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

Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation other. Character training along these lines in life. The cultivation of the spirit of kindness and considerate in their relations with each

Humane Education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation

Volume 7, No. 3/September 1983

INSIDE...

So You Want a Pet

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

Flash! Good News About Kind News

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

"The Teacher Who Cares About Animals"

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

Our Neighbors' Pets

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

Also These Features...

Happenings

Research in Review

Humane Education Reader Survey

"A Doggone Good Start!"

Learning Center

The Teacher's Pet—Factors To Consider in Deciding About a Class Pet

Humane Education Calendar

Humane Education Film Reviews

What's a Picture Worth?

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

EARLY CHILDHOOD
PRIMARY
INTERMEDIATE
JUNIOR HIGH
SO YOU WANT A
A Mini Unit on Making Responsible Decisions About Pet Ownership

by Lorraine P. Holden

The content of the September issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. For more information about Kind News, see page 6.

Decisions. We make them all the time. In fact, some experts say that even when we're not making decisions, we're making the decision not to decide! Decision-making, and its importance as a skill, is being studied and taught more at this time than ever before. Tufts University now has a Center for the Study of Decision-Making, in which graduate and undergraduate students take courses to improve their abilities to make satisfying, informed choices. There are books about decision-making and community workshops that focus on decision-making skills. In keeping with this trend, educators identified language skills and decision-making skills as the two most important skill areas to emphasize in kindergarten through twelfth grade. These educators were surveyed by members of the Curriculum Committee and the Research Committee of the National Council for the Social Studies.

When we look closely at the topic of responsible/irresponsible pet ownership, we see the relevance of teaching decision-making skills in humane education programs. Ironically, Americans consider themselves to be animal lovers, and yet euthanizing millions of unwanted pets. Either through ignorance or apathy, faulty decisions are being made in the area of pet ownership. People frequently fail to carefully consider the demands and requirements of pet ownership; the characteristics of a particular pet; and their own needs, values, likes, and dislikes. All these factors affect the decision-making process and are ones humane educators can address when teaching responsible pet ownership. The following mini unit provides activities for integrating this important topic into the teaching of responsible decision-making. While the activities are essentially designed for students in the upper elementary grades and older, they can be adapted for younger students. You may want each child to keep a notebook that can serve as a handy record of information discovered and learned.

Decision-Making—What Is It?

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

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

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

- External Factors—These are the needs, interests, demands, and requirements of others. In regard to pet selection, external factors might include the values, needs, and preferences of other family members; applicable rules and laws; and the needs of the animals being considered as pets. Irresponsible decisions, including those involving pets, are characterized by an incomplete assessment of one or more of the above factors. If I'm ignorant of local pet-related laws and the needs of the animals in my family, unschooled in the variety and needs of animals, and unaware of my own preferences, needs, and values, I am likely to blunder when it comes to deciding whether to have a pet or which pet to choose.

Decisions, Decisions, Decisions

Because children are usually under the supervision of an adult, they generally underestimate the number of decisions they make. A simple way to introduce the topic of responsible decision-making is to ask students to keep a one-day log that records all the decisions they've made in that time period. All decisions—what clothes to wear, whether to go to school, whether to feed the dog or clean the cat's litter box, whether to write in the log—count in this activity. Your goals are simply to raise the students' awareness of the frequency with which they make
decisions and to begin generating material for class discussion.
When the one-day logs are complete, have your students share their lists while you record the decisions on the chalkboard. Select certain decisions, especially pet-related ones, and ask the students why they decided the way they did. As students give you their reasons, categorize them according to the factors discussed above (values, needs, likes/dislikes, external factors).

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

Focus on Values

- Frequently, the standards, qualities, and principles that people cherish are reflected in their reasons for giving up their pets.
- To assist your students in seeing the connection between values and pet ownership, develop and distribute a handout titled "Reasons Why I Gave Up My Pet" that lists reasons people give for abandoning pets.

To assist your students in understanding the reasons why they may or may not want to own pets, ask your students who own pets to bring in their lists and discuss responsible pet ownership.

