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

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

—from the 1933 National PTA Congress

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

Today, PTAs still serve as key organizations with which teachers and humane society educators can work collaboratively. New programs can be developed or established programs can be enhanced when a community of dedicated people is involved in them. After all, we all can invest in the outcome—compassionate and compassionate toward people. There’s no better time than the present—the fiftieth anniversary of the PTA’s support of humane education—to strengthen the relationship between humane societies, educators, and parents in efforts to promote justice, kindness, and compassion in our youth.
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 euthanize 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 considerate of others—are generally those based on a consideration of these factors:

- Our Likes/Dislikes — These are our preferences. I tend to prefer short stories over novels; the color blue over the color purple; apples over oranges. Who knows why! We see preferences for certain colors, foods, toys, etc. surfacing in even the youngest children.
- Our Needs — These are those things we require; they may be tangible or intangible. We all need food, water, shelter, clothing, love. But do we all need relationships with others? Do we all need pets? We frequently confuse wants with needs.
- Our Values — These are qualities, principles, standards, etc. that we cherish, or hold in high esteem. Values may be flexible or inflexible. What we value affects the decisions we reach, whether we’re aware of our values or not. Values such as loyalty, independence, and companionship may come into play when making decisions about pet ownership.
- External Factors — These are the needs, interests, demands, and requirements of others. In regard to pet selection, external factors might include the values, needs, and preferences of other family members; applicable rules and laws; and the needs of the animals being considered as pets.

Irresponsible decisions, including those involving pets, are characterized by an incomplete assessment of one or more of the above factors. If I’m ignorant of local pet-related laws and the needs of my family, unschooled in the variety and needs of animals, and unaware of my own preferences, needs, and values, I am likely to bumble 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 oneday logs are complete, have your students share their lists while you record the decisions on the chalkboard. Select certain decisions, especially petrelated ones, and ask the students why they decided the way they did. As students give pet ownership 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 decisionmaking, 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 and pets that they have heard at many animal shelters include the following: “I just bought new furniture, and I don’t want the cat to ruin it.” “I’m tired of walking the dog.” “The cat smelly.” “The dog jumps on my family going away on weekends and doesn’t want to spend any more money boarding the dog.” (If you have difficulty generating a list, call your local animal shelter for help.)

Pair students and ask them to review the definition of values and to identify which values affected each decision to give up the pet. Each student pair should try to identify at least one value in every example. List the students’ ideas on the chalkboard. To further explore the role of values, ask your students who own pets to share what they cherish most about owning a pet and what they think their family members cherish most about owning a pet. Ask your students to begin a “My Values” list in their notebooks. This list should include values that may or may not be affected by pet ownership. To help your students, you may want to provide your class with a sample list that includes popularity, achievement, self-respect, personal appearance, the opinions of others, freedom, money. Emphasize that the “My Values” list may be added to at any time. These will be used later in discussing responsible pet ownership.

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

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

Human Needs and Preferences
Now begin to focus on your students’ needs. Review the definition of needs and have the students brainstorm examples of human needs. Be sure to clarify the difference between needs and wants. Ask your students to review their My Values lists and see if there are any needs they have that are related to their values. Emphasize that sometimes needs and values are related. From the discussion, create a “Human Needs” chart. Ask your students to give up the pet. Each student pair should try to identify at least one value in every decision to give up the pet. Resistance between owners and pets. Mount the chart next to the Pet Needs chart and discuss the following questions:

1. If you were in charge of deciding who could adopt a pet and which pet that person was to adopt, what matches might you make based on what you know about the animal and the person?
2. If you were certain that you needed the companionship of a pet, which pet would you choose?
3. If you were certain that you preferred a “pretty” animal as a pet, which animal would you choose?
4. Knowing what you do about people and goldfish, how do you explain the fact that there are more pet fish in this country than any other pet?
5. Today, elderly and handicapped cat and dog owners are fighting for their right to keep pets in apartment housing facilities. Discuss with the class how the Federal Government. On the basis of these charts, why do you think this is so? Why do you think cats and dogs are more likely to be kept by these people than are horses, ponies, or goats?
6. What might happen if an elderly or handicapped person had a pet horse or pony?
7. What might happen if a small child were responsible for walking a large dog?
8. Which pet would be the most suitable for you? Why? Which pet 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 volunteers from the class interview people who own different types of pets and people who do not own pets. Interviewers should ask about the reasons for the decisions to own or not own a pet and the positive and negative aspects of pet ownership. Have the interviewers present their findings. Assist the class in identifying the factors involved in these relationships between owners and pets.

