A walk in the woods can provide a chance encounter with one of the creatures that share our world. The outdoors contains secrets and surprises to delight those who slow their pace and take the time to learn from nature.

Humane educators help children learn nature's secrets and surprises by teaching them to move slowly, look with a discerning eye, and reach out with a gentle touch. Sometimes, if we're fortunate, nature touches back.

The Cover
Our cover art for this issue is by Donna DeRosa, a physical therapist and free-lance artist who resides in Glastonbury, Connecticut. Donna's cover aptly depicts the extent to which we share our communities with wildlife "survivors"—those animals that have withstood human encroachment on their habitats. In our Kind News Feature, beginning on page 9, we offer a mini unit for teaching your students about these animals.

Author—Humane Educator Charlotte Baker Montgomery Receives The Humane Society's Top Honor
A devoted, creative force in humane education for many years, Charlotte Baker Montgomery is this year's recipient of the Joseph Wood Krutch Award, the highest award given by The Humane Society of the United States.

It's Their Home Too!
Help your students learn to coexist peacefully with the animals that share their community through the activities in this mini unit.

A Provocative Look at Young People's Perceptions of Animals
Miriam O. Westervelt summarizes the findings of a U.S. Fish and Wildlife Service study that explored children's attitudes toward animals.

Also These Features...

Footprint Fantasies
For the Love of Birds
Happenings
Teacher of the Year
Research in Review
Familiar Animal Neighbors
Humane Education Calendar
What's a Picture Worth?

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

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FOOTPRINT FANTASIES

This article, originally published in Science and Children, provides a unique way to enliven storytelling time in class while building upon children's interest in and appreciation for animals. By incorporating Footprint Fantasies into your classroom use of animal-related books and stories, you can graphically teach young children about various animals, animal behavior, habitats, the interdependence of nature, and the relationship between people and other animals. You can also use this technique as a springboard for discussion about children's perceptions of animals. Footprint Fantasies also help students become more attentive listeners by inviting them to participate in the story.

One short story is included in the article. But many animal-related books can be brought to life through Clatt's technique. A few possibilities are The Beavers by Margaret Lane (New York: Dial Press), A Kindle of Kittens by William H. Armstrong (New York: Doubleday & Company). Your students may also want to create their own animal stories that the class can embellish with illustrations and animal footprints.

Young children look forward to story time. A good story holds even the most active child spellbound. Next time, instead of showing children the pictures in a book while reading them the story, try a different approach: Tell a story with footprints. This method not only intriguing children but also opens up whole new avenues of learning.

To make the prints for your story, find patterns of animal footprints in an encyclopedia or in a reference book. Copy these patterns onto paper and enlarge them to life-size. Then cut carbon paper under each pattern and transfer it to a piece of foam rubber about 3 centimeters thick. With sharp scissors, cut each footprint pattern out of the foam rubber. Use a water-resistant glue to attach each foam rubber footprint pattern to either a piece of plastic foam (near plate), a larger piece of foam rubber, or a scrap of wood.

Before you can use the prints, you must illustrate your story. Pick out some simple landmarks described in the story and use a felt-tip pen to draw them on a sheet of butcher paper. We drew a log, a tree, a pond, and a fence because each of these landmarks plays a significant role in our story. Pour some mud thinned with water or tempera paint into a shallow container. Dip each footprint pattern into the mud or paint and blot carefully to remove the excess and assure a clear print. Now you are ready to begin your story.

Lay your butcher paper with its background scenery on the floor. Have the foam rubber footprints and extra paint close by. Announce that it is story time and gather the children around the butcher paper. As each character appears in the story line, track its footprints across the paper. While the story is over, the butcher paper will be covered with creatures’ footprints. If you wish, use the animal story in this article for your first narrative. Many animal stories can be adapted and illustrated with footprints. After you have told the story once, let the children tell the story themselves, applying footprints at the appropriate time. Encourage children to make up animal tales and tell them with footprints. Record some of the children’s stories on tape or video and play them to children as audiocassettes or videos.

Other Footprint Activities

Animal footprints can lead to other experiences. Children will enjoy block printing using the foam footprint patterns and different colored paints. Using different colors, children can identify different animals by their footprints. The children can create prints of their bare feet or sheets of paper. Ask children to compare their footprints with the animal footprints or with those of their friends. Which prints are wider? Which are longer? How many toes are there? Are the toes alike or different? Activities such as these teach children to observe and to discriminate—necessary skills for science, math, and reading activities.

Casting Tracks

Once the children are motivated by these experiences, take them on a nature walk and show them how to make plaster of paris casts of animal footprints. Choose the day after a rain, when animal tracks will be clearer. Materials needed are:

- Paper cup
- Plastic spoon
- Plastic bag filled with plaster of paris
- Small jar of water
- A box for your casts
- Let the children hunt for animal tracks. When they have found one, mix plaster of paris and water in the paper cup until it is the consistency of whipping cream. Pour the mixture into the print; harden quickly. Then carefully lift up the cast and place it in the box. The next day, after the cast has completely set, let the children gently brush it off and try to identify the print. Experiences with animal footprints are fun for children of all ages. Not only can they be used as an incentive for developing skills basic to science and other subjects, but they serve as a catalyst for encouraging creative development too.

About the author...Mary Jo Puckett Clatt is an assistant professor in early childhood education at the University of Mississippi.

A Narrow Escape

The first glimmer of dawn was beginning to show in the sky. A gray field mouse stretched its leg to scratch behind his little pink ear. He bounded and skipped out from under the hollow log where he had been sleeping. All night long a deer and her fawn had been browsing on tender twigs and grass in the meadow near the log. Now they ambled to the pond for a drink of water.

A rabbit hopped out from under a bush to nibble grass. The mouse scurried from his hiding place in a nearby bush and looked around. Then he scampereered to a patch of panicum grass, poked a few seeds into his mouth, and darted to the nearest bush to rest and munch the seeds.

Down the path in the distance came a bobcat. For him, the night had been long and hard—not one fat, juicy rabbit had crossed the bobcat's path. How hungry he was! Suddenly the bobcat spied the deer and her fawn drinking water at the pond. He stopped, crouched low, and crept slowly and silently down the pathway.

The mother deer drank cautiously, raising her head between drinks to listen. Head up, with ears erected, the Doe sensed there was danger nearby. Suddenly the bobcat sprang from the bushes. But quick as a flash the deer darted into the woods with her fawn close behind. They leaped over bushes, with the bobcat gaining every minute.

Down the path they sailed, the bobcat in the fawn’s heels. The young creature was afraid. A high fence’s corner caught his path, but he didn’t know it. The deer glided over it in one leap. A glance behind showed that the bobcat was lost. The deer kept running. Soon the dark woods hid them from the bobcat’s clutches.

The pond was quiet once again. The rabbit hopped out of the woods and down the path toward the meadow. A bright red sky announced the arrival of a new day. The mouse scurried back to his little log. Curling up in his nest and covering his nose with his leaf, he soon fell asleep.
B irds come in a multitude of colors and varieties. Some have slender green bodies, others are endowed with hook-beaked yellow faces. Others possess blackish wings and long blue tails. Many deliver song wholesale; most inspire great affection; and all can teach children about life.

Birds can be comical, joyous, tender, fierce, or puzzling. Beginning students of bird behavior will quickly see themselves mirrored in some birds’ habits and actions. And studying birds can also change the way youngsters view their surroundings.

The cold and wintry month of February seemed like a good time to begin learning about our feathered friends. Here are some of the techniques I used with my second graders.

We started by reading stories about birds to find out about the different species, the homes in which they live, the foods they eat, and the ways people can help care for them. Each child wrote the title of one of the stories on a paper egg, and the eggs were placed in a large paper nest mounted on the bulletin board. The children shared information about the stories by showing pictures and by reading aloud interesting passages.