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

Begin the discussion of responsible decision-making and pet selection by having students brainstorm types of animals that are appropriate to keep as pets. These might include dogs; cats; guinea pigs; hamsters; rabbits; horses; ponies; and goats. Divide the class into small groups and assign each group a pet. Provide the groups with books, brochures, and news clippings that inform students about the needs of the pet—including health care, food, licensing, and needed equipment—and the local laws that pertain to each animal.

You may want to invite a veterinarian, animal control officer, and/or humane society educator to address the class on these issues. When enough has been learned about the pets, have each group develop and illustrate a "Needs Chart" for their assigned pet. Display these charts and discuss their contents by asking the class to answer these questions:

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

Human Needs and Preferences

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

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

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

A helpful follow-up activity is to have students develop the factors involved in these relationships between owners and pets.

Summing Up

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

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

- Showing films that depict children and families finding out about pets. The March 1983 issue of HUMANE EDUCATION contained reviews of such movies. A reprint of these reviews is available for 50 cents from NAAHE.
- Having your students develop and distribute booklets or packages that show people and pets and ask your students to write the "untold" story that applies to the ads. How are the realities of pet ownership different from the way it's depicted in advertising?
- Responsible pets owners are good citizens, wise "shoppers," self-aware, and able decision-makers. Your guidance and instruction can help that happen.

Reference

Kind News: Good News About Kind News!

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

What's special about Kind News?

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

Second, Kind News will be very newy. Every issue of this four-page tabloid will be based on an animal-related theme and will contain a variety of short articles. Use Kind News as a teaching vehicle for slow learners. You can choose the appropriate level for your students and use Kind News to assess reading comprehension. Like all newspapers, Kind News will contain a variety of short articles.

If you are a humane society educator, you can subscribe to Kind News and distribute the issues to children with whom you're working. If you need more than thirty-five copies of Kind News or copies of both levels, you can purchase additional subscriptions (each entitling you to quarterly packets of thirty-five newspapers). There's a place on every issue for your community's experience with stray animals or the elderly and new pets similar to that reported in Kind News. Your students can investigate to find out.

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

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

If you are a humane society educator, you can subscribe to Kind News and distribute the issues to children with whom you're working. If you need more than thirty-five copies of Kind News or copies of both levels, you can purchase additional subscriptions (each entitling you to quarterly packets of thirty-five newspapers). There's a place on every issue for your community's experience with stray animals or the elderly and new pets similar to that reported in Kind News. Your students can investigate to find out.

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

How can you use Kind News?

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

Weekly topics will appear in the group subscription, and monthly topics will appear in the student subscription.

Each issue of Kind News will contain an activity or a project that encourages children to act in humane ways toward animals and/or respond to the inhumane treatment of animals. You can expand on these activities and use them as special group projects.

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

Kind News will be a communication vehicle for children. It's their newspaper. So we want them to respond to what they read. Every issue of Kind News will contain either a Question section in which we print children's responses to a specific question or a Letters section in which we print selected letters we receive from our readers. These sections will be forums in which children can express their opinions, concerns, and ideas. With your guidance, children can help create Kind News. If your students are involved in an animal-related activity, we want to know about it. Share their achievements with us for possible use in Kind News.

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

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

And the HUMANE EDUCATION Index will help you find them. NAAHE has compiled past indexes with listings from 1982 to provide you with a complete guide to the contents of HUMANE EDUCATION magazine from 1977 through 1982.

To order, send $3 to HUMANE EDUCATION/NAAHE Box 362 East Haddam, CT 06423.
1983 HUMANE EDUCATION TEACHER OF THE YEAR

'The Teacher Who Cares About Animals':

CINDY CRAWFORD

by Lorraine P. Holden

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

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

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

In addition to the formal humane education activities she facilitates in her own class, Cindy offers assistance to other classes studying animal-related topics. Cindy also helps other classes prepare special projects. She serves as a resource person, providing helpful teaching materials to students and discussing with them aspects of animal protection. In response to her efforts, sixth graders engaged in letter-writing campaigns urging their congressmen's support of the Research Modernization Act and requesting the Philippine ambassador to address the animal cruelty problems in his country.

