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 television feline star, and is cosponsored by the American Humane Association. This year's goal for Adopt-A-Cat Month is to promote the adoption of homeless cats. Thousands are picked up by animal control officers or turned in at animal shelters each year.

The Cover

Mike Eagle, a Connecticut-based illustrator, renders his interpretation of a child's discovery on a nature walk. Discoveries are numerous when educators use the outdoors as living laboratories for studying wildlife. In our feature article, beginning on page 2, Thomas Lives shows how nature centers provide children opportunities to investigate and appreciate the varied life forms with which they share the Earth.
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 ourselves, 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 interdependence 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 environments 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.

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. If each of us can better understand the web of life forms interrelated to one another, how 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...
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 introductory lecture that covers 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 lecture 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 regulate their 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 to be sure.

Volunteer adult accompany the children on their visit. For ten students and a leader. The leaders include the naturalist and volunteers who have received extensive training at the nature center to be sure.

Generally, there is no charge for the trip. Remember, a nature center is a place of nature and provides an opportunity for those who seek knowledge about their world to come together and share the experience. Using a nature center as a teaching resource can only enrich your students' understanding of life, raise their awareness about their world, and create a stronger bond with their environment.

Consider becoming a member of your local center or a volunteer teacher. If you do not have a nature center near you but would like to start one, contact the National Science for Youth Foundation, 763 Silvermine Road, New Canaan, CT 06840. Or write to the Nature Center of Charleston, P.O. Box 82, Devaldt, PA 19432, for information.

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

Resources

Acclimatization Walks.
Kirk Christensen, Acclimatization Institute. P. O. Box 288, Warrenville, IL 60555. 1983.

Beautly Neighbors.

City Wildlife.

Ecology for Kids.

Enjoying Nature With Your Family.

Learning About Nature Through Crafts.

Nature Head to Milkahke.

The Naturalist's Almanac.

Natural Science for Children

Nature With Children of All Ages.

Sharing Nature With Children.

Sourcebook for Environmental Education.

Wildlife Downtown.

R.S.P.C.A. P. O. Box 197, 1977.

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.

If your knees begin to knock at the thought of tackling a classroom of preschoolers, take heart. There is a way to combine a humane education program with appropriate activities for this age-group (three to four years old). Just polish up your sense of humor, plan on having fun, expect some surprises, and start thinking small! You may also want to consider the following suggestions:

- Keep your programs short and varied. Preschoolers have a brief attention span even for the most fascinating subjects. Five or ten minutes of sitting and listening is about their limit. A half-hour program may be ideal as long as you try to talk to and listen to each child as much as possible.
- Plan activities in which the children do something. More than anything else, children in this age-group want to act on their world. They have to be able to touch it, hold it, manipulate it, and, in some cases, take it home to show their parents.
- 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.
- Work with small groups. Large groups of preschoolers have a hard time following directions and taking turns, and preschoolers are easily distracted. If at all possible, divide your class into groups of five or six (or at least an assistant with larger groups). To help ensure the success of your program, try to talk to and listen to each child as much as possible.
- If you are a visiting humane educator, be sure you know the children's names. If you have a superb memory for names, fine. Otherwise, check with the teacher in advance and make up name tags. Children at this age pay attention better, behave better, and respond better when you address them by name.
- 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 homely feeling of affection and physical closeness.
- Be nurturing! Let the children express themselves freely; praise their efforts (any efforts!); create an expectancy of success ("we're going to do something fun today"); and show them that you value their contributions.
- Keep activities fun. This is crucial. If 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.

Plan a Be Kind to Nature walk. 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—perhaps adding a handle and providing paste-on pictures of local animals that will be helped by a litter-free environment.)

Instruct the children that they are to pick up paper only. (This is a safety measure. They may enjoy pointing out potentially dangerous objects to you so that you can collect this sort of litter.) Back in the classroom, let the children empty their bags into a large container so they can see how much they collected. Talk about the importance of not littering. Ask them how they might use their litter bags at home, in their neighborhoods, or in the car. You might plan an outing to a paper recycling plant in conjunction with your antilittering campaign.

Your older preschoolers may enjoy a different kind of nature walk. Explain that nature walk means walking outside and looking at nature (things that grow), but tell children that they won't be picking flowers or catching small insects—that it's better not to hurt or disturb things that grow. Instead, suggest to children that they can "keep" something pretty or interesting just by pointing it out to the other children. Ask children if they know of any other ways they can keep something without actually bringing it home (taking or drawing a picture, for instance). Or tell children to remember one thing they really liked but to keep it a secret till they get back to the classroom. Afterward, let children have a chance to draw their secret on a long piece of paper—making a "mural of nature."

