With the advent of warm weather, a bright new world of discovery is open to young people. Summer provides a unique opportunity for youngsters to gain insights into the ways of wild creatures. For children who have been influenced by caring adults throughout the rest of the year, summer wildlife encounters can provide a joyful experience and a greater appreciation of all life. As humane educators, our actions have implications far beyond the bounds of the classroom. The examples we provide today may one day benefit students more than we will ever know.

THE FELINE MYSTIQUE
Humans have traditionally viewed the cat as an animal that can "take care of itself." The month of June, official Cat and Kitten Month, is just the time to make students aware of cats' very real needs.

BEFORE IT'S TOO LATE: TEACHING ABOUT ENDANGERED ANIMALS
What is an endangered species? What causes animals to become endangered and extinct? Use this unit to help your students learn facts about endangered wildlife and evaluate their own feelings about these creatures.

NAAHE BOOK REVIEWS
Once again, we offer you our reviews of some of the latest and best children's books about animals.

Also These Features...
Copy Masters
Learning Center
Happenings
NAAHE News
Productive Partnerships
Research in Review
HUMANE EDUCATION Calendar
HUMANE EDUCATION Film Reviews
What's a Picture Worth?
THE FELINE MYSTIQUE: 
Dispelling the Myth of the Independent Cat

by Willow Soltow

Mysterious, aloof, inaccessible...these are the adjectives that people have traditionally reserved for the cat. Ever since the relationship between humans and felines began, people have professed to view the cat with an attitude approaching reverence. But the “feline mystique” has not always benefited the object of that supposed reverence. Our misconceptions with regard to cats and their needs have sometimes had devastating consequences.

Anyone familiar with the history of the cat knows of the consequences. The “feline mystique” has not always benefited the cat. The object of that supposed reverence. Our misconceptions with regard to cats and their needs have sometimes had devastating consequences.

The following activities will also provide useful ideas if you are planning teaching strategies for a summer camp or Scout group. Activities are divided into two categories: the first for primary grades, the second for older elementary grades.

For Younger Students

How Cats Behave

Provide your students with an introduction to typical cat behavior. Allow them some time to watch a real cat. (Perhaps a student or local cat owner will permit his or her pet to visit for a day.) As an alternative, you might want to show a movie that focuses on cats and their habits. The Resources section at the end of this article references a number of films on cats. Following the film or observation, have students act out different catmanners. Encourage pupils to use their imagination in performing various catlike actions: walking, preening, pouncing, eating, curled up for a nap, playing, scratching. At the conclusion of these exercises, have students tell what it felt like to “be” a cat.

A Cat’s Needs

Discuss the elements of responsible cat ownership with your students. Being a concerned pet owner means more than providing food, water, and shelter. Explore with your students: What else do cats need? Grooming, affection, exercise, humane discipline, veterinary care, and respect for a cat’s individuality are all ingredients of caring pet ownership. Your local animal welfare group, veterinarian, or library may be able to provide you with handouts or information on cat care. Discuss with your students: What are some behavior traits in cats that reflect their wild ancestry? How do these traits reflect cats’ relationships with humans? Should a pet owner be angry with a cat that has just killed a mouse? Why? Why not?

Contrary to popular belief, cats are quite capable of leading healthy, happy lives without going outside. Can students think of other popular fallacies about cats? (Some possible misconceptions include: Cats do not need to be groomed because they groom themselves. The food people eat is better for cats than canned or dry cat food. A cat will instinctively avoid eating a poisonous house plant.) The Cat True-False Quiz from the Winter 1978 issue of HUMANE EDUCATION turns a number of these fallacies into a fun and educational game. For a copy, send a self-addressed, stamped envelope with your request to NAAHE, Box 362, East Haddam, CT 06423.

To explain to your students that cats, like humans, have a range of different needs—as well as various means by which they express their needs. Learning to read a pet’s communication signals is an important part of responsible animal care.

Following class discussion, make a number of cards. On each card, write an adjectival description of how a cat might feel: hungry, sleepy, angry, playful, cold, frightened, thirsty, excited, for example. Have each child take a card and complete the sentence: “My cat is _______ (filling in the blank with the adjective on the card)” “so I will ________” (filling in the blank in the question with his or her own humane reaction to the cat’s feelings). For example: “My cat is hungry, so I will feed her.”

Have each member of the class make a list of things to do to care for a cat. As students share their lists aloud, make a master list for everyone to see. How many ways can students find to care for a cat?

Suggest that students bring to class examples of things that a cat needs—either a picture or the real object will do. Make a class bulletin board incorporating the pictures and, whenever possible, the items collected.

Cat Breeds: Domestic and Wild

Domestic felines come in a variety of breeds. Invite a local cat fancier to your class to speak on the different kinds of cats. If you do not know of a person who fits this description,
fanatical witch-burnings were the order of the day. Many negative superstitions involved cats as a result of their early associations with pagan gods and goddesses. Religious leaders encouraged mass cat sacrifices to such an extent that cats were nearly wiped out in Europe! As a consequence, the black cat population went uncontrolled, resulting in the virulent plague, the Black Death, being transmitted to humans from fleas. The fear of cats owned who had spared their pets in defiance of religious laws fared better than their cat-hating neighbors. Eventually, even fanatic cat haters saw the folly of attempting to control the population and the destruction of cats came to an end.

Your students will enjoy tracing the history of the domestic feline from its beginnings in ancient Egypt to the present. The resource list at the end of this article includes useful books for study on this topic. Encourage students to investigate: From what creatures is the modern feline descended? What are some modern superstitions concerning cats? How and when did the domestic cat arrive in Europe? Through the New World? Through the centuries, how have Oriental attitudes toward cats differed from Western attitudes? In what ways have cats been harmed by their association with humans? In what ways have cats benefitted? Suggest that students present their findings to the rest of the class in the form of a factual presentation, creative display, or slide program.

Responsible Cat Care
Review the basics of responsible pet ownership and humane cat care with your students. After they have studied care guides and participated in class discussion, have students make their own cat care booklets. Suggest that each booklet list and illustrate at least ten items that cat owners would remember in caring for their pets.

In addition, have your students explore: What are the pros and cons of instituting leash laws and licensing laws for cats? Would this benefit cats? owners? other people in the community? Take a look at the problems that cats (as well as dogs) face in the human world. Overpopulation and abandonment are two critical issues. Discuss the importance of spaying and neutering pets. Interested students can be encouraged to be part of local spay/neuter programs. The Perils of Priscilla and The Cat Tale are two films that focus on the problems of stray and abandoned cats. Have your students view one, then write a brief paper outlining a humane solution to the situation presented in the film.

Cat Language
Ask students to define the word idioms. How many cat-related idioms can students list? Review the figurative meanings of the following phrases: to let the cat out of the bag, to have kittens, to smile like a Cheshire cat, to look like the cat that swallowed the canary, to be catsy, to treat me like the cat got your tongue. Discuss the following: Cat tangled, curlew, carwash, scarecrow, catnap, cutlass, cattail, coyness.

Have students make comical drawings to illustrate the literal meaning of each phrase. Do these expressions reflect accurate information about cats, or are they based on stereotypes? Suggest that class members make up and illustrate their own sayings based on their knowledge of true cat behavior.