**Choose Morsels**

Following the story activity, the children wrote recipes for their flying friends, based on their understanding of the birds’ diets. Each recipe was copied neatly and with love on white paper. We surrounded each recipe with a bright red heart. One of the children, Katie, said she was going to try each recipe to find out which one the birds like best. Jimmy, on the other hand, just knew the birds would like the following recipe best of all:

### Peanut Butter Cones

- Take a pinecone.
- Put peanut butter on the cone.
- Mix oats and crackers.
- Put them on the pinecone.
- Put a string on it.
- Hang it on your tree.

I typed the children’s recipes and collected them in a most unusual cookbook titled “Finger Foods for February Birds.” Each child had her/his own copy, and everyone enjoyed decorating the covers of their booklets.

### Houses for Winged Inhabitants

To complement the lessons, I displayed a collection of deserted bird nests I had carefully collected over the winter months. The children were very interested in knowing how the birds had made them. So I decided we should make our own. I gave the children small paper bags with rolled-down edges and sent them on an expedition on the school grounds in search of twigs and grass. They pasted the grass and twigs on their bags and made paper nests to sit comfortably inside the cozy new nests. The nests were made of seeds, so we created our own with salt and flour dough tinted blue with food coloring. (Robins’ eggs are most familiar to children, of course, but the class can also research the coloration of other birds’ eggs and duplicate these.) The soft dough was shaped into small eggs, and each child placed one tenderly in a nest. When the classes arrived, my children took turns explaining how their feeding stations were made. The visiting children commented on how lucky the birds were going to be to have such nice feeders! Before the children took their bird feeders home, I wrote each child a note on a small paper heart and attached the notes to their feeders. The notes read, “Thank you for making a super bird feeder. The birds will love you.”

On Valentine’s Day, my valentine to the children was a small ice-cream cone filled with birdseed. Slipped inside the cone was a construction paper heart. Written on the heart was a poem by Aileen Fisher:

> I gave a hundred valentines
> A hundred, did I say?
> I gave a thousand valentines
> One cost and wintry day
> I didn’t put my name on them
> Or any other words,
> Because my valentines were seeds
> For February birds"

### About the author...

Carol O’Donnell teaches second grade at the St. Andrew School in Murphysboro, Ill.

**ACTION FOR HUMANE AWARENESS: A UNIQUE EFFORT IN HUMANE EDUCATION**

In this issue of HUMANE EDUCATION, we are introducing a new department called Productive Partnerships. This department will focus on humane education programs that are characterized by a high degree of cooperative effort among different groups in a community—particularly, teachers, students, groups that involve a close, working relationship between schools and animal welfare organizations. Program development, growth, impact, and visibility are enhanced in humane education programs in which strong links are formed with other concerned and talented groups and individuals. Communitywide involvement often means communitywide impact and success!

If your humane education program is characterized by a strong link between community groups, particularly between schools and animal welfare organizations, please let us know. Write to us at: HUMANE EDUCATION, Box 362, East Haddam, CT 06423.

It’s time for the Sidewalk Storytellers to perform again at the Glenn Hills School in Cranston, Rhode Island. With only fifteen to twenty minutes until curtain, two of the Sidewalk Storytellers, Marilyn Meardon and Lenny Cabral, begin to coach the juvenile actors who will join them in the performance of Extinction Is Forever. These young actors are students at the Glenn Hills School, and, with only a few minutes left before the audience arrives, they are rehearsing with Marilyn and Lenny for the first and only time. Marilyn reviews cues and lines, and Lenny helps with the props. All the actors are excited as they don their costumes. Such unusual and engaging characters they become! There’s Sam and Sally Swordfish, the Octopus Twins, Bobby Blowfish, Olivia Oyster, and a variety of other sea creatures such as sharks, angels, and lobsters.

The audience, students at the Glenn Hills School, begins to file in and sits on the floor in the auditorium to watch the play. Suddenly Marilyn steps forward and begins to coach the audience. Students in the audience have a role in the play too—to be the sound of the sea. This is truly participatory theater!

With the cast and audience prepared, the Sidewalk Storytellers are ready to present their third and final performance in a trilogy of plays that teach children how to take care of animals, the importance of being kind and respectful to the sea and its inhabitants.

The audience attentively listens to the story of Extinction Is Forever in which one man learns the audience attentively listens to the story of Extinction Is Forever in which one man learns the importance of being kind and respectful to the sea and its inhabitants.
environment, and each other. The first play, Everything's Connected, has discussed the use of animals in experiments. Countdown, using a science fiction format, has explored the extent to which humans are wise stewards of the natural world. This, the final play, Extinction Is Forever, will show how one man learns about the effects of pollution on the sea and its inhabitants.

The work of the Sidewalk Storytellers is only one component of Action for Humane Awareness (AHA), a humane education program conceived by Lois Graboys, president of the Volunteer Services for Animals (VSA) based in Providence, Rhode Island. Since the fall of 1982, VSA has sponsored the program through a grant from the Rhode Island Foundation. Adult volunteers from VSA and other organizations have contributed their time to AHA, which reached 100 teachers and 2,500 children in sixteen schools during its first year of operation.

AHA was designed by Lois to be a creative resource for classroom teachers who teach children in grades 4 through 6. “After working in dog pounds,” Lois says, “it was so obvious to me that we needed preventative education.” Humane education programs were already available for children in the lower elementary grades. By focusing on grades 4 through 6, AHA avoided duplicating services that already existed. Even more important, Lois believes AHA has reached children at the ages when they most need to be reached. She remarks, “Starting in grades 6 and 7, there’s such peer pressure that involves so many negative actions. If we get to the kids in grades 4 through 6, perhaps they would have enough inner strength to resist some of this peer pressure.”

...a thinking and aware human being will not cause needless suffering for any other being....

There are several educational components to AHA in addition to the plays by the Sidewalk Storytellers. All participating teachers receive a copy of NAAHE's People & Animals: A Humane Education Curriculum Guide and periodic newsletters that provide ideas for humane education activities and related field trips. AHA also serves in a coordinating function for teachers arranging field trips to such places as the Roger Williams Zoo, a municipal animal shelter, and a veterinary office, or arranging for guest speakers to come to class. In addition, the AHA office contains a library of animal welfare magazines, animal care books, legislative information, and additional humane education materials that are available for teachers to use.

The program was introduced to the public in the fall of 1982 through a one-day conference titled Education: Do the Dreams Have To Die? The free conference, held at Rhode Island College, was sponsored by AHA and was successful in promoting AHA and the concept of humane education. The conference included a panel discussion in which NAAHE Director Kathy Savesky participated, a demonstration and workshop conducted by the Sidewalk Storytellers, and ample opportunity for guests to ask questions.

During the pilot year, participating teachers in AHA were largely self-selected. Many of them were familiar with the work of the Sidewalk Storytellers in other community programs and were, therefore, eager to become involved. This year, teachers decided to become involved after they had participated in a special teacher preparation session.

Because program evaluation is an important component of the AHA program, participating teachers are required to administer pre- and posttests to students to assess the program's effects. This is the only requirement for teachers. The intent of AHA has been to make it as easy as possible for teachers to incorporate humane education activities into their classrooms by providing materials and helpful contacts with other resources in the community. And yet the continued inclusion of humane education in the curriculum of participating schools doesn’t depend on the longevity of AHA.

Once teachers have participated in the program, they own the necessary materials to keep humane education an ongoing and integral part of their classroom activities. Lois states, “We don’t want to tell teachers what to teach. And we don’t want to tell kids what to think.... [W]e believe if a child is offered a variety of viewpoints, he or she will be able to make rational decisions.”

Feedback from program participants—both students and teachers—has been positive. Following a performance of Extinction Is Forever, one fifth grade class was exuberant in its response to the play and the program. As one student stated, “I’m glad that people care.”

