As graceful as a snake
As beneficial as a bat
As practical as a vulture
As wise as a wolf
As persistent as a spider
As agile as a rat
Thou canst not stir a flower without troubling a star.
—Francis Thompson

In this single statement, poet Francis Thompson provides us with a refreshing reminder of something many of us already know: Our actions affect the natural world in often imperceptible and surprising ways. At times, this knowledge has come only after we’ve learned that we’ve exploited, destroyed, ignored, and abused nature. But, just as we have the ability to commit these acts, we can also protect, enhance, support, and appreciate nature and understand that we are one element in an expansive, delicate natural system.

Do we actually trouble a star by stirring a flower? Perhaps we—adults and children—would be wise to assume we do.
A Year for Productive Partnerships

Last October, President Reagan announced that he was declaring the 1983-84 school year as the National Year of Partnerships in Education. With this declaration, the President challenged businesses, government agencies, and communities to show their support for quality education by “adopting” individual local schools. Sponsors would provide their “adopted” schools with classroom volunteers, tutors, equipment, and other resources.

Although the specific goals of President Reagan’s adopt-a-school campaign differ from those of humane education, the concept of community agencies forming partnerships with individual schools in order to support or improve educational programming has merit for both the animal welfare organization and the classroom teacher. Humane educators associated with animal welfare and animal control organizations often have ideas, programs, and materials available that they would like to see utilized in the schools. Teachers are in need of good films, filmstrips, supplementary teaching materials, and community resource people who care about children and enjoy visiting the classroom.

During this National Year of Partnerships in Education, we at NAAHE would like to challenge our members to form humane education partnerships in their communities. If you work for an animal welfare agency, consider adopting a school in your community. Discuss with the principal and teachers ways in which you might be of service to them. Possibilities include offering special programming for the teachers and/or students of your adopted school, providing free-loan films or gifts of other materials to the teachers for their use, inviting students and teachers to visit the animal shelter for special events or programs, offering your services as an “animal-expert” teacher’s aid one day per week or one day per month, or presenting special awards for teachers and/or students who become actively involved in humane education programming.

If you are a classroom teacher who is committed to humane education, consider adopting a local animal welfare group as the pet community organization for yourself or your class. Check with the organization to see if it offers any type of programming for the schools. If not, you may want to offer some suggestions about what types of services would be valuable and how they could be started. Take your students to the animal shelter for a visit, or invite a representative to speak to the class about the purpose and functions of the organization. Ask for specific suggestions about how you and your students may be of help. Possibilities include having your students conduct a public awareness campaign to inform their schoolmates or the community about an animal-related problem or the work of the organization, sponsoring fund-raising activities to purchase equipment for the shelter or humane education materials for the school, or volunteering to help with special humane society-sponsored projects.

In order to encourage these special partnerships in humane education, we have initiated a new department in HUMANE EDUCATION titled Productive Partnerships. This department, which began with the December 1983 issue, will appear periodically to highlight special programs that illustrate a high degree of cooperation between schools and animal welfare groups.

The investment of time and effort spent in adopting one school may at first seem inappropriate for a humane educator charged with servicing all the schools in one community. In the long run, however, the return in terms of enthusiastic teachers and students who are committed to humane education far outweighs the cost. Next year, you can adopt a different school—and a different one the year after that. The “partners” you’ve made through the time spent in each adopted school will carry their enthusiasm for humane education long after you’ve moved on. During the remaining months of the 1983-84 school year, we at NAAHE hope each of you will give some special thought to what you can do in your community to make 1984-85 a year for productive partnerships in humane education.
before the Outing
Survey the area your class will be studying before your excursion. Look for signs of insects and spiders. Look for cracks or burrows in the ground, or vines growing over cracks in the pavement, under rocks, in the school basement, or on the school playing field. Other possible sites include outdoor window wells, in the crotch of a tree, under mats, on the underside of leaves. By familiarizing yourself with the area to be studied, you can avoid the frustration and disappointment of a fruitless trip.

Once you are prepared, take some classroom time to prepare your students. Discuss characteristics of insects. Identify major groups of insects, such as beetles, bugs, etc. Brainstorm differences between insects and spiders. Discuss the habitats of different insects and spiders. Some insects, like saw bugs, prefer damp, dark areas, while some, like ants, can be found on dry, sunny sidewalks.

This is also a good time to present movies and filmstrips about insects and spiders. (For film suggestions, see page 28.) Using films as an introduction to the topic can provide good close-up of the animals your students will be trying to observe on the outing. Films also make it easy to observe insect behavior.

Your students should also be well prepared for what they will be doing during the outing itself. Plan several small-group activities similar to those that follow so no one will be left out or bored. Help students devise a method of recording their observations on the trip. Clipboards can be made from sheets of corrugated cardboard and elastic bands and can be easily carried by students. Tie a pencil to each clipboard so a writing brush can usually be attracted by "sugaring" trees in a backyard or park at night. Make the sugaring mixture by combining white sugar with mashed peaches. Leave the mixture in a warm spot to ferment. Give each student a small portion of the mixture to take home for this experiment.

Before dusk, students should spread the sugared peach mixture on several trees. As night approaches, moths will come to the sugared trees to eat. Many moths will even remain motionless when a flashlight is shone on them. Ask students to record their observations and report back to the class. How many moths were attracted to the sugared trees? How many different types of moths did students find? Have students draw pictures of the different moths.

Students can repeat the sugaring process under various weather conditions. Does the weather affect the types or numbers of moths? Ask students to check the sugared trees during the daytime for other insect life. They may find butterflies, bees, and flies drinking the leftover sugaring mixture.

Bees
Some beekeepers will loan observation hives to teachers for an extended study period. Contact your state beekeepers association or the Department of Agriculture for information about borrowing a beehive. These groups will usually also provide guide speakers to talk to your class about bees and beekeeping.

A classroom hive is an excellent tool for teaching about insect behavior, building respect for living creatures, and responding to the interest in insects held by many children. The bees will be housed in a hive which is easily viewed by students. The hive should be approachable from the front, but not so open that it can be taken apart. A plastic or glass tube that runs from the hive to outside a window will allow the bees to go about their daily work, unobstructed by the students’ observations.

Use the bee colony to conduct experiments on insect behavior. For example, can bees discriminate color? Can one bee find the location of a food source to the other hive members?

To observe the bees’ color discrimination ability, place three sheets of colored paper on the ground outside your classroom near the hive. The papers should be red, blue, and yellow. Fill three bowls with water. Mix sugar with the water in one bowl. Place the bowl of sugar water on the blue paper. Place one of the remaining bowls of water on the red paper and the other bowl on a green paper or on the school playing field.

Which bowl attracts most of the bees? Did one bee notify the others? If yes, how? Are ants attracted to the experiment, but rearrange the order of the sheets of paper. Keep the bowl of sugar water on the red paper. Do the bees fly directly to the sugar water? The bees should fly to the brand new sugar water before flying to water on the red cardboard.

(Although chances are slim that you will ever have a student with a true bee sting, the following information should be provided to your students, so they can recognize the symptoms of a severe sting reaction and the proper course of action for such an event.)

There’s Much More
These activities can be just the beginning of your students’ insect and spider study. There are crickets and grasshoppers, pill bugs and water striders, damselflies and dragonflies, centipedes and millipedes, bogwrens and caterpillars, ladybugs and katydids, snowflakes and carassius, to name a few of the arthropods. The September 1982 issue of HUMANE EDUCATION offers some suggestions for the study of bugs in the “Learning Center.” Reprints are available for 50 cents each by writing to NAAHE, Box 362, East Haddam, CT 06423.

Many books provide additional activities for arthropod study, such as Nature Activities for Early Childhood by Janet N. Ferrell (Paltrow Publishers, New York, Co.); Ten-Minute Field Trips by Helen Ross Russell (Chicago: J. G. Ferguson Publishing Co.); and Small Creatures by J. Kenneth Couchman, et al. (Rinehart and Winston of Canada, Ltd.). Some materials advocate killing insects and spiders for study purposes, but these activities can be restructured to provide a more humane approach.