Literary Cats
You can use cats as your reference point in study units on literature and poetry. Have students research ancient Greek myths about Apollo, Artemis, and Aphrodite to find examples of tales in which cats appear. Or suggest that students look for fairy tales and folktales in which a cat plays a prominent role. Despite differences in social outlook, many cultures share a common love and respect for the lowly, Wary Wimberly's Famous Cats of Fairyland and The Everlasting Cat for Mildred Kirk include a varied selection of folktales. Have each student choose one tale that cat in a favorable light. Students may be encouraged to illustrate their favorite tale.

Share some of the cat-related tales as a class and discuss: Are cat-related tales narrated realistically? Or do they have magical qualities? Whatever cat-related behavior do they exhibit? Who is the cat's owner in the tale? The owner responsible? How do you know? Suggest that students write their own myths: How the story is fantasy, do the cat characters

Celestial Cats
For older students, consider the following: Does the book avoid negative stereotypes? Is the owner of the cat responsible? Or is the owner irresponsible, is it clear that this behavior is unacceptable? If the story is fantasy, do the cat characters relate in any way to real cats? If the story is based on fact, is the information provided about cats accurate? For review of a number of books, see the NAAHE Book Reviews in this issue of HUMANE EDUCATION.

You may find you want to decorate your reading area with pictures of cats and kittens. A few stuffed toy cats provide quiet reading companions. You may also want to enlist class help in making a supply of construction paper cat bookmarks to store in the reading corner.

Famous Cats of Fairyland

ECCABT
Famous Cats of Fairyland

Cats in Art
Have students research library books on art to find paintings and artifacts in which cats are portrayed. Cats frequently figure in works by ancient Egyptian artists. The cat was also popular in the early art of the Chines and Japan. In Western history, such artists as Dali, Cézanne, and Durer portrayed the cats. Cats were often used in medieval artwork to symbolize human qualities. More recently, cats have appeared in paintings by Renoir, Gauguin, and Cassatt and in examples of American folk art as well. As they share their favorite examples of cat-related artwork, have students consider: In what ways have the depictions of the cat changed through the ages? How do these changes reflect human attitudes toward the cat? How do they want to enlist the cooperation of the school art teacher in designing a mini unit on cats in art? Such a Unit might culminate in an art project involving posters on responsible cat care or on celebrating Cat and Kitten Month. Close your unit on cats with a discussion of people's attitudes and misconceptions regarding cats. Encourage students to consider: Is the cat really as independent as many of us would like to believe it is? Are the names of some cat characters from stories, cartoons, and television commercials that foster the notion that cats do not need their owners? Are all cats aloof, or are some cats affectionate? Do you think that affectionate cats display this trait in their behavior because their owners relate in some way to a romanticized ideal?

Remind students that just as people depend on each other for basic needs, so the domestic cat must depend on its owner in order to survive in a human world. Our romanticized ideal of the cat as an independent, inscrutable animal may appear in some contexts as a tribute. However, it is important to remember that cats, occasionally viewed by people as aloof and mysterious, actually have some very down-to-earth needs.

Resources

Books


For Younger Readers


The Perils of Priscilla. 16mm film, 16½ minutes, color, and sound. Churchhill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069.

What the Cat Saw. 16mm film, 14 minutes, color, and sound. Film Fair Communications, 10900 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604.

Films


For Younger Readers


The Perils of Priscilla. 16mm film, 16½ minutes, color, and sound. Churchhill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069.

What the Cat Saw. 16mm film, 14 minutes, color, and sound. Film Fair Communications, 10900 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604.
Before It's Too Late:  
Teaching About Endangered Animals

By Willow Soltow

The content of the June 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.

Visitors to the Great Apes House at the Bronx Zoo are frequently taken off guard by the sight of a mirror that bears this inscription:

This animal, increasing at the rate of 190,000 every 24 hours, is the only creature that has ever killed off entire species of other animals. Now it has achieved the power to wipe out all life on earth.

The quote is by Dr. William Conway, Director of the Bronx Zoo. The animal is you and me. The Bronx Zoo's subtle use of the mirror is the key to effective teaching on the subject of endangered species. We, as individuals, tend to regard the problems of habitat encroachment, pesticide use, overhunting, and animal exploitation as something done by "the other guy." To persist in this attitude is to continue to lose endangered plant and animal species at an alarming rate. If, on the other hand, we recognize that each of us contributes to some degree to the problems that cause animals to become endangered, perhaps we can learn to accept the challenge of saving our endangered animals and their environment. The following unit is designed to help your students gain an understanding of the factors that cause species to become endangered, identify how personal attitudes and values have an impact upon potential solutions to the problem, and explore some alternatives for positive action.

What Is an Endangered Species?

Begin your unit by discussing with students the differences between the terms extinct (no longer living anywhere on the earth), endangered (currently in danger of extinction), and threatened (likely to become endangered in the near future). Ask students to name some extinct animals. Next have them name some animals they believe are endangered. Are any of these animals indigenous to the United States?

Ask students to focus on the U.S. and compile an extemporaneous list of animals endangered in this country. Then have them compare their answers with the list of "Endangered and Threatened Wildlife and Plants Native to the United States," available from the Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, D.C. 20240. After students have had a chance to review this official list, have them discuss: How many of their guesses were accurate? How many were wrong?

Why Do Animals Become Extinct?

Suggest that your students consider: Is extinction a natural process? The dinosaurs became extinct long before humans, as we know them, existed. Does this mean that all extinctions are natural events? What is meant by the term people-hunted extinction? When extinction of a species is brought about as a direct result of human activity, can we still describe the process as "natural"?

Point out that humans destroy habitats by many of their activities. We deliberately destroy the homes of wildlife in order to build our own homes and cities. We routinely clear forest for land on which to grow our own food or to use the land's natural resources such as wood, oil, and minerals. Often we destroy habitats inadvertently by pollution or by over-exploitation for recreational use. These activities can all be directly linked to the disappearance or near disappearance of specific species of animals.

As human activity interferes more and more with the natural habitats of wild animals, the problems that have caused many species to become extinct or endangered are reflected even in the lives of common, plentiful animals. Consequently, the animals that live in and around your community, though not endangered themselves, provide an ideal focus for the study of the problems encountered by endangered species. Make reference to the habits of these familiar animals to illustrate broader ecological concepts as you proceed with your study.

When habitats are destroyed, natural food chains are destroyed as well. Explore with your students: What is a food chain? What happens to animals high on the chain when a lower organism is destroyed? Have students think about the animals they see on a daily basis. These might include insects, spiders, or other small creatures that have adapted to a predominantly human environment. Suggest that the class describe a food chain that is representative of what they see every day. Would happen if one of the animals on this chain became extinct?

Arrange for students to view a drop of pond water or saltwater under a microscope. Allow them to observe the tiny plant and animal organisms it contains. Explain that these microscopic plants and animals are called plankton. A collection of plankton can include tiny plants, fish eggs, fish larvae, copepods—tiny crustaceans or crustacean larvae. Have students research the number of freshwater and saltwater animals that rely on plankton for food or that eat other creatures that subsist on plankton. Are any of these animals endangered?