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

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

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

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

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

ALBERT SCHWEITZER FILMSTRIP DISCUSSES “REVERENCE FOR LIFE”

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

COMIC BOOK DISCUSSES RESPONSIBLE ATTITUDES TOWARD WILDLIFE

The Soil Conservation Society of America, 7515 Northeast Ankeny Road, Ankeny, IA 50021, has produced an educational comic book titled Meet a Room for Monsters...and Wildlife on the Land. The comic book is designed for children in grades 4 through 8. It illustrates the following topics: food chains and the balance of nature, the varieties of environments and their indigenous flora and fauna, the effects of pollution and careless humans. Single copies cost 75 cents. A teacher’s guide costs 50 cents. Substantial discounts are available on quantity purchases of both. Imprinting of an organization’s name is also available. Contact the Soil Conservation Society of America at the above address for more information.

FESTIVAL OF THE ANIMALS COMING TO CRITTENDEN

Set II covers snakes and reptiles. For more information, write to the Wisconsin Humane Society, 1215 North Humboldt Avenue, Milwaukee, WI 53211, this past summer. The camp acquainted children with the work of the animal shelter and provided information on wildlife, zoo animals, and nature. Children registered for a one-week session that cost $20.

NEW BOOK PROVIDES INFORMATION AND PERSONAL LOOK AT FERAL CATS

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

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

Maverick Cats: Encounters With Feral Cats costs $12.95 and may be ordered from your local bookstore or from Walker and Company, 120 Fifth Avenue, New York, NY 10019.

BRINGING LANGUAGE ARTS OUTSIDE

Charmaine F. Sturr has written the teacher’s guide for the Wisconsin Humane Society’s Teaching the Language Arts Through Outdoor Education. The guide contains outdoor activities for the primary and middle grades that teach students vocabulary, ob...
seration, and categorization skills and require students to discuss, read, and write about the outdoors. The activities are designed to be carried out on or near the school grounds during the fall, winter, and spring. Unfortunately, some of the suggested activities have children collecting plant and insect specimens. However, All Outdoors To Read is a useful source of ideas for educators. Helpful bibliographies are also included. To order, send $9.95 to Starvation Press, 4133 Oak Orchard Road, Albion, NY 14411.

COLORING SHEETS TEACH RESPONSIBLE PET CARE

Marge Wright, humane educator at the Arizona Humane Society, 9226 No. 13th Avenue, Phoenix, AZ 85021, reports that a kindergarten teacher who donated coloring sheets that teach responsible pet care. The sheets were created by Lorraine P. Miller, project coordinator of Humane Education, Department of Education, HSUS.

THEME: \textit{Be Kind to Animals}

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

FEELINGS AWARD ESTABLISHED

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

Do your ideas and materials belong in Happenings? If they do, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 302, East Haddam, CT 06413.

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

CLASSIFIEDS

Our Neighbors’ Pets

by Lorraine P. Holden and Beverly Armstrong

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

Featuring:

National experts in child development discussing the development of empathy in children.

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

The Time: October 12-15, 1983

1. A door or window carelessly left open is an invitation to a pet to go outdoors unattended. Pets may then be lost or injured.

2. Free-roaming dogs are sometimes dangerous to pedestrians. Who would want to be this mail carrier? But it's not the dog's fault; it's the fault of an irresponsible pet owner.

3. Free-roaming pets are often a nuisance to wildlife, disrupting nests or even killing animals.

4. Free kittens! It doesn't look as though the pet owner is very successful at even giving away these animals. Spaying or neutering would have avoided this problem. If the kittens are adopted, it may not be by responsible and loving people.

5. Here we see three pets that are well cared for. One young pet owner is exercising her cat using a harness and leash. Another pet owner is grooming her cat. And the dog is free to exercise in a fenced yard where there are shade, water, toys, and companionship.

6. This stray dog probably once had an owner. Now the animal suffers from lack of food and risks being injured.

7. Cats may like to climb, but this cat isn't able to get down again. It's stranded! It would be much safer indoors.

8. Oops! This free-roaming cat is making a mess. Unfortunately, the man in the hammock is unaware of the problem—or uninterested.

