The Cover

When we teach about marine environments, we are teaching about habitats for countless marine species. In this issue, we explore ways of helping students appreciate the incredible diversity of life in the oceans. Our cover artist is 1984 Humane Education Teacher of the Year finalist Barbara Davis of Sussex, New Jersey.
As We Await the Results...

Director Kathy Savelsky

Throughout the past several years, we at NAAHE have been encouraging our membership and local animal welfare groups to build into their education programs a means for evaluation. Our task in humane education is too large and our resources too limited for us to remain unsure of our effectiveness. We must know that the approaches we are pursuing are sound and that our programs are producing results. As educators we also need to see concrete results if we are to avoid the burnout that inevitably comes with long-term programming. Evaluation can be designed to allow us to mark our progress in small gains without having to wait for a day in the future when we can look back to see if we’ve changed the world.

While we’ve been encouraging you to evaluate your programs, we have also been involved in some self-evaluation here at NAAHE. We’ve improved and increased our record-keeping to provide us with a better understanding of how our publications, materials, and programs are most useful and valuable to educators. We’ve surveyed the readership of HUMANE EDUCATION, field-tested some of our new publications, and prepared evaluation forms for our workshops. Most importantly, we’ve begun to look at some of the general approaches and methods commonly employed in humane education to assess their potential for making a serious impact on children’s knowledge of and attitudes toward animals.

Two years ago last spring, NAAHE launched a comprehensive two-part research project designed to (1) develop instruments that could be used to measure children’s knowledge of and attitudes toward animals and (2) use these instruments to evaluate the impact of a curriculum-based approach to humane education. The results of this comprehensive project—which also examined the effects of such variables as age, sex, place of residence, and parent and teacher attitudes—are most hopeful. From this project we learned that curriculum-blended teaching materials and lessons can be prepared and, when taught by a knowledgeable instructor, can produce results that most humane education materials receive when distributed by local humane societies to mildly interested teachers. Consequently, the findings of the study should have implications for anyone who is planning to develop or purchase humane education curriculum materials for distribution to the schools.

The tests developed for use in the project should also be useful to other humane educators. Eight different instruments were created for use in the study and only the four cognitive tests (of factual information) apply directly to the lessons in the curriculum guide. The tests that assess student attitudes and what the students think is appropriate behavior are applicable for use with almost any humane education program. These tests and instructions for their use are scheduled to be reproduced and made available in booklet form sometime next year.

A complete report on the findings of the Humane Education Evaluation Project will appear in the March 1985 issue of HUMANE EDUCATION. We hope you will watch for it and contact us if it raises any questions for you. In the years ahead, NAAHE plans to continue to examine the effectiveness of various humane education approaches and methods. We anticipate that some of what we learn will support what we and others have done in the past. We also anticipate that some of our findings may contradict our traditional assumptions about humane education. As we complete NAAHE-sponsored projects or collect results from other research, we will share the findings with our members through HUMANE EDUCATION and NAAHE Special Reports. We would also appreciate receiving information from you about how you evaluate your programming and the results you’ve found. Working together, we can help to avoid repeating mistakes and design the most effective humane education programs and materials possible.

Kathy Savelsky

How To Ask For Money — And Get It!

By Vicki Parker

Many a good idea for a project has never been realized for one simple reason—lack of money. You know you have the talent and the enthusiasm to make the project a success, but where are you going to find the money to get it off the ground? One possible answer is through grants.

Now before you turn the page claiming you couldn’t possibly write a grant proposal, remember that efficient grant writing is a developed skill, not a trait you’re born with. If you can think clearly and organize your thoughts logically, you can write a grant proposal. Often the funding source (the people you’re going to ask for money) will provide the structure for your proposal. You need only supply the facts and the enthusiasm.

There are several types of grant-giving organizations and each requires a different grant format. Government grants are available from federal, state, and local agencies. Grants that are extended by private foundations usually have the most complicated grant application procedures and won’t be addressed in this article because they are usually self-explanatory. The most likely funding sources for humane education projects are corporations and private foundations (which are also sometimes associated with corporations). Grant applications for these agencies are brief, usually five to eight typed pages. Foundation officials are looking for clear, concise, well-documented proposals, not reams of rhetoric.

Before You Begin

Before you approach any foundation for funding, you need to have a clearly defined “fundable” project in mind. Foundations seldom fund money to simply help fund an ongoing program. Instead, they prefer projects that have a clearly defined beginning and concrete end product. No foundation wants to fund something that will require continual, long-term support from them in order to succeed.

If you are seeking funds to support an ongoing humane education program, isolate a specific project or need to be addressed in the proposal (e.g. a project to develop humane education materials and place them in all the local schools; a proposal to design and initiate an in-service course in humane education for local schools; a project to develop a series of radio and television public service spots about the humane society or animal problems; a proposal to purchase a car to transport humane education staff and materials to the schools). Make it clear in your proposal how the end product will work to meet the need in question after the grant money has been spent. If you are seeking funds to begin a new humane education program, indicate how the program will be supported after the initial funds run out.

Do not attempt to tackle too broad a problem. Limit the scope of your project and the size of your target audience to an easily workable size. If you claim you are going to turn every child in your community into a caring, compassionate person, you will be destroying your credibility. Funding sources want to support programs that will succeed. Start small. If you exceed your expectations, much better. If you fall short, your chances for additional funding may be limited.

Funding Sources

Once you have developed the idea for your project, you need to locate possible funding sources. Your best chances for funding a local humane education project are with state and local foundations and corporations. Many books have been written about local funding sources, such as The Directory of Connecticut Foundations edited by John Hober (Eastern Connecticut State College) and the Directory of Oklahoma Foundations by Thomas E. Broce (University of Oklahoma Press). You might also find additional funding sources in materials from the Foundation Center, 79 5th Avenue, New York, NY 10003. Most libraries keep this type of material in their reference rooms.

Foundation directories generally list funding sources along
with who they gave money to, how much they gave, and for what purpose. They also list the name of a contact person and the type of project the foundation is interested in funding. Don’t limit your search to foundations with a known interest in animals. Humane education projects also fit under the broader categories such as children, education, community service, etc. Your directory does not have to be exhaustive; you think the information may be out-of-date, call the foundations or corporations listed and ask for the names (and correct spellings) of the people responsible for reading grant applications. Addressing these individuals is important. Letters addressed “To Whom It May Concern” are generally inappropriate and unimpressive.

Procedures for Submission

After you’ve prepared your list of potential funding agencies, write to each person, briefly describing your agency and the purpose of your project. Ask for specific grant guidelines for that corporation or foundation. Keep your letters to a maximum of one page. The letters are merely to establish initial contacts. They may also save you time and effort by identifying which agencies are not receptive to your full proposal. If you receive a negative response, act quickly to set up an appointment. Go to the meeting fully prepared with notes, outlines, charts, and materials to sell your organization and describe your project. Be organized and concise. You want to present your best as soon as possible.

The Problem Statement or Needs Assessment

The problem statement forces you to identify, define, and document the problem you want to solve through your project. You will also need to define who the problem affects and your target audience. Support your premise by citing studies or opinions of “experts.” This section should be brief but should provide the reader with a clear understanding of why your project is important and necessary.

OBJECTIVES

In this section tell the reader what you plan to accomplish through your project. Your objectives should offer some relief to the problem you identified. Be specific, measurable, and time-related. Nebulous objectives are difficult to measure and evaluate—two important criteria for good objectives.