Oil spills and poisonous industrial waste sometimes kill plankton. More often the poisonous substances are absorbed by and concentrated in the plankton. Whales and other endangered creatures, both saltwater and freshwater species, are eventually poisoned by the contaminated plankton. Have students discuss: Is plankton protected by any laws? Does it make sense to protect endangered life while destroying the fundamental food source for those same animals? What possible steps could federal agencies take to protect endangered freshwater and saltwater animals as well as their food sources?

Have students review local newspapers for articles on events that most likely involved destroying the habitat of an animal. Point out that the article will not necessarily mention that an animal's habitat was destroyed. Students will probably have to deduce this from other facts stated in the article. Some examples of habitat destruction might be inherent in articles covering dam building, land development projects, insecticide use, water pollution, hunting, or commercial exploitation of a wildlife refuge. Have students share their articles and their opinions as to which animals are likely to have been affected. Are any of these animals endangered?

Have students discuss some of the ways, in addition to habitat destruction, that animals become endangered. For instance, hunting and exploitation of whales, porpoises, and seals have caused a number of species of these animals to become endangered. In what other ways do humans effect the extinction rate of animal species?

Studying Endangered Animals

Using the list prepared by the Office of Endangered Species mentioned above, have students suggest a number of endangered animals to study. Let students group into pairs and have each pair choose a different animal for study. The following questions can serve as a basis for student research on each animal chosen.

FAR RELATIONSHIPS TO HUMANS

Why do you think these animals became endangered? How can people help save these animals? How is the population of an endangered species related to its food? Do you think humans would be endangered if there were no more animals on earth? (It's possible.)
1. What does the animal look like? What is its size? Describe any differences between males and females of this species.

2. Where is the animal found? Is its habitat limited to a certain region? If so, to what region does it migrate and/or how long does it remain?

3. Describe the animal’s habitat. Include information on climate, topography, and/or geographical features, and the environment required by the animal for feeding and/or breeding. Where and when does it eat?

4. Where and what does the animal eat? Is the animal omnivorous, herbivorous, or carnivorous? What fruit, nuts, seeds, or insects does it consume? How many young can it produce in a lifetime under ideal conditions? What is the animal’s size? Describe any differences or similarities in appearance to other animals this endangered species relies on for food?

5. What are the animal’s courtship and reproductive habits? Is it an egg-laying or live-bearing species? How long is the young animal’s gestation period? How long does the young animal remain with its parents? How long does the young animal stay alive?

6. What factors constitute the major threats to the survival of this animal? Consider habitat loss, hunting, climatic changes, pollution, pesticides, and/or diseases. What is happening to this species?

7. What can be done on the part of the individual to save this animal? How can they obtain a copy of the species in question?

8. What can be done on the part of the public and the government to save this animal? Are the laws effective? Why or why not?

9. What would be the benefits of saving this animal and its environment? What are the potential drawbacks of saving this animal and its environment? What would be the benefits of saving this animal and its environment?

10. What can I do about it? Have students culminate their research by writing a letter to The White House, the Department of the Interior, or the Department of the Treasury. Have students write to The Endangered Species Act. Students can obtain a copy of this federal law by contacting their elected representatives in Congress. The subject of endangered species involves many complex issues. Helping students to understand the issues is important—but it is not enough. A critical factor of any unit on endangered animals lies in providing students with the means for choosing which issues most concern them and in encouraging them to put their knowledge to work for the animals. Commitment, after all, is not really something we can teach. We can only strive to find ways of helping children discover it for themselves.

Rachel Carson
Silver Spring

HUMANE EDUCATION/JUNE 1984

HUMANE EDUCATION/JUNE 1984

The subject of endangered species involves many complex issues. Helping students to understand the issues is important—but it is not enough. A critical factor of any unit on endangered animals lies in providing students with the means for choosing which issues most concern them and in encouraging them to put their knowledge to work for the animals. Commitment, after all, is not really something we can teach. We can only strive to find ways of helping children discover it for themselves.
How Do You Feel About It?

The statements below do not have right or wrong responses. They are simply meant to help you decide how you feel about endangered animals. Use a separate piece of paper to write down your answers. Tell WHY you agree or disagree with each statement.

1. I don't care if an animal species becomes extinct.

2. Every animal species should be kept alive because we may learn someday that it is necessary for human survival.

3. Animal species should be kept alive whether or not they directly help humans.

4. Some animal species are more important to save than others.

5. If I owned a piece of land that was part of a limited habitat for an endangered animal (that is, the animal could not live anywhere else), I would give up the land for use as a sanctuary (a safe place) for that animal.
   a. I would do this if the animal was a mammal. (rabbit, deer, bear)
   b. I would do this if the animal was a reptile. (snake, toad, lizard)
   c. I would do this if the animal was an insect. (beetle, butterfly, ant)

6. It is wrong to kill endangered animals regardless of the reason.

7. If their natural habitat has been destroyed, endangered animals should be kept in zoos to save, or preserve, their species.

8. Endangered animals that can be dangerous to people should be killed.

What's Your Verdict?

Part A

Your father has been out of work for several months. Your family is running out of money. An electric company is in the process of building a dam on a large river in your community. Your father, like many people, has been promised a job in the new electric plant. The plant will open as soon as the dam is finished.

When the dam is complete, however, the river and the land that surrounds it will be flooded. Most of the animals in this area will die as a result of the flooding. One of these animals is a tiny fish called a snail darter. It is believed that the snail darter does not exist anywhere else in the world.

The Supreme Court is going to rule on whether work on the dam should be stopped. If the Court decides in favor of the snail darter, your father may be out of work again. He may have to leave home to find a job. If the Court decides in favor of the dam project, the snail darter may be killed off forever. What should the court decide?

Part B

1. You want very much to go to camp this summer. If your father does not find work soon, you will have to stay at home this summer and get a job to help your family. Does this affect your feelings as to what the Court should decide?

2. In addition to killing the snail darter, the dam has other drawbacks. It means flooding lands sacred to the Cherokee Indians, forcing hundreds of families to give up their homes, and destroying farmland. The rivers leading away from the dam will be dredged. Clams, crayfish and fish will be dredged up from the river bottom, then dumped in piles along the river bank and left to die. Does this affect your decision?
WHO AM I?: I AM AN ENDANGERED ANIMAL!

M any children enjoy learning about animals, the problems they face, and possible solutions to these problems. Who Am I? is an animal identification game for children of all ages, which is designed to stimulate interest in animals. Once the materials for Who Am I? have been prepared, they may be left in a quiet work area of the classroom for youngsters to manipulate at their own pace. The game can be used as an individual or self-testing activity, or it can be used competitively by two youngsters.

Young children may be challenged by identifying the characteristics of common domestic animals, such as the dog, cat, cow, or duck. Older children may enjoy identifying the characteristics and problems of endangered animals. At each level, the children have the opportunity to increase their reading comprehension and classification skills while learning about animals.

To prepare Who Am I? you will need a large piece of poster board, several envelopes (eight usually work well), and approximately sixty 3 inch by 5 inch cards. Attach the envelopes to the poster board as indicated in the diagram. The openings of the envelopes should face up so that the cards may be inserted during the game. Write the name of one animal on the front of each envelope. For a game on endangered animals, you might include the black-footed ferret, California condor, giant panda, blue whale, and red wolf among others.