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

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

1. Showing films that depict children and families deciding about pets. The March 1983 issue of HUMANE EDUCATION contained reviews of such movies. A reprise of “What’s the Play” is available for 50 cents from NAHHE.
2. Having your students develop scenarios in which students role-play family members deciding whether to have a pet or which kind of pet to have. The needs, preferences, etc. of family members are important external factors to be considered, and such role-playing gives students practice in responding to these factors. Or you can have your students role-play various pets trying to persuade a person to adopt them. “The Play’s the Thing,” which appeared in the March 1983 issue of HUMANE EDUCATION, covers the basics of role-playing. Reprints are available from NAHHE for 50 cents.
3. Your students can monitor the variety of subtle and direct messages about relationships between people and pets that are depicted in television shows. Distribute samples of magazine ads that show people and pets and ask your students to write the “untold” story that applies to the ads. How are the realities of pet ownership different from the way it’s depicted in advertising?

Responsible pet owners are good citizens, wise “shoppers,” self-aware, and able decision-makers. Your guidance and instruction can help that happen.

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

What’s special about Kind News?

First, although Kind News has been designed for children, it will be a useful tool for you. In fact, the success of Kind News will 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 newsy. Every issue of this four-page tabloid will be based on an animal-related theme and will be full of current events, updates, stories, projects, and more that are of interest to children. Do you know that ‘kind’ in the German language means “children”?! We do, and we’ve kept that clearly in mind while developing Kind News. There are two assumptions we’ve made: Children have a natural curiosity about and interest in animals. And learning can be painless. We think Kind News is educational and fun. We want children to want to read it even when you don’t ask them to.

The target audience for Kind News will be children in grades 1 through 6. To effectively reach and teach these children, we’ve developed two editions of Kind News. Kind News I is for children in grades 1 through 3; Kind News II is for children in grades 4 through 6. The theme of both editions will be the same. What’s in store for you and the readers of Kind News?

Pleasantly,

Like HUMANE EDUCATION, Kind News will be published quarterly in the months of September, December, March, and June. To assist you in your humane education activities, a feature article in HUMANE EDUCATION will relate directly to the theme of Kind News. This article, called the Kind News Feature, will provide background information and teaching activities that enhance the use of Kind News in the classroom.

Kind News will, in turn, provide hands-on material for your students that support these lessons. For those HUMANE EDUCATION readers who do not subscribe to Kind News, the feature article will still provide usable teaching strategies. Either way, ready-made mini units will be yours for the teaching.

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

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

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

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

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

How can you use Kind News?

The news items contained in Kind News will focus on people and animals and will likely prompt response—concern, delight, surprise, opinion—from your students. News items will be from a variety of locales and will provide excellent starting points for class discussion and action on behalf of animals. Is your community’s experience with stray animals or the elderly and new pet 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 copies) for $5. There’s a place on every issue for you to stamp your organization’s name and affix a mailing label if you want to mail the newspaper to members of your youth division or kindness club.

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

It’s Not Too Late

We invite you to subscribe to Kind News for your students today. If you are a NAAHE member, a one-year subscription costs $10. If you are not a NAAHE member, a one-year subscription costs $20. A one-year subscription includes quarterly packets containing thirty-five copies of either Kind News I (grades 1 through 3) or Kind News II (for grades 4 through 6).

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

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

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

And the HUMANE EDUCATION Index will help you find them.

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

To order, send $3 to HUMANE EDUCATION/NAHHE 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 as a valuable source of support and instruction at Moanalua Elementary School. Cindy's many and varied humane education activities are highlighted by her teaching assistant, Molly, who visits Cindy's kindergartners several times each year. Through their interactions with Molly, the children see the importance of health care, grooming, and kindness in relationships with pet animals. By the time their pet-related education culminates in a field trip to the Hawaiian Humane Society, the kindergartners are knowledgeable and prepared for their visit.