If you don’t have an opportunity to meet with someone from the foundation prior to submitting your proposal, proceed according to the guidelines they send to you. Remember, however, that a person reading your proposal has not had an opportunity to become acquainted with your ideas previously. Once again your proposal should be accompanied by a cover letter, stating what you are proposing and how much you are requesting.

Preparing Your Proposal

There are many subtleties involved in grant preparation that are too numerous to mention here. Fortunately, the Grantsmanship Center, 1015 West Olympic Boulevard, Los Angeles, CA 90015, specializes in grant writing and other development ideas. They publish an excellent magazine, The Grantsmanship Center News, and offer valuable reprints at a nominal cost. According to the Grantsmanship Center, the eight basic parts of a proposal are:

- Summary (or Abstract)
- Introduction
- Problem Statement or Needs Assessment
- Objectives
- Methods
- Evaluation
- Future
- Other Necessary Funding

The Budget

The following is a brief description of what should be contained in each of these sections:

SUMMARY—The proposal summary does just that; it summarizes your proposal in both a clear and concise manner. It tells who you are, what the problem is, what your proposed solution is, and how much this solution will cost. This section may be an abridged version of your proposal drafted by the funding agency. If it doesn’t interest the foundation officials, the rest of your proposal probably won’t either.

INTRODUCTION—The introduction is where you sell your organization by presenting its history, philosophy, accomplishments, commendations, etc. Your job in the introduction is to convince the reader that your organization is well-qualified to carry out this project in the most effective manner possible. Materials used in your introduction should include quotes from letters of appreciation, statistics on referrals or requests for your services and materials, and brief news clippings. Keep your introduction brief, but be willing to “toot your own horn.”

THE PROBLEM STATEMENT OR NEEDS ASSESSMENT—The problem statement forces you to identify, define, and document the problem you want to solve through your project. You will also need to define who the problem affects and your target audience. Support your premise by citing studies or opinions of “experts.” This section should be brief but should provide the reader with a clear understanding of why your project is important and necessary.

OBJECTIVES—In this section tell the reader what you plan to accomplish through your project. Your objectives should offer some relief to the problem you identified. Be specific, measurable, and time-related. Nebulous objectives are difficult to measure and evaluate—two important criteria for good objectives.

People often confuse goals and objectives when writing a proposal. Your goal may be to educate all the children in your community. Your objectives should be more specific: “to provide humane education teaching materials to all fifth and sixth grade teachers in the city and involve the teachers in regular use of the materials.”

METHODS—In this section you want to let your reader know how you are going to achieve your objectives. If you’re going to provide humane education materials for teachers, you need to outline a schedule of activities to achieve this objective. Some grant writers simplify this point at this point where the funding source can see how progress will be made. This is also the time to explain why you have chosen your proposed methods for addressing the stated need. It helps to be able to say that your methods will reach the largest segment of your target audience, are the most effective, or are the most cost-effective available.

EVALUATION—The evaluation portion of your proposal explains how you will determine if you have accomplished your objectives. NAAHE has published a 28-page document called Methods for Measurement: A Guide for Evaluating Humane Education Programs, which can help you identify ways to evaluate your success. If your objective is to prepare or produce a certain product or materials, completion of the product is one form of evaluation. However, you may also want to test the impact of your project or materials on the people you identified through use of surveys, questionnaires, etc. (Methods for Measurement is available for $3 from NAAHE, Box 362, East Haddam, CT 06423.)

FUTURE FUNDING—Since most foundations don’t want to be approached two years in a row with requests for money for the same project, what will happen to your program when the initial grant runs out? If you’re requesting money to buy a vehicle or piece of equipment, you need only explain where the funds will come from in its upkeep. If your program will be ongoing you’ll need to identify how and from whom you will obtain future funds such as local public support that may be generated from both the public and from the sale of materials developed, etc. There’s also the possibility that your project will be completed during the initial funding period and not require additional money (such as developments of a lending library).

Many foundations like to support projects that are also receiving help from other sources. If anyone else (including your organization) is contributing money or in-kind services to the project, be sure to say so and list the money or services as income below.

BUDGET—Your budget explains how you’re going to spend the money. Include everything as well as giving a breakdown of the money and services you’ll be receiving from other sources and the amount you’re requesting. The Grantsmanship Center offers helpful detailed information on budget preparation, dividing project items into two areas: personnel and non-personnel.

Personnel covers salaries, benefits, Social Security, unemployment insurance, disability insurance, etc.

Non-personnel covers everything else, including rent, printing, postage, travel, supplies, telephones, utilities. Break out each category of expense by item. For example “Four desk unit phones with three lines at $X per month; monthly service charge at $X per month; long distance calls at $X per month.”

Good Advice

Now you have all the components of a proposal, let’s look at some basic tips:

- Tailor your proposal to the foundation’s interests. If they support education, write in terms of improved educational experiences. If they support children’s programs, write your proposal around the wonderful benefits to children this program will provide. Let the reader see what he or she wants to see.

- Be simple. Use short words and sentences wherever possible. Define your terms and avoid jargon.

- Be clear. Don’t assume that the reader will know what you mean simply because you do.

- Be enthusiastic and positive. These are contagious feelings. Be sure to mention that you’re a member of the foundation officials “catch” your enthusiasm for the project.

- Develop an ongoing file of “nice” materials for your proposal introduction. Ask people to write letters of support for you and file them away for this type of proposal.

- Be neat. Strikeovers, typos, or penned in corrections make you look less than professional.

- Be consistent. Don’t change typefaces, subhead styles, or terms in the middle of your proposal. (In other words, don’t talk about pet therapy in the first two pages and then call it “pet-facilitated therapy” for the last two, while meaning the same thing.) A consistent format and vocabulary makes your proposal more accessible to the person reading it.

- Edit wherever possible. It’s a difficult task, but it gives you a chance to tighten up your work.

- Be open to criticism. In fact, ask someone unfamiliar with your project to read your proposal. If it’s clear to him or her, it will probably be clear to the foundation officials.

- Write your summary last. You’ve put it all down on five pages already; just sum it up. It’s easier than writing the summary first.

- Attach an appendix if you have great press coverage, graphs, letters of appreciation, etc. They won’t fit in the proposal, so put them in the appendix. Then this type of material is available if the foundation officials want more information.

- Use quality paper and copying services but don’t be extravagant by using fancy covers or bindings.

Now that your proposal is complete, submit it with confidence. You can submit the same proposal to a number of foundations simply by changing the cover letter or focus to mesh with each foundation’s interests. The more places you approach for funding, the greater your chances are for getting the money you need. Remember that great writers suggest that almost every fourth proposal receives funding, so don’t be discouraged by a few rejections along the way. Keep in mind, though, that sometimes a foundation will fund a proposal that had been rejected previously just because it has been rewritten with a new focus.

You’ve just had a crash course in grant writing. It wasn’t so frightening, was it? With a little thought and persistence, you can find the money necessary to transform many of your humane education goals into a reality.\n\n\n\n\n\n\n
4 HUMANE EDUCATION / DECEMBER 1984

HUMANE EDUCATION / DECEMBER 1984 5
DEEP WATER, SHALLOW WATER: MARINE ANIMAL HOMES

by Willow Soltow

Have you ever been to a marine aquarium and listened to the youngsters as they viewed the sea creatures behind the glass? "Oh, this one is ugly!" "Look at that weird thing!" Negative reactions appear to occur in direct proportion to the degree of public awareness surrounding each species. Lots of people appreciate whales and seals—but what about sea anemones, crabs, and jellyfish?