If you demonstrate insect appreciation in your own behavior and attitude and involve your class in a few of these awareness-building activities, your students will be enthralled by the spider on the window sill of your classroom or fascinated by the ants on the playground.

Resources


Caring About the Curious and Creepy Creatures

—A Mini Unit on Appreciating Traditionally Maligned Animals

by Lorraine P. Holden

The content of the March issue of Kind News, NAABE's children's publication, relates to the theme of this article. If you do not 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 352, East Haddam, CT 06423.

Rats and bats, bees and fleas, hogs and octopod—what reactions do thinking about these animals evoke in you? If you were to begin a word association game with students, what words do you think they would use to describe these creatures? Would their words be as positive as those they might associate with puppy, butterfly, or robin? Probably not. Many people—children and adults—consider animals such as those mentioned above as second-class citizens of the natural world. Or as Ronald Rood describes them in his book, "Wolves and Men," they're the "animals nobody loves." This dislike often results in disregard and even acts of cruelty toward people and animals, even those we think of as creepy, dangerous, or ugly. Does not have to mean treating the animals as one treats a pet. Instead, loving animals we consider ugly, evil, dirty, or troublesome involves reappraising our attitudes and misconceptions, making the effort to study these animals with a fresh perspective, and respecting the worth of and differences among all creatures.

As an educator, you can help children engage in this process by affording them the opportunity to critically evaluate the opinions they hold about certain animals. This mini unit provides you with ways in which to do this. But beware! Your attitudes will affect the success of the lesson. Before addressing the topic with your class, I suggest you do what I did repeatedly while writing this article. I continually asked myself: What stereotypes do I believe about this or that animal? Do I believe about this or that animal? What do I think is the nature of his relationship with the animal? From where or from whom did my notions about animals come? What support do I get from my surroundings that promotes adherence to my stereotypes? How do my beliefs affect my actions? My hunch is that your consideration of these questions will assist you in preparing this mini unit. If necessary, and if you're willing, use these activities to learn with your students and broaden your ability to demonstrate compassion and respect toward the animals nobody loves.

Sharing Viewpoints
Regardless of where your students live, their questions and discussion by identifying the themes that appear in your students' comments. For example, you may find that the majority of students disliked by your students are ones they've never encountered personally. You may learn that some students are disliked because children record the programs and descriptions of what they saw. After your students have had a week or so to monitor television programs, have them bring their findings to class and discuss the following questions:

1. What examples did you find in which an animal was negatively portrayed?
2. What animals were involved?
3. How is your view different from or the same as that portrayed in the program?
4. Do you think it's acceptable for animals to be portrayed this way? Why? Why not?
5. How much influence do you think these programs have on people?
6. What messages do the programs convey about the worth and importance of these animals?

Similiar questions can also be asked about news clippings, fairy tales, and nursery rhymes. In these types of reading materials, animals are often negatively portrayed. It may also be helpful to your students to discuss the ways in which peoples' views of animals have changed throughout the years.

"[Humans believed] that domestic animals were innately good and the wolf innately evil, even that the wolf was somehow cognizant of the nature of his act, a deliberate murderer."

—Barry Holstun Lopez, Of Wolves and Men

HUMANE EDUCATION / MARCH 1984
history. In The Life, History, and Magic of the Cat, Fernand Mery analyzes the human perspective toward cats throughout history and aptly describes the irrational human perspective toward cats throughout history.

The Life, History, and Magic of the Cat by Fernand Mery analyzes the human perspective toward cats throughout history.

"Over and over, people would bring me an insect or perhaps a shrew, mouse, snake, or even a bird—all very dead. When I asked how the creature died, the same answer came forth so often that I even chanted it with them once or twice in exasperation: 'I didn't know what it was, so I killed it.'

"...apparently human beings don't actually have to hate particular animals—we just have to misunderstand them a little."

—Ronald Rood, Animals Nobody Loves

"Poor black cat! In their fear of evil spirits, men have always made it an object of fear or hatred."

—Fernand Mery, The Life, History, and Magic of the Cat

"Animals Nobody Loves" by Ronald Rood is a guide for responsible behavior toward these animals.

A Fresh Perspective

After the above points have been covered, divide the class into "public relations" teams, with one team assigned to each animal that appeared on the list of disliked animals. If there are more animals than teams, assign teams to the animals that were disliked by the most number of students.

The purpose of each public relations team is to develop a packet of information—clippings, pictures, etc.—that will enhance the public profile of a particular animal. The goal of each team is to help classmates learn new and positive information about the team’s animal.

This can be done by briefing other teams about the team’s animal. The team may want to invite a guest speaker who can address the techniques used in public relations or advertising. The speaker can be someone from an advertising firm, an individual who operates a business and depends on advertising, or a public relations director. Emphasize to your students that their public relations techniques must be based on truthful information about the animals and that promoting each animal involves researching that animal. Your students may find it helpful to begin with an outline of what information their campaign should reveal. For example, pictures or drawings of the animal, a description of the animal's behavior and habitat, and information on the negative effects of humans’ dislike of the animal are important elements to include.

To assist your students in their research, provide them with books and other materials that focus on traditionally maligned animals. For older students, Animals Nobody Loves by Ronald Rood (New York: Bantam Books) and Of Wolves and Men by Barry Holstun Lopez (New York: Charles Scribner’s Sons) are ideal. Other books that focus on traditionally maligned animals are Wild Burro Rescue by Robert Franklin Leslie (Chicago: Children’s Press), The Kingdom of Wolves by Scott Barry (New York: G. P. Putnam’s Sons), Vizie, The Story of a Little Fox by Michael W. Fox (New York: Coward,McCann & Geohegan), The Life Cycle of the Crocodile by Paula Z. Hogan (Milwaukee: Rainforest), What’s Wrong With Being a Stink? by Miriam Schlein (New York: Four Winds), Coyote Song by Ada and Frank Graham (New York: Delacorte Press), Tigers by Patricia Hunt (New York: Dodd, Mead and Company), and The Truth About Gorillas by Susan Meyers (New York: E. P. Dutton). If possible, coordinate the development of your students’ projects with other teachers and/or librarians. For example, perhaps your students’ art teacher can work with them to develop posters that depict assigned animals in their natural surroundings. Your school librarian may be able to set aside a section of the library for reading materials that focus on the specific animals chosen or maligned animals in general.

When your public relations teams have completed the preparation of their projects, have them present their clients to the class. As the information is presented to the audience, have audience members record any new information they may have learned and questions they want to ask. After each presentation is made, allow time for classroom discussion. Invite the audience to appraise the work of each public relations team. Was the team’s presentation convincing and informative? Also ask the members of each public relations team to talk about their experiences in preparing the project. As they researched their animal, did they find their views of the animal changing? If so, how? What opinions do they hold about their animal now?

As a summarizing class activity, identify strategies your students can employ to help maligned animals. These can include writing to politicians who decide the fate of such animals in and near your community; writing to book publishers and television show producers whose products negatively depict animals; and, most important, choosing not to harm any animal regardless of its lack of appeal or legendary traits. It’s important to help your students act on the basis of what they’ve just learned.

Finally, you may want to share your students’ work with other classes by creating a speakers bureau regarding traditionally maligned animals. Have your students advertise their expertise on specific animals and encourage other classes to invite the teams to speak to them. In this way, you reinforce your students’ learning, and you help other children learn about these animals.

A Celebration of Differences

Just as children can—and should—be taught to celebrate and appreciate differences among people, they can be taught to do the same for animals. Every creature, regardless of its odd looks or curious behavior, is well-adapted to its habitat and place in the web of life.

Regrettably, past years have seen human ignorance of this fact, and the result has been the extinction, near-extinction, or misuse of many animals. By helping your students understand the plight of those animals that are commonly maligned, you help them realize that an animal’s worth is not dependent on the animal’s usefulness or appeal to humans and that our ability to decide the fate of all animals is a weighty responsibility.

Which animals are found in, on, under, and around a tree stump?

What does a hibernating bear dream about?

