators can work to encourage the establishment of positive, pro-animal programming as an alternative to current offerings on television and to promote this kind of programming when it does occur.

Reference


Don’t Stay Between The Lines!

by Vanessa Malcarne and Beverly Armstrong

On the following pages you’ll find the final four of eight reproducible drawing sheets contained in the Don’t Stay Between The Lines Copy Master series. (The first four can be found in the March 1983 issue of HUMANE EDUCATION.) These drawing sheets are designed for use by humane educators who want to use art as a medium for exploring humane issues with their students. Each sheet poses an animal-related question or problem and invites students to artistically create a response. The pictures students create can be shared with the class and used as discussion starters.

In this issue, one drawing sheet asks students to “Show what these animals would tell us if they could talk.” Follow up the completion of the copy master by having students explore how animals really do “talk” with one another. Or, use a talk-show format to have students interview other students posing as animals, asking them what message or information they’d like to give the human population.

Another drawing sheet instructs students to artistically answer the question, “What does the world look like from this animal’s point of view?” This provides an excellent exercise in seeing the world from another’s viewpoint and can also serve as the basis for a creative writing exercise. Students should enjoy imagining what they, as humans, look like from the point of view of a snake!

A third drawing sheet asks students to imagine that “You’ve just adopted this puppy from the animal shelter,” then instructs students to “Draw everything you’ll need to take good care of it.” After completing this sheet, students can compare their drawing and come up with a total picture of the needs of a puppy.

The fourth drawing sheet asks students to “Show where this animal would rather be!” and provides a stimulating starting point for a discussion on the problems of exotic pets. Follow up your discussion by having students report on the natural habitats, behaviors, and needs of other animals that are sometimes kept as exotic pets. Art depicts perspective; and these copy masters provide a unique way to share individual perspectives in a nonverbal format.

Keep Us Posted!

Have you evaluated your humane education programs? If so, we’d like to know about it. Write and tell us how you designed your evaluation, and be sure to send us samples of any questionnaires, tests, or other instruments that you developed. We’d like to share them with other humane educators who are interested in evaluating their programs. Send your information to Vanessa Malcarne, Research Associate, NAAHE, Box 362, East Haddam, CT 06423.

About the artist...Beverly Armstrong, an artist/humane educator from Long Beach, California, is a frequent contributor to HUMANE EDUCATION.
You've just adopted this puppy from the animal shelter. Draw everything you'll need to take good care of it.

Show what these animals would tell us if they could talk.
What does the world look like from this snake’s point of view?

Show where this animal would rather be.
Selecting Humane Education Books: Sorting Through the Stacks

by Kathy Savesky

If you ask any adult to reminisce about favorite books from his or her childhood, or if you question a young person about what books he or she has read recently, chances are very good that the titles mentioned will include one or more books about animals. Throughout history, and in every genre, animals appear as the focus of much of our literature, for adults as well as for children. In 1972, Thomas Moore, in a study of animal preferences in children’s literature, found that 13.2 percent of the children’s books listed in the current Books in Print were about animals, representing the largest single topic category included. The 1981-82 Subject Index to Children’s Books in Print includes 1,081 listings under the topic of animals, a figure that doesn’t even include the books in which animal characters play important supporting roles.

With such an abundance of animal-focused children’s literature available, the humane educator or sympathetic librarian is faced with the task of wading through available books and making intelligent choices for the young readers in his or her care. Each June we attempt to help by reviewing in HUMANE EDUCATION a selection of the best children’s books that we have acquired in the NAAHE library during the previous year. However, these once-a-year review segments only begin to scratch the surface of the available books. Consequently, it is important for each individual educator to develop his or her own set of guidelines for selecting appropriate books to supplement humane education activities or to offer to young people as recreational reading.

Evaluating the Books

Initial standards for selecting animal-related children’s literature should be the same as those for choosing any children’s books: quality and accuracy. If a book is poorly written, uninteresting, or unappealing, whatever message it may contain about compassion or responsibility may well be lost. If a book is inaccurate in its presentation of factual information, it will provide a “miseducation” rather than a humane education experience.