Resources abound for educators interested in teaching about specific marine animals. Instead of concentrating on two or three individual species, the following unit is designed to give students a broader understanding of the ocean and to help them develop appreciation for the diversity of life it supports. Depending on your needs and the needs of your students, you can use this unit on marine environments by itself or incorporate it into a larger unit on endangered marine animals, marine mammals, or oceans in general.

The Ocean, People, and Animals

Just how important is the ocean? For those who live near the shore, the answer is easy. The ocean provides recreation, a means of transportation, a source of food and jobs, a source of beauty.

Many of us, however, live far from the shore and may not realize how important the sea is in supporting all life on Earth. It gives us oxygen. Some scientists believe phytoplankton, one-celled marine plants, supply more oxygen to our atmosphere than all the forests on Earth. It gives us water. Rain, produced by the processes known collectively as the hydrologic cycle, provides needed water for plants, animals, and humans. It regulates the Earth’s temperature. Water’s ability to store large amounts of heat and to release heat slowly helps the oceans moderate the Earth’s climate. And for hundreds of thousands of marine animal species, it serves as home, providing as rich a variety of habitats as can be found on all of the Earth’s dry land.

Yet, many human activities are polluting the ocean and destroying the vital marine environment. These activities range from the building of homes, factories, and offices along the coasts to the deep-sea dumping of human garbage and chemical wastes.

All Animals Need a Place To Live

Most children view the ocean as a giant swimming pool or lake, inhabited solely by fish who swim at will from one side to the other. Few students—or adults for that matter—realize that the ocean contains a varied assortment of habitats for thousands of different kinds of animals. Begin your unit on marine environments by introducing the concept of habitat—a place in which a human or an animal lives. Explain that a habitat provides food, water, shelter, and protection. How do students’ human habitats provide these necessities?

Encourage students to name some possible animal habitats in their community. Have them identify the ways in which each habitat succeeds in providing its inhabitants with food, water, shelter, and protection. How many different kinds of habitats can students think of?

Just as there are many different habitats on land, there are many different habitats in the ocean. Have students name some familiar marine animals. In what habitat might each species live?

You will want to explain that the many habitats of the sea differ greatly. Ocean habitats include rocky shores, coral reefs, seaweed beds, sandy beaches, and deep ocean.

Point out to students that ocean habitats fall roughly into three areas. The region that borders the edge of continents and islands, where the tide rises and ebbs, is called the littoral, or sea shore. Beyond the low tide mark are the coastal waters. This region extends the length of the continental shelf. Beyond the continental shelf is the abyssal plain, whose waters are known as the deep ocean.

The content of the December 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. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.
Even in deepest waters, there are layers of ocean, each of which represents a different habitat. Point out that the ocean has its geography just like the land. There are mountains and deep trenches under the sea. The amount of sunlight that reaches each level determines, to an extent, which marine animals are able to live there. Surface waters receive the most sunlight. Bottom waters receive virtually none. A twilight zone is located between the two. To illustrate the above information, draw the following charts on the chalkboard. Have students identify the different regions as you write in the names of each.

To reinforce what they have learned about the various kinds of ocean habitats, have youngsters complete the "Marine Animal Homes" work sheet that appears at the end of this article. You may want to introduce the work sheet with some background information on the different marine species covered by it: mussel, whale, octopus, gull, periwinkle, tuna, lobster, and porpoise. Before students begin the work sheet, point out in some cases, there is more than one right answer. For instance, most species of whales live in the deep ocean, yet many other coastal waters to breed. When students have completed the work sheet, let them compare their answers. Discuss: In addition to those illustrated on the work sheet, what are some other marine habitats? Can students name some animals that live in warm, tropical waters? That live in frigid, Arctic waters?

Restricted Habitats

Introduce the concept of restricted marine habitats to your students by asking them: Is the ocean like a big bathtub? Can a fish that lives in deep water change its habitat to live in shallow waters? Why not? Explain that, although some marine creatures can change their habitats, most cannot. Marine animals, like land animals, have taken millions of years to adapt to their specific habitats. For instance, the fish that live in the deepest, darkest parts of the ocean have developed special adaptations that enable them to live there. Some have lights on their bodies. Some are predators, surface feeders, and bottom feeders. Let them guess the feeding habits of each other's fish. Next, have each student design a fish that has special adaptations that enable it to survive in unique habitats. Students can portray their fish in drawings, creative writing assignments, or in three-dimensional style using clay or papier-mache. Give students a choice of designing one of the following: a fish that (1) lives in the deepest, darkest part of the ocean; (2) can slip through small openings between rocks; (3) does not look like a fish; (4) can move on land as well as in water; or (5) can escape any kind of net. Have students draw for finished fish creations and describe each imaginary animal's habitat as well as what features have made it suitable for life in its environment.

People and Marine Habitats

Many human activities directly or indirectly harm marine animals. Ocean creatures are killed outright for food or other products—cosmetics, oil, and jewelry among them. In addition, human actions destroy marine habitats, indirectly killing marine animals. As humans explore new sources of living space, energy, minerals, and resources, marine animals—like their counterparts on land—become victims of habitat destruction. To illustrate that human activities affect the marine environment, give students a chance to see through the eyes of a marine animal. Have youngsters complete the "A Place To Live" work sheet, which follows this article.

If your students receive Kind News, they might want to choose animals from the articles for the focus of their work sheets. If you do not receive Kind News, refer to the "Educational Marine Resources" list that follows this article for books and materials. In addition, students find information about the animals they select.

Use the work sheets to respond to spark discussion about marine animals and their environment. During your discussion, you will want to mention the following ways in which people have an impact upon marine life. In each instance, have youngsters explain whether the harm to a marine animal was done directly (fishing, hunting, trapping) or indirectly (habitat destruction, pollution).

Habitat Encroachment: Perhaps the single largest influence on marine animals lies in the destruction of shoreline and offshore areas by humans seeking more living space. The number of animal species affected is difficult to measure—until, of course, the animal becomes endangered. For instance, we know that development in an area is interfering with the reproduction of many kinds of sea turtles that cannot find a safe place to lay their eggs. How interference of mating mother monk seals is a factor in the species decline. Manatees, the slow-moving sea cows, are frequent victims of motorboat propellers. As habitats are destroyed, natural food chains are interrupted, causing further problems for marine animals. For a teacher who illustrates the importance of food chains, please see the "Interdependent Living Things" activity also in this issue of HUMANE EDUCATION.

Pollution: Hazardous waste products, including human sewage, are routinely dumped into marine waters. Chemical wastes, including PCB's, are suspected of interfering with reproduction in various species of fish and sea birds. California sea lions are showing an increase in delivery of premature pups as a result of high concentrations of PCB's and other chemicals stored in the animals' body fat.

Incidental Kills: Explain to students that this term is used to refer to animals killed "accidentally" by fishermen who are trying to catch other species. In 1972, 350,000 whales were accidentally killed by tuna fishermen. Porpoises are mammals. When trapped in tuna nets they cannot rise to the surface to breathe and they drown. In 1983, improved tuna nets and other changes in fishing techniques reduced the number of porpoises killed to 8,757—a big drop from 1972. Fishermen and Government officials are proud of this record. Would you like to save all porpoises? Not in much the same way, endangered sea turtles are also trapped in shrimp nets and killed.