Write facts about each animal on 3 inch by 5 inch cards. Include only one fact per card. Be specific and use the first person as though the animal were describing itself. Avoid general information that refers to many of the animal's choices. For instance, "I am a bird" could be confusing to the child if the possible choices were California condor, osprey, and whooping crane. "I am a vulture" is a better statement. This information should direct the child immediately to the California condor envelope.

Perfom six to eight cards for each animal. The cards should provide various

New Book Investigates Efforts to Rescue Birds

Many kinds of birds that were once plentiful in America are currently in danger of extinction. What is being done to alleviate the situation? Paula Hambleton's Saving America's Birds provides an answer through vivid descriptions of heroic efforts being made by scientists and dedicated bird lovers.

With many beautiful photographs and a few heartbreaking ones, the author presents a picture that is not devoid of hope for the future. Saving America's Birds will be a helpful resource in preparing the educator for a unit on birds and endangered wildlife.

The book is written in an informal yet informational style, making it appropriate for high school students as well as adults. The price is $10.50. To order, contact William Morrow and Company, Inc., 105 Madison Avenue, New York, NY 10016.

Jelly Jam Teaches Environmental Awareness

Elementary students learn by doing when they practice the self-teaching environmental activities in Judi Jam's Jelly Jam, the People Preserver workbook. The seventy-two-page, 8 1/2 by 11" booklet includes games, puzzles, experiments, riddles, and projects, supported throughout by thoughtful question-and-answer activities. Jelly Jam, the delightful cartoon character, teaches young people about important issues in an enjoyable, understandable format. Individual activity books are available for $3 each plus $1 postage. Ten or more books are available at $2.40 each, plus postage. Order from Our Natural World, 2221 Calexico Way South, P.O. Box 12834, St. Petersburg, FL 33735-2834.

Carnivals Provide Laughter and Learning

Humorous Concepts, Inc., a group of people dedicated to reaching youngsters through the medium of humor, creates original, humorous, educational scenarios around a variety of topics, including animal welfare. Among the organizations for whom they have written and performed their face-filled

Happenings

New Book Investigates Efforts to Rescue Birds

Many kinds of birds that were once plentiful in America are currently in danger of extinction. What is being done to alleviate the situation? Paula Hambleton's Saving America's Birds provides an answer through vivid descriptions of heroic efforts being made by scientists and dedicated bird lovers.

With many beautiful photographs and a few heartbreaking ones, the author presents a picture that is not devoid of hope for the future. Saving America's Birds will be a helpful resource in preparing the educator for a unit on birds and endangered wildlife.

The book is written in an informal yet informational style, making it appropriate for high school students as well as adults. The price is $10.50. To order, contact William Morrow and Company, Inc., 105 Madison Avenue, New York, NY 10016.

Jelly Jam Teaches Environmental Awareness

Elementary students learn by doing when they practice the self-teaching environmental activities in Judi Jam's Jelly Jam, the People Preserver workbook. The seventy-two-page, 8 1/2 by 11" booklet includes games, puzzles, experiments, riddles, and projects, supported throughout by thoughtful question-and-answer activities. Jelly Jam, the delightful cartoon character, teaches young people about important issues in an enjoyable, understandable format. Individual activity books are available for $3 each plus $1 postage. Ten or more books are available at $2.40 each, plus postage. Order from Our Natural World, 2221 Calexico Way South, P.O. Box 12834, St. Petersburg, FL 33735-2834.

Clowns Provide Laughter and Learning

Humorous Concepts, Inc., a group of people dedicated to reaching youngsters through the medium of humor, creates original, humorous, educational scenarios around a variety of topics, including animal welfare. Among the organizations for whom they have written and performed their face-filled

Demonstrations in the Windsor (Ontario) area. For more information, contact John Kirkland at The Essex County Humane Society, 1375 Provincial Road, Windsor N9A 6J3, Ontario, Canada.

Teaching Kit Focuses on Gray Whales

Graywhale is the title of an informative, thoughtfully produced kit offered by the American Cetacean Society. The kit features a twelve-minute cassette with seventy-two-color slides, numerous fact sheets, charts, graphs, activity sheets, and two black-and-white posters. The narration is designed for upper elementary and junior high; and activities are geared for primary, intermediate, and secondary levels. All activities are identified with respect to age level, and a printed text of the narration is included. Graywhale is available for $47.50 (including postage) from The American Cetacean Society, P.O. Box 4416, San Pedro, CA 90731.

New Story Booklet on Bats Available

Middle school and upper elementary students will enjoy Ann Makool's informative new story titled Batty's Up. When Robin makes the acquaintance of a talking bat named Batty, he learns some important facts about the life cycle and habits of this fascinating creature. He also comes to an important understanding of the word extinction. In 8 1/2 by 11" paperback format, the twenty-page booklet includes a number of cheerful, realistic line drawings and is available for $3.50 plus 75 cents postage from Ann M. Makool, 4573 Country Tr. A., Oregon, WI 53575.

New Guide Helps to Identify Humane Books

If after reading our recently reviewed published humane books for children, you still would like further guidance in finding children's humane picture books, Animals, Kids, and Books may be just the answer. Humane educator Barbara Friedman has put
together a comprehensive resource for teachers of young children aged three to seven. In her forty-page guide, she reviews 126 books, dividing them into categories: (1) books that promote a humane ethic, (2) enjoyable animal stories, and (3) books that portray conflicts of cruelty to animals and attitudes contrary to a humane ethic. Barbara gives detailed information regarding each book. To order, send $4 to Barbara Freedman, 431 Ferrell Drive, Fayetteville, NC 28303.

HAPPENINGS

online catalog is in cAHoots with HUMAN ANtl EDUCATORS

Cahoots is the new fourteen-part program originally produced for television by the ASPCA. Designed for grades four through eight, each fifteen-minute segment focuses on relationships between people and animals and the role that animals play in our daily lives. The four segments are titled *Animal Facts, Present, and Future; People, Pets, and Wild Life.* The series is available in videotape format and may be rented for the cost of postage from The Education Department of the ASPCA, 441 East 92nd Street, New York, NY 10128.

NEW EDUCATION CENTER OPENs IN VIRGINIA

On January 15, 1984, the Animal Welfare League of Arlington, 2605 South Arlington Mill Road, Arlington, VA 22206 officially opened its new Education Activity Center attached to the Arlington's existing animal shelter. NAAHE Director Kathy Savelsky presented below (right) with A.W.L. Director of Education Gayle Richards and Executive Director Martha Armstrong, was on hand to assist in the ribbon-cutting ceremony.

The new facility, the first of its kind in the region, contains a large multi-purpose room that can be divided into two classrooms; a library of resource books and teaching materials available for loan to local teachers; kitchen and restroom facilities, ample storage and office for the education director, volunteer coordinator, and executive director. Gayle reports that "in addition to increasing our ability to handle tours and special programs for children, the new facility will enable us to expand our volunteer program and make better use of the people in the Arlington community who want to assist in our programming." For more information about the new center, write Gayle or Martha at the address above.

NEW GUIDE AVAILABLE on NEIGHBORHOOD FIELD TRIPS

Young children, as well as their parents and teachers, are sure to benefit from *Open the Door, Let's Explore,* the new source book that helps turn neighborhood walks into special learning experiences. The book provides educators with plenty of material for animal- and environmental-related activities.