It is also important to choose books that contain concepts and vocabulary appropriate for the developmental capabilities of readers. If the children find too many words or concepts that they don’t recognize or understand, they may not find the book appealing. On the other hand, more advanced readers are often bored by books that are overly simplistic.

Although it is possible to identify some general guidelines for judging the humane perspective of a book, establishing solid rules in this area is difficult at best. The applicability of a book for humane education is tied more to the attributes the book supports and the message it presents than to the specific manner in which it portrays animals or human-animal relationships. For example, a highly anthropomorphic portrayal of an animal, which may be acceptable in a fantasy story where use of an animal character is clearly symbolic, would be unacceptable in a book that appears to be presenting accurate natural history information. The following questions are designed to offer some guidance in evaluating the animal welfare perspective in children’s books:

1. Are animals portrayed as having needs, interests, and value as individuals in and of themselves?
2. Is the biological and behavioral information about the animals accurate?
3. Are relationships between humans, animals, and the environment portrayed as symbolic and/or independent?
4. Are the consequences of human actions, both positive and negative, portrayed realistically?
5. Are altruistic, compassionate, and/or responsible actions clearly portrayed as preferable although sometimes more difficult?
6. If the human characters are presented as role models, do these characters attempt to act consistently with their ethics and demonstrate the ability to make difficult value judgments?

Making Selections

Once you have identified which available animal-related children’s books are consistent with a humane perspective, additional selection criteria will depend on your needs. If you are selecting a book or books as gifts for a particular child, you will naturally want to consider the child’s interests. If you are choosing reading materials to supplement classroom teaching activities, your choices will focus on books that support the topics and objectives of your lessons.

Librarians, individuals who are preparing book lists, or those interested in compiling a collection of animal-related children’s literature are faced with less specific requirements and, consequently, have more difficult decisions to make. Some helpful guidelines for compiling general selections of animal-related children’s books include the following:

1. Provide a balance between fiction and nonfiction books. Nonfiction books—especially those that focus on the life and behavior of a specific species of animal—have become increasingly plentiful and creative in their presentations. These books provide a nice complement to the volume of popular stories about human/animal relationships.
2. Attempt to choose books that focus on a variety of species of animals. Very often library collections and book lists contain an abundance of books about mammals but few that deal with birds, fish, reptiles, amphibians, insects, etc. Many excellent books that focus on these less-familiar species have been written in the past few years.
3. Select books that teach to objectives at all levels of humane education. Humane education is a process that involves imparting facts as well as influencing attitudes and behaviors. Objectives for humane education teaching activities—and for books to supplement humane education—can be classified under the following five general headings. A general collection of children’s books should include selections that promote learning at each level.
   (1) knowledge—the acquisition of pertinent facts and simple concepts about animals, humans, and the environment
   (2) understanding—the identification of relationships between facts and the grasping of more complex concepts about animals, humans, and the environment
   (3) appreciation—the internalization of facts and understandings that results in the development of respect or interest in other individuals (human or animal) apart from oneself
   (4) compassion—the development of a personal system of ethics that holds the welfare of others as an essential concern
   (5) responsibility—the behavioral manifestation of a humane system of ethics, including making conscious decisions about one’s lifestyle and its impact on others.

The books reviewed on the following pages have been evaluated according to the criteria presented in this article. In addition, specific books have been selected to provide a sampling of fiction and nonfiction; a variety of species; and books that function at all levels of humane education.*

* A coding system is used to identify the level(s) of humane education objectives that are addressed in each book. Because some of the levels are closely related, they have been grouped together. These codes are provided: K & U (knowledge and understanding); A (appreciation); and C & R (compassion and responsibility).
ANIMALS


FRITZI’S WINTER

The Grizzly Bear With the Golden Hair. St. Martin’s Press, 1983. Grades 3-5. C & R. The author shows a deep understanding of the life of a grizzly bear near the Brooks River in Alaska, the special bond that develops between them is heartwarming. The engaging tone of the book makes the grizzly bear’s story memorable.