Judy Turini, teacher of this fifth grade class, spoke of the effectiveness of Extinction Is Forever as a teaching tool when she commented, “I think putting [the message into a form] where the children can relate to it is essential. ... The play [expresses] the idea that pollution is really a great problem that we don’t see immediately.... I think it’s important for us...to learn what a humane awareness is all about.” Ms. Turini’s support of AHA is echoed by the fact that only three teachers among the one hundred who participated in the pilot year of the program asked to be removed from the mailing list, which would have kept them up to date and involved in AHA.

Formal evaluation results from the pilot year, which will include an analysis of the pre- and posttest data, are still being completed. The data will be analyzed to determine the extent of attitudinal change in participating children. Because teachers were permitted to use the People & Animals curriculum guide as much or as little as they wanted, Lois is especially interested in seeing what correlation exists between the amount of time a teacher spent using the guide and the students’ test scores.

Excerpts from a journal kept by sixth grade student Kathy Tammelos indicate that AHA has had some impact on children’s awareness and sensitivity. AHA sponsored a journal-writing contest for children in which they were instructed to record all humane and inhumane acts they witnessed and to analyze the causes of the actions, the consequences, and how the actions made them feel. Kathy’s journal won first prize and was selected on the basis of “the quality and attractiveness” of her observations. One entry in Kathy’s journal reads, “Today my parents took me to the zoo. It is especially nice to see the prairie dogs through the glass bubbles, but I wonder if the prairie dogs get scared by the kids, and do their new environment bother them? Another excerpt best expresses what a “humane awareness” is: “Today I took a good look in my dog’s eyes. It is hard to understand that they are observing you too. She is a separate ‘person’ who has her own feelings. Not even the smartest person in the world could understand if an animal thinks about things, speaks, or has a language of its own.”

AHA received funding again this year, enabling Lois, the Sidewalk Storytellers, and a group of volunteers to introduce the program into sixteen new schools. Other programmatic developments for this year include the use of a formal teacher preparation session in which teachers will be introduced to the humane education materials and evaluation procedures and instructed in the purpose of AHA; the inclusion of a feedback instrument through which children will formally indicate their responses to the plays; and the development of new materials that will assist teachers to better use the plays as Catalysts for classroom discussion and learning. Lois wants to continue to build upon the ongoing nature of the program in the second year of operation, with the possibility of reaching more of the community by involving churches and PTAs.

AHA has so far successfully shared its slogan, “There’s no one to protect them but YOU,” in an innovative and educational manner. A new year offers new opportunities to reach more youth and adults and increase the communities’ action for humane awareness.  

For more information about Action for Humane Awareness, write to Lois Graboys, AHA, 401 Broadway, Providence, RI 02909.
Charlotte Baker Montgomery—author, illustrator, humanitarian, and contributor to HUMANE EDUCATION magazine—was named recipient of the prestigious Joseph Wood Krutch Award, October 14, during the awards banquet at the Annual Conference of The Humane Society of the United States in Fort Worth, Texas. The Krutch Award is awarded each year by The HSUS to the individual who has made a ‘significant contribution towards the improvement of life and the environment.’

Charlotte Baker Montgomery received the Joseph Wood Krutch Award from Coleman Burke, Chairman of the Board of The Humane Society of the United States, during the awards banquet at The HSUS Annual Conference in Fort Worth, Texas. NAAHE Director Kathy Savesky (left) presented Charlotte to the gathering with a summary of the author’s contributions to humane education.

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and protection. Include this information in your display.

Continue the discussion of habitats by having your students brainstorm examples of human habitats. How do human habitats differ from animal habitats? Have your students collect or create pictures of human habitats and display these beside the examples of animal habitats.

Once your students understand how essential habitats are to the well being of both humans and animals, have them identify ways in which human and animal habitats are harmed and destroyed. Students can bring to class news clippings that describe incidents in which habitats have been destroyed (e.g., fires, pollution, storms, war). Summarize your students’ research by having them prepare posters that list the ways in which habitats can be destroyed. Identify which examples of habitat destruction could have been controlled by humans. For example, storms and natural disasters are beyond the control of humans. But fires and pollution can be controlled and prevented. Have your class identify the negative effects habitat destruction has on inhabitants.

Community Explorations
By this time, your students have studied the forms of wildlife indigenous to their community and the importance of habitat preservation. Now it’s time for your students to explore their community and discover the wildlife and animal habitats found within it. Take your students on a walking tour and ask them to record on maps the parks, open spaces, and other places in which animals have made their homes. (Young children can draw simple symbols to record what they see.) Remind your students that abandoned buildings and lots often provide wild animals with shelter. Use the walking tour as an exercise in building students’ observation skills. Have students look carefully under the edges of buildings for nesting areas, on the ground for tunnels, and beside water for animal tracks. In addition to recording the homes they see in each place, your students can record the variety of animals they see in each place. You can divide the class into small observation teams of four students and allow each team to explore a different section of a park or city block.

You can also have your students do a portion of the walking tour blindfolded. This requires them to use their other senses to experience the wildlife and habitats found in their community. Students can take turns being blindfolded and serving as sighted helpers. Ask the students to identify the sounds they hear. Are they natural sounds, or sounds made by humans and their machines? What smells do they detect? The sighted helpers can record the information for their blindfolded partners.

When the children return to class, discuss their findings. Summarize the data they’ve collected by having them create a walkable map on which they record all the habitats and animals they’ve seen. Assign one group of students the task of drawing habitats at the appropriate places on the map. Other children can add the animals or animal signs they found in each habitat.

After the large map is completed, have your students study the signs they might have encountered on their walking tour. Did they see something new? Did they learn something new that surprised them? What do they think about sharing their community with wildlife? Have your students study the large map and answer these questions:

1. Which area (structure, park, piece of abandoned land) has become the habitat of the most animals? How does this habitat provide the necessary food, water, shelter, and protection to the animals?
2. Which habitat had the most noise pollution? What animals were found in this habitat?
3. Which habitat was the most untouched by human? What animals were found there?
4. Which animal was the most common throughout all habitats?

Adaptation
Introduce your students to the concept of adaptation—the ability to change when one’s surroundings change—by pointing out that the animals on the classroom map are those that have done this successfully. Examples of successful adaptation include birds that live in city parks and eat food from people; raccoons that have learned to open garbage cans to obtain food and to use storm sewers as safe passageways from their nests to other areas in the city; and spiders and insects that require small spaces and thus “fit” easily into a variety of settings; and scavengers such as mice and sea gulls that find ample food in the garbage left by humans.

You can help define adaptation for your students by having them share examples of how animals have adapted to new situations. In what ways did they change when a baby brother or sister joined the family? For the ones who have had to attend a new school or move to a new place, how did they adapt? Emphasize that just as some people adapt more easily to new situations, some animals adapt better than others. As humans continue to change the environment in which animals live, animals will be forced to adapt, go elsewhere, or die.

To illustrate the ways in which animals have adapted, have your students read animal-related storybooks that teach how animals found in the community live in natural settings. Useful books for this activity include: Possum Baby by Berniece Freschet (New York: Putnam’s Sons), Little Raccoon by Suzanne Ngouere (New York: Holt, Rinehart and Winston), Five Fun Raccoons by Berniece Freschet (New York: Charles Scribner’s Sons), The Ants March by Leo Politi (New York: Charles Scribner’s Sons), Ants Don’t Get Sunday Off by Penny Pollack (New York: Putnam’s Sons). After your students have read these books, ask them to compare and contrast the natural and city homes of various animals. How have these animals adapted?

To further underscore the extent to which animals have been forced to adapt in your community, have students interview elderly residents in the area to find out what the area looked like many years ago, or invite elderly speakers to class to discuss this topic. If possible, obtain old photographs of your community or visit your local historical society to see what changes have occurred. Unless your students live in the center of a very old city, they’re apt to be surprised by the extent of the changes and how quickly they have happened. Using a clear, plastic overlay, your students can note on the large map what their community once looked like and compare contrast that with its appearance now.

Encourage your students to add new information to the map as they discover it. For example, evening walks with family members might yield some new animal sightings. By keeping up to date on local current events, students can learn about new development projects, roads, and buildings that can impact upon the well-being of animals. Through discussion, this information can be related to the map.