The emphasis of the new book is on exposing young people to the learning potential of everyday experiences. An introductory section on how children learn sets the stage for supportive educational adventures. Suggestions include an after-a-rain walk, an animal life walk, a tree walk, a windy day walk, and visits to various town establishments. Ideas for conducting each trip are outlined in detail with extensive preparatory and follow-up suggestions including songs, poems, and finger plays. The emphasis of the new book is on the importance of this program to its viewers. Let's Explore, *Open the Door,* is available for $8.95 plus $1.75 shipping from Toys 'n' Books, 715 East 92d Street, New York, NY 10021.

NEW HUMANE EDUCATION BOOK AVAILABLE

Teaching Humane Education is a new two-volume work by humane educator Henrietta Howard-Moore, N.A.A.H.E. Animal Welfare Issues, outlines the history of the humane movement and includes chapters on such issues as "Live Animals in School Science Projects," "Animals in Research," "The Pet Overpopulation Problem," "Rodeos," and "Hunting," among others. Volume I, Methods, complements its companion volume by providing suggestions for presenting a number of these complex issues to students. For more information, write Henrietta Howard-Moore, 48 Henry West, Street Boylston, MA 02153.

KIND NEWS AVAILABLE in BULK ORDER

*Kind News,* the young people's newspaper published by The Humane Society of the United States, is now available in bulk order. Packets of thirty-five copies of a single issue may be obtained at a reduced rate for use as giveaways at animal shelters and at public displays on animal welfare. For more information on the various themes of the different issues of *Kind News* and bulk order prices, write to Vicki Parker, Editor, *Kind News,* Box 362, East Haddam, CT 06423.

NEW GUIDE HELPS CHILDREN AND EDUCATORS DISCOVER THE ZOO

Activities and resources abound in *What's New at the Zoo,* Kangaroo? written by Andrea Temper and Linda Diebert. This comprehensive source book focuses on zoo, animal, reptiles, birds, conservation, and ecology. The guide contains work sheets and learning activities as well as background information, vocabulary lists, and children's book lists. A valuable adult information section suggests sources for books, periodicals, records, and additional teaching materials. A must for those involved in wildlife education with preschoolers through sixth graders, this ninety-two page activity book is available for $8.75 (including postage) from Worms, Wiggles, and Wonders, P.O. Box 9383, Fresno, CA 93702.

Do your ideas and materials belong in Happenings? If they do, send them to us. We welcome all ideas, materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Haddam, CT 06423.

CAT BOOKS GALORE

Cat lovers who are also book lovers will find the perfect meeting of their interests in *The Cat Book Center.* Hundreds of fiction and nonfiction books on cats (including out-of-print volumes) may be purchased from this unique source. A catalog is available for $1. If you are looking for a specific book that is not listed in the catalog, *The Cat Book Center* will try to find it for you. Requests for further information from *The Cat Book Center,* Box 112 Wyguy's Station, New Rochelle, NY 10804.

HUMANE EDUCATORS HAVE THEIR OWN LENDING LIBRARIES

The Michigan Federation of Humane Societies has instituted a Humane Education Lending Library in Lansing, Michigan. A wide variety of materials—including books, reports, pamphlets, filmstrips, films, and humane education teaching aids—are available for educators to use. For information on how to borrow or, in some cases, purchase materials from the lending library, write to The Michigan Federation of Humane Societies, P.O. Box 18143, Lansing, MI 48901.

The New York State Humane Association (NYSHA) sponsors a similar lending library for New York humane educators. For further information, write to Barbara LaBuda, NYSHA, P.O. Box 46, Stone Ridge, NY 12484.

JULY 9–23, 1984: SeVenth Annual Humane Education Workshop

Stephen F. Austin State University, Nacogdoches, Texas. Three graduate credits in elementary or secondary education are offered for this course designed for teachers and other humane educators. For more information, write to NAAHE Director Kathy Savelsky. A complete workshop schedule is available upon request.

Hurray for PBS!

Sunny Stahl interviews Congressman James Jeffords during the "Pet Action Line" coverage of the March 1, 1984, New Day Reprint hosted by The HSUS.

We Need Your Help!

Be sure to contact your local PBS station and request that they carry "Pet Action Line." This weekly program for advancing the rights and welfare of animals can reach thousands of families each time it is aired. Your public broadcasting station can spreads the word by underlining on the "Pet Action Line" bucket on the air. We need your help...and while you're at it, tell them how much you appreciate public broadcasting.

"Pet Action Line" features practical advice on everything from pet care and emergency treatment for animals to such controversial topics as trapping, rodeos, and dogfighting. Hosted by broadcast journalist Sunny Stahl and produced by Gaye Nemec, the program is currently being released to more than 900 communities through cable systems.

HUMANE EDUCATION/JUNE 1984

15
New Editor Joins NAAHE Staff

Willow Soltow, the newest member of the NAAHE staff. Willow joined the staff late in 1983 to replace Lorraine Holden, who retired.

Willow has spent the past six years in educational publishing. As the former editorial director for Listening Library, Inc., Willow has written and produced informational brochures, and how-to guides for humane educators. We're pleased to welcome Willow to the NAAHE staff and urge NAAHE readers to contact her with comments or suggestions.

Dear Readers,

One of the pleasures of working as editor of HUMANE EDUCATION is the opportunity to read and respond to letters from our readers. I especially value the anecdotes, photographs, and letters from educators who share their stories and ideas for future articles.

I hope you'll keep HUMANE EDUCATION in mind. I'll get right back to you with your ideas on how to structure them, and a copy of when we would used to publish your story. Suggestions for structuring your ideas are always welcome. (See our upcoming issue of HUMANE EDUCATION for more information.)

Willow Soltow
Editor, HUMANE EDUCATION

The books reviewed in this section have been selected to provide a sampling of fiction and nonfiction, with emphasis on a variety of species and on subjects that address all levels of humane education. A coding system is used to identify the levels of humane education objectives that are addressed in each book. Because some of the levels are closely related, they have been grouped together. Three codes are provided: K & U (knowledge and understanding), A (appreciation), and C & R (compassion and responsibility). For a discussion of our evaluation criteria, please send a self-addressed, stamped envelope for a copy of Selecting Humane Education Books: Sorting Through the Stacks from our June 1983 issue of HUMANE EDUCATION.

DOMESTIC ANIMALS
Nonfiction

Pets Without Homes. Caroline Arnold. Photographs by Richard Hewett. New York: Clarion Books, 1983. Grades K-3, C & R. Pets Without Homes provides a simple yet comprehensive look at the work of an animal control officer and the role of the animal shelter in the community. Focusing on the story of one dog, Buffy, and the officer who finds him and brings him to the shelter, the author manages to provide a large amount of factual information in an enjoyable, readable manner. The book ends happily with the adoption of Buffy and his friend Max, but rightly cautions the reader that Buffy and Max are lucky because "there are not nearly enough homes for all the pets without them, [and] many animals must be killed." Arnold closes the book with a strong plea for controlling the pet population through spaying and neutering. Sensitive black-and-white photographs by Richard Hewett enhance the text.