Commercial and Recreational Uses: Commercial and recreational fishing are major factors in the decline of the Atlantic salmon. Over-hunting and destruction of coral reefs has resulted partly from the reckless methods used to catch and transport tropical fish for saltwater aquariaums. Underwater habitats are dynamited or poisoned to bring fish to the surface to be caught. Over fifty percent of the fish caught die in transit on the way to consumers.

The decline of shellfish along California coasts has recently been blamed on the sea otter, when in reality, over-harvesting by people is more likely at fault. In addition, nearly all species of whales are endangered as a result of hunting and commercial exploitation—despite the fact that substitutes exist for virtually all products made from whales.

Have students discuss the ways in which marine animals are adversely affected by human activities. What is the effect of oil spills and oil leakage on plankton, fish, and seabirds? Have students define the term incidental kill. What does the term incidental imply in addition to the meaning of accident? Is incidental a poor term to use to describe animal deaths? Can students think of a more effective one?

Have students discuss the ways in which marine animals are used for food and trade products. In the case of sea turtles, for instance, in many parts of the world, turtles are killed for their meat and eggs, their hides are tanned to make leather, their oil is used in cosmetics. Can students name some of the ways in which whales are used in some parts of the world? What law makes it illegal for whale products to be imported into the United States? You can follow your discussion with an activity to help youngsters understand the need for some people to choose alternatives to the use of marine animal products. Write the words necessity and luxury on the
From whale to seahorse to octopus, the marine environment harbors an incredible diversity of marine life—rich in diversity as any found among land animals. However, in making the decision to use any item in which an animal was involved, consider the following:

- Use the item only if an animal was killed to make it and an alternative was available; (2) use the item only if an alternative was not available; (3) refuse to use the item even if an alternative did not exist. Then have students share their reasons for their conclusions.

By this time, your students have increased their understanding of many different marine animals and ocean habitats. To give them a chance to see some of the ways in which we are affecting these marine animals, familiar and unfamiliar species alike, discuss your school's main features with regard to the following:

- Electrical cords: Are they made from plastic, nylon, or other material?
- Bottles: Are they made from glass, plastic, or other material?
- Paper: Is it made from recycled materials?
- Office supplies: Are they made from recycled materials?
- Transportation: Is it done by land, air, or sea?
- Energy: Is it provided by coal, oil, or nuclear power?
- Waste: Is it disposed of in a landfill, incinerator, or ocean dumping?

Throughout the world, endangered whales continue to be killed for commercial products, despite the fact that substitutes exist for virtually all of these products. Japan, the Soviet Union, and Norway are the only countries that have not signed on to this moratorium on commercial whaling set by the International Whaling Commission to begin in 1985.

books


Films
- For additional films on marine animals, please see our Humane Education Film Review in this issue as well as our December 1982 and December 1981 issues of HUMANE EDUCATION.

Educational Marine Resources

Throughout the world, endangered whales continue to be killed for commercial products, despite the fact that substitutes exist for virtually all of these products. Japan, the Soviet Union, and Norway are the only countries that have not signed on to this moratorium on commercial whaling set by the International Whaling Commission to begin in 1985.

books


Films
- For additional films on marine animals, please see our Humane Education Film Review in this issue as well as our December 1982 and December 1981 issues of HUMANE EDUCATION.

about the following:

- Marine aquariums: are they used for decoration, display, or research?
- Marine aquaria: are they used for education, conservation, or research?
- Marine aquariums: are they used for entertainment, recreation, or research?

Throughout the world, endangered whales continue to be killed for commercial products, despite the fact that substitutes exist for virtually all of these products. Japan, the Soviet Union, and Norway are the only countries that have not signed on to this moratorium on commercial whaling set by the International Whaling Commission to begin in 1985.

books


Films
- For additional films on marine animals, please see our Humane Education Film Review in this issue as well as our December 1982 and December 1981 issues of HUMANE EDUCATION.

T A C H I N G M A T E R I A L S

Center for Environmental Education. 1925 K Street, NW, Suite 206, Washington, DC 20006 has available three sea life fact sheet packets. Titles are Whales, Seals, and Sea Turtles. Each is available for $2.50 plus 80 cents postage or order all three for $6.25 plus 1.50 postage. CEE also publishes the Directory of Marine Education Resources ($4.85, including postage), the Whale Coloring Album, and the Sea Turtle Coloring Book (both $4.70 each, including postage).

Marine Education Materials System (MEMS) The Virginia Institute of Marine Science, Gloucester Point, VA 23062, offers a computerized information search to provide educators with access to marine materials. For more details, contact Sue Gammisch at the above address.

Marine Information Service, Sea Grant College Program, Texas A & M University, College Station, TX 77843 offers a catalog titled Trying To Marinate Your Classroom? Among the books and activity sets listed are Children’s Literature — A Passage to the Sea (available for $2), which contains synopses of children’s books plus activities for younger students in grades K-6. Also listed is Fairy Tales of the Sea, a 48-page illustrated booklet of ocean fairy tales from many lands. The cost is $4.50 for the booklet plus $2 for the accompanying teacher’s guide.

Project Jonah, Box 476, Bolinas, CA 94924 produces a teaching kit for children on whales and porpoises, including stories and activities. Write to them for pricing information.

Whale Adoption Project, International Fund for Animal Welfare, Box 193, Yarmouth Port, MA 02675. In return for a gift of $10 or more, your class can choose and adopt a whale. In return, the class will receive a Whale Adoption Certificate, the class’s photograph, and the Whalewatch newsletter. The Whale Museum, Modocis Cetological Society, Box 945, Friday Harbor, WA 98250, offers a new curriculum designed for students in grades K-6. The curriculum titled Giants of the Sea and an accompanying tape of whale and dolphin communication are available for $35.

Marine aquariums have a potential for educating the public about the many different animals that live in the ocean. If you live near one of these facilities: Shedd Aquarium: Chicago; National Aquarium: Baltimore, Maryland; New England Aquarium: Boston, Massachusetts; Point Defiance Zoo and Aquarium: Tacoma, Washington.
Imagine that you are a marine animal. You are about to move in to a marine habitat area. Decide whether the area you have chosen is a good place to live by answering the questions below.

1. I am a/an:

2. The habitat I have chosen can best be described as:

3. This area will provide me with the following food supply:

4. In this area, I will have to beware of these predators:

5. My chosen habitat will provide me with the following protection:

6. I can tell that humans have/have not been here because:

7. If people moved here in large numbers, I would have to:

8. I am important to this habitat because:

9. Considering all of my above answers, I will/will not stay here because:

10. Do animals really "decide" where to live? Do they always have a choice? Are people's decisions about how to treat the ocean and its animals generally made with the animals in mind? How do you feel about this?
HUMANE SOCIETY REACHES OUT TO TEENAGERS

Sue Blackburn, Education Coordinator of the Indianapolis Humane Society suggests that one way to improve morale, increase camaraderie, and lower dropout rates among junior volunteers may be to include some social activities in your program. To stimulate interest and recruit more youngsters into the Indianapolis Humane Society’s junior volunteer program, Sue organized a picnic to provide a social setting in which volunteers (who normally work alone or in pairs) could meet their fellow volunteers. The picnic, in a sense, also served as the first meeting of the newly established Junior Volunteer Club. By creating a club-oriented focus, Sue expects to bring renewed enthusiasm to the program.