Discuss a bird's wintertime needs. 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.)

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.

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 11/2 to 3 tablespoons corn oil). This helps children see for themselves why birds would eat peanut butter—an otherwise strange notion to many preschoolers.

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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 caretaking tips for each type of animal. 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, a visit to or discussion 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 valuable accomplishment for preschoolers, so don’t overlook the importance of planning activities and games around this skill. Have a flash card series of animal 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). Provide animal pictures and an equal number of alphabet 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 alphabet cards for matching (A for ant, H for hippopotamus).

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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 tears
Behavioral 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.

2 Two-Year-Old
- The ‘Run About’

Not very sure-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
Interested in colors
Plays side by side, near but not with others
Play is imitative and repetitive

3 Three-Year-Old
- The ‘Doe’

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

4 Four-Year-Old
- The ‘Discoverer’

Asks many questions
Carries on running conversations
Very active—runs, jumps, and climbs more easily
Fond of talking
Loves stories
Has longer attention span
Tends to have boundless imagination
Tells tales, brags, tattles, threatens, and calls names (surface bravado)

5 Five-Year-Old
- The ‘Helper’

Imitates 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 past 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 Osborne, artist and board member of the Yakima (Washington) Humane Society, has donated numerous illustrations and is also including articles on the topic of birds. Her project, NESTING BIRDS: STUDENT INVESTIGATIONS AND PROJECTS, is a booklet containing teaching models that include the construction of birdhouses and the studies of bird nesting and food sources. The project begins in the fall and ends in the spring, with the suggested lessons aimed at keeping the bird feeding activity into such subjects as math and science. She also suggests that educators integrate their studies with the Yakima Humane Society, which offers programs on bird feeding. This program has been very successful in the past, with students being able to build birdhouses and identify the birds by their calls. The project is designed to be used by teachers as a guide for their students to learn more about birds and their habitats.

Do your students enjoy learning about birds? If so, this project will be a valuable addition to your classroom. The Yakima Humane Society offers a program for students to build birdhouses and study the birds in their local community. This project not only provides an opportunity for students to learn more about birds, but also allows them to apply their knowledge in a real-world setting.

HUMANE EDUCATION, Box 362, East Haddam, CT 06423.

DIGEST DISCUSSES PET OVERPOPULATION

The net effects of pet overpopulation are numerous, and they are especially apparent in urban areas where pets are often left to fend for themselves. As a result, the demand for shelters and animal control programs has increased significantly. To address this issue, the Humane Education Program has published a brochure titled “OVERPOPULATION: Why, What, and How.” The brochure offers solutions to pet overpopulation, including reducing the number of pets, spaying and neutering pets, and promoting responsible pet ownership.

The brochure also includes a section on the economic impact of pet overpopulation. It is estimated that the cost of caring for a pet is $50 per month, and the cost of sterilization is $50. The economic impact of pet overpopulation is significant, with an estimated $5 billion spent annually on pet care in the United States.

Do your students want to learn more about the effects of pet overpopulation? If so, this brochure will be a valuable resource. It is designed to be used as a guide for teachers to teach students about the importance of responsible pet ownership. The brochure is also available for download from the Humane Education Program’s website.

HUMANE EDUCATION, Box 362, East Haddam, CT 06423.
TRAVELING TEACHING EXHIBIT AVAILABLE

"Kids and Pets," a hands-on program developed by the American Humane Association and the Denver Children's Museum, is now available for borrowing by humane societies around the country. The exhibit, which has been used as a teaching tool in shopping mall displays and in special school programs, includes twenty-two participatory activities focusing on the senses, anatomy, behavior, and responsible care. "Kids and Pets" is an effective tool for teaching children and adults alike about the success of a sponsoring humane society can raise funds. Contact Tom Fitzgerald at the American Humane Association, 9725 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 many energy your garden growing your own vegetables. Visions of wholesome in your head. Suddenly you observe wildlife in the midst of your tomatos and tomato plants. How do you what your humane response? The Evergreen Wildlife Conservation Council, Inc. has developed a handy and helpful brochure specifying various techniques for protecting your garden from wildlife intruders with how to remove them. Entitled "How to Place Your People's Garden\" the brochure describes the different approaches that have been successfully used rabbits, deer, raccoons, squirrels, moles, woodchucks, and birds. This information may be helpful to students assisting them in their growing gardens. Helps for growing nutritious vegetation for wild animals' diet are also provided. Contact the Evergreen Wildlife Conservation Council, Inc., Box 417, Lake Zurich, IL 60047, for more information.