Large Animal Veterinarians. Rod Bellville and Cheryl Walsh Bellville. Minneapolis: Carolrhoda Books, Inc., 1983. Grades K-4, K & U/C & R. The Bellvilles provide young readers with an easily understood guide to one of the specializations in veterinary medicine. Through numerous black-and-white photographs and a complementary text, we watch veterinarians treat horses, cows, sheep, pigs, and learn of the special training and the difficult problems associated with the practice of veterinary medicine. A good resource for young people unfamiliar with farm life and the problems of large animal care, Large Animal Veterinarians provides a helpful introduction to one of many careers in working with animals. An added feature is the Bellvilles' avoidance of sex-role stereotyping in both the text and photos.

HUMANE EDUCATION

DOMESTIC ANIMALS

Fiction

Valda. Felicia Cotich. New York: Coward-McCann, Inc., 1983. Grade 7 and above. A/C. Set in Australia during the Depression of the 1930’s, Felicia Cotich’s book focuses on young Valda, the daughter of a poverty-stricken family, and her beloved black cat, Sabrina. There are those in town who say that Valda’s parents should sell Sabrina for the money she would bring. Even Mother suggests it; but, fortunately, Dadda will not hear of it. Valda knows that she simply could not bear the hardship of their poverty if she were not for the joy of riding Sabrina each day.

This sensitive novel about Valda’s com- ing of age will be especially appreciated by preteen girls who love horses. Humane educa- tion, however, should be aware that the text contains a passage devoted to rabbit trap- ping. While the subject is presented briefly, graphically, and hardly in a favorable light, it is never “necessary” under the family’s im- poverished circumstances. Overall, Felicia Cotich’s book will appeal to young readers who love horses and understand the ways in which animal treatment and companionship can help to lessen human burdens.


Good Dog, Bad Dog by Corinne Gerson

Holland’s gripping new tale. The young horsebox driver does not know her luck or where she came from. She was discovered at the bottom of a well and brought to a protec- tor. The mums have named her Perdita.

As Perdita recovers, she finds that she is an excellent horsewoman, and it is her work at a local stable that leads her to rediscover her troubled past. In the course of regaining her memory, Perdita rescues an old horse from the slaughterhouse and exposes a cruel, sadistic rider. Not just another horse book, Corinne Gerson’s novel will recommend itself to human educators for its enlightened attitudes toward animals in general. Even the much-maligned stable rat fails to dis- turb Perdita, who sensibly observes: “I loved animals and recognized that rats had their place in the cosmic scheme of things, but I preferred to respect rats at a distance.”

Unfortunately, like many horse trainers, Perdita makes a difference between a stable cat and a house cat—which may disturb some lovers. In general, the concern for all animals and for horses in particular makes Perdita a highly accep- table novel for use in humane education.

No One Is Going to Nashville. Mavis Jukes. Illustrations by Loyd Bloom. New York: Alfred A. Knopf, 1983. Grades 2-5. A/C & R. When Sonia finds Max on the deck early one morning, she’s determined to find a way to keep the dog, but her father isn’t convinced. Sonia lives with him only on weekends; and he and Amnesti, Sonia’s mother, would have to care for Max when Sonia returns to her mother’s apartment during the week. Mavis Jukes tells the story of how Amnesti helps Sonia break down Dad’s objections while the relationship be- tween daughter and dog deepens.

The only drawback to this otherwise enjoy- able book is the narrative’s often unfortu- nate choice of language. The text is comple- mented by Francene Brown’s crisp black-and-white photos.

WILD ANIMALS

Fiction

The Pigeon Lover. George Abbe. Norfolk, Virginia: Donning Company Publishers: 1981. Grade 9 and above. A/C & R. Contrary to its title, The Pigeon Lover is not about pigeons or even just about people who love pigeons. It is a tender tribute to all of us in our growing appreciation for the happiness that animals bring to our lives. It is the story of a man who cares enough about animals to defend them against the brutality and unnecessary cruelty of some of society. It is also the story of someone who prefers to appear a bit foolish than to see others mistreat animals.

It is easy to love an endangered animal. The Pigeon Lover makes us examine our at- titudes toward common domestic animals. With humor and sensitivity, one of America’s foremost writers gives a first-person ac- count of the battle to stop a city council from poisoning the town’s pigeon popul- ation. Led by the hero, a small group of car- ting citizens fights the mayor, the town council, the inexcusable village shopkeepers, and an apathetic public. The story will be enjoyed by teenagers as well as adults. It is an excellent addi- tion in animals and humane methods of animal control.

Moon Song. Byrd Baylor. Illustrations by Ronald Hinton. New York: Charles Scrib- ner’s Sons, 1982. Grades 1-5. A. “Moon song” was born by a brittlebush. His mother was the coyote. So begins Byrd Baylor’s lyrical retelling of the mythical creation of the coyote. In a book dedicated to the “people who are trying to stop government programs from trapping and potoring wild animals,” the author portrays the mystical qualities of the coyote, focusing on the animal’s special
The Dead Bird. Margaret Wise Brown. Illustrations by Remy Charlip. Reading, Massachusetts: Young Scott Books (Addison-Wesley), 1983. Grades K-3. C & R. For children who find such animals as spiders, mice, and snakes either frightening or creepy, Tony’s Tunnel will provide a refreshing change of perspective. Tony is a young boy, whose secret hiding-place—a large pipe under a road—is shared by a mouse, a spider, a black snake, and a turtle, and assorted lizards and frogs, with an occasional visit by a woodchuck and a skunk. Instead of being frightened by the cohabitants of his tunnel, Tony brings treats for some of them, draws their pictures on the inside of the tunnel, and even devises a special house for the mouse to keep it safe from the black snake. A fun book for your young readers, Tony’s Tunnel is cut with an oblong hole cut through the entire book—a hole that becomes the handle for the reader when the book is open, and forms the ends of the tunnel in the illustrations.

WILD ANIMALS

Nonfiction.

Secrets of a Wildlife Watcher. Jim Arnosky. New York: Lippincott, Lee, and Shepard, 1983. Grades 5 and above. K & U. Arnosky’s book combines an easygoing, conversational style with beautiful illustrations to describe the techniques of wildlife observation. The reader learns the secrets of stalking, the downwind approach, observing signs of camouflaged animals, as well as the dangers of getting too close. The book also includes interesting sections on the use of binoculars, the construction of simple, effective observation blinds. Through concise factual descriptions, as well as accounts of his own personal experiences, Arnosky provides a wealth of information on the physical appearance and behavior of the animals native to his native Florida and the safety of Tyler’s manatee is assured. In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.


Tyler loves the fish in his aquarium. Even better, he has discovered the joy of swimmin in a nearby cove with a real live manatee as his companion. Tyler’s relationship with Piety, the ugly, gentle, and endearing sea cow, is told in this wise and funny tale of a motherless boy who finds a very special friend in the fish tank. Playly, like all Florida manatees and sea lions, is threatened by poachers. With Tyler’s courageous help, the poachers are brought to justice; and the safety of Tyler’s manatee is assured.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

Arnosky’s book combines an easygoing, conversational style with beautiful illustrations to describe the techniques of wildlife observation. The reader learns the secrets of stalking, the downwind approach, observing signs of camouflaged animals, as well as the dangers of getting too close. The book also includes interesting sections on the use of binoculars, the construction of simple, effective observation blinds. Through concise factual descriptions, as well as accounts of his own personal experiences, Arnosky provides a wealth of information on the physical appearance and behavior of the animals native to his native Florida and the safety of Tyler’s manatee is assured. In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

In her new book, Gibbs Davis brings much more attention to the plight of the tiny, lively turtle, which is enjoyed by both boys and girls. And in addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.
biography, Pringle traces the career of David Mech, a renowned biologist who, over the past twenty-five years, has made an extensive study of the wolf and wolf-related phenomena. The book begins with an account of Mech’s early days on Isle Royale, hiking hundreds of miles of rugged trails and flying long hours with his pilot in search of wolf signs. We are subsequently transported to northern Minnesota, where Mech and his team of graduate students carry out their research with interesting information on wolf behavior. Throughout the book, Pringle provides explanations of natural selection, behavior, and postures. The book concludes with a plea to humans to end the capture and killing of Africa’s wild cats and recognize that each animal is important to the welfare of its community. Leaky the Elder would be most valuable for the classroom when used in conjunction with a more traditional, factual discussion of chimpanzee behavior.