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

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

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

Written in an enjoyable style, Humanizing Environmental Education incorporates some of the best features found in humanistic education, new games, values training, and outdoor/environmental education activities. Knapp and Goodman bring into sharp focus the importance of teaching the “whole” child (knowledge, values, attitudes) and the process through which this teaching best occurs. Humanizing Environmental Education is suitable for the experienced and the not-so-experienced outdoor educator and costs $13.95 postpaid. Order from the American Camping Association, Bradford Woods, Marionville, 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 best suited for use in junior high school and older. A helpful teacher’s guide, written by Ann Airwood, accompanies For All That Lives and lists discussion questions and learning objectives. For All That Lives costs $28.75 (including shipping and handling) and may be ordered from Lyreum Productions, Inc., P.O. Box 1018, Laguna Beach, CA 92652.

ZOOLANDER KEEPERS’ DESCRIPTIONS DESCRIBED IN BOOK

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


"Hands that are made to work, hands that are made to fight, hands that are made to write," the humanist Albert Schweitzer once said. Schweitzer's language was often complex, the kind of language that may be difficult for many students to grasp. This is why Humanizing Environmental Education was written: to help teachers teach the "whole" child. The guide is now available from Interstate Printers and Publishers, Inc., 34th Street and Girard Avenue, Philadelphia, PA 19104.

The Soil Conservation Society of America, 7515 Northeast Ankeny Road, Ankeny, IA 50021, has produced an educational comic book titled A Bevy of Beasts for Monsters... and Wildlife on the Land. The comic book is designed for children in grades 4 through 8 and covers such topics as: 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 $0.75 cents. A teacher’s guide costs $0.50. Substantial discounts are available on quantities purchased. Imprinting of an organization’s name is also available. Contact The Soil Conservation Society of America at the above address for more information.

"Advanced" campers, those who attended the 1982 session, were eligible to attend a special, one-week, half-day program that continued their animal awareness training. Junior Girl Scouts who were working on the Hobbies and Pets badge were also afforded learning opportunities at the Wisconsin Humane Society. Scout clinics were held during the spring vacation that consisted of eight sessions that helped the girls meet six badge requirements. Contact Lori L. Otto for information regarding both of these programs.

ANIMAL KINGDOM FILMSTRIPS AVAILABLE

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

"I wanted to do was study animals. Nothing else interested me."

The love Durrell has for his vocation is entertaining book, A Bevy of Beasts, which describes his apprenticeship as a zookeeper at England’s Whipsnade Zoo. Readers are provided vivid descriptions of the various animals and the zoo keepers with whom Durrell worked as a young man.

The love Durrell has for his vocation is apparent in his writing. However, he questions America's attitude toward its wildlife by their captivity and dismisses too casually the concerns of animal lovers who advocate larger, more natural enclosures. His book A Bevy of Beasts with a description of his commitment to helping endangered species. A Bevy of Beasts is suitable for adults and children in junior and senior high school and costs $8.95. Order from the Wildlife Preservation Trust International, Inc., 34th Street and Girard Avenue, Philadelphia, PA 19104.

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

SOCIAL ROLE OF ANIMALS IN SOCIETY DISCUSSED IN BOOK

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

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

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

NEW BOOK PROVIDES INFORMED AND PERSONAL LOOK AT FERAL CATS

Honey dust, Turtle, and Herbert—all feral cats—populate Mauve 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, Austria, 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.

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

BRINGING LANGUAGE ARTS OUTSIDE

Charmaine F. Sturr has written the teacher’s guide for Making Hands-On Art for Teaching the Language Arts Through Outdoor Education. The guide contains outdoor activities for the primary and middle grades that teach students vocabulary, ob-
HAPPENINGS

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

COLORING SHEETS TEACH RESPONSIBLE PET CARE

Marge Wright, humane educator at the Arizona Humane Society, 9226 No. 13th Avenue, Phoenix, AZ 85021, reports that she is now using newly developed coloring sheets that teach responsible pet care. The sheets were developed by Pat Koepp, an artist and elementary school teacher who donated her time and talents to the society during her summer vacation.