What would a world without animals look like?

Using crayons, pencils, markers, and their imagination, children you know can show you their answers to these and other thought-provoking questions found in Animal Places & Faces: A Drawing Book for Kids Who Care. Raise your children’s awareness of humane concerns and give them an opportunity to be creative. Order Animal Places & Faces: A Drawing Book for Kids Who Care by sending $3.50 (or $3 if you are a NAAHE member) to NAHE, Box 362, East Haddam, CT 06423. Orders of five or more books to one address are available for $2.50 each.
HAPPENINGS 1

East Hampden, Denver, Colorado

MATTIE DOLL FEATURED IN ANIMAL BOOKLET

Mattie Toys and the American Humane Association have published an eight-page activity booklet for young children titled Mattie by Herself the Elf Pet Care and Animal Awareness Activity Guide and Coloring Book. Featuring Mattie Toys’ Herself the Elf doll, the booklet includes a maze, a crossword puzzle, and a coloring page to teach responsible pet ownership to young children. Mattie Toys’ parents maintain a store containing up to 250 copies of the booklet for $1.00 handling and postage. Send requests to the American Humane Association, 7972 East Hampden, Denver, CO 80231.

MARINE RESOURCES CATALOGS AVAILABLE FROM AQUARIUM

An excellent set of catalogs of marine studies resources is available from the Marine Biological Laboratory Aquarium. The three catalogs describe materials for sale in the aquarium’s Cachalot Bookshop and are titled Science, Education, and Natural History, and Holmes and Interests. The catalogs list field guides, children’s books, records, maps, and books that describe animal-related projects and scientific studies about animals, conservation, and marine life. Order the catalogs by writing to Cachalot Bookshop, Mystic Marine Aquarium, Mystic, CT 06355. Request specific catalogs by title.

TOY DOG HELPS TEACH RESPONSIBLE PET OWNERSHIP

Humane educators may purchase a hand-made stuffed dog to be used in conjunction with NAAHE’s Patches film program. The original Patches, a life-size stuffed toy dog, was created by Rose Milardo of Animal Farm in Old Saybrook, Connecticut. NAAHE used the toy dog as the star of A Dog’s Best Friend and Patches Gets Lost, two films which comprise the Patches program. Individual, handmade replicas of Patches are available for purchase to be used by educators for pet care demonstrations.

HUMANE EDUCATION SLIDE PROGRAMS AVAILABLE FROM THE AMERICAN HUMANE EDUCATION SOCIETY

Food for Thought and The History of the Humane Movement are slide programs for middle school audiences available from the American Humane Education Society. The ten-minute slide show titled “Plant or Animal?”, “Animal Homes,” and “Let Them Be Free,” as well as songs and a humor education resource list. The packet uses an interdisciplinary approach toward humane education and is available free to preschool and kindergarten teachers in San Mateo County. Others interested in ordering the packet should contact the program director to cover postage and handling. Order the Humane Education Teacher’s Packet from the Humane Education Society, 12 Airport Boulevard, San Mateo, CA 94401.

SEA LIFE FACT-SHEET PACKETS AVAILABLE FROM CENTER FOR ENVIRONMENTAL EDUCATION

Whales, Seals, and Sea Turtles are three fact-sheet packets available from the Center for Environmental Education. Each packet contains individual fact sheets on different members of the species. Brief descriptions of the individual animals are followed by identifying characteristics, habitat, feeding habits, and population-related information. The fact-sheet packets may be ordered individually for $2.50 each plus $0.50 postage and handling. The set of three color packets is available for $6.25 plus $1.50 postage and handling. Send orders to Catherine Vidon, Center for Environmental Education, 2429 9th Street NW, Washington, DC 20001.

EPA PUBLISHES COLORING BOOK FOR PRESCHOOLERS

An environmental coloring book for preschoolers is available from the Environmental Protection Agency. The coloring book is printed on newsprint and shows Charlie the Chipmunk and other forest animals in their natural habitats. The book includes a glossary. The book closes with Charlie’s wish that people be considerate and careful when entering the forest. To order, specify catalog number 120L, Environmental Coloring Book and mail in a check for $1.75 to the Consumer Information Center, Department J, Pueblo, CO 81009, Attention: R. Woods.

INTERMEDIATE WORKBOOK PROVIDES PROVEN APPROACH TO BIOLOGICAL STUDIES

“Hello. I’m Benjamin Franklin, the black-footed ferret. I am an endangered animal…” So begins one book in a series of activity books designed for children in grades three through eight. Published by Good Apple, Inc., the books present activities that stress the importance of interdependence, cooperation, and understanding between people and animals if both are to survive. The titles of the workbooks are The Circle Game: Interdependence in the Natural World, Suitability/Adaptations and Endangered Species, and Is There Room for Me? The Growth and Regulation of Populations. The interdisciplinary lessons in each

HOUSTON STUDENTS HELP RIDLEY TURTLE

Several years ago the students, faculty, and parents of Oak Creek Elementary School in Houston formed the King Oak Nature Club. In 1983, thirty of the club members took up the cause of the Kemp’s ridley turtle, an endangered marine turtle. These parents, teachers, and students formed HELP (Help Endangered Animals—Ridley Turtles). HELP members hobbyists for protective legislation. The money for turtle food supplies and research, educate others about the plight of the turtle, and participate in the turtle “head start” program. The head start program involves collecting turtle eggs from the beaches and hatching and nurturing the young turtles until, as yearlings, they have a better chance for survival in the wild. For more information about the Oak Creek Elementary School and its efforts to save the Kemp’s ridley turtle from extinction, write to Carole Allen, the coordinator of the nature club, P.O. Box 681231, Houston, TX 77268–1231.

NEW BOOK FOCUSES ON ANIMAL-RELATED LAWS

David S. Favre and Murray Loring have written Animal Law, a book that discusses laws related to animal cruelty and ownership responsibility and liability. The book is recommended for humane societies, veterinarians, and attorneys. Sample chapters include “Limitations on Ownership,” “Animals Within Wills and Trusts,” “Medical Care of Animals—Veterinarians,” and “Recovery for Injury by Animals.” Also included is a sample pet adoption agreement from the Michigan Humane Society. This general reference/textbook can provide the humane educator with helpful background information on animal-related laws. It is available from Greenwood Press, 191 Old Boston Post Road, Old Saybrook, CT 06475. To order the Patches filmstrips, send $25 ($20 for NAAHE members) to NAAHE, Box 362, East Haddam, CT 06423.

BOOK PROMOTES HANDICAP AWARENESS

We All Come in Different Packages by Dee Kindziora and Lorlata Pireski is a book of projects designed to build empathy for those who are handicapped. Appropriate for grades three through six, the book contains illustrations by humorist Charlie Munzer and young folk-singer Arm the book, “Though not strictly an ‘animal-hu- mane’ book, it is full of humane thoughts and ideas.” Sample activities in the book include reading Braille, tying shoes while wearing mittens, and assessing one’s own appearance and abilities—all designed to help children develop a better understanding of handicapping disabilities and the feelings that may go with them. This is an excellent book for helping children understand that different need not be bad or frightening. We All Come in Different Packages costs $7.95, plus $1.00 shipping. Two or more copies are available at a 10 percent discount.

SOUTHwestern STUDENTS TAKE CHARGE OF MARINE LIFE

The three catalogs can be purchased in paperback for $1.25 each plus $.50 postage. The set of three catalogs can be purchased in library editions for $2.19 each plus $.50 postage. Order from Greenhaven Press, Inc., 577 Shoreview Park Road, New York, NY 11212.

PSYCHOLOGICAL CARTOONS AND ACTIVITY BOOKS AVAILABLE FROM THE HEART TURTLE COUNCIL

Private individuals may purchase a hand-made replica of a Kemp’s ridley turtle. The replica is fully washable and has wire in the shell to make it flexible. To order a replica, send $65 to Rose Milardo, The Heart Turtle Council, write to Carole Allen, the coordinator of the nature club, P.O. Box 681231, Houston, TX 77268–1231.