ANIMALS


Fiction


DOMESTIC ANIMALS


FRITZI’S WINTER

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**WILD**

**ANIMALS**

Nonfiction

Puffins. Come Back! Judy Friedman. New York: Dodd, Mead and Company, 1987. Grades 3-5. A series of letters between a puffin and a young girl which tells the story of the puffin as he returns to his burrow. Friedman has organized this information in a way that is easy to follow. The book is well illustrated with black-and-white photographs, making it an exciting book for children who enjoy nature.

Coyote Song. Ada and Frank Graham. Illustrations by D. T. Yale. Delacorte Press, 1984. Grades 5 and above. The coyote is a very interesting animal, and this book provides a great deal of information about its habits and behavior. The illustrations are done in a realistic style, and the text is easy to read. Overall, this is an excellent book for anyone interested in wildlife.


Animal Babies. Frances Zwolli. Illustrated by Ernie Brady. New York: Lerner, 1981. Grades K-3. A book about the lives of baby animals, written in a way that is easy to understand. The illustrations are done in a realistic style, and the text is easy to read. Overall, this is an excellent book for anyone interested in wildlife.

July 4
Independence Day
The United States formally became a country on this date in 1776 when the Continental Congress adopted the Declaration of Independence. Today, Americans still revel in their country’s independence and celebrate the occasion with parties, parades, barbecues, and, frequently, much noise from fireworks.

Unfortunately for animals, both pets and wildlife, Independence Day often means fear, stress, and a risk of injury. Fourth of July festivities may mean increased numbers of unfamiliar people around the house and louder sounds from pets and wildlife. Independence Day, July 4, often means fear, particularly for the many members of the animal kingdom who are interested in animal welfare to be the figurehead for the campaign. With help from your children, other creatures will enjoy this day too!

July 22
Alexander Calder’s Birthday
Have you ever seen sculptures move? You have if you’ve seen mobiles twirling, fluttering, or dipping in the breeze. Alexander Calder, born on this date in 1898, created the mobile—a very popular twentieth century art form.

Observe this day with your children by having them create mobiles using animal-related themes. Mobiles can be very effective ways to teach children about specific animals and their habitats. Mobiles can serve as visual representations of how animals are connected with the terrain, plants, and other animals, and how all these elements are delicately balanced.

Begin by asking each child to select one animal that she or he would like to learn more about. You may want to assist your children in doing this by helping them to identify animals that are familiar or unfamiliar. Have each child use encyclopedias and wildlife books to record details about the particular animal’s life that might make interesting elements on a mobile. These can include the animal and its prey, predators, physical surroundings, etc.

When the children are ready, have them draw, color, and cut out pictures that will hang from the mobile to represent pertinent facts about their animals. Attach these pictures by string to lightweight wooden sticks. Assemble your mobile. Display these mobiles where there is a breeze and watch the wildlife come to life!

August 13
Family Day
The family has been called “the most instinctive and fundamental social group” involving humans. Within the context of a family, children can learn right from wrong, how to communicate with and respect the rights of others, and how to demonstrate care, love, and affection.

Animals are very important members of human families, so observe this day by involving your children in a general discussion about families and pets. Ask your children to describe a family as though they were explaining the concept to someone unfamiliar with families. What distinguishes a family from other groups of people?

Describe the varieties of families that exist in the United States. Are there families with no children, families with grandparents or aunts and uncles, families with two parents, families with one parent...

After identifying and describing the types of families, ask the children if they can think of any factors that may cause these families to be family members. Why or why not? Ask the children to share the first time they were introduced to the family pet. How was that done? What were they taught about the pet from other family members?