ENVIRONMENTAL T-SHIRTS HELP SPREAD MEANINGFUL MESSAGES

T-shirts can provide a useful educational medium for telling people about animals and the environment. They can also be helpful fund-raisers as well. Sue Morris’s environmental T-shirts address such animal issues as conservation of wildlife habitats, protection of endangered species, and respect for all creatures. If you’re interested in using T-shirts to promote animal issues, you may want to request a catalog from Jim Box, 2308, Blacknall, CO 80306.

ESSAY CONTESTS SPUR YOUNG PEOPLE TO ACTION

A number of humane societies and animal welfare agencies held student essay contests this past year. Among them were the Beaver Dam Humane Society of Dodge County, Wisconsin; the Clearwater, Florida, SPCA; and the Humane Society of Nacogdoches County, Texas. All report that each year brings an increase in contest participants. Vivian Tuell, Humane Education Director of the Beaver Dam Humane Society, reports an interesting development in this year’s contest sponsored by her organization. All of the winners came from the entire sixth grade class of St. Henry’s Catholic School.

The Institute for the Advancement of Philosophy for Children (IAPC) has been a pioneer in the movement to use philosophy for children as an educational approach to the teaching of thinking and ethical decision-making skills. Located at Montclair State College, IAPCstress curricular development, educational research, and teacher education. IAPC offers a number of curricular materials aimed at helping youngsters develop critical-thinking skills and an ethical perspective. Among these are Kio and Gas, a storybook for children, and an accompanying teacher’s manual titled Wondering at the World. Kio and Gas is largely based on the conversations of two young people and their relationships with a number of animals. A humane approach to animals and to whales in particular is woven throughout the story. Wondering at the World provides teachers with hundreds of exercises and discussion plans for introducing cognitive skills for younsters in kindergarten through grade five. Kio and Gas is available in paperback format for $7 plus postage. Wondering at the World, a large, loose-leaf manual, is available for $130 plus postage.

Sincerely,
Willow Soltow
Editor
CLEVER SLIDE PROGRAM DEBUNKS NEUTERING MYTHS

Despite the pet overpopulation problem that faces most communities, many individuals continue to be victims of misinformation regarding the need to neuter pets. Dr. Jeffrey Hamman, of Jefferson, Wisconsin, and Vickie Butts of the Humane Society of Jefferson County have designed a sound/slide presentation designed to dispel the fears and myths that surround spay/neuter surgery. Even Scrooge is debunked in his fears and myths that surround spay/neuter programs. The program consists of 36 color slides and a 14-minute cassette designed in an entertaining and informative format. Surgical Sterilization: Myths and Facts is available for $50 from the Humane Society of Jefferson County, Route 2, Kieling Road, Jefferson, WI 53549.

ANNOUNCING 1985 MARINE EDUCATION CONFERENCE

The Virginia Institute for Marine Science (VIMS) will host the National Marine Education Association (NMEA) Conference on the campus of the College of William and Mary during the coming year. The conference will be one way that NMEA seeks to fulfill its goal of assisting educators in becoming more aware of the marine environment and human involvement in it. The conference will bring together teachers; aquarium, museum, and zoo educators; college and university personnel; representatives from marine research facilities, private industry, and government agencies; as well as other persons interested in the aquatic environment. For dates and further information, write to Sue Gammisch, 1985 Conference Chairperson, Virginia Sea Grant Marine Education Specialist, Advisory Services, Virginia Institute of Marine Science, Gloucester Point, VA 23062.

HEAD START PROVIDES STARTING POINT

Humane educator Beth Hanrahan of the Hall County Humane Society in Gainesville, Georgia, conducted a series of workshops this past spring for the tenth annual Georgia Head Start Conference. The workshops were designed to provide Georgia Head Start teachers with materials, themes, and animal-related activities emphasizing kindness and responsibility toward animals. One thousand teachers received Beth's curriculum guide, which she designed using her own creative ideas and some activities from past issues of HUMANE EDUCATION.

If you would like some pointers on initiating an essay contest in your area, contact Venita Tui, The Beaver Dam Humane Society, 210 Stoddart Street, P.O. Box 47, Beaver Dam, WI 53916-0047.

HUMANE EDUCATION METHODS COURSE OFFERED

Worcester State College will offer a college level course during its January inter­vention titled Humane Education Methods. The course will be taught by humane educator Henrietta Howard-Moore, author of Teaching Humane Education. For additional information about the course, you can write to Ms. Caroline Chincuzzo, Coordinator of Intercession, Division of Continuing Education, Worcester State College, 486 Chandler Street, Worcester, MA 01602.

HEAD START PROVIDES STARTING POINT

The Animal Doctor's Answer Book. Author Michael W. Fox, D.V.M., is Director of the Institute for the Study of Animal Problems, the scientific division of The Humane Society of the United States, as well as the author of numerous books on animal care and behavior. Written in question-answer format, Michael's new book is compiled from his popular syndicated column "Ask the Animal Doctor" and reflects the very real problems encountered by millions of pet owners over the past ten years. The Animal Doctor's Answer Book is available in paperback edition for $10.95 or hardcover for $17.95. It may be ordered from your local book seller or from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

NEW BOOK ON SUBURBAN WILDLIFE AVAILABLE

Who are your animal neighbors? You can find out all about them with the help of Suburban Wildlife by Richard Headstrom. Drawings by noted wildlife artist Jennifer Dewey enhance a factual text covering nearly seventy species of mammals, birds, and insects commonly found in suburban areas. Humane educators interested in acquainting students with the wild animals that inhabit their own backyards will find this a helpful book for background information. Suburban Wildlife is available in paperback edition for $8.95 from your local book seller or Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

BEAVER DEFENDERS OFFER EDUCATIONAL MATERIALS

The Beaver Defenders produce a number of educational materials about beavers and wildlife protection. Their book titles include Unexpected Treasure by Hope Sawyer Buyukmihci and Beaversong by Dorothy Richards and Hope Buyukmihci. In addition, the Beaver Defenders offer teaching pamphlets, posters, and notepaper. For a list of available materials, please write the Beaver Defenders, Unexpected Wildlife Refuge, Newfield, NJ 08344.
We’re Growing!

Expansion is underway at the Norma Terris Humane Education Center in East Haddam, Connecticut—headquarters for the National Association for the Advance­ment of Humane Education and the New England Regional Office of The Humane Society of the United States. This past summer plans were finalized to build a much-needed addition to the existing log cabin, which provides office and storage space for both divisions. NAAHE Director Kathy Savesky reports that “The added space will allow us to begin to offer training programs at the center again. We had to discontinue these several years ago due to a shortage of staff time and space. We will also be able to expand our library of humane education teaching materials and resources.” As this issue of HUMANEDUCATION goes to press, construction workers are just beginning to break ground for the new addition.

NAAHE Welcomes RSPCA Officer

NAAHE staff members were quite pleased to welcome a visit from Chief Education Officer Cindy Milburn of the Royal Society for the Prevention of Cruelty to Animals (RSPCA) based in England. Cindy visited NAAHE headquarters at the Norma Terris Humane Education Center this past spring following the meeting of the World Society for the Protection of Animals (WSPA) in Boston. The trip afforded Cindy an opportunity to talk with NAAHE staff members, learn more about the status of humane education in the United States, and exchange strategies and ideas.

NAAHE Director Kathy Savesky visited RSPCA headquarters in England in 1981. 

The Perfect Little Gift

...for a friend or human educator. Why not celebrate the season by giving a set of note cards from NAAHE or The HSUS?—A friendly way to say you care about animals.