**The Wilderness War:** The Struggle to Preserve Our Wildlands. Edward B. Weinstock. New York: Julian Messner, 1982. Grades K-9 and above. K & U/A. This fascinating, fact-filled book provides an excellent account of the wilderness preservation movement in the United States. Weinstock traces the history of attitudes on both sides of the development/conservation controversy from colonial times to the present. The history of legislative efforts to preserve our wilderness, as well as the emergence and development of the national park system are also discussed. Weinstock includes inspiring profiles of those who preserve wilderness. Movement throughout the nineteenth and twentieth centuries—men such as John Muir, Aldo Leopold, and Robert Marshall. The final chapters present day-threats to our wildlands such as—mass immigration, pollution, and acid rain. The Wilderness War is a rich source of information for teachers, as well as an excellent resource for students who are researching the history of conservation. In text that is both factual and easily understood, students will be able to develop an understanding of the wilderness preservation movement, and the many similarities shared by chimpanzees and humans, without lapsing into anthropomorphism. Numerous photographs make the text come alive and reveal the endless variety and subtlety of chimpanzee expressions and postures. The book concludes with a plea to humans to end the capture and killing of Africa’s wild cats and recognize that each animal is important to the welfare of its community. Leaky the Elder would be most valuable for the classroom when used in conjunction with a more traditional, factual discussion of chimpanzee behavior.

**The Owl Book:** Laura Storms. Illustrations by Jack Sadawoy. Minneapolis: Lerner Publications Company, 1983. Grades K-3. K & U/A. This nature book by the same author describes and illustrates twelve North American owls. The description of each owl notes the owl’s range, size, feeding habits, and song, as well as ethical concerns for these species as a whole. In addition, *The Owl Book* opens with a general introduction on owls as a family and closes with a plea for readers to help preserve this bird. Brown-toned illustrations by Jack Sadawoy are so minutely detailed, they often resemble photographs. *The Owl Book* is a fine resource for the young naturalist.

**Butterflies and Frogs:** Graham Tarrant. Illustrations by Tony King. Los Angeles: Natural Pop-Ups (Intercontinental Communications, Inc.), 1983. Grades K-2 & K. These two delightful pop-up books will inform and entertain even very young children. Each book discusses the life cycle of the animal, its range, and its feeding habits. Each book is enhanced by colorful illustrations that open, pop up, or slide back and forth. Because young readers gravitate to books they can manipulate as well as read, Tarrant’s *Butterflies and Frogs* are excellent natural history selections for any primary level reader’s corner.
enthusiasm she would leave behind. Julie works with two elementary schools, visiting each for one day a week and interacting with one-third to one-half of the classes at a visit. During the first year of the program, Julie conducts most of the teaching with the help of various animal demonstrators and follows the theme packets of the Animal Awareness Club. For many of the sessions, she is assisted by her own dog, Blueberry, who has virtually become the mascot of Lakeshore Elementary School.

"The second year is kind of different," explains Julie. "I keep track of me and the animals being the focus, we're switching it more to the teacher. For the second year, we pick a few teachers who seem enthusiastic. We continue to visit other classes in the school, but we visit these particular classes each week. We give our preparatory and follow-up materials for each program that the students are asked to do. The teacher is asked to follow up on these and return them to me. The idea is to support the teacher in using the activities and sheets on his or her own."

The 1983-84 school year represented the second year of the new pilot program. By the third year (this coming year), Julie is hoping to phase out her role and leave the program as much as possible in the hands of the classroom teachers. Her plan is to meet with the teachers once a week and with students twice a month for special projects. "By then," she says hopefully, "humane education should be a natural part of the teachers' curricula."

At that time, she will focus intensively on other schools, although she will continue occasional visits to the original schools, just as she does for every school in the city.

The pilot program has successfully benefited the SPCA in a number of ways. Through the Animal Awareness Club, humane education materials and programming have been made available to more children than the organization could possibly reach on its own. The new pilot program has provided a means for encouraging classroom teachers to use the materials and for helping them to become self-sufficient in teaching about humane ethics and animal issues. The classroom teachers have responded with such enthusiasm, it is easy to see that they will carry on Julie's teaching efforts long after she has shifted her emphasis to other schools.

In addition, the teachers and school administrators are pleased with the quality of materials being offered and the enthusiasm of the program on their students. Sharon Guilleget, principal of the Lakeshore Elementary School notes, "We have bird nests everywhere outside our building, and over one weekend somebody knocked down most of them. The kids came in on Monday and were very upset. They couldn't understand why someone would do that to a bird. I feel this awareness is part of the result of our involvement with the SPCA."

The teachers involved in the program can't get enough of Julie and humane education in their classrooms, "Sharon Chumbley and Carol Leikem, fourth and fifth grade teachers at Lakeshore Elementary, are enthusiastic about the ways in which the program has helped their students. They cite the growing respect the children are demonstrating toward all living creatures. Carol points out, "The most popular job in our classroom has become that of pet monitor." And Ellen adds that the children are learning to "think beyond themselves."

The program has even had an impact on students' parents, some of whom have allowed their children to adopt pets from the SPCA after hearing about the program from their youngsters. "The parents are very positive," observes Sharon Guilleget. "Parents run our pet monitor, with teacher input; and they have seen what a demand there has been for our books."

All of the participants give the pilot program high marks. From the point of view of the SPCA, the teachers, the principals, the students—even the students' families—the program has benefited everyone. And that, of course, is the point that a productive partnership is all about!"

Judi Kukula is the Humane Information Associate for The HSUS West Coast Regional Office. She also serves at West Coast Representative of NAAHE.

Several of the teachers in the pilot program schools have acquired classroom pets whose care and observation form the basis for beginning humane education activities. Since the program began, teachers have begun to come to Julie for advice on whether they should adopt a classroom pet, what kinds of animals are appropriate, and what special care is required for each animal. The pilot program has successfully benefited the SPCA in a number of ways. The Animal Awareness Club, humane education materials and programming have been made available to more children than the organization could possibly reach on its own. The new pilot program has provided a means for encouraging classroom teachers to use the materials and for helping them to become self-sufficient in teaching about humane ethics and animal issues. The classroom teachers have responded with such enthusiasm, it is easy to see that they will carry on Julie's teaching efforts long after she has shifted her emphasis to other schools.