Use as many available films and books that depict the roles of pets in families to continue your discussion. Some excellent films covering this subject were reviewed in the March 1983 issue of HUMANE EDUCATION. (Reprints of the films and books are available by sending 50 cents to NAHA, Box 262, East Haddam, CT 06431.) Children’s books covering this theme include The Black Dog Who Went Into the Woods by Edith Thacher Hurd (New York: Harper and Row, 1971) and The Umbrella Cat by Elizabeth Parsons (New York: Atheneum); and two books by Carol Caudill titled The Accident and The Foundling (New York: Clarion/Houghton Mifflin).

August 29
Henry Bergh’s Birthday
Henry Bergh, an American philanthropist and first president of the American Society for the Prevention of Cruelty to Animals, was born on this date in 1811. Henry Bergh was appalled at the treatment of horses and other animals received in New York City in 1860 and succeeded in starting the A.S.P.C.A., an animal-protection agency modeled after the Royal Society for the Prevention of Cruelty to Animals based in England. The creation of the A.S.P.C.A. demanded tremendous dedication and perseverance, the same qualities one finds in many of the people who work in the animal-protection field today.

Observe Henry Bergh’s birthday by focusing on the work accomplished by local animal welfare organizations. Begin by reading the book The Man Who Loved Animals and Children. (This children’s biography of Henry Bergh written by Syd Hoff is reviewed in Happenings.) Discuss the various types of work that continue on behalf of animals, both wild and domestic. Investigate the ways in which the local animal welfare organization in your town or city is working to improve the lives of pets in your community.

Ask your children to research the characteristics of both domestic and wild animals, and then choose animals for their pet pens that best represent the admirable qualities of their own families and friends. The children can stack and glue discarded coffee cans on top of each other and use colored paper, string, and clay to render the likenesses of the animals they have chosen. You can also have your group build totem pole representations for your own families and friends.

September 24
American Indian Day
Today is the day to honor the American Indian people—the true native Americans. Animals played important roles in the lives of American Indians as sources for their medicinal and cultural activities.

Observe this day by having your children create a well-known American Indian work of art—the totem pole! The Tlingit people and other tribes living in the Pacific Northwest used totem poles to symbolize various species, persons, and groups residing in that area. Various animals and birds were frequently used on totem poles. Some of the more popular ones included the raven, eagle, and hawk.

Invite your children to represent their families and friends utilizing animal symbols on totem poles. Ask your children to research the characteristics of both domestic and wild animals, and then choose animals for their pet pens that best represent the admirable qualities of their own families and friends.

Read some of these poems about animals to your class, identifying the characteristics of poetry, and then have your students create their own verses. A helpful resource for this activity is the book Penguins, Popolos . . . and Poetry, compiled and edited by T.S. Eliot (New York: Dial Press), which contains poetry of Eliot (New York: Dial Press), which contains poems written by Arnold Adoff and illustrated by Troy Howell (New York: J. B. Lippincott), utilizes free-verse poems and pencil drawings to describe what life is like from the points of view of birds. Another book by Arnold Adoff and Troy Howell using the same medium is Friend Dog (New York: J. B. Lippincott), which poignantly describes the relationship between a girl and the injured dog she brings back to health. Jim Arnosky’s Gettting to Know Hawks and Other Wildlife Groups (New York: Coward, McCann, and Geoghegan) teaches the reader about various wildlife species using the poetic form.

And in Desert Voices (New York: Charles E. Tuttle Co.), a poetry book written by Bertrand and illustrated by Peter Narrin, ten desert animals “talk” about their lives in this stark terrain.