9. Responsible pet owners usually don't lose their pets. However, when an accident does occur and a pet becomes lost, posting "Lost Pet" signs in the neighborhood is one effective way to recover the animal. Notice the collar, leash, and tag being worn by the dog. This dog's owner has taken steps to prevent his pet from becoming lost.

10. This dog is only doing what comes naturally—digging. Unfortunately, there's no pet owner in sight to stop the dog and the damage being done.

11. An overzealous dog and a child holding an ice-cream cone don't mix! A free-roaming pet might be well-intentioned but can be a nuisance nevertheless.

12. Free-roaming pets run a high risk of being injured or killed by motor vehicles.

13. When fights break out, free-roaming pets can be hurt. These pets would be safer at home.

14. This cat risks injury by sneezing in the shade of the car. Will the driver be deterred when she sees this animal before driving away?

15. The owner of this dog probably thought it was a good idea to bring the animal along for a drive. But now, in a parked car where the temperature can soar to 160 degrees, the dog might suffer from brain damage or die. Leaving the car windows open wouldn't have helped much.

16. This girl doesn't seem to welcome the unexpected company. Although she was running straight into her home, she looks surprised and more pleased at meeting pets in her home and in the company of their owners.

17. Pets need exercise, but it's up to the owner to exercise the pet in a safe and considerate manner so that the pet won't be botherome to other people. Where's the leash, collar, and tag?

18. Here we go again. Another mess to clean up because these cats weren't kept home where they belong.
Young Children's Beliefs About Animals

by Vanessa Malcarne

In our society people face many contradictions regarding the treatment of animals. While we are taught from an early age the social value of being kind to animals, the reality is that animals are mistreated in our society on a massive scale (for example, in food production). Most people seem to have little trouble mistreating animals on a large scale (for example, in food production), but they overlook the cruelties to animals yet seem to overlook the cruelties to animals. Their understanding of animals is like themselves than to conceive of basic differences between humans and animals. Dr. Bowd interviewed thirty-seven children (average age: five, eight months). His questions focused on four topics: the extent of the child's contact with animals, society's use of animals in food production, the distinction between domestic and wild animals regarding the role of human care, and the child's concept of animal experiences as similar or dissimilar to human experiences.

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

The results did not, however, confirm Dr. Bowd's second hypothesis: kindergarten children believe that humans and animals are basically similar. Instead, Dr. Bowd found evidence of the beginning of a belief in differences between human and animal experiences. Only half the children believed that animals experience pain in the same way as humans, and almost half believed that animals experience pain in an injury less severely than humans. This devaluing of animal feelings probably helps children function in a society that formally condemns cruelty to animals and at the same time exploits and destroys animals on a large scale.

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


Reference

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

1. Which description most accurately describes you?
   □ classroom teacher
   □ school administrator
   □ educator for humane society, animal shelter, or animal control program
   □ educator for natural science or environmental education center
   □ educator for zoo or aquarium
   □ librarian
   □ other (please describe)

2. If you are an educator for a humane society, animal shelter, animal control program, nature center, zoo, or aquarium, are you a
   □ paid professional?
   □ volunteer worker?

3. When did you begin reading HUMANE EDUCATION?
   □ This is my first issue.
   □ within the past year
   □ two years ago
   □ three to five years ago
   □ have been reading it since the charter issue (Fall 1977)

4. How did you find out about HUMANE EDUCATION?
   □ at a workshop
   □ through a mailing to myself or my organization
   □ through correspondence with NAAHE
   □ through an ad in a magazine
   □ through a friend and/or work associate
   □ other (please describe)

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

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

7. What do you like most about HUMANE EDUCATION?

8. What do you like least about HUMANE EDUCATION?

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

Specific Ratings: Regular Departments

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

1. Happenings
2. Book Reviews
3. Film Reviews
4. Read-Aloud Stories
5. What's a Picture Worth?
6. Calendar
7. Research in Review
8. Learning Center
9. Events

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

Specific questions about Dr. Bowd's work can be directed to Dr. Alan D. Bowd, School of Education, Riverina College of Advanced Education, P.O. Box 588, Wagga Wagga, New South Wales 2650, Australia.
By Vivian Leidy

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

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

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

**Pooch Pouch Name Game**

We made name cards with each child's name on one card and his or her dog's name on another. All cards were placed in pouches, corners of cupboards. And so it wasn't long before they knew each other's names, but the name of everyone's dog as well! During the year we continued to use this area to feature pictures of dogs and children who celebrated their birthday.