In addition, the teachers and school administrators are pleased with the quality of materials being offered and the enthusiasm of the program on their students. Sharon Guilleget, principal of the Lakeshore Elementary School notes, "We have bird nests everywhere outside our building, and over one weekend somebody knocked down most of them. The kids came in on Monday and were very upset. They couldn't understand why someone would do that to a bird. I feel this awareness is part of the result of our involvement with the SPCA."

The teachers involved in the program can't get enough of Julie and humane education in their classrooms, "Sharon Chumbley and Carol Leikem, fourth and fifth grade teachers at Lakeshore Elementary, are enthusiastic about the ways in which the program has helped their students. They cite the growing respect the children are demonstrating toward all living creatures. Carol points out, "The most popular job in our classroom has become that of pet monitor." And Ellen adds that the children are learning to "think beyond themselves."

The program has even had an impact on students' parents, some of whom have allowed their children to adopt pets from the SPCA after hearing about the program from their youngsters. "The parents are very positive," observes Sharon Guilleget. "Parents run our pet monitor, with teacher input; and they have seen what a demand there has been for our books."

All of the participants give the pilot program high marks. From the point of view of the SPCA, the teachers, the principals, the students—even the students' families—the program has benefited everyone. And that, of course, is the point that a productive partnership is all about!"
July

Beanie's Birthday
Celebrate the birthday of author/illus­trator Beatrix Potter by reading one or more of her colorful animal tales with your young stu­dents. Discuss: How do the animal characters behave in comparison to real animals? How are they different from real animals? How do real animals feel? Why not enjoy playing with each other? What are some things that you can do with real animals and your students have in common? Are your students attracted to the animal characters represented in the story? In real life, are students afraid of the kind of animals represented by the story characters? Why or why not?

Walden, keeping a notebook of Thoreau’s humane observa­tions on animals. Students may also be inspired to begin their own humane education nature journals. A senior class time may be set aside for classroom sharing of journal entries.

July 7

Summer Vacation
These months are prime vacation time. As travel arrangements are made, remember to plan to include a trip to your local humane society, a trip to a wildlife preserve or farm, or an opportunity to work in a humane shelter. Ask your students what they will find humane education in their community will be like. Come back from their trip with stories to tell and share!
by Argus Archives

This has been the time of the finishing off of the animals, they are going away— their fur and their wild eyes, their voices. Deer leap and leap in front of the screaming snowmobiles until they leap out of existence. Hawks circle once or twice around their shattered nests, and then they climb to the stars. I have lived with them fifty years, we have lived with them fifty million years, and now they are going, almost gone. I don’t know if the animals are capable of reproach. But clearly they do not bother to say goodbye.

—Hayden Carruth

Extinction is irreversible. Many human activities willingly or unwittingly prove harmful to the animals that share our world. The film and filmstrips reviewed below are designed to build an awareness of the problems of endangered species in younger audiences—primary through second grade. We conclude with a list that updates price and ordering information on the selection of films for older students reviewed in the Film Reviews segment of the March 1982 issue of HUMANE EDUCATION. For more detailed reviews of these films, send a self-addressed, stamped, business-sized envelope to NAAHE, Box 362, East Haddam, CT 06423.

SAVING OUR WILD ANIMALS

This two-part filmstrip set, produced by the National Geographic Society, explores the current status of a number of endangered animals in America, including the black-footed ferret, wolf, prairie dog, bobcat,izzly bear, bald eagle, sea otter, and whale. Superb photography highlights the presentation of scientific methods for study of these endangered species. Excellent guide accompanies each 13-minute filmstrip. Suitable for grades K-6, the program is available for purchase ($59.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

For more information on the above listed reviews centers on efforts to save the giant panda of China. As human populations expand, habitat destruction is a growing threat to this endangered yet endearing creature. The film shows a team of scientists studying panda behavior and the ecology of bamboo—the panda’s main food source. Included are scenes of a baby panda born in the Mexico City Zoo in 1981. This outstanding film, intended for grades 3-8, is available for purchase ($395) or rental ($43) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

NO PLACE TO HIDE

This five-part filmstrip set provides an in-depth look at the history of endangered species, animal habitats and their destruction, protected animals such as the California condor and Florida key deer, and prospects for the future of endangered animals in general. Each 13-minute filmstrip is accompanied by a helpful teacher’s guide. Designed for grades K-6, the set may be purchased ($31.00) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

CONFISCATED!

This set of two sound filmstrips produced by The Humane Society of the United States for grades 3-8 provides an introduction to the illegal traffic in products made from endangered species. Students learn that only through enforcement and public education can the unnecessary slaughter of endangered animals be brought to a halt. A comprehensive teacher’s guide includes a glossary, quizzes, test exercises, bibliography, lists, and samples of correctly addressed letters to politicians. Order this excellent set ($36) from Encyclopaedia Britannica, Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611.

WHALES

This excellent 13-minute filmstrip focuses on various kinds of whales, the scientific method of whale study, and includes humpback whale songs. A brilliant photographic display, the program is designed for grades K-6 and includes a useful teacher’s guide. Whales is available for purchase ($29.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

SAVE THE PANDA

This 50-minute film (not a filmstrip as in the above listed reviews) centers on efforts to save the giant panda of China. As human populations expand, habitat destruction is a growing threat to this endangered yet endearing creature. The film shows a team of scientists studying panda behavior and the ecology of bamboo—the panda’s main food source. Included are scenes of a baby panda born in the Mexico City Zoo in 1981. This outstanding film, intended for grades 3-8, is available for purchase ($395) or rental ($43) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

The following is a brief listing of the films reviewed in our March 1982 Film Reviews with price updates.

Wolves and the Wolf Men (1970), designed for grade six and above, is available from Films Incorporated, 1144 Wilmette Avenue, Wilmette, IL 60091 for purchase ($600), for rental ($50), or in videocassette ($450).

At the Crossroads (1976), suitable for all age levels, may be obtained for purchase ($450) or rental ($45) from Stouffer Productions, P.O. Box 15057, Aspen, CO 81611.

The Last Stronghold of the Eagles (1981), for grade four and above is available for purchase ($450), for rental ($40), or in videocassette ($350) from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Last Days of the Dolphins (1976), appropriate for grade three and above, is available for purchase ($350) or rental ($19) from Association Films, 866 Third Avenue, New York, NY 10022.

Additional films on endangered species and other animal-related topics are reviewed in Films for Humane Education, which may be purchased for $3.75 (postage included) from Argus Archives, 228 E. 49th Street, New York, NY 10017.
Out in the hot sun is no place for a dog to be tethered. Without shelter or a shady area to provide relief, a dog can quickly succumb to the heat.

Review with your students the summertime needs of family pets. Use the photograph on the reverse side of this page as a springboard for discussion on pet owner responsibility. For instance, should a dog be left tied up without access to a filled water bowl? Where are this dog’s collar and license tags? Outdoor pets are frequently victims of such parasites as fleas, ticks, and worms. The dog in the picture isn’t wearing a flea collar. Is it likely that the owner of this pet has made other provisions to combat parasites?

Even people who care about their animals are sometimes unaware that their actions prove unpleasant or even harmful to their pets. Ask students to tell what they would do if they saw a dog tied out in the sun without any water or shut up in a hot car with the windows closed. Would they risk action that might anger the owner? Or would they take a chance letting the animal die as a result of the owner’s negligence?