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

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

COLORING SHEETS TEACH RESPONSIBLE PET CARE

Marge Wright, humane educator at the Arizona Humane Society, 9226 No. 13th Avenue, Phoenix, AZ 85021, reports that she is now using newly developed coloring sheets that teach responsible pet care. The sheets were developed by Pat Koepp, an artist and elementary school teacher who donated her time and talents to the society during her summer vacation.

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

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.

Feeding a warm and caring environment, 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 Starview Press, 4113 Oak Orchard Road, Albion, NY 14411.
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 animals yet seem to overlook the cruelties commonly and systematically inflicted upon them?)

Dr. Alan Bowd, Senior Lecturer in Educational Psychology at the Riverina College of Advanced Education in Australia, sought to gain insight into people’s abilities to incarnate the cruelty and the social expectation that treatment and the social expectation of animal experience pain from an injury less severely than humans. This devaluing of animal feelings probably helps children function in a society that formally condemns cruelty to animals and at the same time exploits and destroys animals on a large scale.

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


Reference

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

5. What do you like most about HUMANE EDUCATION?
   - articles
   - regular departments
   - special features
   - other (please describe)

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 dislike 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.

10. Happenings
    - 1 
    - 2
    - 3
    - 4
    - 5

11. Book Reviews
    - 1 
    - 2
    - 3
    - 4
    - 5

12. Film Reviews
    - 1 
    - 2
    - 3
    - 4
    - 5

13. Read-Aloud Stories
    - 1 
    - 2
    - 3
    - 4
    - 5

14. What’s a Picture Worth?
    - 1 
    - 2
    - 3
    - 4
    - 5

15. Calendar
    - 1 
    - 2
    - 3
    - 4
    - 5

16. Research in Review
    - 1 
    - 2
    - 3
    - 4
    - 5

17. Learning Center
    - 1 
    - 2
    - 3
    - 4
    - 5

18. Events
    - 1 
    - 2
    - 3
    - 4
    - 5

HUMANE EDUCATION/SEPTEMBER 1983
By Vivian Leidy

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, and so it wasn't long before we had mastered names, I asked students opportunities to get to know each other better, practice study skills, and learn more about "cuddly canines." What better way to kick off the new school year than with humane education?

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

"Pooch Pouch Name Game"

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

A sign above the tent said,

This activity not only encouraged

When the kids knew they could read about

Reading With Rio-Tin-Tin
numerous examples of each category.)

Any good encyclopedia offers

were those difficult to classify elsewhere,

Working with the kids, we classified

Be a Newshound!

To supplement our knowledge of dogs

It was indeed

It worked! The kids

Aside from rock 'n' roll, other types of music are often unfamiliar to children because they

After you have reviewed the music, create a

If the kids knew they could read about

African fisheagle.

After learning so much about different

After learning so much about different

Common Ground” and “Call-

After you have reviewed the music, create a

As your students progress through this

LEARNING CENTER/ LORRAINE P. HOLDEN

IT’S MUSIC TO THEIR EARS

Aside from rock ’n’ roll, other types of music are often unfamiliar to children because they haven’t had enough opportunity to

As your students progress through this

and research information about where it lives,

The culmination of this unit centers on a special pocket chart that contains information about any humane concerns regarding each animal.

The Doghouse was a learning center full of
tapes, books, records, filmstrips, and

This activity not only increased reading
time on task but also got each day off to

A sign above the tent said,

When the kids knew they could read about

on these animals and how they live and commu-

Anabel Dean’s

consider why six out of

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

This activity not only increased reading

time on task but also got each day off to

African fisheagle.

As your students progress through this

and promote their curiosity about other forms of music.

and research information about where it lives,

way it does. You may also want to place in

Doghouse was a learning center full of
tapes, books, records, filmstrips, and

activity packets about dogs. The packets

Further reading, for those who are interested,

Besides providing great motivation for

When you listen to the song, think about

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

time on task but also got each day off to

Besides providing great motivation for

When you listen to the song, think about

As your students progress through this

and research information about where it lives,

The culmination of this unit centers on a special pocket chart that contains information about any humane concerns regarding each animal.

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and

The answer is that the theme of this special book report form and added the

students would know what was expected of them. To do this, I used life-size

Common Ground” and “Call-

Select and listen to a song from this list.