Behavior That Affects Animals
Your students have been increasing their knowledge and awareness of the animals in their community. It’s also important for children to understand how they can contribute to the well-being of animals. Begin this segment by brainstorming with your students the problems faced by animals in your community. How is the safety of animals threatened? How is wildlife often injured or killed? In what ways do humans hamper the natural behavior of animals? Ask your students to list as many problems as they can.

Common problems encountered by animals include obstacles to their migration routes, such as tall buildings and busy highways; the destruction of their habitats by fire, noise, air, water, and solid-waste pollution; and by humans’ use of snowmobiles, dune buggies, and dirt bikes. The construction of buildings and roads also destroys natural habitats. In addition, children frequently stamp on ant hills, use fireworks indiscriminately, disrupt nesting areas, and harm animals they mistakenly think are dangerous. Another very common problem faced by wildlife is the problem of free-roaming pets which often harm wildlife.

If the problems have been listed, have your students identify solutions to stimulate their creativity and to show the great lengths to which people have gone to respect the needs of wildlife, show the film Poet Bear Alert, which is available from the National Geographic Society, Washington, DC 20006. The film dramatically depicts how residents in a small Canadian town have learned to coexist with polar bears. Other examples of creative solutions include the construction of tiny sidewalk ramps in Santa Cruz, California, to aid the migration of salmon and the playing of Shirley Bassey records at an airport in England to safely ward off birds from the runways.

Your students can help solve many of the problems faced by wildlife. They can tape bird silhouettes to windows to prevent these animals from crashing into the windows and injuring themselves. Students can remove from parks and streets litter that might injure animals. If there is a vacant lot near the school, your students can undertake a project to restore it as a wild space for animals. At home, students can ensure that pets are...
not allowed to roam freely. They can be encouraged by parents to dispose of their writing campaigns addressed to local political leaders asking them to create not allowed to roam freely. They can be encouraged by parents to dispose of their writing campaigns addressed to local political leaders asking them to create animal crossing signs, and to install on rooftops reflectors that warn animals of oncoming cars.

Children can also build simple birdhouses and feeders. However, they should be cautioned against feeding animals’ dependency on humans. For example, bird feeders used during the winter months must be kept full because birds become dependent upon them as a source of food. Such projects need to be undertaken with this in mind.

For additional project ideas, contact your local nature center, humane society, or Audubon Society. Ask your librarian for resources that contain projects. No Visitors Allowed provides techniques for protecting gardens from wildlife intruders and hints for supplementing the diets of wild animals. Contact the Evergreen Wildlife Conservation Society, Inc., Box 417, Lake Zurich, IL 60047, for ordering information. Beaty’s Neighborhoods—All About Wild Things in the City, or Why Earsinos Make Good Mothers by Mollie Rights (Boston: Little, Brown and Company) contains information about the types of vegetation people can plant to help wild animals. Defenders of Wildlife publishes The Wildlife in Your Life—Luring Birds, Mammals, Butterflies to the Home by John V. Dennis. Contact Defenders at 1244 Nineteenth Street, NW, Washington, DC 20006, for information.

A New Product from NAAHE!

Animal Places and Faces: A Drawing Book for Kids

Written by Lorraine Hollidan and Vanessa Malcarne
Illustrated by Beverly Armstrong

Based on the “Don’t Stay Between the Lines” copy master series, which appeared in HUMANE EDUCATION, Animal Places and Faces: A Drawing Book for Kids Who Care spurs children’s imagination, sparks their creativity, and raises their awareness of humane concerns.

To order, send $5.50 (if you are a NAAHE member) to NAAHE, Box 362, East Hardins, CT 06423.

Happenings

NEW FILM EXPLORES THE USE OF ANIMALS IN RESEARCH

How many animals are used in research each year? Lab animals used by law? Does animal research really help humans? Can there be effective research without the use of animals? Who profits from laboratory research? These are the questions addressed in the film Tools for Research, produced by Film To Liberate Laboratory Animals, Inc.

Given its subject, Tools for Research is not a pleasant film to watch. However, the film powerfully dispels the myths that support the use of laboratory animals, and information is presented in a shocking but not unnecessarily gruesome manner. Tools for Research is appropriate for high school students, but the teacher should be certain to prepare students for viewing the film and allow for follow-up discussion.

The film format of Tools for Research costs $295. The video format costs $295. A three-day rental (of the 16mm format only) costs $90. Order Tools for Research from Bullfrog Films, Inc., Oley, PA 19547.

CHILDREN’S PLAY TEACHES RESPONSIBLE PET CARE

Marie Gould, humane educator at the Louisiana Society for the Prevention of Cruelty to Animals, 1319 Japonica Street, New Orleans, LA 70117, reports that the society’s popular children’s play Herbert Gets It Together at the Wendy’s Wildlife Amphitheater at the Audubon Zoo in New Orleans, presented last spring, the educational play, which was written and directed by SPCA volunteer Mary Flynn-Thomas, humorously portrays the importance of responsible pet care and animal shelters. Herbert Gets It Together is based on a puppet show created by Debra Brewer, Audubon Zoo Education Curator. For more information, contact Marie at the above address.

ENVIRONMENTAL EDUCATION PHILOSOPHY AND ACTIVITIES PRESENTED IN MANUAL

The ideas contained in the Environmental Education Activities Manual, coordinated by William B. Stapp and Dorothy A. Cox, evolved over a ten-year period during which teachers developed and field-tested each activity. The authors provide more than a “cookbook” approach to environmental education. They describe a functional model through which an educator can address the philosophy and concepts integral to environmental education, skill development in students, values clarification, environmental encounters, environmental emphasis, teaching-learning models, and sensitivity guidelines. The Environmental Education Activities Manual contains more than 300 well-outlined activities for students in elementary school through high school. A helpful section that lists environmental education resources is also included.

The Environmental Education Activities Manual costs $12 and may be ordered from Dorothy A. Cox, 32493 Shade Ridge Drive, Farmington Hills, MI 48018.

HELPFUL BOOK DISCUSSES PERSONAL AND RESPECT FOR LIFE

In Science With Young Children, Bernadine Holt offers the reader suggestions for teaching this subject in a nonsexist, honest, and humane manner. She recommends a focus on “personal ecology,” which can be used as a framework for teaching science. She writes, “Personal ecology is the individual interrelating, interweaving, and interacting with the phenomena which make up her or his environment.” The book’s text is accompanied by black-and-white photographs that show young children engaged in such activities.

A portion of Science With Young Children covers “Some Specific Nature Hang-Ups,” in which Holt discusses the care of animal pets in conveying positive attitudes toward animals. Holt encourages teachers to explore their attitudes to such creatures as snakes, rodents, and insects and to be aware of how their verbal and nonverbal responses to these creatures affect how their students view the natural world. This well-written book offers a fresh perspective on teaching a traditional subject. To order, send $3.60 to the National Association for the Education of Young Children, 1384 Connecticut Avenue, NW, Washington, DC 20009.

AN OPPORTUNITY TO SHARE YOUR WISDOM

Ann Brennan, humane educator at the Denver Dumb Friends League, 2080 South Quebec, Denver, CO 80231, is starting a junior humane program for children under twelve years of age and would like to hear from those of you who have operated such programs. You can share your ideas and experiences by contacting Ann at the above address. And while you’re at it, drop a line to NAAHE and let us know about your junior humane programs.

CHILDREN CELEBRATE SECRETS OF THE MARCH

Gifted children are the primary authors of Secrets of the March-a book of poetry, puzzles, and information about the plants and animals that can be encountered at the Alley Pond Environmental Center. The publication of this activity book is one of the outcomes of a special program funded by a private match grant from the New York City Youth Board. The program included after-school workshops, discussion walks, and field walks. Twelve gifted classes participated in the program and contributed to the book. Secrets of the March costs $4, plus $1.50 for postage. A 10 percent discount is available on multiple orders. Order from the Alley Pond Environmental Center, 728-06 Northern Boulevard, Douglaston, NY 11363.