The Animals Activity Book.

Books for Young Readers Raise Funds for World Wildlife Fund

Endangered and extinct animals dwell in No Man's Valley, safe from human interference, in the Seven Species Survival Guide. Designed to teach children about endangered animals, the book includes puzzles, connect-the-dots drawings, and games. Animals in Danger, by Benjamin Kalman, also shows 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 pelican, the whooping crane, and the least tern. Other wildlife kits available from Elza Wild Animal Appeal are North American Predators, 66 North American Predators (Part I), 66 North American Predators (Part II), 66 North American Predators (Part III), 66 North American Predators (Part IV), 66 North American Predators (Part V), and 66 North American Predators (Part VI). 30. All prices include post and handling. For more information regarding the endangerment of the American society, contact the Audubon Society, P.O. Box 6333, Chicago, IL 60667.

4-H Horse Project Available

The National 4-H Council, with funding support from the Purina Horse Chow Division of Ralston Purina Company, has produced the 4-H Horse Project, which consists of slide sets covering aspects of horse care, the proper care and handling of horses. Each set contains seven color slides, an accompanying cassette sound track, and a script. Work sheets and additional lesson material are sold separately. Horse care, judging, safety, and horsemanship constitute the primary themes of the project, with specific slide sets covering such subjects as Health Hints, Practical Horse Psychology, Competitive Trail Rides, and Lots of Horses and Few People. Approximately forty topics are covered. When ordering the complete kit, National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815, for a free descriptive brochure about the 4-H Horse Project.

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 Magazine. 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 $5.95 to Learning Posters, 503 University Avenue, Palo Alto, CA 94301. Quantity discounts are available.

WILDLIFE AND WILD PLACES DESCRIBED IN NEW FILM

The Utah Wildlife Animal Animal, P. O. Box 4572, North Hollywood, CA 91607, has a new edition titled America's Endangered Wildlife. Designed for grades four through six, the kit includes an additional sponsor's Guide containing discussion stories, artwork facts 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 pelican, the whooping crane, and the least tern. Other wildlife kits available from Elza Wild Animal Appeal are North American Predators, 66 North American Predators (Part I), 66 North American Predators (Part II), 66 North American Predators (Part III), and 66 North American Predators (Part IV). 30. All prices include post and handling. For more information regarding the endangerment of the American society, contact the Audubon Society, P.O. Box 6333, Chicago, IL 60667.

PET VISITATION IS TOPIC OF NEW FILM

The benefits of pets for elderly citizens is the focus of the film "Companions," produced by Horus Productions, Inc. This twelve-minute color motion picture features the Ottawa Carlton Hu­ mane Society's Home Outreach Project, which involves weekly visits by shelter animals to nursing homes. Com­ panions was produced by Christine and Stanley Ralston, of the Ralston Purina Company, has a new educational multimedia kit that provides teachers with easy-to-use strategies for teaching about endangered species to students. Developed by the Animal Protection Institute, the kit includes a teacher's guide, a filmstrip, and a sound filmstrip about such animals as whales, and other endangered species, and fifteen different animal masters that profile particular animals or summarize major issues regarding the endangerment of animal species. Priced at $10, the kit may be ordered by con­ tacting the Animal Protection Institute, 5894 South Land Park Drive, P.O. Box 22505, Sacramento, CA 95829.

A.S.P.C.A.’S FOUNDER IS SUBJECT OF CHILDREN’S BOOK

The Man Who Saved Animals, written by Quist Hoff, is a biography for children about the animal-welfare work of Henry Bergh, the founder of the American Society for the Prevention of Cruelty to Animals. Cartoon-like illustrations by the author accompany the text, which describes the ridicule Bergh received as well as the work he accomplished on the behalf of animals in New York City in the late 1800’s. While the book mistakenly suggests that Bergh’s work permanently put an end to animals’ suffering in fights, on farms, in experiments, and elsewhere, the focus on a “human hero” makes it useful for teaching tool for hum­ ane educators. Designed for children ages six through nine. Published by Cox, McCa­ gan, and Geoghegan, 200 Madison Ave­ nue, New York, NY 10016.

NEW KIT FOCUS ON ENDANGERED SPECIES

Understanding Endangered Species, a kit of a new multimedia kit that provides teachers with easy-to-use strategies for teaching about endangered animals to students. Developed by the Animal Protection Institute, the kit includes a teacher’s guide, a filmstrip, and a sound filmstrip about such animals as whales, and other endangered species, and fifteen different animal masters that profile particular animals or summarize major issues regarding the endangerment of animal species. Priced at $10, the kit may be ordered by con­ tacting the Animal Protection Institute, 5894 South Land Park Drive, P.O. Box 22505, Sacramento, CA 95829.