SOCIAL ISSUES DEBATED IN HIGH SCHOOL TEXTBOOKS

Those who do not know their opponent’s arguments do not completely understand their own.” This quote from the Opposing Viewpoints Series of Greenhaven Press, Inc., summarizes the reason this series was produced. The twenty-volume series for high school students presents viewpoints from noted authorities on both sides of controversial social issues. Of particular interest to humane educators is the book titled The Ecology Controversy. Environmental spokespeople debate the issues of overpopulation, the changing viewpoints toward environmental policy, and the regulation of pollutants.

The Ecology Controversy is available in paperback for $5.95 or hardbound for $10.95. The entire Opposing Viewpoints Series can be purchased in paperback editions for $119 or in library editions for $250. To order the series, write from Greenhaven Press, Inc., 577 Shoreview Park Road, New York, NY 11212.

The History of the Humane Movement discusses changes attitudes toward animals from the early Egyptian period to modern times. Most of this forty-minute program follows the physical and behavioral needs of farm animals and the necessity of human responsibility to the physical and behavioral needs of farm animals and the necessity of human responsibility in the field of animal husbandry. This book closes with Charlie’s wish that people be considerate and careful when entering the forest. To order, send $65 to Rose Milardo, The Heart Turtle Council, spokeswoman for the Kemp’s ridley turtle. These parents, teachers, and students formed HELP (Help Endangered Animals—Ridley Turtles). HELP members hobbyists for protective legislation. The money for turtle food supplies and research, educate others about the plight of the turtle, and participate in the turtle “head start” program. The head start program involves collecting turtle eggs from the beaches and hatching and nurturing the young turtles until, as yearlings, they have a better chance for survival in the wild. For more information about the Oak Creek Elementary School and its efforts to save the Kemp’s ridley turtle from extinction, write to Carole Allen, the coordinator of the nature club, P.O. Box 681231, Houston, TX 77268–1231.

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HUMANE EDUCATION/MARCH 1984 11
The WHEA Steering Committee members have volunteered to help other educators in the region with such areas as grantsmanship. The members are also offering tours of their shelters and education centers and opportunities to observe sample programs. The WHEA Speakers Bureau is coordinated by Barbara Westerfield, Central California SPCA, 103 South Hughes, Fresno, CA 93706. Write to Barbara to find out more about the WHEA program.

Inexpensive Teaching Materials Available

The Humane Society of Willamette Valley, P.O. Box 1300, Salem, OR 97307, is selling educational materials for the low price of $1 each. Educators can purchase any of the following materials: Chip Art Packet, Wildlife Game, Pets Coloring Book, Farm Coloring Book, Cat Coloring Book, and Wild Animals Coloring Book by sending a check (made payable to the Humane Society of Willamette Valley) to Lauretta Starkel at the above address. The coloring books provide texts that promote responsible pet ownership and include large illustrations of coloring, range and habitat, and feeding habits. Each book includes exotic animals, such as the African pompano fish, a 120 pound rodent called the capybara, the zebra shark, the merganser duck, and the upside-down cichlid. The coloring books cost $2.95 each plus $1 for postage and handling. They are available from Steemter House Publishers, Inc., 2627 Caves Road, Department AE, Owings Mills, MD 21117. Maryland residents should add 5 percent sales tax.

Classifieds

If you're interested in placing a HUMANE EDUCATION classified ad, space is available at 15 cents per word. Contact HUMANE EDUCATION Classifieds, NAAHE, Box 362, East Haddam, CT 06423 or call (203) 434-8666.

New Staff

NAAHE welcomes new staff members:

- Bill DeRoos, the new research associate, is responsible for NAAHE's research and evaluation activities. Bill DeRoos, Kind News editor, writes, edits, and oversees the production of the NAAHE newspaper for children.

Events

Two workshops have been planned by The HSUS Regional Offices. The first of these workshops will be held on March 16 and 17, 1984, in Baton Rouge, Louisiana, and will be sponsored by The HSUS Gulf States Regional Office. The second workshop will be cosponsored by The HSUS New England and Mid-Atlantic Regional Offices and will take place on April 26-28, 1984, at the Ramada Inn in Mystic, Connecticut. Information in the following areas will be presented at both workshops: basic approaches to humane education, animal shelter management and standards, search and seizure procedures, and fund-raising. For information and registration to The HSUS Gulf States Regional workshop, write to The HSUS Gulf States Regional Office at 5033 Everhart Road 206A, Corpus Christi, TX 78411 or call (512) 854-3142. Information and registration to The HSUS New England and Mid-Atlantic regions workshop may be obtained by writing to The HSUS New England Regional Office at P.O. Box 6, East Haddam, CT 06423 or by calling (203) 434-1946

Speak for Hire

WHEA (Western Humane Educators Association), a group of humane educators from several western states, has developed a new method to share expertise and experience with interested educators—a speakers' bureau. The WHEA Steering Committee members have volunteered to help other educators in the region with such areas as grantsmanship, teacher or volunteer training, resource development, and other skills essential to successful humane education programming. The members are also offering tours of their shelters and education centers and opportunities to observe sample programs. The WHEA Speakers Bureau is coordinated by Barbara Westerfield, Central California SPCA, 103 South Hughes, Fresno, CA 93706. Write to Barbara to find out more about the WHEA program.

Speakers for Hire

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Experiential Learning

If you wanted children to learn responsible pet ownership, would you:

- give them each a puppy?
- hope they would learn by the time they are adults?
- introduce them to Sharing Sam?

During the past several months, two new staff members have joined NAAHE: Bill DeRoos, the new research associate, and Bill Parker, Kind News editor, writes, edits, and oversees the production of the NAAHE newspaper for children.

We're looking for well-developed and clearly written articles for HUMAN EDUCATION

Interested in submitting an article?

Request a copy of our Writers' Guidelines by writing to:

Bill DeRoos, 3632 N. Roselle Road, Algonquin, IL 60102

HUMANE EDUCATION | MARCH 1984
Our Clip Art artist for this issue is Eric Sakach, field investigator for the West Coast Regional Office of The Humane Society of the United States. His artwork has appeared in earlier issues of HUMANE EDUCATION. Use these sprightly drawings to highlight handouts, spirit duplicating masters, and fliers. Enjoy!

Clip Art

HUMANE EDUCATION/MARCH 1984
What is empathy? How does it develop in children? And how does the ability to empathize with others—including animals—influence the way in which we behave? These were only a few of the questions addressed by the speakers and panelists during a daylong symposium sponsored by NAAHE and the Institute for the Study of Animal Problems (ISAP), the scientific division of The Humane Society of the United States. Titled Can Love Be Taught? Empathy, Animals, and Education, the symposium was held October 12, 1983, in Fort Worth, Texas, just before the twenty-ninth Annual Conference of The HSUS.

Dr. Michael W. Fox, Director of ISAP, began the symposium with a discussion of the role of empathy in human behavior toward animals. He suggested that the ability to empathize—not only to understand but also to feel and experience what another individual is feeling and experiencing—is an inherent capacity of humans as a species, but one that our culture encourages us to block, especially as it relates to animals.

Dr. Fox also suggested that our ability to empathize with animals is hampered by other factors, such as our lack of knowledge about animal needs and behavior and our own emotional maturity.

According to Dr. Fox, empathizing with others, including animals, allows us to experience their suffering. In order to protect ourselves from this suffering while we continue to use and abuse animals, we "build barriers" between ourselves and other animals and attempt to perceive them as unfailing machines. Dr. Fox suggests that in order to recognize and prevent the suffering of other animals, we must strengthen our ability to empathize with them and understand our own needs and capacity to suffer.

The Origins of Empathy and Altruism was the title of the paper presented by Dr. Carolyn Zahn-Waxler, a psychologist with the National Institute of Mental Health. Dr. Zahn-Waxler defined empathy as "emotional concern" and discussed how and when empathy and resulting altruism (unselfish concern for the welfare of others) develop in young people.