HAPPENINGS

NEW CALENDAR PROVIDES ANIMAL HOROSCOPES

If you’ve ever wanted more insight into your pet’s temperamental and dispositional, perhaps the “1994 Cat & Dog Horsecope Calen-
**HAPPENINGS**

**GUIDE OFFERS TIPS FOR TRAVELING WITH PETS**

The American Society for the Prevention of Cruelty to Animals has produced *Traveling With Your Pet*, which gives tips for traveling with animals in the United States and in more than 150 foreign countries. The guide also describes the ASPCA's AnimalPort at Kennedy Airport in New York City. The AnimalPort exclusively serves the needs of traveling animals and is the oldest shelter of this type in the country. To order *Traveling With Your Pet*, send $4 to Education Department, ASPCA, 441 East 92nd Street, New York, NY 10028. Make your check or money order payable to the Education Department/ASPCA.

**MINIATURE ART BOOKS TEACH NATURAL HISTORY**

Four small volumes, each measuring approximately 3/4 inches by 3 1/4 inches, make up the *Leonard Baskin's Miniature Natural History* series recently published by Panthoon Books. The titles of the books are *Seven Fishes*, *One Crab, One Lobster*, *Octopus & One Prawn*, *Insects*, *Domestic Animals*, and *Extinct Creatures*. Very simply and attractively designed, the books contain Baskin's watercolors of marine creatures, insects, pets, farm animals, and extinct animals. Each animal portrait is accompanied by both its Latin and English names. *Leonard Baskin's Miniature Natural History* is packaged in a slipcase and costs $9.95. Order from your local bookstore or from Pantheon Books, 201 East Fiftieth Street, New York, NY 10022.

**EDUCATIONAL SERVICES CATALOG DESCRIBES HUMANE EDUCATION SERVICES AND MATERIALS**

The Humane Society of Jefferson County, Inc., Route 2, Box 86A, Kieling Road, Jefferson, WI 53549, has developed a handy way to invite local area teachers to use its humane education resources and services. The society's *1983 Educational Services Catalog* lists available films, flipstrips, learning kits, books, and slides. Each entry includes a brief description of the material, an order number, and the grade levels for which the material is recommended. An order form completes the catalog and advises teachers that the only cost for borrowing materials is the return postage. For more information about the catalog, contact the society at the above address.

**ANIMAL HEALTH CARE PAMPHLETS AVAILABLE**

Canine distemper, rabies, feline panleucopenia, and travelling with a pet are among the subjects covered in the *What You Should Know About...* series produced by the Public Information Division of the American Veterinary Medical Association, 939 North Meacham Road, Schaumburg, IL 60196. The pamphlets are available in English and Spanish and cost $3 per hundred. Free single copies may be obtained when the request is accompanied by a self-addressed, stamped envelope. To obtain more information or to order pamphlets, contact the association at the above address.

**ANIMAL BOOKS FOR YOUNG READERS**

Although originally published in 1958 in England, the *Look Book Nature Activity* readers offer today's children a colorful and informational look at animals. Each soft-cover book covers a different animal and is illustrated by charming paper-cuts. The honeybee, mole, butterfly, hedgehog, rabbit, sea gull, swan, frog, robin, mouse, spider, and squirrel are the book's subjects. The *Look Book Nature Activity* Readers are suitable for children in the early elementary grades. The complete set of twelve titles costs $45 and may be ordered from Didax Educational Resources, 6 Doulton Place, Peabody, MA 01960.

**HUMANE EDUCATION AT THE COLLEGE LEVEL**

A special intensive course covering alternatives to animal research was conducted last summer at the Center for Advanced Training in Cell and Molecular Biology, Catholic University of America, Washington, DC 20064. Twenty-five scholarships were granted students who attended the course. The number of courses offered at the college level that address ethical issues as they relate to animals has increased over the past several years. Usually, the topics that are covered in such courses include the moral responsibilities of humans toward animals and the question of whether or not animals have rights.

The Scientists Center for Animal Welfare has a list of such courses currently being offered. To obtain a copy, send $1 to SCW, P.O. Box 3755, Washington, DC 20007.

**CLASSIFIEDS**

**ANIMAL-FREE PRODUCTS**

Provide alternatives to animal exploitation. Cosmetics, shampoos, household products, pet food, tissues, toothpaste, etc. Contact: Amberwood-G, 125 Shoal Creek Road, Fayetteville, GA 30214.

**KIND NEWS** — is the new children's publication from NAAHE and The Humane Society of the United States.

**KIND NEWS** — is a quarterly animal-related newsletter for children that contains news stories, projects, puzzles, and more.

**KIND NEWS** — is available in two levels. *Kind News I* is for children in grades 1 through 3. *Kind News II* is for children in grades 4 through 6.

**KIND NEWS** — is for children, but you must subscribe for them. A one-year subscription entitles you to receive a packet of thirty-five copies of one level of the newspaper four times during a year.

**KIND NEWS** — is inexpensive. If you are a NAAHE member, a one-year subscription costs $5. If you are not a NAAHE member, a one-year subscription costs $10. If you need more than thirty-five copies of *Kind News*, add $5 so that you may receive an extra packet of thirty-five copies each quarter. This extra-packet subscription may be for either *Kind News I* or *Kind News II*. You may order as many extra packets as you need.

**KIND NEWS** — is easy to order. Just complete the coupon below.

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**Please enroll me for the following:***

- [ ] membership(s) in the National Association for the Advancement of Humane Education. Membership entitles me to receive HUMANE EDUCATION magazine, special reports, and a discount on *Kind News* and NAAHE teaching materials.
- [ ] subscription(s) to *Kind News I* (grades 1–3). Each subscription entitles me to receive quarterly packets of thirty-five copies of the newspaper.
- [ ] subscription(s) to *Kind News II* (grades 4–6). Each subscription entitles me to receive quarterly packets of thirty-five copies of the newspaper.

**Enclose $10 for a membership in NAAHE. For one *Kind News* subscription, enclose $5 if you are a NAAHE member, or $5 if you are not a NAAHE member. Enclose an additional $5 for each extra subscription.**

**Total Amount Enclosed:**

Add $4 per subscription to *Kind News* if you are a Canadian or foreign subscriber.

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**HUMANE EDUCATION**

**DECEMBER 1983**

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**POSTER DEPICTS ‘ANIMAL ABC’S’**

Maggie Sarne from the ARK Humane Education Services, reports that Giant Photos Inc., Box 406, Rockford, IL 61085, produces a full-color, 25 1/2 inch by 37 inch poster called "Animal ABC’s." Superimposed on each letter of the alphabet is an animal whose name begins with that particular letter. The poster is especially suitable for childcare programs or the lower elementary grades and costs $1.50. Order from Giant Photos Inc. at the above address. Specify item number (001).

**KIND NEWS II** — is easy to order. Just complete the coupon below.
**HUMANE EDUCATION**

**Teacher of the Year Form**

NAAHE is now accepting nominations for the National Humane Education Teacher of the Year Award for 1984. Introduced in 1981, this award is designed to recognize a classroom teacher who consistently incorporates humane education into his or her teaching activities. To be eligible for consideration, the nominee must be a practicing classroom teacher in kindergarten through grade 12 who regularly employs humane education techniques and philosophy as part of class lessons. Nominations may be made by local or regional animal welfare organizations and animal control agencies, principals and school administrators, individual NAAHE members, or classes of students (nominating their teacher).

To nominate a candidate, use this form. Mail your nomination to NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423. Remember, March 2, 1984, is the deadline.