When you're done listening, draw and
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? The next factor to consider is what type of pet will be appropriate for your classroom. According to Savesky, appropriate classroom pets include most domesticated small mammals, especially gerbils, guinea pigs, mice, rats, and hamsters. It's important to remember that animals born in captivity or kept but also should never be removed from their natural environment in the first place. And on the inappropriate list are birds and exotic saltwater fish. Both of these, while readily available in this country in pet stores and aquariums, are often victims of international smuggling. These animals, even if it's to give them a new home, you shouldn't get a pet for your class because 'Amphose wants to rest now,' says. The bottom line, according to Savesky, is that you shouldn't get a pet for your class unless you also want to get a pet for yourself. But if you do, and if you're willing to accept the responsibilities and special problems that go along with keeping an animal in the classroom, the learning opportunities can be well worth the work.

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

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

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

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

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

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

• **Classroom Management:** Problems in the classroom may be recast for the children as problems for the animal. "It may be easier to quiet a restless class because 'Amphose wants to rest now,' than because the children should be resting," Savesky says. The bottom line, according to Savesky, is that you shouldn't get a pet for your class unless you also want to get a pet for yourself. But if you do, and if you're willing to accept the responsibilities and special problems that go along with keeping an animal in the classroom, the learning opportunities can be well worth the work.

**KIDS AND CRITTERS PRESENTS A NEW PACKET OF HANDY HANDOUTS**

24 ILLUSTRATED PAGES SUITABLE FOR USE AS HANDOUTS • NEWSLETTER SUPPLEMENTS • MINI-POSTERS

COLORING SHEETS (SIMPLE SEVERAL TOGETHER TO MAKE A COLORING BOOK) • FOLLOW-UP MATERIALS

TOPICS COVERED INCLUDE: PET OVERPOPULATION, RESPONSIBLE OWNERSHIP, I.D. TAGS, DOGS & CATS NEED SHOTS, EXOTIC PET PROBLEMS, MEETING STRANGE DOGS, EASTER PETS, THE 24-HOUR RULE (WILDLIFE), LEASH LAW, HOUSEHOLD HAZARDS, & TOYS TO MAKE FOR PETS

ALL PAGES HAVE ROOM FOR YOUR ORGANIZATION'S NAME AND ADDRESS.

PRICE: $3.50

This includes permission for an individual or a non-profit society to make copies for their own non-commercial use.

ORDER FROM

KIDS AND CRITTERS • 518 LORRAINE AVE.
SANTA BARBARA, CA 93110

NO PURCHASE ORDERS PLEASE! • MAKE CHECKS PAYABLE TO CHARLOTTE MOORE.

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

In 1810, the first agricultural fair in the United States was held on this day in Pittsfield, Massachusetts. The fair was launched with a guide by George Washington in which he noted: "...the multiplication of useful animals is a common blessing to mankind."

Observe this day by exploring with your students the modern techniques used for the maintenance and "multiplication of useful animals" on today's farms. Have your students compare and contrast the lives of farm animals in George Washington's time with the lives of today's typical farm animals. Then, have your students discuss the importance of land management as a way to protect the safety of animals in your local shelter.

Frederic Remington's Birthday

Frederic Remington, a famous American artist, was born on this day in 1861. He is known for his frontier life, American Indians, and horses. Your students could compare their views with Remington's work by displaying some of the pictures he drew in his art. There are a number of resources available, such as the biography of Frederic Remington, written by Matthew Baigell (New York: Harry N. Abrams, Inc.), and The Major Artworks of Frederic Remington, edited by Timothy R. Fillmore (Albuquerque, New Mexico: Albuquerque Art).

Ask each student to choose one of Remington's drawings or paintings that depicts horses and draw his or her interpretation of the picture. Discuss the important relationship humans have had with horses through the ages. An excellent article covering this theme appeared in the December 1981 issue of HUMANE EDUCATION. For a reprint, send 50 cents to NAAHE, Box 362, East Haddam, CT 06423, for more information about this issue.

End of Year of the Animals

The Whitaker Association sponsored the Year of the Animals, which began November 15, 1982, and ends November 14, 1983. The purpose of this one-year observance is "To view [human's] tenancy of earth from the standpoint of other animals and to assure safe space for all animal life through the protection and preservation of undisturbed wilderness." Observe the conclusion of Year of the Animals by discussing with your students the importance of land management as a way to protect animals. An excellent resource to use to begin this activity is the videotape Living With Wildlife, which is available from Morty Stouffer Productions, Ltd., P.O. Box 5057, Aspen, CO 81612.