HSUS Note Cards
The twelve full-color cards by noted artist Theodora Kunerich include each of the following:
1. A full-color cat portrait.
Order from: HSUS Note Cards 2001 S. Street, NW Washington, DC 20037
A set of four full-color 8.5 x 24 inch art lithograph prints depicting each of the scenes portrayed in The HSUS cat movies is also available from The Humane Society of the United States for $40. For more information, write: HSUS Note Cards, 2001 S. Street, NW, Washington, DC 20037.

NAAHE Note Cards
Includes eight deckle-edged cards featuring the NAAHE logo in black on white.
Order from: NAAHE Note Cards Box 362 East Haddam, CT 06423

 Approaches to Humane Education: Can Television Make a Difference?

by Bill DeRosa

Increasing knowledge about and improving attitudes toward animals have always been primary goals of humane education. In order to realize these objectives, it is important for humane educators to be on the lookout for new, more effective teaching methods or ways of improving existing strategies. Television is an approach we may want to consider because television has become a part of our daily life and has been shown to have a tremendous impact on children, it would appear to have great potential as a tool for promoting humane values.

Rosanne Fortner, assistant professor of environmental education at Ohio State University, recently investigated the impact on students of a Jacques Cousteau television documentary, “Warmblooded Sea: Mammals of the Deep.” Fortner’s study was extensive and attempted to assess several important questions, including: How does watching the television show affect children’s knowledge of and attitudes toward marine mammals? Will the same information (as contained in the documentary) presented in a classroom by a science teacher have an equivalent impact on students’ knowledge of and attitudes toward marine mammals? To what extent are knowledge and attitude changes retained two weeks after the television or classroom presentation?

To help find answers to these questions, Fortner used ninth grade classes from the Columbus, Ohio, area as her treatment and control groups. Three of the classes were taught the contents of the Cousteau program by their regular science teacher. The teacher’s other two classes were told to view the documentary at home but received no classroom instruction. Ninth grade classes of a different science teacher in the same school served as the control group. They did not watch the television program or receive any instruction.

Both the treatment and control groups were given a survey designed to assess knowledge of and attitudes toward the content covered in the Cousteau documentary. The test instrument included thirteen true-false and multiple choice knowledge questions, as well as eight attitude items presented in a Likert scale format (strongly agree to strongly disagree). The knowledge questions dealt with marine mammal characteristics, evolution and communication, and interactions with humans. The attitude questions addressed such issues as the hunting of harp seals, the capture of dolphins in tuna nets, and methods for protecting marine mammals in general. The survey was administered to students prior to viewing the program, immediately after the program, and then two weeks later to assess knowledge and attitude retention.

What were the results? Knowledge scores from pretest to immediate post test increased significantly for the classes that had viewed the documentary. The classes that received only classroom instruction showed an equally significant increase in knowledge. However, on the attitude questions, although the classes that watched the program demonstrated significant improvement from pretest to immediate post test, the classes that received classroom instruction did not improve significantly. What could account for this difference in attitude scores? Fortner suggests that the impressions created by the television program through visual images, music, and poignant narration may have stimulated more of an affective (emotional) response than simply listening to information read by a classroom teacher.

The results of the delayed post test were, in general, less favorable. The knowledge scores of both classroom-instructed and television-viewing groups decreased from immediate post test levels, although these scores for both groups were still significantly higher than pretest scores. On the attitude questions, however, the gains shown by the television classes on the immediate post test did not appear on the delayed post test. In fact, students’ attitudes toward issues presented in the program deteriorated to the extent that delayed post test responses were not significantly different from pretest responses.

Fortner’s findings suggest that a single television program can be an effective means of increasing knowledge about animals. In addition, television can be effective in changing attitudes on the short term, especially when compared with more standard methods of classroom instruction. However, as the results of Fortner’s study demonstrate, changes in attitudes evoked by a television program may only be temporary. As humane educators we may want to consider using certain television programs as part of, or as a supplement to, existing humane education programs. But it may be unwise to expect that the viewing of a single isolated program will produce lasting changes in knowledge and attitudes.

Reference

Fortner, Rosanne W. “Influence of a Cousteau Documentary on Knowledge and Attitudes About Marine Mammals: Three Studies.” (mimeographed.)

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

Q: When is a coloring book more than a coloring book?

A: When it’s Animal Places & Faces: A Drawing Book for Kids Who Care

Animal Places & Faces challenges children to complete thirty partial illustrations. Youngsters are encouraged to think and understand more about the needs of a variety of animals, as they complete the pictures in their own imaginative ways. Ideally suited for students in elementary through junior high school grades.

To order, send $3.50 (if you live in the United States) or $4.50 (if you live outside the United States) to: NAAHE, Box 362, East Haddam, CT 06423.
Interdependent Living Things
by Mark Brunner

Here is an effective activity to help students visually identify the complex interdependent relationships which exist in our environment. The materials you need are readily available—construction paper, crayons, scissors, and yarn or string.

Divide the class into groups of two or three. Each group will represent some aspect of the environment—sun, trees, plants, water, fish, worms, air, cows, and people, for instance. Instruct the group to design pictures that illustrate the parts of the environment they represent. The pictures should be fairly large so that others can see them from a distance.

When all groups have finished their pictures, have students locate themselves in specific areas of the classroom. This activity can be performed successfully outside since plenty of room is needed to situate all the groups.) Arrange the groups in a circle-like formation.

Pick a group to begin the activity, for example, the fish group. Ask the children in the fish group to identify all groups in the circle they need or depend upon for life. Ask why they are dependent on the groups they identify. Have one person run yarn called “web of life” from the fish group to all the groups that supply the fish group with life. Each group will hold onto a section of the yarn as it is selected as “life giver.” Do this with all the groups, asking “Which groups do you need in order to live? Why?” Soon you will have a web of life connecting all groups. Soon the relationships which exist will become a tangled mass of lost life. Discuss results and implications with your students. Ask students to carefully examine the web of life in our environment. Which parts of the web are threatened in the world? Who is responsible for seeing that the spoiler not cut certain webs of life? Is the spoiler present in our communities? Who or what is the spoiler? What can we do to prevent the spoiler from ruining the relationships that exist in our local and world environments?

References
school humane education program. Tracy Trice, Education Director of the Tippecanoe Humane Society spoke on animal welfare issues. A conservation speaker presented different attitudes toward animals—not necessarily from an animal rights perspective. Again, critical-thinking and ethical decision-making skills were brought into play as students noted and discussed any bias observed on the chosen theme. For budgetary reasons, presentations were easy rearrangement of pictures and concepts.

Under Lyn's guidance, students used the Kodak-Ektographic Visual-Maker1 to take their slides. "It helped to have the proper equipment," Lyn admits, although a similar setup could be devised using a 35mm camera and copy stand. The slides included pictures from books and magazines, hand-drawn charts, and staged scenes using stuffed toy animals. Scenes were shot on location—at the nearby veterinary school, around the town, and at the local humane society. When the slides were processed, some retakes were necessary. Title and credit shots were taken as well.

Next, students developed a full script for each presentation based on the index card outlines. Tryouts were held to select narrators, and background music was chosen. Synchronization of the taped part of the presentations with the slides was accomplished with a synchronizer unit. "But it's expensive and not really necessary," observes Lyn. "An audible pulse can easily be added to signal each new slide in the presentation. I tried that once using a small toy clicker like the kind children get for party favors. It worked out fine."