Using her own research as support, Dr. Zahn-Waxler outlined her approach to discipline (explaining to a child the consequences for others of negative behavior rather than simply correcting the child), providing role models of caring, concerned behavior; providing clear, direct instructions for children about how they are expected to act; allowing children opportunities to help or care for others (including animals) and giving children positive reinforcement; and maintaining a warm, supportive relationship with children.

Dr. Stephen Kellett of Yale University switched the focus of discussion slightly when he reported on his study of children's attitudes toward animals. The study, conducted as part of a larger project on American attitudes toward animals, was sponsored by the U.S. Fish and Wildlife Service. As was reported by Miriam Westervelt (the cochair of the study) in the December 1983 issue of HUMANE EDUCATION, the survey showed that young children have very little knowledge of animals and very strong feelings about them—both positive and negative. The study also showed a pattern of three phases that the children surveyed appeared to move through: a period from the second through fifth grades during which children exhibit an emotional response to animals; a period from the fifth through eighth grades during which children exhibit an interest in learning more about animals on a factual level; and a period from the eighth through eleventh grades during which young people exhibit more concern on a moral/ethical level.

Following Dr. Kellett's talk, conference participants selected one of two panel discussions to attend. Dr. G. W. Willingham, a professor of elementary education and sponsor of the yearly humane education seminar at Stephen F. Austin State University, joined Marilyn Wilk, Director of the Wilhelm School in Houston, Texas, and Dr. Eileen Whitlock Kelble, former Associate Director of NAAHE and a member of the faculty at the University of Tulsa, in a panel discussion that focused on strategies for fostering empathy in young children.

Dr. John McArdle, Director of Laboratory Animal Science for Dr. W. Willingham, pointed out that the study showed that young children's attitudes toward animals are changing. Pictured here, Dr. Eileen Whitlock Kelble clarifies a point for Urs Morgan, a teacher at the B.A.P. School in Nacogdoches, Texas.

Dr. John McArdle, Director of Laboratory Animal Science for Dr. W. Willingham, pointed out that the study showed that young children's attitudes toward animals are changing. Pictured here, Dr. Eileen Whitlock Kelble clarifies a point for Urs Morgan, a teacher at the B.A.P. School in Nacogdoches, Texas.

Participants offered their written evaluation of the symposium and suggestions for future workshops and meetings.

An important part of any workshop or symposium is the informal sharing of information between participants during breaks in the program. Vanessa Macekane (pictured right), former Research Associate for NAAHE, chats with children's author Charlotte Baker Montgomery and Dr. G. W. Willingham, one of the afternoon panelists.
What exactly is a humane education summer camp? Who attends? What do the campers do? Who offers these camps? Why? What are the special challenges of running a camp? What do the campers get out of the experience?

To answer these questions, I asked six humane education summer camp directors to share their experiences. What follows are their comments and insights, beginning with descriptions of a typical day at camp.

Typical Days

"Six evenings in one day. Can you believe it? Thank goodness that was not a typical day." Judy, the American Humane Education Society summer camp director in Framingham Center, Massachusetts. This camp is uniquely located at the educational farm operated by the Massachusetts Society for Prevention of Cruelty to Animals. The four-hour camping day starts at 9 a.m. with a group sing-along. Then, four or five age-related groups are formed. The younger children spend some time in their garden growing, according to Judy, "gigantic zucchinis." The older kids have a chance to interact with farm animals. Interspersed are games and midmorning refreshments. Other activities include building an efficient, humane pig house, developing a battered birds policy, and making a video on proper care of pets. At lunch, the group enjoys a campfire singing session. Then we presented a brief slide show on the work of our humane society. We took the kids into our clinic for a while. There, the veterinarians spoke with them. Then we presented a brief slide show on our services. After a midmorning snack, each day, children complete art projects. "The kids always have something to take home to show their parents," Mary explains. And a part of most days' activities are animal-related songs and games. "Almost every day, I say, "we take the kids back into the wards [shelter kennels] where they can see the animals and have some kind of direct contact with them." Sue Halsey, director of the humane education summer camp at their humane society shelter. The camp culminates in family day. Parents watch puppet shows and plays, visit craft displays, and thoroughly enjoy viewing videotapes of their children engaged in activities that occurred throughout the three-week camp. Gayle Richards, director of the summer camp at the Animal Welfare League of Arlington, Virginia, hasn't had six bookings to contend with, but rather a snakebite. "Each day's activities start and end with an opportunity for students to meet different animals from our shelter. We were all just sitting there in a circle with a harmless boa constrictor. That snake had been draped around hundreds of kids with no problems, but it just happened to strike out at one girl." Luckily, the child is fine. Visits with other animals, including a visit with a Canada goose, work more smoothly. The shelter mascot, Chester, serves as a "guinea dog" for lessons on dog obedience skills. Gayle comments, "I'll speak for Chester and say that this is probably his fourth favorite part of the week." For Judy and the children, the favorite day of camp is spent "on a nature walk." "This year," Gayle recalls, "we walked up a creek and found crayfish and eggs and turtles and identified wild flowers and other wild things. The kids got to get wet and smelly, and they loved that. And my volunteer assistant learned not to wear flowy wooden sandals on a nature walk!"

Mary Dykstra and Lori Otto of the Wisconsin Humane Society also hold camp at their humane society shelter. They relate each day's activities at camp to a particular theme. Speaking of last summer's camp, Mary states, "One day we focused on the work of our humane society. We took the kids into our clinic for a while. There, the veterinarians spoke with them. Then we presented a brief slide show on our services." After a midmorning snack each day, children complete art projects. "The kids always have something to take home to show their parents," Mary explains. And a part of most days' activities are animal-related songs and games. "Almost every day, I say, "we take the kids back into the wards [shelter kennels] where they can see the animals and have some kind of direct contact with them." Steve Wachman serves as director of the Animal Rescue League of Boston summer camp, now in its thirty-fourth season. Each day after flag-raising, songs, and a group game, the campers go to "classes." They register for the classes, picking from such diverse selections as proper care of pets, drama, photography, dog obedience training, ocean ecology, farm animals, horses, wildlife ecology, group adventures, macrame, woodworking, and candle making. Classes are followed by a milk break, sports, and then a "special event." Steve explains, "The special activity usually lasts a half hour or forty-five minutes. We have the fire department, police canines, the veterinarian, and a farrier come in. We even had a coast guard helicopter come in this year. Every day it's something different." Sometimes a senior counselor presents the program, using her or his own particular skills to create a lesson, perhaps in music or sports.

A typical day in the summer program at Marin Humane Society differs radically from those camps just described. In fact, Nancy Fox, director of the program, explains that her program is not a camp, but rather a "junior volunteer summer program." The afternoon segment of Nancy's program is like other humane education summer camps, with lectures, craft projects, and games. But in the morning, an exciting addition to the regular camp fare takes place. The young people, ages 12 to 16, "job shadow" the shelter personnel. Youngsters may sit at the front desk, observe surgery in the clinic, ride out in the field, or work in the kennels. Nancy states, "If the students want to experience euthanasia, we also arrange for that. By going through all the departments, the kids track what the animals go through." She adds, "You must have the commitment of the total staff for a program like this." In addition, the students need specific tasks to complete and detailed observation sheets to give structure to their experience. Nancy explains, "They can't be spacing out. They have to be on the ball." Nonetheless, problems do arise. One day while a student was out exercising a dog, a man came up and said, "That's my dog." The student gave it to him! Nancy laughs about it now, saying, "We thought he had told the children everything, but it never dawned on us that a kid would do that.

What's Needed

Program hours, ages, fees, number of sessions, facilities, and staff—are these some of the components that define each humane education summer camp?
At humane education summer camps, children learn responsibility and make very special friends.

unusual, too, in that it accepts only children ages 12 to 16. Ages accepted at other camps start at 6, 7, or 8 and range up to 10, 11, or 12. The Animal Rescue League camp accepts children up to 15.

The Indianapolis Humane Society camp is ambitiously offered four times a season, but most of the other camps offer only two sessions per year. Gayle takes advantage of the two sessions at the Animal Welfare League Camp to separate younger campers from older campers.