1. **Nominee’s Name**
2. **School Address**
3. **Grade or Subject Taught**
4. **Number of Years in Teaching**
5. **Your Name**
6. **Title**
7. **School or Organization Address**
8. **Phone**

Attach a written summary and materials that provide the following information:

1. Describe your nominee’s humane education activities (including regular humane education classroom activities—special projects, campaigns, displays, or assemblies). How does he or she incorporate humane education into classroom activities?
2. What distinguishes your nominee’s teaching from that of other educators you know?
3. What feedback have you received or heard from your nominee’s students or peers regarding his or her humane education activities? If possible, attach samples of written feedback.
4. In what ways have your nominee’s humane education activities influenced students outside his or her classroom, other teachers, parents, and/or school policy?
5. What affliliation does your nominee have with animal welfare organizations, animal control programs, or other animal–related or environmental protection groups?
6. Please enclose any additional information about your nominee that you think is important.

**HUMANE EDUCATION**

**RESEARCH IN REVIEW**

**Teaching About Predators in Elementary Education**

By Vanessa Malcarne

Predators, those animals that prey upon other animals in order to survive, are often misunderstood and maligned. Many people are unaware of the important role these animals play in ecosystems and are often repulsed by the idea of one animal killing another for food. As a result, children are frequently labeled “cruel” or “evil,” even though such behavior is innately and essential to their survival.

Constance and Roger Powell believe that people’s attitudes toward predators begin to form in childhood and that looking at how these feelings develop can help adults determine the best time and way to introduce children to the subject of predators. The Powells suggest that children’s attitudes toward predators can be strongly influenced by the education they receive in school, including structured lessons, the attitudes of their teachers, and the literature they read.

In their study, the Powells examined the role education plays in the development of attitudes toward predators by interviewing children; surveying the attitudes, knowledge, and practices of teachers; and examining the treatment of predators in children’s literature.

In the first part of their study, the Powells interviewed twenty-five children, ages five through seven, to find out what they knew about a common predator (the weasel) and to elicit responses to other questions reflecting attitudes toward predators. Many of the children were unfamiliar with the weasel, they indicated positive or neutral responses to it when told about it. Even after being told that weasels prey on mice, a majority of children still expressed positive opinions, indicating that they were comfortable with information concerning predation. This suggests that children, even at this early age, are ready to be taught the predator–prey concept.

The second and third parts of the study examined how children are actually exposed to the predator–prey concept in educational settings. In the second part of the study, eleven teachers and thirteen student teachers were asked about their opinions of animals in the classroom and, specifically, animals that require live food. Teachers were also questioned about their general knowledge of predators and were asked to gauge the reactions of children to witnessing an act of predation. Most teachers felt positively about animals in the classroom. Teachers’ feelings about predators and predation were generally positive. Teachers expressed a willingness to teach about predators in the classroom but, unfortunately, displayed many misconceptions and misinformation about predators. Some teachers expressed reservations about how children, particularly young children, would react if exposed to the subject.

A similar reservation about children’s reactions to predation was reflected in the results of the third part of the study. In this part, children’s books were examined and categorized according to the treatment of predators in the books. The Powells found that while the literature for the older grades (3–8) dealt realistically with predators, few books for the younger grades (K–3) portrayed predators in accurate animal roles and most portrayed predators in animal form but with human characteristics. The treatment of predators in books at the younger level echoes teachers’ concern that young children are not ready to understand and accept the concept of predation.

The Powells suggest that teachers and writers for children are mistaken when they try to protect primary–age children from exposure to the concept of predation. The Powells’ interviews with children indicate that children are ready to accept an introduction to predators and predation sooner than most teachers and authors now presume. And because teachers generally lack adequate knowledge to effectively teach about predators, children’s literature must play an important role in introducing children to the topic. It is, therefore, essential that such literature portray predators realistically and accurately. Children who are well–informed about predators will be better able to see these animals as they really are and to appreciate the important role they play in nature.

**Reference**


**NOTE:** For copies of any studies reported in *Research in Review*, or for further information on any topics covered, contact NAAHE, Box 362, East Haddam, CT 06423.

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**You love animals. You love kids. You love being a humane educator. Ever wonder if what you’re doing is working?**


$2 for nonmembers

$3 for NAAHE members

Order from: NAAHE Box 362, East Haddam, CT 06423
FAMILIAR ANIMAL NEIGHBORS

The Kind News Feature in this issue of HUMANE EDUCATION focuses on those animals that author Jack Denton Scott has referred to as "survivors" in his book The Survivors: Enduring Animals of North America. These are the wild animals that have learned to live with us by sharing our communities. They've altered their life-styles and habits to adjust to our presence, and they constitute a hearty and resilient group of creatures.

The Copy Masters that follow show and discuss four commonplace animals that belong to this group: the gray squirrel, the raccoon, the opossum, and the mallard duck. These sheets have been adapted from the San Francisco SPCA Animal Awareness Club curriculum and provide informative summaries about each animal. You can reproduce the Copy Masters and distribute them to your students to color and to study. You can also use them to reinforce the lessons covered in the Kind News Feature.

There may be survivors that are unique to your region. Have your students identify the forms of wildlife that are indigenous to your community and develop their own additional copy masters, complete with illustrations and data. The children can then organize the sheets into a wildlife book and present it to the school library to be used as a resource by all students. Children of all ages are better able to share their world with animals when they have knowledge of and appreciation for the animal co-residents of their community.

About the artist...M. Cimperman is a free-lance illustrator and cartoonist who has worked with the San Francisco SPCA on many humane education and public information projects.

Opossum

IDENTIFICATION: The opossum is a strange, slow-moving mammal that weighs from 4 to 14 pounds. It grows in length up to 40 inches, with 15 to 20 inches of its length being its long, ratlike tail. The tail can hold on to and carry things and is helpful with tree climbing. Such a useful tail is called prehensile.

RANGE AND HABITAT: The opossum is the only North American marsupial. It is found from New York west to Iowa and along the east coast from southern New England to middle Florida. Although not native to the west coast, it has been introduced there and is now well-established in coastal areas of Washington, Oregon, and California. The opossum is common in wooded areas.

DIET: The opossum is omnivorous. Insects, plants, grain, garbage, small rodents, and carrion make up the opossum's diet. Eggs and persimmons are its favorite foods.

LIFE SPAN: Four to eight years.

ENEMIES: The opossum is preyed upon by every carnivore found in its home range. It is sometimes hunted by humans and often killed by automobiles.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.
Familiar Animal Neighbors

Mallard Duck

IDENTIFICATION: This beautiful duck measures up to 28 inches long and weighs up to 33 pounds. The male can be identified by a glossy green head and white neck ring. The female is smaller and usually drab colored. Both sexes have yellow bills and orange feet.

RANGE AND HABITAT: The mallard duck is probably the most common of all wild ducks. It breeds south through the United States to Virginia and is very common in the west. The mallard's habitat includes fresh marshes, irrigated land, grain fields, ponds, rivers, lakes, and bays.

DIET: The mallard duck is omnivorous and eats grain, corn, mosses, aquatic plants, and mosquito larvae. The mallard is a surface-feeding duck; that is, it usually feeds on or near the water's surface, seldom submerging itself. It finds food with its sensitive bill. The bill is also used as a sieve to filter food from the water.

LIFE SPAN: Ten to fifteen years.

ENEMIES: The most sought after "sporting" duck in America, the mallard each year makes up one-third of the total number of North American ducks killed by hunters. Dogs, foxes, and birds of prey also hunt the mallard. The mallard is safest on water, where it can readily escape by diving and swimming under the surface.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.

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Familiar Animal Neighbors

Raccoon

IDENTIFICATION: The raccoon is a mammal with thick grayish fur and a ringed tail. A narrow black mask runs across its face, and it has two white patches above the eyes. This mask and the raccoon's habit of stealing campers' food have earned it the reputation of "bandit." The raccoon is about 2 feet long (with a tail about 10 to 12 inches in length), is 12 inches high, and weighs from 15 to 35 pounds.

RANGE AND HABITAT: Making its home in wooded and well-watered areas, the raccoon is found in southern Canada, most regions of the United States, and in South America. Its den may be a cave or burrow, but most commonly it is located in a hollow tree.