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

**What's in a Name?**

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

**Something to Bark About**

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

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

**Pooch Pouch Name Game**

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

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

Mutt Math

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

Reading With Rin-Tin-Tin

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

You’re in the Doghouse

Children in the Doghouse weren’t in trouble; they were having fun! The Doghouse was a learning center full of tapes, books, records, filmstrips, and activity packets about dogs. The packets encouraged kids to practice various skills we were studying in class and included such activities as sequencing comic strips about dogs, classifying pictures of dogs, unscrambling breed names, solving dog crossword puzzles and word searches, coloring dog pictures, and so on.

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

Listen to Snoopy

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

For the Love of Benji

To help children go quietly to their seats when they came in each morning, I enlisted the help of that lovable pooch Benji. Each morning I placed a specially selected book about dogs at each child’s desk. Inside, I put a bookmark with Benji’s head traced on the top. Each child read for a few minutes until I was ready to take attendance. When a student finished a book, he or she completed a special book report form and added the name of the book to a book chart kept on a bulletin board near the Pup Tent. This activity not only increased reading time on task but also got each day off to a productive and enjoyable start.

Rover Riddles

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

After learning so much about different kinds of dogs, everyone wanted to know more about the care and feeding of dogs. So, as a grand finale to our unit, we visited the local humane society shelter during Responsible Pet Care Week in late September. We toured the kennels and talked to the caretakers to learn the responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wound down to a close; but responsibilities of owning a dog. After our visit, the unit wind...
Most educators are aware of studies that show children learn more by doing than by reading or listening. So, in teaching kindness and respect for animals, a logical tool would appear to be a classroom pet. But therein lies a painful dilemma for humane-minded teachers: Can the benefits gained by the presence of a live animal in the classroom outweigh the problems that might arise? Is the classroom really an appropriate place for a pet?

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

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

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

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

Even if you're willing to take on the responsibility of providing a positive role model, there are other considerations to take into account before deciding to get a classroom pet. Does your school or school system have rules or guidelines about classroom pets? It could be traumatic to introduce a pet into the class only to have to remove it because its presence violates a rule. Are you willing and able to provide the animal with adequate care on evenings, weekends, and school vacations? Remember that many schools conserve energy by turning thermostats down on winter evenings and weekends to a point that could jeopardize your animal. If you're not able to keep the pet at your home as well as in the classroom, you may have to reconsider the idea. Do any of the children in the class have allergies (or phobias) that would preclude certain animals? Is there an appropriate place to keep a pet in your classroom? Pets need to be kept where they are comfortable and not forgotten about, but they also need a place that is quiet and where they won't be distracting during lessons that aren't pet related. Finally, are you prepared to cope with the children's reactions if the...
animal should become ill or die suddenly? If you’re ready to handle all of the above, the next factor to consider is what type of pet will be appropriate for your classroom. According to Savsky, appropriate classroom pets include most domesticated small mammals, especially gerbils, guinea pigs, mice, rats, and hamsters. It’s important to remember that domesticated means “animals born in captivity to animals born in captivity themselves.” Field mice or wild bunnies not only cannot be safely handled or kept but also should never be removed from their natural environment in the first place. And on the inappropriate list are birds and exotic saltwater fish. Both of these, while readily available in this country, are often victims of international smuggling operations that subject the animals to stress, sickness, and, as much as 90 percent of the time, death. Purchasing these animals, even if it’s to give them a home, will not only encourage the smuggling and the suffering that goes with it. Domestic fish, however, such as guppies or goldfish, are acceptable. Fish are available in your bookstore or library, and often the local animal welfare organization can provide guidance in both selection and care of classroom pets. The American Humane Education Society, 450 Salem End Road, P.O. Box 2244, Framingham, MA 01701, publishes Bird Care and Small Mammal Care, two brief but helpful guides to the care of common classroom pets. You can write the society for price and ordering information.