The length of each camp session varies from one week to three weeks. Prices for the one-week camps range from $20 to $27, and the three-week camps cost from $55 to $110. At some camps, parents pay fees cover daily snacks. Two of the programs provide the campers with souvenir T-shirts along with their fees. At the Indianapolis Humane Society camp, the students also receive membership in the humane society Kindness Club.

The type of facilities used for these six camps vary a great deal. Steve has an inaccessible but extremely desirable 40-acre SPCA. "Some of them make profound changes in the students' lives—nothing like it. Some of them have had big success, and some don't do very well."

For instance, one camp director mentioned the success was in part due to the fact that the directors' proposed changes represent only plans for expansion. Only one director, Nancy, is reevaluating her program for possible major changes. "In order for it [the volunteer program] to run as it has, it takes tremendous effort on the part of the department and other staff. It ties up volunteers for three consecutive hours, and you don't know whether we can afford to do that anymore. But in terms of staff morale, it's a very positive thing."

The Bottom Line

All in all said and done, what really matters is the campers and what they gain from this experience. Sue shares part of a letter her daughter who had attended the Indianapolis Humane Society's camp.

"Dear Mom and Dad,

The day I started the camp was amazing. I met new people, new dogs, new cats, new friends and new animals. The staff were all amazing. They taught me how to love and care for animals. I learned about their lives and how they were raised and how they were treated. I think that experience changes kids in ways we can never imagine."

Nancy shares these written comments from her campers:

"After lunch, we talked about animal rights with Diane Allevato, the Executive Director of the Humane Society. It was an interesting conversation and it really made you think about what you were eating and wearing."

"And this from Ardent Johnson, about cleaning cats:

"But then, when the final cage is clean... when there is no more kitty litter to change, no more water dishes to fill... when there is nothing left in the front office to clean... when there is nothing left in the front office to clean..."

Jenny Peacock writes: "I think the front office can be a sad place because people get their animals spayed or neutered, there wouldn’t be so many unwanted animals turning up at our shelters, but then again some people don’t care about animal rights."

And, finally, Nancy Fox comments on what she has seen get out of the experience. "Some of [the campers] do active lobbying, and many of them become very involved with community organizations. Some of them make profound changes in their life-styles. If nothing else, you cannot have a program like this and not have your consciousness raised. No, not after you’ve seen our slides or learn what some of these animals are raised and how they are treated. I think that experience changes kids in ways we can never imagine."

For information on the specific humane summer camps and programs, write directly to the summer camp directors listed below. Many have sample brochures, applications, and curriculum guides they will be glad to share for the cost of postage.

Mary Dykstra and Lori L. Otto
Wisconsin Humane Society
415 North Humboldt Avenue
Milwaukee, WI 53212

Judy Golden
American Humane Education Society Box 450
450 Salem Road
Frankfort, Kentucky 40731
617-879-5345

Gayle Richards
Animal League of America, Arlington
2650 South Arlington Mill Drive
Arlington, VA 22206
703-931-0233

Nancy Fox
Indianapolis Humane Society
1917 North Michigan Road
Indianapolis, IN 46220
317-875-5170

Sue Halsey
Indianapolis Humane Society
703 South Arlington Mill Drive
Indianapolis, IN 46202
317-875-2226

Steve Wachman
Animal Rescue League of Boston, P.O. Box 1731
Boston, MA 02117
617-873-0323

About the author... Patty Finch, an educator in Nevada and Arizona, develops humane education curriculum for use in classrooms.
**RESEARCH IN REVIEW**

**Do We Act the Way We Feel? A Look at the Relationship Between Attitudes and Behavior**

by Bill DeRosa

For many years, behavioral scientists have disagreed over questions regarding the relationship between human attitudes and behavior. Some theorists suggest that attitudes cause behavior and that beliefs tend to be good predictors of how humans act. Other researchers, however, have found that attitudes do not necessarily lead to corresponding behavior. Still others see a causal relationship, but of a different kind. These theorists argue that we form our attitudes as explanations for past behavior and controversies over the relationship between attitudes and behavior give rise to important questions for the humane educator. At what point are attitudes consistently with their attitudes toward animals? If we care about animals, will we necessarily behave humanely toward them?

A 1982 study by John Braithwaite, a research criminologist, and Valerie Braithwaite, a research fellow in social psychiatry, helps to provide answers to these questions. For their study, the Braithwaites developed a questionnaire designed to examine various aspects of attitudes toward animal suffering. The questionnaire contained seventy-four items that described specific practices associated with animal suffering—practices such as “buck-jumping” (hitting the animal’s head on a rod), “killing mice painfully for nonmedical research,” and “using live bait for greyhound training.” The Braithwaites asked 302 undergraduates at two Australian universities to express their level of approval, disapproval, or indifference toward each of the seventy-four items.

The results revealed that the attitudes of the students were generally consistent with ideals of humanean and animal welfare. The Braithwaites note that practices that had ecological ramifications, such as “harpooning whales,” received particular disapproval from the students. However, the findings of the study also revealed marked inconsistencies between attitudes and behaviors. For example, 89 percent of the respondents either “disapproved” or “strongly disapproved” of “keeping laying hens in battery cages where their wings are so small that they [the chickens] cannot spread their wings.” The Braithwaites speculate, however, that despite this attitude, most of the students continue to eat eggs produced under battery-cage conditions. Similarly, 90 percent of the students disapproved of “the use of inhumane killing methods” at a slaughterhouse. Nevertheless, only 41 percent disapproved of “eating meat from a slaughtered chicken that uses inhumane methods of killing.” An inconsistency also existed in regard to the practice of “force-feeding geese” at a slaughterhouse. Students who disapproved of this practice of “force-feeding geese” were generally consistent with their attitudes toward animal suffering. But this is only one example of the discrepancies between attitudes and behaviors.

In addition to providing this kind of knowledge, the humane educator will want to address factors such as critical thinking, skill at dealing with group pressure, and the impact of the home environment on a person’s ability to act upon personal beliefs. The point to remember is that humane education must have a number of objectives and that as the Braithwaites’ study implies, changing attitudes is one only objective within the large process of developing humane behavior toward animals. 

**Reference**


**Note:** For copies of any studies discussed in Research in Review, or for further information on any topics covered, contact Bill DeRosa at NAAHE, Box 362, East Haddam, CT 06429. Specific questions about the Braithwaites’ work can be directed to either Dr. John Braithwaite or Dr. Valerie Braithwaite, Australian Institute of Criminology, Box 28, Wooden, A.C.T. 2606, Australia.

**PEOPLE & ANIMALS**

**CONQUERING ANIMAL STEREOTYPES**

The People & Animals page appears in HUMANE EDUCATION to highlight activities from People & Animals: A Humane Education Curriculum Guide produced by NAHAE. The complete guide contains more than 400 teacher-tested activities. For more information about this helpful curriculum guide, write to NAHAE, Box 362, East Haddam, CT 06423.

The People & Animals page will continue to appear in each issue of HUMANE EDUCATION to highlight activities from People & Animals: A Humane Education Curriculum Guide produced by NAHAE. The complete guide contains more than 400 teacher-tested activities. For more information about this helpful curriculum guide, write to NAHAE, Box 362, East Haddam, CT 06423.

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**Curriculum Guide Reference**

Level C, Page 75, Math Concept. Humans’ different attitudes toward animals sometimes affect the way humans treat the animals.

**Reference**

NAHAE, Box 362, East Haddam, CT 06423. The People & Animals page appears in HUMANE EDUCATION to highlight activities from People & Animals: A Humane Education Curriculum Guide produced by NAHAE. The complete guide contains more than 400 teacher-tested activities. For more information about this helpful curriculum guide, write to NAHAE, Box 362, East Haddam, CT 06423.

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**Resources**


The Baffling Bat, The Rugal Rat, and The Frigid Fly; fables from the series Curious Creatures, available from Pomfret House, P.O. Box 216, Pomfret Center, CT 06259.