Read some of these poems about animals to your class, identifying the characteristics of poetry, and then have your students create their own verses. A helpful resource for this activity is the book Penguins, Popolos . . . and Poetry, compiled and edited by T.S. Eliot (New York: Dial Press), which contains poetry of Eliot (New York: Dial Press), which contains poems written by Arnold Adoff and illustrated by Troy Howell (New York: J. B. Lippincott), utilizes free-verse poems and pencil drawings to describe what life is like from the points of view of birds. Another book by Arnold Adoff and Troy Howell using the same medium is Friend Dog (New York: J. B. Lippincott), which poignantly describes the relationship between a girl and the injured dog she brings back to health. Jim Arnosky’s Gettting to Know Hawks and Other Wildlife Groups (New York: Coward, McCann, and Geoghegan) teaches the reader about various wildlife species using the poetic form. And in Desert Voices (New York: Charles E. Tuttle Co.), a poetry book written by Bertrand and illustrated by Peter Narrin, ten desert animals “talk” about their lives in this stark terrain.
Shot in the Rockies, this film is about the day-to-day life of a grizzly bear and shows us its ranges, its hibernation, and the birthing of a pair of cubs. We learn that the bear needs hundreds of square miles for its habitat and that humans are encroaching on its ranges. This film is not appropriate for kindergarten or lower elementary grades because of the considerable footage that shows a female bear killing an injured caribou to feed herself and her young. Upper elementary through adult viewers, however, will be thrilled by the imposing and impressive qualities of the bears and the photography that captures them.

BIGHORN (1974)
This is an earlier film of Marty Stouffer that concerns itself with a year-from spring to spring—in the lives of some Rocky Mountain bighorn sheep. Birth, death, and day-to-day living are expertly covered. The promotional sheet that accompanies the film summarizes its message: Finally, man has come to realize that the bighorn sheep and all these other wild things are his responsibility. They are in our trust. And now we have a choice. We can conserve them wisely or wipe them from the face of the Earth.

SWAMP CRITTERS (1982)
Swamps, like marshes, are the homes of hundreds of species of flora and fauna. There are creatures that live permanently in swamps, those that breed or spawn there, those that temporarily use the swamp as a refuge, and those that winter or summer there. This helps to dispel the notion harbored by many people that swamps are scary and forbidding places. The film suggests that swamps must be saved from the encroachment of people because swamps are vital habitats for many plants and animals. The film is appropriate for all ages.

WILD DOGS (1982)
The wild canids—wolves, coyotes and foxes—have for years been feared and misunderstood. This film helps us understand the canids’ complicated social hierarchy and their role in the ecosystem. We are also made aware of the unfeeling treatment all canids have received, and we learn that it is not just coyotes that are poisoned and hunted. Wild Dogs is appropriate for junior high school students and older.

MOUNTAIN MONARCHS (1982)
In this film, Stouffer examines animal survival in the mountain terrain of North America. Through his exemplary photography, we see golden eagles, ptarmigan, mountain goats, North American wild sheep, marmots, brook trout, weasels, and snowshoe hares coping with winter. We also learn of the particular behavioral and physiological adaptations of each of these creatures that allow it to withstand its harsh and demanding environment. While Mountain Monarchs is generally suitable for all ages, it does include a mating scene between sheep that some may think inappropriate for young children.

Additional films on animal-related topics and issues are reviewed in Films for Humane Education available from Argus Archives, 228 East 49th Street, New York, NY 10017. ($5.75, postage included)
What’s a Picture Worth?

Each year, many puppies and kittens adopted during the summer months near campgrounds and summer dwellings are left behind when their temporary owners return home. In other cases, animals are left behind because they have been allowed to roam freely and their whereabouts are unknown at the time the owners depart.

Responsible animal care means anticipating the obligations involved in owning a pet full time. This includes understanding that pet adoption and caretaking are not seasonal activities, relegated only to the leisurely summer months.

Review with your children the reasons that people adopt pets and the reasons that people might abandon them. Discuss these questions: What are the usual effects on the animals that are abandoned? How can pet abandonment be prevented? What can an individual do if she or he spots an animal that appears to have been left behind?

Our culture today is characterized by conveniences. Expendable items are the way of the day. Unfortunately, with some people, animals fall into that category. Alerting your children to this problem can be a productive way in which to prevent the abandonment of animals in the future.