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

The American Humane Education Society, 450 Salem End Road, P.O. Box 2244, Framingham, MA 01701, publishes Bird Care and Small Mammal Care, two brief but helpful guides to the care of common classroom pets. You can write the society for price and ordering information.

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

It’s a good idea not to introduce the pet on the first day of class. Not only is it a stress to the day hard on you and the children, it’s also hard on the pet. “Prepare the children first,” Savsky advises, “by explaining what type of animal the pet will be, how much and what kind of care it will need, who will provide that care, and how chores and handling will be shared. You may want to make a list of tasks and/or cordon off an area of the classroom as the pet’s ‘home.’ If your pet is a small mammal, you will need to establish rules for how and under what circumstances the pet may be removed from its home and/or held. Discuss these rules with your students prior to introducing them to your pet and focus on the reasons that such guidelines are needed (to protect the pet and the children). Injuries to the pet and children can be avoided if the children are prepared and motivated for careful and respectful handling of the animal.

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

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

1. Practicing Responsibility: “Feeding and cleaning chores and taking turns handling the animal enhance the development of responsibility, as well as promote sharing and cooperation,” says Savsky.

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

3. Creative Writing: Ask the children to write a story or describe the classroom from the animal’s point of view.

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

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

6. Classroom Management: Problems in the classroom may be recast for the children as problems for the animal. “It may be easy to quiet a restless class because ‘Ambrose wants to rest now,’ than because the children should be resting,” Savsky says.

The bottom line, according to Savsky, is that you shouldn’t get a pet for your class unless you also want to get a pet for yourself. But if you do, and if you’re willing to accept the responsibilities and special problems that go along with keeping an animal in the classroom, the learning opportunities can be well worth the work.

Familiarize yourself in advance with the care and housing required by each type of pet you are considering. The expense involved in purchasing food and equipment and the time required for regular care and cleaning of a pet will be major factors to examine. Many books on the care of small mammals, birds, and fish are available in your bookstore or library, and often the local animal welfare organization can provide guidance in both selection and care of classroom pets. The American Humane Education Society, 450 Salem End Road, P.O. Box 2244, Framingham, MA 01701, publishes Bird Care and Small Mammal Care, two brief but helpful guides to the care of common classroom pets. You can write the society for price and ordering information.

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

Frederic Remington, a native of New York, was born on this day in 1861. He is best known for his drawings and paintings of frontier life, American Indians, and horses. Have your students compare drawings or paintings that Remington has done of animals to explore the issues related to human-horse relationships. For example, shelters are often in need of blankets and that the horses find it difficult to get to the blankets and towells for the animals. One class may present a trip to help the shelter. Another class may present an article on nature centers and research local laws that you can follow up their study of animals. When you call the shelter to present the material to discuss the issue of hunting and sealing, remember that the film does contain graphic scenes that may be disturbing to your students. The film also addresses the ways in which hunting and sealing are affecting the well-being of animals and to give your students an appreciation of the natural environment firsthand. An informative article on the natural center and their educational programs appeared in the June 1983 issue of HUMANE EDUCATION.

October 16

Sweetest Day

Sweeetest Day is observed on the third Saturday in October each year. Originally, Sweetest Day was first introduced as a day to say something nice to someone you love, and was similar to Valentine's Day. It is observed in many different ways, such as sending gifts, cards, and flowers. Have your students compare Sweetest Day with other similar traditions around the world. Ask your class to discuss ways to share cheer among the unfortunate. Today, Sweetest Day is observed by remembering someone with a kind act.