**Learning Activity:** Students conduct survey and compile results by assigning a numerical value of 4 to a "like" response, 3 to a "no opinion," 2 to a "dislike," and 1 to a "hate." Total number of points for each animal (the highest numbers represent the most well-liked animals, the lowest the most feared or disliked). Discussion: Did some individuals rate some animals high and some low? Why do you think people would like one animal and not another? Did everyone agree on which animals they liked, disliked, or feared? Why do you think some people might fear an animal while others like it? Do you dislike or fear any animals? If so, why? Do you think your friends fear the same animals? Why or why not?
by Lorraine P. Holden

It encompasses all creatures and is the oldest animal-related observance. It serves as a reminder to all people that they must act responsibly and "care-fully" toward animals. It underscores the important and necessary work of animal welfare agencies.

It is Be Kind to Animals Week. And what follows are a few suggestions for what humane educators can do to encourage people's observance of this week—seven days set aside each year to help all of us recall that humans aren't the only important residents of our planet.

IF YOU ARE A TEACHER:

☐ contact your local animal welfare organization or humane society to find out what supplies are needed to help the animals. Launch a class- or school-wide campaign to obtain these items.
☐ arrange a class trip to a nature center, zoo, or animal shelter to find out about the work on behalf of animals that occurs there.
☐ at the beginning of Be Kind to Animals Week, take an in-class survey of who owns pets and have the students brainstorm ways in which they can show kindness to their own pets or pets belonging to someone else. At the end of the week, ask each student to share what she or he accomplished.
☐ organize a bake sale to raise money so that each of your students can purchase memberships to The Humane Society of the United States or the local humane organization for themselves or their families.
☐ have your students conduct a letter-writing campaign to local restaurants serving veal and goose liver paté as a way to protest the mistreatment of the animals that provide this food.
☐ ask your students to quietly observe two types of local wildlife, read a book about each, and write a description of what they saw and learned.
☐ ask each student to bring to class her or his favorite animal-related book and have a book swap.

GIFFER NEWS:

-plan an in-class film festival that includes animal-related films.
-help your students write letters to the editor of your local newspaper that discuss the importance of Be Kind to Animals Week or a specific animal-related issue.

☐ arrange to have come to class guest speakers who can talk about their work with animals or share their experiences with their pets.
☐ have your students make a batch of dog biscuits for their own pets or for animals at a nearby animal shelter.
☐ schedule a class visit with someone (a herpetologist, beekeeper, scientist who studies bats) who works comfortably with an animal species your students don't like.
☐ have your students create a class chart that records a favorite memory each student has about an animal.
☐ plan a class party and ask each student to invite a person she or he thinks shows kindness to animals.
☐ involve your class in a public awareness campaign about Be Kind to Animals Week by having students create posters to be displayed in store windows.
☐ have your students pick up litter in a local park that might otherwise be dangerous to animals.
☐ subscribe to Kind News for your students. Kind News is the four-page tabloid newspaper for children published by the National Association for the Advancement of Humane Education. The newspaper comes in two editions: Kind News I for students in grades 1 to 3 and Kind News II for those in grades 4 through 6. Fun to read, as well as informative, Kind News contains stories about animals and environmental issues, reports about children working to protect animals, puzzles, projects, ideas and much more. It is available in packets of 35 copies only. For further information, contact NAAHE, P.O. Box 362, East Haddam, CT 06423.

IF YOU WORK FOR AN ANIMAL WELFARE ORGANIZATION:

☐ sponsor a walkathon or runathon to raise money for your organization.
☐ provide literature and posters to your local library and ask the librarian to arrange a display.
☐ contact the community education director of your local shopping mall to arrange a display.
☐ have an open house at your organization to show the public the work you and your colleagues do for animals.
☐ sponsor an essay contest for students in which they write about an important animal-related issue. Ask the editor of your local newspaper to print the winning entries.
☐ donate subscriptions to Kind News to your local schools and children's hospitals.
☐ arrange to have a Scout troop participate in a pet wash to raise money for your shelter.
☐ contact a school principal and ask to be invited to the next faculty in-service to distribute humane education materials.
☐ ask to be a guest lecturer on humane education in a teacher-training course at a local college or university.
☐ begin a kindness club.
☐ select and honor a humanitarian of the year in your community.
☐ select and honor a humane education teacher of the year from one of your local schools. Then nominate your special teacher in NAAHE's national Humane Education Teacher of the Year competition in 1985.
☐ conduct a humane education film festival at the animal shelter or in a local library or auditorium.
☐ assign a team of volunteers to be "kindness catchers" for the week. These volunteers would patrol their communities and hand out certificates of appreciation to people who are exhibiting responsible pet ownership and/or respect for wildlife.
☐ choose a specific animal-welfare/animal-rights issue and use Be Kind to Animals Week to launch a public awareness campaign through press releases and personal contact with newspaper, television, and radio personalities.
☐ have a thank-you party to honor special volunteers, children, teachers, school administrators, elected officials, media personalities, or other individuals who have supported and/or helped with your organization's efforts on behalf of animals.
CALENDAR

APRIL

Beginning of Pets Are Wonderful Month
For the past three years, the Pets Are Wonderful Council has been sponsoring Pets Are Wonderful Month during April as a way to recognize ‘...the joys and responsibilities of pet ownership.’ Many local animal shelters participate in planning special activities for their students. So begin your observance of Pets Are Wonderful Month in April. Instruct your animal shelter to determine what activities have been arranged, which may be appropriate for your students to participate in.

APRIL

22

Easter What animals do your students think of when they think of Easter? Of course, they probably as- sociate the Easter holiday with rabbits, ducklings, and chicks. Unfortunately for these animals, however, they are more than symbols of Easter. Each year thousands of innocent rabbits, ducklings, and chicks are sold as nov- elties to be given to chil- dren. Frequently, these ani- mals are dyed springtime colors. Often the people pur- chasing these animals are not prepared to care for them properly and are unwilling to keep the animals when they are fully grown. Usually, the animals are abandoned after the holiday. In addition, some of these animals can carry salmonellosis, a disease dangerous to humans.

April is an excellent time to take advantage of the interest in animals around Easter. Many students will be interested in the story of why animals are associated with Easter. Have the students brainstorm the various types of jobs they saw in this setting. What jobs, if any, would they want to have? Why?

APRIL

24

World Day for the Abolition of Animal Experiments Research in such fields as medicine, space travel, phar- macology, and psychology is conducted daily at the ex- pense of animals—animals such as dogs, cats, rabbits, rats, and primates. This day has been set aside as one on which concerned people remember the suffering en- dured by these animals in labor- atories throughout the world. Many people believe that this suffering is unnes- sary and that humane alter- natives to research involving animals exist.

Observe this day by rais- ing awareness among your students of the inhuman- ness of this problem. Dis- cuss ways in which they can prevent such suffering in laboratories. For example, students could write letters to animal laboratories requesting that the use of animals be limited; encourage students to avoid using “new” or “new and improved” prod- ucts that have been tested on animals. Students can ask their families to buy products that sell “animal-free” products.

APRIL

25

First Seeing Eye Dog Trained On this day in 1928 the first Seeing Eye dog was trained in Switzerland. Bud- dy, a Seeing Eye dog, was trained by Seeing Eye, Inc. for Morris Frank, a blind man.

Observe this day with your students by discussing the contributions that guide dogs can make to society. If possible, invite a blind person who owns a guide dog to your class to share personal ex- periences with his or her experiences and then discuss the role that guide dogs play in the lives of the blind. Each student could also make a model of a guide dog marvelous guide dog. If a guest speaker is not available, share with your students the book Guide Dog: The Story of a Guide Dog by Patricia Curtis (New York: Lodestar Books), which combines black-and-white photographs with a well-written text to describe the training and work of a guide dog.

MAY

10

Anniversary of the ASPCA Founded on this day in 1866, the American Society for the Prevention of Cruelty to Animals is the first animal welfare organization in the United States, and it continues to work to protect and shelter animals today. It is an ideal day for familiarizing your students with the history of animal shelter.

APRIL

26

Observe this day by fam- iliarizing your students with the work of Seeing Eye.