A.S.P.C.A.’S FOUNDER IS SUBJECT OF CHILDREN’S BOOK

The Man Who Saved Animals, written by Quist Hoff, is a biography for children about the animal-welfare work of Henry Bergh, the founder of the American Society for the Prevention of Cruelty to Animals. Cartoon-like illustrations by the author accompany the text, which describes the ridicule Bergh received as well as the work he accomplished on the behalf of animals in New York City in the late 1800’s. While the book mistakenly suggests that Bergh’s work permanently put an end to animals’ suffering in fights, on farms, in experiments, and elsewhere, the focus on a “human hero” makes it useful for teaching tool for hum­ ane educators. Designed for children ages six through nine. Published by Cox, McCa­ gan, and Geoghegan, 200 Madison Ave­ nue, New York, NY 10016.

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Research in Review

by Vanessa Malc arcane

In this time of HUMANE EDUCATION, we introduce a new column, Research in Review. The column, written by NAAHE Research Associate Vanessa Malc arcane, 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 Humane Education

Since its introduction in the 1940's, 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 their eighth year of age. Because of this, many 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 Spratkin, 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. The experimenters were interested in their students' attitudes toward animals. For this reason, the experiments were interested in their students' attitudes toward animals.

The experimenter then left the room. "Lassie" (or "Brady Bunch") might have to alert the kennel assistant. "You have a new puppy that needs to be attended to. It's your job to get the puppy out of the kennel. Help alert the kennel assistant.

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 used. We'd like to share your experiences with other humane educators who are interested in evaluating their programs. Send your information to Vanessa Malc arcane, Research Associate, NAAHE, Box 362, East Haddam, CT 06423.

Reference


Don't Stay Between The Lines!

by Vanessa Malc arcane 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 to help educators who wish 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 prepare their puppy 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 in Research in Review, or for further information on any topic covered in the column, contact Vanessa Malc arcane at NAAHE, Box 362, East Haddam, CT 06423.

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 used. We'd like to share your experiences with other humane educators who are interested in evaluating their programs. Send your information to Vanessa Malc arcane, 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.
Show what these animals would tell us if they could talk.

You've just adopted this puppy from the animal shelter. Draw everything you'll need to take good care of it.
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 1971-72 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 attitudes 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 symbiotic and/or interdependent?
4. Are the consequences of human actions, both positive and negative, portrayed realistically?
5. Are altruistic, compassionate, and 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. Human 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Knowledge</td>
<td>The acquisition of pertinent facts and simple concepts about animals, humans, and the environment</td>
</tr>
<tr>
<td>2. Understanding</td>
<td>The identification of relationships between facts and the grouping of more complex concepts about animals, humans, and the environment</td>
</tr>
<tr>
<td>3. Appreciation</td>
<td>The internalization of facts and understandings that results in the development of respect for and interest in other individuals (human or animal) apart from oneself</td>
</tr>
<tr>
<td>4. Compassion</td>
<td>The development of a personal system of ethics that holds the welfare of others as an essential concern</td>
</tr>
<tr>
<td>5. Responsibility</td>
<td>The behavioral manifestation of a humane system of ethics, including making conscious decisions about one's lifestyle and its impact on others</td>
</tr>
</tbody>
</table>

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.

Humane Education and Realms of Humaneness—Readings

edited by Stuart R. Westerlund

For the humane educator—This is an anthology of editorials, essays, and other articles—all from issues of the NAAHE Journal, the forerunner of HUMANE EDUCATION.

From the Foreword—"It is my belief that the information in this book remains current and can help to provide the stimuli for the creation of a society in which respect for all life will be implicit."

—John A. Hoyt President The Humane Society of the United States

Published by University Press of America P.O. Box 19101 Washington, DC 20086

$23 hardback $11.50 paperback
ANIMALS

DOMESTIC ANIMALS

Fiction


The offbeat rock singer and other investigate the disappearance of Elena and Michael Garcia make their pet dog, Perro. With the help of, however, and these two young investigation proves to be the theme of Michael as resourceful and Chuckie, scheme to abduct a local


What Is Your Cat Saying? Dr. Michael Fox and Wende Devlin. New York: Coward, McCann, and Georgiades, 1982. Grades 4-6. K & U/C & R. A companion piece to the author's book published in 1977 by the same publisher. This book explores cat behavior and body language. It also includes cat-related topics such as cat communication, body language, and medical language. Each section ends with a brief informative summary followed by a quiz and a quick reference guide to questions and their answers. The informa tion in the book is valuable in helping people who are allergic to cats, and choosing a pet. The re presentation of information is both understandable and clear for children. This book is ideal for both children and care for their cats.