October 24

The United Nations Day

The United Nations, founded in 1945, is an organization dedicated to promoting peace and understanding among people throughout the world. It was established to prevent war by creating a class trip to a local park, forest, or nature center so your students can experience the ways in which some fishing techniques affect the well-being of wildlife. It also advocates the restoration of wildlife habitats and a human life-style that provides the needs of wildlife. The film contains graphic scenes of hunting and sealing, however, so it is most suitable for older students.

November 9

Smooky the Bear Dies

In 1976 the first Smooky the Bear died. He symbolized the importance of fire prevention in our country's national parks and forests. An ideal way to observe Smooky's contribution to wildlife is to organize a guest speaker to come to your class to describe the ways in which animals are used in scientific experiments. Your students can write to The Humane Society of the United States, the headquarters for HUMANE EDUCATION.

November 14

End of Year of the Animals

The Whittaker Association sponsored the Year of the Animals, which began November 15, 1982, and ended November 15, 1983. The purpose of this year’s observance is “to view humans [as] tenancy of earth from the standpoint of other animals and to assure safe spaces for all animal life through the protection and preservation of undisturbed wilderness.”

December 21

Anniversary of Ham’s Space Trip

In 1959 a chimpanzee named Ham rode in a rocket that traveled 55 miles into space in order to test the safety of space travel. Both Ham and the rocket landed without mishap. However, there are people who are concerned about the use of animals in scientific experiments. The film contains graphic scenes of hunting and sealing, however, so it is most suitable for older students.

HUMANE EDUCATION/Sepember 1983

27
Wild animals raised as pets are commonly called exotic pets because they are kept in places other than their natural surroundings—a lizard in a loft apartment, a wolf in a basement, a beaver in a living room. The films and filmstrips reviewed below chronicle the problems associated with keeping wildlife as pets.

ME AND YOU KANGAROO (1974)

Without dialogue, this film tells the story of a boy’s decision to raise a baby kangaroo after he and his father accidentally kill its mother. Robbie, the boy, loves his Joey. But as the kangaroo matures, the inherent problems in having an exotic pet quickly become evident. Joey romps through Robbie’s mother’s garden and upsets a local food stand, scattering the produce everywhere.

ME AND YOU KANGAROO (1974)

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

WHERE SHOULD A SQUIRREL LIVE? (1975)

This is the story of a baby squirrel lost in a rainstorm and rescued by a man who tries to make a pet of the little orphan. He buys toys and a collar for the squirrel, imprisoning it in a filthy cellar. We are told that this is an unnatural environment for a squirrel and releases it. The squirrel gets in trouble in the home environment. Quickly the man understands that his mood light at the beginning and showing some of the dangers of annoying wild animals. The film shows the difficulties and cruelty of keeping nondomesticated creatures in urban apartments.

Many viewers feel it is a powerful indictment of the practice of maintaining wild animals in a domestic urban setting. By keeping the mood light at the beginning and showing some of the dangers of keeping wild animals as pets and the dangers of annoying wild animals.

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

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

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

MANIMALS (1978)

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

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

Technically, the film is very well done. Many viewers feel it is a powerful blunt, or puppy. But the squirrel gets in trouble in the home environment. Quickly the man understands that his mood light at the beginning and showing some of the dangers of annoying wild animals. The film shows the difficulties and cruelty of keeping nondomesticated creatures in urban apartments.

This is a film full of advice—how to give first aid to animals, how to care for snakebites and spider bites, how to care for wap stings and bee stings, how to avoid sick or injured animals. Important points are made about the inappropriateness of keeping wild animals as pets and the dangers of annoying wild animals.

Unfortunately, the filmstrip’s tone tends to promote fear of rather than fascination for wildlife. But the positive educational aspects can outweigh the negative portrayal of the wild animal-human relationship if handled well by the teacher. This sound/color filmstrip is available for purchase for $26 from Marshfilm, P.O. Box 8082, Shawnee Mission, KS 66208. The sound track comes in both a cassette and record format and is available in Spanish. This filmstrip is suitable for children in the primary grades.
Venture to a local park on a pleasant weekend and spot the variety of cohabitants and the activity. In many areas across the country, you're likely to find people, picnics—and animals. Our parks are vivid reminders of the extent to which we share the Earth with other creatures.

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

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

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