Smokey the Bear Dies

In 1976 the first Smokey the Bear was killed. He symbolized the importance of fire prevention in our country's national parks and forests. An ideal way to observe Smokey's contribution to wildlife is to organize a class trip to a local park, forest, or nature center so your students can experience the ways in which some forestry techniques affect the well-being of wildlife. It also isolates the restoration of wildlife habitats and a human lifestyle that provides the needs of wildlife. The film contains graphic scenes of hunting and poaching, however, so it is most suitable for older students.

Youth for Nature Day

This day was established on this day by the United Nations, encouraging the importance of land management as a way to protect the safety of space travel. Both Ham and the rocket landed without any mishap. However, there are other states in this country and elsewhere who are critical of scientific experiments in which animals are used. Space research is only one area of science in which animals are involved. Others include the testing of drugs, vaccines, and surgical procedures, as well as extensive biomedical research requiring millions of animals annually.

To observe this day/organize a class project in which your students research and use the animals in scientific experiments.

Food for Thought

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

Birthdays

In 1861, the first agricul­

In 1959 a chimpanzee named Ham rode in a rocket that traveled 178 miles into space in order to test the safety of space travel. Both Ham and the rocket landed without any mishap. However, there are other states in this country and elsewhere who are critical of scientific experiments in which animals are used. Space research is only one area of science in which animals are involved. Others include the testing of drugs, vaccines, and surgical procedures, as well as extensive biomedical research requiring millions of animals annually.

To observe this day/organize a class project in which your students research and use the animals in scientific experiments.

Food for Thought

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

The United Nations Day

The United Nations, founded on this day in 1945, is an organization dedicated to promoting peace and un­

derscrutiny, and human relationships by investigating examples of this type of relationship in their own community.

People & Animals: A Natural Environment

In 1956, 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 any mishap. However, there are other states in this country and elsewhere who are critical of scientific experiments in which animals are used. Space research is only one area of science in which animals are involved. Others include the testing of drugs, vaccines, and surgical procedures, as well as extensive biomedical research requiring millions of animals annually.

To observe this day/organize a class project in which your students research and use the animals in scientific experiments.

Food for Thought

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

**by Argus Archives**

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

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

**ME AND YOU KANGAROO (1974)**

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

This nineteen-minute, 16mm film is suitable for children in the primary and elementary grades. It is available from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, for purchase ($265) or rental ($325).

**WHERE SHOULD A SQUIRREL LIVE? (1975)**

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

This fourteen-minute, 16mm, color film is suitable for children in the primary and elementary grades. It is available for purchase ($115) or rental ($10) from Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, CA 91104.

**MANIMALS (1978)**

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

The mood grows increasingly somber as we watch a small animal turn ceaselessly behind the bars of its cage. We are told that a man, bitten by his koala, pulled out its teeth. Then, as the film ends, we see two pathetic, crazed-looking coyotes imprisoned in a filthy collar. Technically, the film is very well done. Many viewers feel it is a powerful indictment of the practice of maintaining wild animals in a domestic urban setting. By keeping the mood light at the beginning and showing some of the owners and their animals in almost farcical situations, the filmmaker lulls the viewer into accepting the harboring of wild animals as the harmless activity of a few eccentrics. The gruesome last scene of this filmstrip is suitable for children in the elementary grades and above. You may purchase the film ($425) or rent it ($40) from Phoenix Film, Inc., 470 Park Avenue South, New York, NY 10016.

**PLAYING IT SAFE WITH ANIMALS (1976)**

Marshfilm produced this filmmstrip, which reviews some of the problems one is likely to encounter when one keeps raccoons, coyotes, or oppossums as pets. It is a film full of advice—how to give first aid to animals, how to care for snakebites and spider bites, how to care for wasp stings and 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 filmmstrip’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 882, Shawnee Mission, KS 66208. The sound track comes in both a cassette and record format and is available in Spanish. This filmstrip is suitable for children in the primary and elementary grades.
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.

NAAHE
A Division of The Humane Society of the United States
Box 362
East Haddam, CT 06423