When the completed productions were ready, other classes were invited to view the Plight of the Animals presentations. Some of the individual titles included: Zoos, Horses Through History, Use of Animals in Medical Research, Save the Whales, Stray Animal Control, Hunting: Thou Shalt Not Kill, and Rodeo Rampage.

The students enjoyed sharing their presentations. In many cases, they had felt angry about what they had learned concerning people's treatment of animals," explains Lyn. "They wanted to tell someone else about it. Some subjects like laboratory animals, rodeos, and roadside zoos were entirely new to them."

Lyn's humane education approach provided youngsters with new information regarding animals and offered students a chance to put needed skills to work. "Establishing a format in which students learn to develop their critical-thinking and ethical decision-making abilities is important in today's curriculum," observes Lyn. "I didn't have to persuade my students to want to study animals. They seemed to take a natural interest in the subject. But I had to convince school administrators that I wasn't just entertaining the students—that humane education could be used to broaden necessary skills." Lyn's approach enabled youngsters to weigh facts on the different issues for themselves and to make ethical judgments regarding animal issues.

"I encouraged the students to use as many different resources as possible," notes Lyn. Her local humane society was one very helpful resource. Lyn received plenty of support from the Tippecanoe Humane Society and Education Director Tracy Trice. Tracy provided Lyn with films and articles. She also suggested possible guest speakers and came to class as a speaker herself.

What drawbacks does Lyn see in her program? "The expense of equipment, film, and cassettes is a possible drawback," she admits. "Occasionally different companies offer contests or point accumulation deals whereby youngsters can obtain audiovisual equipment for their classrooms. It's worth looking into," says Lyn. One of her classes obtained a camera by saving points accumulated through the purchase of Scholastic paperbacks.

"Making sure that students stay on task can be frustrating," adds Lyn. "In the end, though, it's worth it. When students begin to cooperate and really work together on their projects, it's satisfying to them and to me."

Lyn found that her youngsters needed a great deal of direction in their initial planning stages. "They needed a lot of guidance in focusing on a topic narrow enough to be covered in one presentation," she points out. "And then there are all kinds of small crises that you have to be prepared to deal with," she adds. "...like the time the person who was supposed to take the students to the zoo didn't show up."

All in all, the program offered students some unique experiences. They learned about the many problems faced by animals. They had the opportunity to develop their ability to process information. They gained in that all-important social skill of learning to work together.

Does interest in and awareness of animals stop at the middle school years? "Of course not," says Lyn Cameron. Her teaching efforts have paid off in the humane awareness of her eighth grade students. ómo

References

New Children's Pamphlets from NAAHE

Interested in introducing animal issues to your students? NAAHE's children's pamphlets provide young people with background information on a number of animal issues. Some of the problems faced by animals are discussed, as well as the ways in which young people can help animals. The children's pamphlets are appropriate for youngsters in grades 3-6 and include the following titles: Animals, Pet Animals, and Endangered Animals.

15¢ each 50 for $4 100 for $7 500 for $25

To order, write:
NAAHE
Box 362
East Haddam, CT 06423

22 HUMANE EDUCATION / DECEMBER 1984

23
NAAHE is now accepting nominations for the 1985 National Humane Education Teacher of the Year Award. Introduced in 1981, this annual award is designed to recognize a classroom teacher who consistently incorporates humane education into his or her teaching activities. A winner and four finalists are selected each year from among the nominees, and special recognition is awarded to additional candidates at the discretion of the selection committee.

To be eligible for consideration, the nominee must be a practicing classroom teacher in kindergarten through grade twelve who regularly employs humane education techniques and philosophy as part of class lessons. Each nominee will be judged on such factors as degree of involvement in humane education; balance of activities between those designed to create an awareness and understanding of animals and those focused on the development of positive attitudes and responsible behavior; efforts to provide a humane role model for students; creativity and enthusiasm; and impact of activities on other teachers, school administrators, and/or the community.

Nominations may be made by local or regional animal welfare/rights organizations, animal control agencies, principals or school administrators, parent groups, individual NAAHE members, or classes of students (nominating their teachers). To nominate your candidate, complete this form, attach a sheet providing answers to the questions specified, and send to NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423. Nominations must be received no later than January 18, 1985. Upon receipt of each nomination, the candidates will be sent a brief questionnaire to complete in order to provide the selection committee with additional information.

1. Nominee’s Name ____________________________________________
   School Address ____________________________________________
   School Phone ______________________________________________
   Grade(s) or Subject Taught __________________________________
   Number of Years in Teaching __________________________________

   b. In what ways does the candidate incorporate humane education into his/her teaching?
   c. In what ways has the candidate influenced other teachers, parents, and/or the school administration to become involved in or supportive of humane education?
   d. If the candidate is involved in animal-related work or organizations outside the classroom, please describe.
   e. Why do you believe that this person should be selected as National Humane Education Teacher of the Year?

2. Your Name ________________________________________________
   Title ______________________________________________________
   School or Organization ______________________________________
   Address __________________________________________________
   Phone (daytime) ____________________________________________

3. Use an additional sheet of paper to answer the following:
   a. Briefly describe three specific humane education lessons, projects, or activities that serve as examples of how the candidate incorporates humane education into his/her teaching.
   b. In what ways does the candidate provide for students an adult role model for compassionate, responsible behavior toward animals or people?
   c. In what ways has the candidate influenced other teachers, parents, and/or the school administration to become involved in or supportive of humane education?
   d. If the candidate is involved in animal-related work or organizations outside the classroom, please describe.
   e. Why do you believe that this person should be selected as National Humane Education Teacher of the Year?

4. Feel free to attach letters of support from co-workers, parents, or others such as local animal-related agencies, school administrators, the candidate’s co-workers, parents, etc.

by Willow Soltow

Humane Education Workshop Acceded Full Course Status

Thanks to an endowment established in the name of the late Roger Montgomery, the first and longest-running full-credit humane education course has been entered as a regular catalog offering in the graduate education program of Stephen F. Austin State University in Nacogdoches, Texas. Developed and taught by Dr. G. W. Willingham, the course has been offered each summer for the past seven years as a special workshop for teachers pursuing their masters degrees in elementary and secondary education.

The Humane Education Workshop was established in 1978 as the first course of its kind in the United States and has become one of the most popular courses in the SFASU summer program in education. Approximately ninety percent of its students are practicing teachers. The remaining ten percent are active humane educators at shelters who seek a stronger basis in humane education theory and methodology. Participants in the course receive three hours of graduate credit in either elementary or secondary education from SFASU.

Visiting humane educators and consultants assist each year in defining the course content. NAAHE Director Kathy Savesky teaches a three-day segment that includes an introduction to humane education philosophy. Using People & Animals: A Humane Education Curriculum Guide, the required text for the course, Kathy also demonstrates how animal issues can be used to teach both humane concepts and basic skills.

Additional lecturers for the course have included Charlotte Baker Montgomery, children’s author and co-founder of the Humane Society of Nacogdoches County; Martha Cox, Director of the Texas Humane Information Network; Ann Koros, Director of Animal Rights, Inc., and Bill Meade, Gulf States Regional Director of The Humane Society of the United States.

Beginning with the 1984-85 school year, the course will be supported in part by an endowment established by Charlotte Baker Montgomery in memory of her husband, Roger, and his contribution to animal welfare. Along with Mrs. Winifred Hall, the Montgomerys in 1959 founded the Humane Society of Nacogdoches County, the first animal welfare organization in the area. Roger Montgomery provided leadership, land, and funds to the animal shelter and contributed his own time and labor to the rescue and sheltering of animals in need.