Domestic Animals

Nonfiction


Elephant School. John Stewart. New York: Pantheon Books (Rand McNally), 1982. Grades 4-6. K & U/C & R. American children who fell in love with their first elephant, a gentle, a little strange. Stewart's poetic words and informative information about elephants compels the reader. Senchuk the mahout (elephant driver) and George, Pang Pong, together in this relationship both believable and fascinating. At the Young Living photo training Center in Thailand, the boy and the young elephant learn to do various tricks. The training for working dogs is the same as the training that develops between them in this story. Illustrated with black-and-white photographs, Elephant School employs young readers with a look at human-animal relationships in another culture and introduces them to a responsible, young, role model

What Is Your Dog Saying? a

Wild Animals

Fiction

Fiction

Blasted at the Zoo. Robert Bahr. Illustrations by Consuelo Jone. New York: Shep­ dend, 1982. Preschool-Grade 3. A/C & R. In Curtis's latest book published in 1977 by the same publisher, a young boy and his dog visit a zoo. At the end of the day, the boy decides to look at the animals without his cat, and Mustard, the boy fully understands the need for and varieties of, guinea pigs; making the decision what they do, how they become sympathetic in the zoo and that are, therefor e, food and shelter. Recounting a


What Is Your Cat Saying? a

What Is Your Cat Saying? a


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 parades, picnics, barbecues, and, frequently, much noise from fireworks. Unfortunately for animals, both pets and wildlife, Independence Day often means tear, stress, and risk of injury. Fourth of July festivities may mean increased numbers of unfamiliar people around the house and louder-than-usual activity. Booming bass drums and blaring trumpets from local parades, as well as fireworks, may frighten pets or hurt their ears. Each year, unsuspecting pets are injured or badly frightened by fireworks that are accidentally—or purposely—set off too near them.

Wildlife are often victimized by our merrymaking too. For example, although personnel at local, state, and national parks usually ban the use of fireworks, some children and adults frequently disobey these rules and ignite loud and dangerous explosives for their own amusement, ignoring the effects on wildlife.

Excessive amounts of litter left behind by holiday campers can also be harmful to animals. In observance of this holiday, your children can become much-needed animal advocates. Your campaign can have an opportunity to meet and learn about the work accomplished by local animal welfare organizations.

Observe Henry Bergh’s birthday by focusing on their presence and how they fulfill the needs of animals. Ask children if they have pets and if they consider them to be family members. Why or why not? Ask the children to share their experiences and发表 their ideas.

Observe this day by having your children 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 interconnected 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 students in their research or agricultural training, ignoring the effects on wildlife.

September 26
T. S. Eliot’s Birthday

T. S. Eliot was born in St. Louis, Missouri, in 1888. He is considered to be one of the finest American poets and critics. Did you know that T. S. Eliot wrote poems about his cats? Observe this poet’s birthday by having an “Animal Poetry Day” with your class. In all his work, T. S. Eliot stressed the power of poetry as a means to communicate and believed a writer’s poetry was more important than the personality of the poet.

There are many entertaining children’s poetry books that have as their themes animals and the natural world. Birds, written by Arnold Adoff and illustrated by Troy Howell (New York: J. B. Lippincott), is a book written by Byrd Baylor and illustrated by Troy Howell (New York: J. B. Lippincott), which poignantly explains the relationship between a girl and the injured bird she brings back to health. Jim Arnosky’s book, Settling of the Hawks and Other Wildlife Groups (New York: Coward, McCann, and Geoghegan), contains informative poems about various wildlife species using the poetic form.

And in Desert Voices (New York: Charles Scribner’s Sons), a poetry book written by Byrd Baylor and illustrated by Peter Parnall, 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 metrical form, “Penguins, Porpoises...and Poetry,” which appeared in the September 1983 issue of HUMANE EDUCATION. Reprints are available from NAHAE for 50 cents.
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.

WATCHING WILDLIFE (1982)
This film is an excellent tool for teaching beginning ethology to both children and adults. Watching Wildlife illustrates the various techniques of animal-watching and bird-watching—such as stalking and the use of blinds—that Stouffer uses to make his films. We learn how Stouffer prepares for his observations and how inexpensive and worthwhile watching wildlife can be.

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)

In Watching Wildlife, Marty Stouffer explains his use of a blind when observing creatures that might be otherwise frightened away.
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.