APRIL

26

Involving your class in a schoolwide or community- wide campaign to educate other children and adults about the dangers of pollution.

APRIL

28

Rachel Carson’s Birthday The famous author of the book Silent Spring shocked the world with its descrip- tions of the dangers that pesticides pose to the environment. Silent Spring ushered in the beginning of a move to- ward environmental aware- ness and a concern that continues today. Rachel Car- son, a writer and biologist born in 1907, was the initial force behind this movement.

Observe this day by fo-
cusing your students’ atten- tion on pollution problems and how these problems negatively affect the welfare of both humans and animals. Tree Man: A First Adventure in Ecology is a filmstrip available from Rand- dom House, 400 Hahn Road, Westminister, MD 21157, is an excellent tool for intro- ducing the subject of pollu- tion to children in kindergarten and the primary grades. Eighteen captioned study prints and a teacher’s guide are included. Also available from Random House is the filmstrip series Pollution: What Is It? which explores the existing types of pollu- tion, their causes, and the solutions humans can em- ploy to reverse the effects of pollution. This filmstrip series is especially suitable for children in both junior and senior high school.

JUNE

1

Beginning of Adopt-A-Cat Month This year is the seventh year that June has been designated Adopt-A-Cat Month by 9-Lives Cat Food Company and the American Humane Association. The month-long campaign was originally conceived by 9 Lives Cat Food Company because of the popularity of the famous feline Morris. The purpose of Adopt-A-Cat Month is to promote the adoption and responsible ownership of both humans and animals.

Observe this month with your students by organizing a campaign to class a guest speaker from your local shelter. If possi- ble, have your speaker bring a cat from the shelter. Ask your guest to discuss the needs of cats and the miscon-ceptions people have about these animals. Show about the film About Cats, available from Modern Talk- ing Picture Service, 1671 Emlen Row Road, Westminster, Village, IL 60007, or What is a Cat?, available from Latham Foundation, Latham Plaza Building, Clement & Schiller, Alameda, CA 94501, to demonstrate the findings to the class.

JUNE

27

Anniversary of Pandora’s Arrival On this day in 1938, Pan- dora, a giant panda, arrived at the Bronx Zoo. The panda, who is the distinctive black- and-white coloration, is one of the most easily recog- nizable of all wild creatures. Unfortunately, the panda is also an endangered species. Observe the anniversary of Pandora’s arrival at the Bronx Zoo by exploring with your students the role of zoos in the protection of en- dangered species. If possi- ble, arrange a field trip to a zoo to observe the endan- ged species kept there.

May or June

Planting special activities for your students the role of zoos in the protection of en- dangered species.

May or June

Observe this holiday by rais- ing awareness among your students of the inhuman- ness of this problem. Discuss ways in which they can prevent such suffering in laboratories. For example, students could write letters to animal laboratories requesting that the use of animals be limited; encourage students to avoid using “new” or “new and improved” prod- ucts that have been tested on animals. Students can ask their families to buy products that sell “animal-free” products.

MAY

12

Be Kind to Animals Week The American Humane Association sponsors Be Kind to Animals Week each year to remind people of the importance of humane treatment to animals. The week begins with “Humane Sunday,” a day on which to remember the helpless—especially children and animals—with kindness, compassion, and protection.

Fill your students’ week with activities that help them observe Be Kind to Animals Week. Select from the variety of ideas presented in “Places To Go, People To See, Things To Do,” Celebrating Be Kind Animals Week, which be- gins on page 24.

JUNE

1

Observe this day by discuss- ing the contribution that guide dogs can make to society. If possible, invite a blind person who owns a guide dog to your class to share personal ex- periences with his or her experiences and then discuss the role that guide dogs play in the lives of the blind. Each student could also make a model of a guide dog marvelous guide dog. If a guest speaker is not available, share with your students the book Guide Dog: The Story of a Guide Dog by Patricia Curtis (New York: Lodestar Books), which combines black-and-white photographs with a well-written text to describe the training and work of a guide dog.
Approximately 80 percent of all living land fauna are insects. Entomologists estimate that there are more than 2 million living species, of which only about 40 percent have been named. Although insects populate nearly every corner of the globe, they are not always popular. Frequently maligned, these creatures are generally regarded as undeserving of humane treatment. After all, they are not cuddly or affectionate like dogs and cats. They seldom behave as if they are even aware of humans. Yet, insects play a critical role in nature, and the majority of insect species are actually beneficial to humans. They pollinate crops. They aid in the balance of nature—improving soil, disposing of waste, and providing food for other useful animals. Insects also make products that are valuable when refined by humans, such as medicine, honey, and silk.

The following films and filmstrip emphasize the helpful nature of the great majority of insects. Other film and filmstrip reviews covering subjects of humane interest are included in Films for Humane Education, available from Argus Archives, 228 East 49th Street, New York, NY 10017 for $5.75, including postage.

INSECTS HELPFUL TO MAN (1977)
A useful tool for dispelling stereotypes about insects, this insightful film shows bees manufacturing honey, silkworms making silk, maggots and dung beetles scavenging waste material, ladybugs and ichneumon flies controlling harmful insects. Suitable for the fourth through eighth grades, this seventeen-minute film is available for purchase ($250) or rental ($12.50) from the International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604.

INSECTS (1977)
By Argus Archives

THE BEE (1977)
Also presented on television as part of the series Animals, this fascinating twenty-two-minute program focuses on the bee throughout history and today. Hives and colonies are discussed as well as the process of collecting and using honey. Thoughtfully produced, The Bee is an excellent film for elementary grades through high school. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.

BUTTERFLIES ARE....(1977)
Monica’s hobby is collecting butterflies. She shows her friend, Mickey, how she captures, kills, and prepares her specimens. When Mickey captures a butterfly that Monica desperately wants, he lets it go, deciding after careful thought that butterflies are meant to be free. A fine springboard for discussion, this fifteen-minute film is intended for grades three through eight and is available for purchase ($240) from Barr Films, P.O. Box 5667, 3490 East Foothill Boulevard, Pasadena, CA 91107. Write for rental information.

ANIMALS AND HOW THEY GROW: INSECTS (1976)
One of a five-part series, Animals and How They Grow presents the life cycle of insects, with emphasis on the diversity in their appearances, habits, and maturation. Through an excellent presentation, the filmstrip encourages students to observe their surroundings carefully. Suitable for early elementary grades, this eleven-minute filmstrip includes a sound cassette. Purchase information is available from the National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

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Butterfly (1977)
Narrated by Hal Linden, this striking film takes viewers from Pacific Grove, California, where the monarch butterfly migrates for the winter, to Maine, where Jo Brewer raises monarchs and sets them free. A wealth of useful and interesting information on butterflies and moths is presented. This informative, twenty-two-minute film originally constituted a segment of the TV show Animals, and is intended for grades three through eight. Purchase and rental information is available from Media Guild, Box 881, Solana Beach, CA 92075.

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In Insects Helpful to Man, students learn about silkworms and other beneficial insects.
Springtime, a time of renewal and new life, is an exciting time to enjoy nature. It's a perfect season for outdoor excursions to observe and appreciate local flora and fauna.

Sometimes, however, people's observations of and appreciation for wild plants and animals lead to a desire to handle and collect their discoveries. It's not uncommon, for example, for children to find birds' nests perched within easy climbing distance in trees and retrieve them as souvenirs. What is, in reality, a home for young birds becomes a plaything for children.

Other examples of humans disrupting nature include the uprooting of wild flowers and saplings and the adoption of "abandoned" baby animals. Usually, these animals have not been abandoned at all. In these and other instances, curiosity and appreciation for nature results in disturbing the very plants and animals that the nature lovers care about.

A Home or a Toy?

Use the photograph on the reverse side of this page to teach your students about the problems associated with interfering with wildlife. Ask your students to identify the ways in which nature is harmed by people collecting plants and animals. What are alternative ways to appreciate the natural world? A "finders keepers" attitude toward nature disturbs the life cycles of wildlife and cheats other people of the enjoyment of observing nature.

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