DIET: The raccoon is omnivorous and eats whatever the environment provides—typically, fish, eggs, insects, nuts, berries, snakes, frogs, birds, and small mammals.

LIFE SPAN: Seven to thirteen years.

ENEMIES: People, dogs, traps, and automobiles are the raccoon's worst enemies. Many would-be predators know better than to fight with an adult raccoon. The raccoon has razor-sharp teeth and is a tough fighter.

Adapted from the San Francisco SPCA Animal Awareness Club, 2500 Sixteenth Street, San Francisco, CA 94103.
A Provocative Look at Young People's Perceptions of Animals

by Miriam O. Westervelt

How do young people relate to animals? Are their likes and dislikes regarding animals different from those of adults? How much is their interest in animals related to how old they are, whether they live in the city or country, or if they are male or female? The U.S. Fish and Wildlife Service wanted answers to these and other questions regarding public perceptions of wildlife. Recognizing the importance of public opinion in determining the success or failure of its wildlife programs, the service issued a grant to Dr. Stephen Kellert of the Yale School of Forestry and Environmental Studies to conduct a national survey of public attitudes toward wildlife and natural habitat issues. As part of this survey, the service funded a smaller and more exploratory study of “Children’s Attitudes, Knowledge, and Behaviors Toward Animals,” which Dr. Kellert and I coauthored. The purpose of the study was to learn more about how attitudes toward animals develop and to identify the factors that influence these attitudes while people are young. Clearly, this information would be valuable in designing education programs to reflect the needs and interests of children of different demographic groups.

Unlike the large national survey of adults, the children’s study was not concerned with obtaining a nationally representative sample of children. It was considered more cost effective to concentrate on developing valid measuring techniques and to select a small but representative sample of children in Connecticut, rather than assess the attitudes of children from the entire country using the less refined measuring techniques available at the time. Remarkably little research has focused on public perceptions of wildlife, or on children’s relationships with animals, and it is our hope that the tentative yet highly provocative results reported here will stimulate more thorough investigations on this subject.

TABLE 1

<table>
<thead>
<tr>
<th>ATTITUDE TYPOLOGY</th>
<th>HUMANISTIC: Interest and strong affection for individual animals, principally pets.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NATURALISTIC: Interest and affection for wildlife and the outdoors.</td>
</tr>
<tr>
<td></td>
<td>NEGATIVISTIC: Dislike or fear of animals.</td>
</tr>
<tr>
<td></td>
<td>MORALISTIC: Concern for the right and wrong treatment of animals; strong opposition to exploitation or cruelty toward animals.</td>
</tr>
<tr>
<td></td>
<td>UTILITARIAN: Concern for the practical and material value of animals.</td>
</tr>
<tr>
<td></td>
<td>DOMINIONISTIC: Interest in the mastery and control of animals.</td>
</tr>
<tr>
<td></td>
<td>ECOLOGISTIC: Concern for the environment as a system, for the interrelationships between wildlife species and natural habitats.</td>
</tr>
</tbody>
</table>

Methodology

A major focus of the children’s study was the development of a wide variety of attitude-measuring techniques. Personal interviews were chosen, instead of written or group-administered questionnaires, because they allowed the interviewer to adapt wording, explain concepts, and sustain interest levels according to the needs of individual children. The interviews lasted over one hour and consisted of 110 attitude, knowledge, and behavior questions. Most interviews were conducted at the students’ schools during regular school hours. The children were also shown a film depicting a variety of human-animal relationships in hopes of eliciting spontaneous and perhaps more valid expressions of attitudes.

Knowledge of animals was measured in a variety of different ways: true/false and multiple choice questions about behavioral and physical characteristics of animals; identification of animals shown in color slides, and questions on the foods animals eat.

Finally, at the end of the interview, questions were asked about how frequently the child participated in activities such as bird-watching, hunting, zoo visitation, reading books about animals, and learning about animals in school.

Two hundred sixty-seven children from six to eighteen years of age participated in the study. They included 63 second-, 68 fifth-, 67 eighth-, and 69 eleventh-grade students who were randomly selected from public schools across Connecticut. Major demographic groups in the state were represented in the sample.

RESULTS

Attitudes

The most common attitude among the children was a strong emotional affection for individual animals, primarily pets. An unstructured source of information was very useful in validating the presence or the intensity of an attitude in an individual child when the data were later analyzed.

The attitude questions were developed around “typology” of orientations to animals (see Table 1) reported by Dr. Kellert in 1976. Groups of attitude questions comprised scales on which each child’s score could range from 1 (attitude weakly present) to 10 (attitude strongly present). Additionally, preferences for specific kinds of animals were measured using the following methods: “a ‘semantic differential,’” which rated animals according to bipolar adjectives such as kind/mean, interesting/boring; the question “What is your most favorite animal?”; and thirty-three animal preference items that ranked animals on a scale from “Really Like” to “Really Dislike.”

The most common attitude among the children was a strong emotional affection for individual animals, mainly pets. An
example of this “humanistic” attitude is the finding that “lovable animals” were far more preferred than “beautiful” ones, “handsome animals,” “amusing animals,” and “animals.” And 76% of the children disagreed that it’s “silly” for people to love animals as much as they do people. This humanistic orientation was also the most common attitude toward animals found among the adults in the national survey.

Children and adults were found to be very different from each other in terms of their interests in wildlife and the outdoors, however. This “naturalistic” orientation was the second most common attitude in children, but it was only weakly present in adults. For example, 79% of children, in contrast to 41% of adults, said they would like to go to the jungles of South America to see wild animals. Among the children, naturalistic attitudes were particularly strong in eleventh graders. Only 35% of the eleventh-grade students, compared to 76% of second-grade students, said they liked pets more than wild animals. In addition, 59% of eleventh graders versus only 17% of second graders preferred camping near wildlife rather than near other people.

A second graders was as common as the naturalistic attitude, suggesting some degree of conflict within different age groups about how people feel about their feelings for animals. It was interesting to find that children in the lower grade levels were more likely to be positively inclined in this “negativistic” direction, but the attitude began disappearing as the children got older. (See Figure 1.) For example, 64% of second graders and only 11% of eleventh graders said that most wild animals were dangerous. In fact, the second graders not only scored higher than any other demographic group in the entire study, but in fact seven percent of the second-grade students felt people must sometimes harm animals. Reflecting this, nearly 75% of the second graders approved of killing the foxes. Not surprisingly, second graders had the least development for ecological concepts. High “ecologist” scores were more characteristic of the older children. Seventy-four percent of the children in second grade, in contrast to only 25% of those in eleventh grade, felt it would be better if animals ate only plants. Thirty-nine percent of second graders, versus 9% of eleventh graders, said it was wrong for animals to eat other animals.

The greatest increase in ecological scores occurred between the eighth and eleventh grades. In their opinions about subordinating and utilizing animals, the second-grade students had the highest “dominionicist” scores of all demographic groups in the study. Compared with boys, girls were more humanistic, expressing more fear of wild animals, less appreciation for ecological concepts, and less willingness to support activities that dominate animals. Children from urban areas were more likely to express negativistic attitudes than children from less populated areas. Nonwhite revealed less affection for pets, more fear of wild animals, and a greater willingness than whites to eliminate animals, especially for the sake of material gain.

Animal Preferences

The dog scored highest on both the semantic differential and the thirty-three animal preference scale. It was also named as the favorite animal by the majority of children in the study. The only other domestic animals included in the preference scale, the horse and the cat, ranked just behind the dog. They also followed right behind the dog as children’s favorite animals.

Moral concern for animal rights and cruelty toward animals was strongest in the youngest children. (See Figure 2.) On some questions, evidence of this “moralistic” attitude was stronger in children than in the adults in the national survey. For example, disagreement of sport hunting was expressed by 93% of eleventh graders (and by 84% of all children), compared to 50% of adults. And, many more eleventh graders than adults said the reason for their opposition to sport hunting was that it was “morally wrong.” Most children (60%) and adults (85%) approve of hunting for the purpose of obtaining food, however.