For further information about the Humane Education Workshop for 1985, please contact Dr. G. W. Willingham, Professor, Elementary Education, Stephen F. Austin State University, Box 13017, SFA Station, Nacogdoches, TX 75962.
January

Birthday of Albert Schweitzer

No one may shut his eyes and think that the chain which is not visible to him is nonexistent.

Animal marks the birthday of Albert Schweitzer whose ethic of Reverence for Life continues to be practiced and inspire countless individuals from around the world. Suggest that students examine Schweitzer’s attitudes regarding animals. You may want to design a class display based on animal-related quotations and observations made by this important humanitarian.

Provide students with books and resource materials containing quotations by Dr. Schweitzer. One useful resource for this activity is “Albert Schweitzer: Nature and Animal,“ by Beverly Armstrong, published by NAAHE, Box 362, East Hadham, CT 06423.

February

Groundhog Day

Early settlers from Europe brought the custom of observing Groundhog Day to this country. Originally, the animal involved in the day’s weather prediction legend was a hedgehog. During no hedgehogs in America, the settlers adapted their custom to the groundhog, or woodchuck. Introduce students to this common hibernating animal by reviewing facts about groundhogs and their habitats. Most local daily newspapers and television weather reports report on the activity of the groundhog on this day. Have your students report on the day from the groundhog’s viewpoint. Reports might take the form of short creative paragraphs or oral interviews, with one student as reporter and the other as the groundhog. To help students start thinking along these lines, ask them to consider: What is the weather like outside? What is the groundhog thinking about? Where do groundhogs spend the winter? What do they do all winter? What does the arrival of warmer weather mean to the groundhog?

Chinese New Year

According to ancient Chinese tradition, each year is identified with one of twelve animals on a rotating basis: rat, ox, tiger, hare, dragon, snake, horse, sheep, monkey, rooster, dog, and pig. Every twelve years, the cycle begins over again.

March

National Day of the Seal

Declared by Congress as the National Day of the Seal, this date has been set aside to celebrate the birth of seal pups and to call attention to the plight of all seals, marine mammals that continue to be slaughtered to provide skins for coats and trinkets.

Call attention to this week with hands-on educational experiences by sharing “Wild Animals, Gentle Women by Margery Faclam (Harcout, Brace, Janovitch, 1978) with your students. The book brings together thoughtful portraits of eleven women—most of whom scientists in the field of ethology, the study of animal behavior, and how to help protect them, contact The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20031. Materials for teaching about seals and the real actions of animals are also available from the Center for Environmental Education, 624 9th Street, NW, Washington, DC 20001.

Establishment of Pelican Island

The first refuge in the National Wildlife Refuge System was established in 1923 to protect a rare animal, the bald pelican. On this day, help your students learn about the establishment of the first refuge in the National Wildlife Refuge System, eliciting the responses of the crocodile and the alligator regarding the establishment of the refuge?

March

First Day of Spring

Celebrate the first day of spring with a wildlife nature walk. Ask your students to walk outside near your school. Have students record evidence or observation of wild animals they see. Before the walk, review with students the likely wildlife that are likely to be seen in your area—reminding them that birds and insects are animals, too. Have them list some possible signs of wild animals that they may observe on their walk such as a spider web, a squirrel nest, or a feather. In some parts of the world today and in Europe until the Renaissance, the first day of spring marked the beginning of the new year. Ask students: If you could use an animal, which one would you use? Why?
For most of us, the opportunity to view marine animals in their natural environment is limited. The following films offer a unique glimpse into the extraordinary behavior and interdependence of a vast number of marine animals in their ocean habitats. For additional reviews of films about marine animals, please refer to our December 1982 and December 1981 issues of HUMAN EDUCATION.

THE GREAT HORSESHOE CRAB FIELD TRIP (1982)

This film takes place in a New York City junior high classroom and, later, on an undeveloped beach in the New York environs. A teacher guides his students in their study of the fascinating horseshoe crab. The 28-minute, 16mm film is appropriate for junior high grades and above, and is available from Bullfrog Films, Oley, PA 19547, for purchase ($450), rental ($50), or in video format ($250). It is accompanied by an excellent study guide.

LIFE NEAR THE SHORE/LIFE IN THE OPEN SEA (1978)

This National Geographic program consists of two filmstrips. Together, they describe the plants and animals that inhabit a variety of marine environments, including sandy beaches, rocky coasts, salt marshes, kelp beds, coral reefs, and the open sea. Interdependence of the different life forms is emphasized through excellent photography and cassette narration.

Appropriate for students in elementary grades and above, the two filmstrips are available for purchase ($47.50) from the National Geographic Society, Educational Services, Department 82, Washington, DC 20036.

THE UNSINKABLE SEA OTTER

Expert underwater photography portrays the life of this shy sea mammal, filmed by Jacques Cousteau’s divers. The otters were considered extinct until they reappeared some thirty years ago. They continue to be endangered as a result of habitat encroachment and because they compete with humans for shellfish resources. The film is offered in two versions, each suitable for junior high and above. The shorter, 25-minute version is available in 16mm format for purchase ($380) or rental ($40 per day), or for purchase in video format ($285). The longer, 54-minute version may be purchased in 16mm format only ($650). Both versions are available from Churchill Films, 662 Robertson Boulevard, Los Angeles, CA 90069.

WARM BLOOD ON WHITE ICE

This moving visual account of the fight against the slaughter of harp seals in eastern Canada includes scenes from Norwegian processing ships and of sealers clubbing seals to death. At one point, the producer of the film discovers piles of discarded sealkins behind a processing plant in Halifax, Nova Scotia, underscoring the brutality and waste of the seal kill. This 16mm, 25-minute film is appropriate for junior high grades and above. There is no rental fee but a deposit ($100) is required. The film is available from the International Fund for Animal Welfare (IFAW), Box 193, Yarmouth Port, MA 02675. IFAW also produces SEAL SONG, appropriate for slightly younger audiences, which focuses on the life of the seal and includes some scenes of seal clubbing.

Additional films on marine animals and other animal topics are reviewed in Films for Humane Education, which may be purchased for $5.75 (postage included) from Argus Archives, 228 East 49th Street, New York, NY 10017.
HOLIDAY TRAVELS

The holidays are a time for traveling to visit relatives and friends. Point out to students that planning an enjoyable trip involves planning for your pet’s comfort as well. Generally, the best interests of the pet are served by leaving it in its own home with a friend or house-sitter to care for it. If this is impractical, the pet might remain at a friend’s house. Despite the unfamiliar surroundings, it is likely to be safer and happier than it would be traveling with its owners.

Discuss with students: What should a pet have when visiting a friend’s home? Will an identification tag with the owner’s telephone number on it help the pet in an emergency? Why not? Why is it important for a pet to have a temporary I.D. in such cases? What telephone number should appear on the I.D.?

If you must travel with your pet, how can you make certain your pet will be welcome at motels or stopovers on the way? What provisions need to be made if you are traveling with your pet by car? by airplane? If you find it necessary to leave your pet at a boarding kennel during your trip, what should you do at least several weeks before you decide on a kennel? What are some of the signs of a well-run boarding facility?

Following your discussion, have students write brief stories describing one of the above choices from the pet’s point of view. How might an animal feel about seeing its owners prepare for a trip? Would it understand what was happening? How might it feel in strange surroundings such as a friend’s home, a kennel, or the cargo hold of a plane?