Significant differences were also found among the other demographic groups in the survey. Compared with boys, girls were more humanistic, expressing more fear of wild animals, less appreciation for ecological concepts, and less willingness to support activities that dominate animals. Children from urban areas were more likely to express negativistic attitudes than children from less populated areas. Therefore, the period from seventh grade to ninth grade is the most critical developmental period to change children’s perceptions of animals and the environment. The present findings indicate that different levels of animal knowledge differ in very different ways, and attempts to improve their appreciation of animals should be suited to the unique attitudes expressed by each stage. For example, this study suggests that, between the seventh and tenth grades, when children are still in the “cuddly” stage of animal perception, they are most likely to be attracted to educational programs that promote a love for animals, such as animal education programs, wildlife tours, or other activities that involve animals in their daily lives.

Societies and other demographic groups also influence each child’s attitude toward animals. However, it is interesting to note the significant differences found between the various demographic groups, and between children and adults, because of the small sample size and the different methods used. Perhaps the time devoted to sharpening reading skills during these years might be better spent on teaching children the importance of preserving animal species, rather than on teaching children to enjoy and appreciate animals. Perhaps the time devoted to sharpening reading skills during these years might be better spent on teaching children the importance of preserving animal species, rather than on teaching children to enjoy and appreciate animals.

DISCUSSION

It would be unwise to generalize these findings to young people everywhere, because of the small sample size and the restricted geographic area they represent. However, it would be equally unwise to dismiss the value of these results because of their tentative nature. The vast differences found among boys, girls, and various groups, and between children and adults, provoke serious thought about how various categories of people may have different demographic preferences. Perhaps the time devoted to sharpening reading skills during these years might be better spent on teaching children the importance of preserving animal species, rather than on teaching children to enjoy and appreciate animals.
January

Anniversary of National Environmental Policy Act

On this day in 1970 the National Environmental Policy Act was enacted in the United States. Through the Council on Environmental Quality was established, and the Federal Council Environmental Quality was continued to be the protection of birds, as well as other animals and the environment.

Observe this day by having your students study birds. Contact local Audubon Society to ask if it has speakers available to come to your class. Your speaker can discuss birds, and their habits, and discuss the ways in which the Audubon Society protects birds in your community and can recommend ways in which young people can help in this work.

To build upon your students' interest and knowledge, write to the Environmental Protection Agency, 401 4th Street, SW, Washington, DC 20024, for information. You can also set up a learning center in your classroom that contains books and posters about the protection of birds, as well as other animals and the environment.

February

For the Love of Birds,” which appears on page 4. This article is written by Beverly Courtney Crook (New York: Lothrop, Lee and Shepard), contains instructions on how to make a Bird to Dinner: Simple Feeders You Can Make by Dorothy Zemke, also from NAAHE, Box 362, East Had. dam, CT 06423. Also available from NAAHE is the new Animal Place and Faces: A Drawing Book for Kids Who Care, which is priced at $3 for NAAHE members, $3.50 for nonmembers.

March

International Day of the Seal

Congress has declared March 1 the International Day of the Seal as a way in which to celebrate the birth of seal pups and to call attention to the plight of seals, marine mammals that are killed each year to provide either fur for coats and trinkets.

The Humane Society of the United States produces a variety of materials concerned with the subject of seals. These include the Save the Seals book, which is priced at $6 each, Club Sandwiches, Not Seals T-shirts priced at $6, and a variety of other materials. Contact The HSUS, 2100 L Street, NW, Washington, DC 20007, for additional information.

To further aid the classroom study of seals, the Seal Activity Packet, which is priced at $3.50 from the Center for Environmental Education, 624 9th Street, NW, Washington, DC 20001, is designed for humane educators who want to use art as a medium for exploring humane issues with students and provide another resource for animal-related art activities. Reprints and duplicates of this packet are available from the Seal Poster for $6.50.

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April

International Women's Day

This day commemorates the 1908 garment workers' strike in New York City, and is observed by women around the world on a day to honor working women. Through the years, women have made important contributions to the fields of animal welfare and ethology, and the effects of pollution on animals and people. The purpose of this day is to promote the wise use and management of the water and the effects of pollution on animals and people. The purpose of this day is to promote the wise use and management of the water and the effects of pollution on animals and people.

May

National Wildlife Week

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June

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negative feelings about animals and the narrow attraction for only cute animals give way to a need for more factual understandings about animals. One question is why did the sharp increase in knowledge occur during this age period, when learning about animals in school sharply declined? The possibility that learning about animals was not dependent on school activities is supported by the finding that there was absolutely no difference between the knowledge scores of those who did and those who did not learn about animals in school. It appears then, that knowledge was sought from and provided by sources outside the school. The thirst for more facts about animals, and the growth of the ecologistic attitude at the same time, suggest that this stage offers an excellent opportunity for fostering a realistic appreciation of the natural world. It is tempting to speculate how much greater the increase in knowledge from fifth to eighth grades might have been had more learning about animals been going on in school instead of less. The importance of this stage is further demonstrated by the finding that knowledge did not continue to increase after the eighth grade. Once the teenage years were entered, the effect of age on knowledge of animals became negligible. The most basic change occurring among the oldest children was a deepening ethical concern for how all animals are treated and an appreciation of wildlife in relation to natural habitat. Sensitivity to the moral and ecological considerations of animal issues, particularly wildlife protection, was acute. Respect for the roles of large predatory animals surpassed the fears in earlier developmental stages. This appears to be the time to discuss the pros and cons of such issues as energy development, habitat protection, hunting, and endangered species protection. Finally, the present results and similar findings in the national survey suggest several attitudinal and behavioral characteristics of nonwhites and urban residents. Regardless of grade level, programs for these groups of children should work on expanding understanding of the animal world by dispelling fears and providing opportunities for direct exposure to wildlife in natural surroundings. In light of the continuing trend of increasing urbanization, it will become more and more important to concentrate on these groups of children.

The real value of this study lies in the number of possibilities it suggests for further investigation. The techniques used here represent pioneering attempts to understand how attitudes toward animals develop, and they require extensive testing and further refining. Future investigations might also include preschoolers, a larger and random national sample, or a longitudinal research design that would allow close monitoring of individual children during the formative years.

References
4 Ibid.

About the author...Miriam Westervelt is a policy analyst with the U.S. Fish and Wildlife Service in Washington, D.C., where she conducts analyses on the social impacts of policies affecting the nation’s fish and wildlife resources. Miriam received her M.A. in Humane Education from the University of Tulsa in 1976 and coauthored this study while she was an associate in research at Yale University.
Basketball is often an exhilarating sport to watch. It's a fast-paced game that requires players to be agile and skillful. In the case of donkey basketball, the excitement for spectators is at the expense of animals.

Each year many schools sponsor donkey basketball games to raise money for school activities and programs. While the schools and the game promoters profit, the donkeys suffer. During the game, the donkeys are often ridden by people who are too large to easily carry. This physical strain is coupled with the players kicking and pulling the animals. Another common form of on-court harassment is the promoter's use of an "enforcer" stick when donkeys refuse to move or begin to buck. There are also humane concerns regarding the transport of the donkeys. The animals often travel in overcrowded vehicles, are sometimes poorly fed, and are infrequently permitted to rest and graze. All these practices make donkey basketball a questionable activity for schools to sponsor.

Use the photo on the reverse side of this page to review with your students the humane issues involved in donkey basketball. Ask the students to describe the human/animal relationship portrayed in such an event. What human values toward animals does donkey basketball convey? Have your students brainstorm alternative ways in which schools and organizations can raise money and ways in which people can respond when they hear of such events being scheduled in their communities.

Donkey basketball games are attended by people who probably care about pets and other animals but who are unaware that these events are unpleasant and harmful to the animals involved. Discussing this topic with your students can help them see the not-so-obvious ways in which animals are shown disrespect and are subjected to abusive treatment by humans.

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